

DAMBAI COLLEGE OF EDUCATION (DACE)



REPORT ON DAMBAI COLLEGE OF EDUCATION (DACE), GHANA AND COLLEGE OF EDUCATION, HEALTH AND HUMAN STUDIES, SOUTHEAST MISSOURI STATE UNIVERSITY (SEMO), USA 2024 ANNUAL INTERNATIONAL RESEARCH CONFERENCE HELD AT DAMBAI COLLEGE OF EDUCATION ON FRIDAY, 18TH OCTOBER, 2024 UNDER THE THEME ‘INNOVATIVE EDUCATION FOR SUSTAINABLE FUTURE: REFLECTING ON TRANSFORMATIVE LEARNING AND DEVELOPMENT’

OCTOBER, 2024

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EXECUTIVE SUMMARY OF THE CONFERENCE

Executive Summary of the DACE & SEMO 2024 Annual International Research Conference

The DACE & SEMO 2024 Annual International Research Conference, held on October 18, 2024, at Dambai College of Education, Ghana, served as a collaborative platform for educators, policymakers, and researchers to explore the theme, *“Innovative Education for Sustainable Future: Reflecting on Transformative Learning and Development.”* The conference aimed to foster a dialogue on how innovative and transformative education can contribute to sustainable development, particularly in alignment with SDG 4 on inclusive and equitable quality education. Key objectives included sharing quality research, promoting collaborative studies, and emphasizing contextual and practical approaches to education. The event attracted 141 participants from diverse institutions locally and internationally, and this underscored the global interest in education’s role in addressing sustainability and social equity.

Speakers raised critical issues concerning the gaps and opportunities in Ghana’s educational landscape. The keynote speaker, Prof. George K. T. Oduro, highlighted the interconnectedness of innovative education, transformative learning, and sustainability while emphasised the need for holistic teacher support and stakeholder collaboration. Prof. Oduro also emphasised the need for transformative, adaptive, and inclusive curricula to address urban-rural disparities and foster critical thinking and environmental consciousness. Prof. Achanso highlighted the role of moral values and empathy in education, urging participants to embed these principles to cultivate a socially responsible future generation. Both speakers called for collaborative efforts among educators, policymakers, and communities to align educational outcomes with sustainable development goals.

Nana Mprah Besemuna III who was the Special Guest of Honour, and Prof. Joe Puyol, the Dean of SEMO highlighted interdisciplinary approaches, practical research outcomes, and challenging conventional educational paradigms to address pressing global challenges. Generally, the discourse underscored the need for education systems to evolve in response to societal and environmental demands.

Mr. Akwasi Addae-Boahene, T-TEL representative at the Conference congratulated the DACE-SEMO partnership for the great effort in organising the Conference. He highlighted the need for tertiary institutions in Ghana to focus and invest in innovative education and transformative learning to empower future generations to adapt in an ever-changing world. He noted the vital platform the conference served for educators, policymakers, and stakeholders to share insights and create more innovative and sustainable educational landscape for shaping educational policy and practice in Ghana and beyond.

Dr. (Mrs.) Benedicta Awusi Atiku, the host Principal, and the Chairman of the Conference, Prof. Patrick K. Ofori-Danson who doubled as the Chairman of the DACE Governing Council celebrated the event as a testament to the power of collaboration and innovation in education. Both acknowledged the contributions of various stakeholders, including dignitaries, planners, and participants, in making the conference a success. Expressing gratitude to key partners like T-TEL and Southeast Missouri State University, they encouraged attendees to sustain the momentum of the conference through future initiatives.

The conference hosted a total of 28 abstract presentations, categorized into two models: online and face-to-face. The online session included seven presentations, with four from Ghana and three international contributors (USA and Uganda). The face-to-face session saw 21 presentations

organized into four thematic groups: Arts and Social Sciences Education, Science and Mathematics/ICT Education, Language Studies, and General Education Studies. These sessions highlighted diverse topics, including pedagogy, curriculum redesign, rural development, teacher training, and cultural studies. Key findings included the psychosocial influences on personal choices, the impact of socioeconomic support on student engagement, and the integration of cultural identity through music. Challenges in teaching resources, curriculum delivery, and language instruction were evident, with actionable suggestions such as targeted training programmes, enhanced mentorship for faculty, and increased resources for linguistic and cultural education. Finally, other notable studies addressed migration dynamics, agricultural productivity, and workforce integration for vulnerable groups which underscored the importance of collaboration between institutions, government, and communities to drive meaningful change. Keynote contributions and recommendations were made which sought to bridge gaps in research, policy, and practice in order to improve educational outcomes and societal development.

The online presentations emphasized challenges in implementing critical pedagogy and the Universal Design for Learning (UDL) framework in Ghana. Issues such as insufficient faculty training, limited technological proficiency, and leadership gaps in tertiary education were identified. Innovative agricultural practices and climate-smart principles emerged as vital themes, alongside the need to enhance workforce readiness through experiential learning. Recommendations included professional development for educators, enhanced school climates, and targeted community workshops to foster climate-resilient practices and inclusive education.

The Chairpersons, Prof. Barik Alhassan, Dr. Lawrence Odumah, Prof. Scholastica W. Azuah, Dr. Adwoa Kwegyiriba, and Dr. Dickson Tsey had closing remarks for their various sessions chaired. They emphasised transformative potential of interdisciplinary collaboration and sustainable education, professional development, leadership training, and partnerships to enhance educational practices, curriculum reforms, and workforce alignment in Ghana. Other highlights include addressing challenges in teacher training, sustainable agricultural innovations, and cultural enrichment. Inclusive, student-centred approaches, importance of linguistic creativity and cultural representation in education and the value of research-informed strategies in addressing Ghana's unique educational and societal challenges were also stressed.

Several key takeaways emerged which emphasised the need for transformative learning approaches, sustainability-focused teacher education, and the integration of advanced technologies like artificial intelligence (AI) in research. Collaborative partnerships and co-authorship were recognised as essential tools for uniting diverse expertise to tackle pressing issues in education and sustainability. The participants highlighted the importance of innovative, adaptable methodologies for addressing real-world problems, particularly in education, health, and sustainable agriculture. The role of AI was particularly noted for its potential to revolutionize research practices, though it was acknowledged that ethical considerations and infrastructural investments remain critical for its responsible use.

The Conference concluded with policy and practice recommendations, including prioritizing sustainability in teacher education, adopting rigorous and practical research methodologies, and fostering collaboration through co-authorship and interdisciplinary partnerships. Overall, the conference established a robust foundation for sustainable education and research, aligning with global development goals and empowering participants to lead transformative change.

SECTION ONE: BACKGROUND INFORMATION AND GENERAL ORGANISATION OF THE CONFERENCE

1.1 Overview of the Conference

The DACE & SEMO 2024 Annual International Research Conference was a one-day event that took place on Friday, 18th of October, 2024 at the Conference Hall of Dambai College of Education, Ghana. The Conference brought educationists, researchers, policy makers and stakeholders locally and internationally to dialogue and reflect on the theme, “*Innovative Education for Sustainable Future: Reflecting on Transformative Learning and Development*”. The theme generated discourse on how innovative education, education of the heart and transformative learning can contribute to sustainable future and development in Ghana, Africa and the world at large.

1.2 Conference Purpose / Objectives

The objectives of the conference were to:

- a. Create a forum for sharing quality research findings from Ghana and the globe on transformative education and development in line with SDG 4 (**Inclusive and Equitable Quality Education**). This would improve educational practice among tutors and other educational practitioners in Oti Region, the country and beyond.
- b. Harness the opportunity to promote collaborative research on transformative education and development among education practitioners across the levels of education (pre-tertiary and tertiary) in the Oti Region for general improvement on educational standard in literacy, numeracy, creativity and innovation in the Region and beyond.
- c. Bring education sector engagement and discourse to the doorstep of the local educand, education community and the Traditional Area of the Oti Region in promoting accessibility and local content to such fora as the International Research Conference.
- d. Promote the academic professional culture of research, publication and participation in Research Conference especially among the Colleges of Education Academic Staff of Oti, Northern and Volta Colleges of Education in particular (due to proximity of Dambai College to these Colleges) and other Colleges in general for effective practical delivery of the 4-Year B.Ed Curriculum
- e. Promote general productivity through innovative, transformative and developmental researches into socio economic ventures of the global education community and the people of the Region and beyond. This is envisaged to reduce teacher attrition, rural-urban migration and to improve motivation for education among the local people of the Region and beyond.

1.3 Groups of participants, registration, accommodation, feeding / refreshment and technical support system

1.3.1 Groups of participants

The Conference brought together different groups of participants, including:

- a. Special Guests such as Special Guest of Honour, Keynote Speaker, Guest Speaker, T-TEL Representative, Principals of sister Colleges of Education, Headmasters of SHS / SHTS and Students Representatives Council members of DACE, Yabram and Oti Senior High Schools.
- b. Dambai College of Education Council Chairman and Members, Management Members and Staff.
- c. International partners from Southeast Missouri State University, USA.
- d. Researchers / Authors of Abstracts for the Conference

1.3.2 Registration

Registration of participants started at 7:00AM. An online registration system was designed and a printed QR code provided for participants to register. The online registration link was provided to members on social media handles to easily register.

1.3.3 Participants attendance

There were one hundred and forty-one (141) registered conference participants. Fourteen (14) of them representing 10% were authors who participated virtually. Also, 46 (33%) authors were face-to-face participants. The non-authors were 81 which is 57% of the total participants.

In general, participants came from the following institutions: Dambai College of Education, St. Teresa College of Education, E. P. College of Education (Amedzofe), Jasikan College of Education, Agogo Presbyterian Women's College of Education, St. Francis College of Education, Southeast Missouri State University, Makerere University, Kent State University, University for Development Studies, University of Cape Coast, University of Ghana, University of Education, Winneba, C. K. Tendam University of Technology and Applied Sciences, University of Professional Studies, and the Krachi Traditional Council.

1.3.4 Feeding and refreshments

All dignitaries and participants who reported on the 17th of October were provided supper at their respective hotels. On the conference day, 18th October 2024, all participants were provided with breakfast which started at 7:00am, snacks at 10:30am, lunch at 2:00pm and supper at 6:30pm.

1.3.5 Accommodation of dignitaries and participants

All external invited guests and authors/ participants who attended the conference were provided accommodation and College paid out of the support T-TEL offered to the Conference. The following hotels were engaged: Bosatsu Hotel, Elemawusi Hotel and Clap Larry Hotel.

1.3.6 Machinery and technological support systems

Various technological machinery and Social Media handles were employed to broadcast the conference proceedings live. Thus, DS ONLINE TV GH (<https://web.facebook.com/dsonlinetv/?rdc=1&rdr#>) is an online platform that streamed the conference proceeding live on Facebook. MTN Ghana also extended access of the conference proceedings to larger audience through their Van with Projector Screen.

1.3.7 Organizers and Sponsors

The organizers of the Annual International Research Conference were DACE and SEMO with a great advisory support from Prof. Jophus Anamuah-Mensah, Prof. Salifu, Dr. Mrs. Felicia Dzamesi and Dr. Sam Awuku including the liaison of DACE-SEMO partnership, Prof. Seidu Sofo. The sponsors of the Conference include DACE, T-TEL, God's Glory Farms, Clap Larry Hotel, Agya Larry Enterprise, and Nana Kwaku Beyernnor II. An amount of between Gh¢150.00 to Gh¢450.00 were to be paid by the local students and other authors and between \$20 and \$100 were to be paid by international students and other others respectively. Some authors honoured this payment by the Conference date, yet some others did not honour it. Such monies that were paid also supported expenditure on the Conference.

1.4.0 Opening ceremony: Summary of Speeches / Addresses by Dignitaries

The Conference proceedings started with an opening prayer at 9: 00am after which the Conference Chairman, Patrick K. Ofori-Danson who doubles as the Chairman of Governing Council, Dambai College of Education, delivered his acceptance speech.

Prof. Patrick K. Ofori-Danson warmly welcomed all dignitaries and participants present, and acknowledged the international partners of Dambai College of Education, the College of Education, Health and Human Studies, Southeast Missouri State University. Prof Chairman acknowledged the timeliness and significance of the Conference, which aligned with the partner institutions' mission of providing quality teacher education. Prof established that this one-day conference was intended to foster exploration of innovative pedagogies, promote debate and collaboration, and reflect a shared commitment to using education to address societal challenges. Prof called out that, as participants reflect on transformative learning and development, prioritisation be given to student-centred pedagogical approaches; interdisciplinary research and inter-intra partnerships or collaboration and community engagement. Prof. Patrick K. Ofori-Danson congratulated DACE and SEMO for a successful inaugural International Research Conference.

1.4.1 Welcome Address by Dr. (Mrs.) Benedicta Awusi Atiku, Principal, Dambai College of Education

The Principal welcomed all present and those who joined virtually to the maiden edition of the DACE & SEMO 2024 Annual International Research Conference. Dr. Atiku highlighted that the conference provided a platform for researchers to enhance their knowledge, explore new ideas, and foster professional growth among educational practitioners. She emphasized the need for collaboration among researchers, institutions, policymakers, and stakeholders to build a sustainable, inclusive, and equitable education system. Dr. Atiku also stressed the importance of discussing innovative and transformative education to equip future generations with the skills required for sustainable development. The Principal acknowledged and thanked all key players in the planning and sponsorship of the Conference especially the Planning Committee; the Council Chairman and Members; and T-TEL Executive Director and the Board of Directors for their support of Gh¢76,000.00 for accommodation and transportation cost. She expressed her gratitude to the Special Guest of Honour, **Nana Mprah Besemuna III**; the Keynote Speaker, **Prof. George**

Kweku Toku Oduro; the Guest Speaker, **Prof. Elliot Alhassan (Pro VC of UDS)** represented by **Prof. Adams Sulemana Achanso**; the T-TEL Representative, **Mr. Akwasi Addae-Boahene**; Heads of SHS present and Students Representative Council Members of all SHS and DACE present and the media including all other dignitaries as well as the international partners and authors of abstract present physically and virtually.

1.4.2 Address by the Guest Speaker, Prof. Adams Sulemana Achanso, University for

Development Studies

Prof. Adams Sulemana Achanso, who represented Prof. Elliot Haruna Alhassan–Pro-Vice Chancellor of the University for Development Studies (UDS) as the Guest Speaker, congratulated DACE and SEMO for hosting their first ever joint International Research Conference. Speaking on the theme “*The education of the heart for sustainable development.*” Prof. Adams revealed that the theme deeply resonated with him, emphasizing the importance of education of the heart in shaping both intellectual and moral aspects of society. He defined this education as extending beyond literacy to include values, empathy, ethics, and civic responsibilities, crucial for sustainable development. He highlighted the need for nurturing moral conscience, social justice, inclusivity, and environmental responsibility. Prof. Adams suggested adopting holistic curriculum frameworks, like the UDS template, incorporating community-based learning to enhance emotional intelligence and cultural awareness. He concluded that tertiary institutions must align the educational system with these principles for sustainable national development.

- a. Curriculum reforms need to integrate courses of ethics, leadership and emotional intelligence.
- b. There should be community engagement with local and global communities through internships, service projects and fieldworks towards developing empathy and moral courage.
- c. There should be interdisciplinary collaboration in teaching, learning and research with global experts to find holistic solutions to social problems.

1.4.3 Address by the Keynote Speaker, Prof. George Kweku Toku Oduro, Former Pro-Vice Chancellor, University of Cape Coast

The keynote speaker, Prof. Oduro expressed a word of congratulation to DACE and SEMO for a successful organisation of the International Research Conference. Prof. Oduro then addressed the gathering on the main theme of the conference “*Innovative Education for Sustainable Future: Reflecting on Transformative Learning and Development.*” He introduced the address with thought provoking questions such as: why innovative education and transformative learning should be prioritized? What challenges in Ghana’s educational landscape prompted this theme? How can stakeholders enhance the educational provision to align with the country's values and aspirations? Prof. gave a critical analysis of the key terms of the theme by differentiating among innovative education, transformative learning and sustainable future. He further outlined strategies that can be explored to transform teacher education for transformative development. Some significant insights made by Prof. Oduro in the keynote address are:

- a. Disseminating research is essential for its societal impact, highlighting the need for ongoing dialogue on transformative educational strategies.
- b. Innovative education, transformative learning, and sustainable future are interconnected concepts that promote critical thinking and address sustainability.

- c. Teachers play a vital role in achieving quality education and national development. Thus, need continuous support and resources to improve capacity.
- d. Upgrading educational institutions alone is inadequate without proper logistics and facilities, as many colleges struggle with significant challenges.
- e. Achieving transformative education requires the collective engagement of all stakeholders, including parents and community members, for effective reform.

1.4.4 Address by Special Guest of Honour, Nana Mprah Besemuna III, Krachiwura, the President of Krachi Traditional Council and Immediate past President of Oti Regional House of Chiefs

Nana Besemuna III, representing the Traditional Council, emphasized that the conference showcased the power of human creativity, curiosity, and collaboration in advancing knowledge. Nana congratulated DACE for the fast pace of transformation in both physical infrastructure and partnership drive / intervention that brought the College far to what they were witnessing on the Conference day. He acknowledged the focus of the Conference on two key issues—innovative education and transformative development—which have the potential to address societal challenges. Nana highlighted that traditional educational practices are no longer sufficient for solving these problems and urged academic experts to critically examine existing educational assumptions, challenge the status quo, and co-create knowledge that is both contextually relevant and globally informed.

Concluding, Nana highlighted that education must now harness the power of research and innovation to:

- a. Advance sustainable development.
- b. Promote social justice and equity.
- c. Foster global citizenship and
- d. Support inclusive and diverse learning environments.

1.4.5 Address by T-TEL Representative, Mr. Akwasi Addae-Boahene, Chief Technical Advisor, T-TEL, Ghana

Mr. Addae-Boahene, on behalf of Transforming Teaching, Education, and Learning (T-TEL) expressed his congratulations to Dambai College of Education and Southeast Missouri State University on hosting their inaugural International Research Conference and stated that the conference' theme aligned with T-TEL's vision to advance Ghana's educational system through innovation and sustainability. He highlighted the need for tertiary institutions in Ghana to focus and invest on innovative education and transformative learning to empower future generations to adapt in an ever-changing world. Mr Addae-Boahene conveyed that the conference served a vital platform for educators, policymakers, and stakeholders present to share insights on best practices for creating a more innovative and sustainable educational landscape. He concluded with optimism that the conference outcomes would contribute meaningfully to shaping educational policy and practice in Ghana and beyond.

1.4.6 Address of Prof. Joe Pujol, Dean, College of Education, Health and Human Studies, Southeast Missouri State University, USA

Southeast Missouri State University, USA is the International Partner of Dambai College of Education, Ghana. Prof. Puyol, Dean of the College of Education, Health and Human Studies of the Southeast Missouri State University represented the University and made his presentation virtually. Prof. Puyol discussed the value of interdisciplinary research in solving global challenges. He pointed out that education, health, and sustainable development are interconnected fields that require integrated approaches to ensure future resilience. He also encouraged participants to focus on practical outcomes of their research, reflecting the global need for applicable solutions. Key takeaways that were made by Prof. Puyol were that institutions, policymakers and researchers dialogue on the role of interdisciplinary collaboration in achieving sustainable educational outcomes and encourage researchers to prioritize impactful research that translates into practical solutions. He congratulated both SEMO and DACE for hosting a successful International Research Conference and hoped for better days ahead in the partnership.

1.5 Closing of the Opening Ceremony

The opening Ceremony ended with group photograph at 10:30am. This was followed by snack break and the second session- online and face-to-face abstracts presentations commenced.

2.0 SECTION TWO: PRESENTATION OF ABSTRACTS

The Conference recorded a total of twenty-eight (28) abstract presentations under two main models as follows:

- a. Online: Seven (7) presentations with four (4) from Ghana and three (3) from outside countries (USA and Uganda) were taken.
- b. Face-to-face: A total of twenty-one (21) abstracts were presented under four (4) parallel groups / sessions as Arts and Social Sciences Education; Science and Mathematics/ICT Education; Language Studies and General Education Studies.

2.1 Summary of Online Presentation of Abstracts

The online presentation of abstracts was chaired by Prof. Alhassan Barik, UDS Representative on DACE Governing Council and assisted by Dr. Lawrence Odumah, the DACE Alumni Representative on DACE Governing Council.

2.1.1 Key outcomes or significant takeaways from the online presentations include

- a. Critical Pedagogy implementation in Ghanaian Colleges of Education faces significant barriers, such as limited faculty training and resistance to shifts in traditional teaching methods.
- b. Teachers using the Universal Design for Learning (UDL) framework report that it enhances inclusivity but requires considerable effort in adapting materials for diverse learners.
- c. Tertiary educational institutions in Ghana experience challenges in curriculum redesign due to inadequate leadership training in change management.

- d. A positive school climate significantly correlates with higher perceived competence among Ghanaian basic schoolteachers.
- e. Farmers in Kintampo North have traditional practices that align with climate-smart principles but lack awareness and resources to expand these practices.
- f. Many in-service teachers have limited proficiency in technology-enhanced pedagogy due to insufficient training.
- g. Employers in Ghana and Nigeria see value in sustainable integrated rural development programs but find graduates lacking in practical skills for the workforce.

2.1.2 Recommendations

- a. Regular professional development sessions should be conducted to familiarize faculty with CP concepts and foster a mindset shift toward student-centred, critical learning approaches.
- b. Schools should provide additional resources and collaborative planning time for teachers to develop and implement UDL-aligned lesson plans effectively.
- c. Introduce training programs for educational leaders focusing on change management to equip them with skills for guiding effective curriculum reforms.
- d. Schools should prioritize creating a supportive and collaborative climate to enhance teachers' confidence and professional competence.
- e. Conduct community-based workshops to educate farmers on climate-smart agriculture and support the integration of sustainable practices.
- f. Implement a continuous training program focusing on digital skills and integrating technology into classroom instruction to improve teaching effectiveness.
- g. Curriculum revisions should emphasize experiential learning and practical skill development to increase graduate employability and meet market demands.

2.2 Face-to-Face Presentation of Abstracts

After the online presentation session, conference participants went into four (4) groups of fields of knowledge as parallel sessions which included (1) Science and Mathematics / ICT Education, (2) Language Studies, (3) Arts and Social Sciences Education and (4) Education Studies. Thus, simultaneously, twenty-one (21) face-to-face presentations were conducted.

Prof. Scholastica Wompekeah Azuah, Principal of St. Teresa's College of Education, Hohoe, and Prof. Barik Alhassan co-chaired the Education Studies group, Dr. Adwoa Kwegyiriba, the Principal of St. Francis College of Education, Hohoe chaired Science and Mathematics / ICT group, Arts and Social Sciences was chaired by Dr. Lawrence Odumah whilst Dr. Dickson Tsey, the Principal of E. P College of Education, Amedzofe chaired the Language Studies group. The host Principal, Dr. Mrs. Benedicta Awusi Atiku coordinated the working of all the parallel sessions.

2.2.1 Key Outcomes from the parallel session presentations

- e. Ghanaian young women's choice of panties is significantly influenced by psychosocial factors, including cultural norms, peer influence, and personal comfort.
- f. High school students face challenges in transferring solid geometry knowledge across contexts, indicating a need for improved spatial reasoning and application-based learning strategies.

- g. Graded levels of Moringa Oleifera Leaf Meal (MOLM) in pig diets positively affect carcass quality, potentially enhancing pork nutritional value and marketability.
- h. Different drying methods and cassava varieties substantially alter the physicochemical properties.
- i. Parental socioeconomic support directly impacts students' engagement and academic experiences, with higher support levels correlating to improved classroom participation and academic outcomes.
- j. Religious and Moral Education in Ghanaian basic schools face challenges such as resource constraints and teacher preparedness, which could be addressed through enhanced training and curricular support.
- k. Farmers in Nkwanta North District perceive climate variability as a major threat to agriculture, reporting impacts on crop yields and livelihoods, thereby underscoring the need for adaptive strategies.
- l. North-South migrants in Ghana experience both positive economic opportunities and challenges, including cultural adjustment and socioeconomic integration issues, affecting their overall migration outcomes.
- m. Teachers in Krachi East Municipality face significant challenges, including limited resources and specialized training, which hinder effective reading instruction for students with reading difficulties.
- n. Teachers in the Sissala East Municipality frequently use traditional testing practices, which may not adequately measure students' diverse learning achievements and skills.
- o. Individuals with intellectual disabilities encounter barriers in transitioning from school to the workforce, often due to a lack of tailored support and employer preparedness for their unique needs.
- p. Headteachers in Adansi South District face challenges in managing teachers' professional development, including funding limitations and access to training resources.
- q. Hotel workers in Ho Municipality express a need for targeted professional development to enhance customer service, technical skills, and career advancement within the hospitality industry.
- r. International students in Ghana face cultural adjustment issues, including language barriers and social integration difficulties, which impact their overall academic and personal experiences.
- s. The college nursery school at Dambai College of Education significantly supports student-mothers, positively influencing their educational success and retention.
- t. Librarians in Ghanaian colleges of education face limited career advancement opportunities and unclear professional status, which impacts their job satisfaction and retention in the profession.
- u. The analysis revealed a predominance of material and relational processes in President Mills' 2012 speech, emphasizing his focus on actions taken by the government and the relationships between national values and Ghana's developmental goals.
- v. The study found that compounding is a prevalent word formation process in Gidirè, serving as a productive means for expanding vocabulary and expressing complex ideas within the language.
- w. Integrating visual aids, diverse texts, and AI tools enhances schema enrichment in language conceptualization, facilitating deeper and more flexible understanding among learners.
- x. Expressions involving body parts in language are frequently used metaphorically to convey abstract concepts, often enhancing expressive and figurative communication.

- y. The concept of Blegeism in the choral anthem served to encapsulate local cultural identity and solidarity, showcasing the role of music in fostering a shared sense of community among college members.

2.2.2 Recommendations

- a. Institutions should implement Targeted Continuous Professional Development (TCPD) programmes based on need assessment result and general focus on enhancing technological competence among college faculty, staff, and students. Likewise, institutions should create a clear mentorship programmes / paths that serve 360° purpose for orienting newly appointed teachers and staff in positioning them better for productive engagement
- b. Colleges should come up with nursery facilities to accommodate increased number of their nursing mother students to improve equity
- c. Advancing cultural language processing technologies, improving language instruction, and expanding understanding of conceptual language development processes is key. Thus, Language educators and researchers should consider cultural contexts when interpreting metaphorical language to enhance linguistic and cultural comprehension. Further research and development are necessary to refine gamification strategies in language education and maximize their pedagogical impact.
- d. Agricultural extension officers should be deployed to educate farmers on the adoption of improved crop varieties, thereby enhancing agricultural productivity. Also, For improving pork quality, the inclusion level of Moringa Oleifera Leaf Meal (MOLM) in feed should be maintained at 5%.
- e. Regional hotel associations should organize training programmes for employees with limited expertise in hospitality services to improve service delivery and customer satisfaction.
- f. A coordinated programme should be developed by Local Government to address the north-south migration challenge, focusing on bridging regional disparities. Additionally, social protection schemes should be implemented to reduce urban dwellers' vulnerability to socioeconomic stresses and shocks.
- g. Manufacturers and retailers should diversify product offerings, such as women's undergarments, by prioritizing varied designs, styles, and materials that balance comfort and appeal.
- h. Parents should prioritize the provision of students' basic needs, while schools and society should establish initiatives for parental involvement and support systems to address the effects of socioeconomic inequalities.
- i. Equipping schools with high-speed internet and learning resources is key to improve educational outcomes.

3.0 SECTION THREE: CLOSING CEREMONY OF CONFERENCE

3.1 Closing Remarks by various Key Role-players

3.1.1 Chairperson of Online Presentations, Prof. Barik Alhassan

Prof. Barik stressed the importance of interdisciplinary research, partnerships, professional development, leadership training, and collaboration to improve educational practices and curriculum reforms in Ghana and similar contexts to enhance teachers' instructional effectiveness and align educational outcomes with workforce needs and sustainable development goals.

3.1.2 The Chairpersons of Parallel Sessions

- a. Prof. Scholastica W. Azuah focused on challenges in teacher training, curriculum development, and leadership, stressed the need for professional development, inclusive teaching, and student-centered approaches.
- b. Dr. Adwoa Kwegyiriba highlighted the importance of context-based learning, sustainable agricultural innovations, and enhanced post-harvest food processes, informed by research in solid geometry, Moringa Oleifera cultivation, and food technology.
- c. Dr. Dickson Tsey emphasized the role of linguistic creativity, cultural representation, and schema enrichment in education and community, drawing from analyses of language conceptualizations, metaphors, and cultural elements like Blegeism in music.
- d. Dr. Lawrence Odumah emphasized the need for better resource allocation, adaptive strategies, and specialized support systems to address Ghana's educational, agricultural, and migration challenges, including teacher preparedness, climate change impacts, migration integration, and workforce transition for individuals with intellectual disabilities.

3.1.3 Closing Remarks of Guest Speaker, Prof Adams Sulemana Achanso

Prof. Adams highlighted the importance of integrating intellectual growth with moral consciousness. He urged educators to foster values, empathy, and civic responsibility, emphasizing that sustainable development depends on nurturing ethically awareness and community-focused citizenship. He encouraged participants to embed these principles in their work to inspire a future generation committed to empathy, integrity, and sustainability.

3.1.4 Closing Remarks of Keynote Speaker, Prof. George Kweku Toku Oduro

Prof. Oduro emphasized that sustainable education should be transformative, adaptive, and inclusive, with curricula promoting critical thinking, environmental awareness, and social responsibility. He commended Ghana's progress in teacher training while highlighting challenges in resource allocation, educational quality, and urban-rural disparities. He called for collective dedication from educators, communities, and policymakers to advance foundational improvements and align education with sustainable development goals. He urged attendees to build on the conference's insights and collaborations to empower both individuals and communities to thrive sustainably.

3.1.5 Closing Remarks by the Host Principal, Dr. (Mrs) Benedicta Awusi Atiku

Dr. Atiku in her closing remarks expressed her gratitude to God Almighty and all key players of this remarkable event. She indicated that the overwhelming in-person and virtual participation in the event has exemplified the shared commitment of educators, researchers and stakeholders present in advancing research and innovation in education. She said ‘this is how impactful collaboration could be in our educational engagement’.

The Principal expressed her profound gratitude to the **Planning Committee**, whose tireless efforts and dedication made the event possible. She also extended appreciation to the **Council Chairman and Members**, the **T-TEL Executive Director**, and the **Board of Directors**. She remarked that such supports underscore the importance of partnerships in driving meaningful initiatives.

To our distinguished guests, she said, including the **Special Guest of Honour, Nana Mprah Besemuna III**; the **Keynote Speaker, Prof. George Kweku Toku Oduro**; the **Guest Speaker, Prof. Adams Sulemana Achanso**; the **T-TEL Representative, Mr. Akwasi Addae-Boahene**, and **Principals** of sister Colleges, your presence and insights have greatly enriched the conference.

Dr, Atiku advocated that as we move forward, participants should keep the spirit of collaboration and innovation alive, and the ideas exchanged, and connections forged during this conference should serve as a foundation for transformative actions that would positively impact education at all levels. She indicated that participants would be updated on incoming events such as the launch of Journal of Transformative Education and Development (JoTED) and Inauguration of the Advisory and Working Editorial Boards and next version of the conference.

She once again thanked all for making the conference a success and wished safe travels to all those returning home, adding that the conference committee looks forward to seeing all again at future editions of the **DACE & SEMO Annual International Research Conference**.

3.1.6 Closing Remarks by Chairman of the Conference, Prof. Patrick K. Ofori-Danson

Prof. Patrick, the Conference Chairman expressed gratitude to dignitaries, speakers, presenters, and participants for their active engagement and dedication to innovative, sustainable education. He highlighted the conference's alignment with 50 years of the College in advancing teacher education and its purpose of using education as a catalyst for sustainable development. He thanked Dambai College of Education Principal and Management including their partners, Southeast Missouri State University for their thoughtfulness in bringing to light the research conference. He expressed gratitude to T-TEL for the tremendous support to the College especially the support to the conference. He appreciated the Council Members for their presence and support throughout the day. Prof. Ofori-Danson celebrated the event as a platform for pedagogical innovation, collaborative dialogue, and societal impact, urging participants to embrace interdisciplinary collaboration, challenge norms, and foster partnerships for sustainable education globally.

3.2 Certification, Vote of Thanks and Closing Prayer

Certificates which were prepared for the authors and Chairpersons of Online and Parallel Sessions were variously presented to their owners by various dignitaries.

The vote of thanks was delivered by Mr. Samuel Xenyo whilst the closing prayer was said by Prof. Abdul-Barik Alhassan 6:20 pm.

4.0 SECTION FOUR: CONFERENCE OUTCOMES

Section four is the last part of this report which present reflections on the general success of the conference, reported significance of the conference to participants, key lessons learned and recommendations for practice and policy.

4.1 General success of the conference

The DACE & SEMO 2024 Annual International Research Conference, held at Dambai College of Education, was a successful one-day event. It included pre-conference activities, opening ceremonies, abstract presentations (both online and in-person), and a closing ceremony with remarks, certifications, and a vote of thanks. The itinerary was smoothly executed, with participants adhering to scheduled times, and support services such as meals, transportation, and conference materials were efficiently provided. The collaboration between Dambai College of Education, Ghana, and the College of Education, Health and Human Studies, USA, ensured a productive and impactful event.

4.2 Key lessons derived and takeaways from the conference

- a. Partnership in knowledge-sharing is valuable among experts in nurturing transformative learning, innovating education and research for a sustainable future.
- b. The need for teacher education programmes to focus on sustainability to equip educators for leading transformative learning to instil consciousness and social responsibility in students, driving meaningful change in education and communities.
- c. AI's transformative role in advancing research through efficient data processing, predictive analysis, and interdisciplinary collaboration must not be ignored. Thus, ethical considerations and investment in AI infrastructure to responsibly maximize its benefits in academia should be considered in our engagement
- d. Co-authorship as a vital tool for fostering collaborative, interdisciplinary research in uniting diverse expertise, researchers can develop innovative solutions to complex challenges in education and sustainability.
- e. Innovative and adaptable research methodologies needed to address complex societal and environmental challenges. Thus, impact-driven research, particularly in education, health, and sustainable agriculture reinforce the call for rigorous approaches rooted in real-world contexts.
- f. Psychosocial factors influencing women's choice of panties underscore novel approach to satisfying health, social dynamics and diversity. Thus, further researches and commitment needed to get the Ghanaian society produce their own panties as well as serve the global community.
- g. Shifting education from traditional teaching to fostering critical thinking, collaboration, and problem-solving is very important for sustainable future. Thus, participatory learning methods to integrate SDGs into education are value.

4.3 Participants reflections on their gains in attending the conference

- a. Participants expressed a strong feeling that they have enhanced their research skills, deepening their knowledge, and refining methodologies through interactions with experienced researchers and academics.
- b. Participants admitted they had learnt from peers, experts, and seasoned practitioners to broaden their understanding through professional critiques, academic guidance, and shared experiences, and received constructive feedback on their works.
- c. Participants maintained that the Conference provided them a platform for building professional connections

4.4 General conclusion

The DACE & SEMO 2024 conference highlighted transformative learning, innovation, and interdisciplinary collaboration to promote sustainable solutions in education and research. Key themes included rigorous methodologies, sustainability in teacher education, AI integration, partnerships, digital inclusivity, and fostering critical thinking and social responsibility for a sustainable future.

DACE and SEMO Research Conference should take more than a day in its next version as patronage seems to be high and more days are needed to digest issues and add on exhibitions to validate practical orientation of it.

4.5 Policy and Practice Recommendations

- a. Educational institutions and research bodies should promote collaborative learning and interdisciplinary research by adopting policies that encourage partnerships and support knowledge-sharing platforms.
- b. Researchers should prioritize rigorous adaptable methodologies addressing real-world challenges. Policymakers should support impact-driven researches in education, health, and sustainability through grants and awards that reward practical, solution-focused outcomes.
- c. Dedicated funding for research into under-explored social issues, such as psychosocial factors, AI for social solutions, and TVET skills, is recommended to deepen understanding of social dynamics and health influences, enriching academic and societal perspectives. Researchers and academic institutions should invest in AI infrastructure to support research and education, emphasizing ethical use through AI training programmes to equip researchers with skills for data analysis, predictive modelling, and interdisciplinary projects while upholding ethical standards.
- d. Academic institutions should prioritize translating research into practical applications by incentivizing tools, technologies and products that benefit society and support sustainable development goals.
- e. Sustainability-focused modules in teacher education and provision of professional development for in-service teachers must continuously be practices to create environmentally conscious, socially responsible educators who can lead transformative learning.
- f. Co-authorship to enhance research outcomes, particularly for complex, interdisciplinary studies in education and sustainability is key to enhance collaboration across diverse fields in fostering varied perspectives, deeper insights, and comprehensive solutions.

4.6 Acknowledgments

The success of this conference was made possible by the invaluable support and contributions of distinguished guests, sponsors, and committees. We extend our deepest gratitude to:

- a. **Hon. Dr. Yaw Osei Adutwum**, Minister for Education
- b. **Nana Mprah Besemuna III**, Special Guest of Honour
- c. **Prof Jophus Anamuah-Mensah, JoTED Advisory Board Chairman**
- d. Prof. Mohammed Salifu, JoTED Advisory Board Member
- e. **Mr. Robbin Todd**, Executive Director, T-TEL, Ghana, Co-Sponsor of the Conference
- f. **Prof. George Kweku Toku Oduro**, Keynote Speaker and JoTED Advisory Board Member
- g. **Dr. Sam Awuku, JoTED Advisory Board Member**
- h. **Mr. Akwasi Addae-Boahene, Chief Technical Advisor, T-TEL, Ghana**
- i. **Prof. Elliot Haruna Alhassan, Pro-Vice Chancellor, UDS**
- j. **Prof. Adams Sulemana Achanso**, Guest Speaker, University for Development Studies
- k. **Prof. Joe Pujol (ED)**, Dean, College of Education, Health, and Human Studies, Southeast Missouri State University, USA
- l. **Prof. Seidu Sofo (PhD)**, Liaison, Southeast Missouri State University, USA and Dambai College of Education & Southeast Missouri State University Partnership
- m. Dr. (Mrs) Felicia Elinam Dzamesi, JoTED Working Board Member
- n. **Prof. Patrick K. Ofori-Danson**, Chairman of the Conference
- o. **Dr. (Mrs.) Benedicta Awusi Atiku**, Principal, Dambai College of Education
- p. **Prof. Barik Alhassan, Chairman of Online Presentations**
- q. **Prof. Scholastica W. Azuah**, Principal, St. Teresa's College of Education, Hohoe & Chairperson, Conference Parallel Session for Education Studies
- r. **Dr. Adwoa Kwegyiriba**, Principal, St. Francis College of Education, Hohoe & Chairperson, Conference Parallel Session for Science and Mathematics / ICT Education
- s. **Dr. Dickson Tsey**, Principal, E. P. College of Education, Amedzofe & Chairperson, Conference Parallel Session for Language Studies
- t. **Dr. Lawrence Odumah**, Chairperson, Conference Parallel Session for Arts and Social Science Education
- u. **All Council Members, Dambai College of Education**
- v. **Prof. Mohammed Ibrahim Gunu, Dean, Faculty of Education, UDS**

- w. **DACE Management, Academic Board, Executive Committee and Conference Organising Committee Members**
- x. **Nana Kwaku Beyernnor II, the Chief of Dambai**
- y. **MTN, Online DSTV Team and all Media Partners**

SECTION FIVE: APPENDICES

Appendix A: Programme Outline

INTERNATIONAL CONFERENCE ON TRANSFORMATIVE EDUCATION AND DEVELOPMENT

Theme: Innovative Education for a Sustainable Future: Reflecting on Transformative Learning and Development

October 18, 2024

S/N	ACTIVITY	TIME
Pre-Ceremony Activities		
1	Registration and Breakfast	7:00-8:00am
Opening Session		8:10am
2	Opening Prayer	8:10am
3	Introduction of Chairman	
4	Acceptance Speech: Chairman	
5	Introduction of Dignitaries	
6	Welcome Address: Dr. (Mrs.) Benedicta Awusi Atiku, the Principal, Dambai College of Education	
7	Address by Guest Speaker: Prof. Elliot Haruna Alhassan, Pro-Vice Chancellor, UDS	
8	Musical Interlude: College Cultural Troupe	
9	Keynote Address: Prof. George Kweku Toku Oduro, Former Pro-Vice Chancellor, University of Cape Coast	
10	Goodwill Messages: MoE, ORCC, GTEC, T-TEL, PRINCOF, UNICEF	
11	Address by Special Guest of Honour, Nana Besemuna Mprah III	
12	Taking of Photographs with Dignitaries	
13	Snack Break	10:30 am
14	Presentation 1	10:50 am
15	Parallel Session	11:30 am
16	Lunch Break	2:00 pm
17	Poster Presentation	2:30 pm
18	Online Presentation	3:00 pm
19	Address by Partner University: Prof. Joe Pujol, Dean, College of Education, Health and Human Studies, Southeast Missouri State University, USA	
20	Reportage / Evaluation / Certification	

Closing Session		
21	Remarks a) Guest Speaker b) Keynote Speaker c) Chairman of the Conference	
22	Acknowledgement of Dignitaries (Principal, DACE)	
23	Vote of Thanks	
24	Closing Prayer	
25	Supper	

Moderators:

Chairman of the Conference

Keynote Speaker

Guest Speaker

Partnership Liaison

All Principals, CoE

Appendix B: List of Authors and respective Abstracts submitted for the Conference

S/ N	AUTHOR(S)	TITLE OF ABSTRACT	EMAIL ADDRESS(S) / PHONE NUMBER	AFFILIATE INSTITUTION(S)
1	Affram Yentumi David	Effect of Including Graded Levels of Moringa Oleifera Leaf (MOLM) in Fed Diets on Carcas Characteristics of Pigs and Pork Quality	daffram@dace.edu.gh (233246647463)	Dambai College of Education
2	Ab-Dulai Rahim	The Use of Performance-Enhancing Substances among Student-Athletes of Dambai College of Education in the Oti-Region of Ghana	rahimabdulai300@gmail.com (233247233259)	Dambai College of Education
3	Godwin Yao Gaaku	A Search for the 'Shining' in Robert Graves' Poetry: A Formalist Reading	ggaaku@dace.edu.gh (233242716796)	Dambai College of Education
4	Ameworwor Anthony Kumah	Exploring the Factors Influencing Career Choice among Senior High School Students in Krachi East Municipality	aameworwor@dace.edu.gh (233542598955)	Dambai College of education

5	Antoinette Mawuena, Abotsi Samuel, and Bruce Kpeglo	Visual Clutter or Competitive Edge? Analyzing the Impact of Commercial Signage in Accra's Urban Business Hubs	sbrucekpeglo@teresco.edu.gh (0244987649)	Jasikan & St. Teresa's Colleges of Education
6	Kwaku Darko Amponsah	Gender and programme differences of Pre-Service STEM and non-STEM Teachers' Teaching Practice Experience: The Benefits and Challenges	kdamponsah@ug.edu.gh	University of Ghana, Legon
7	Francis K. Anku, Krystal N. Anderson, & Alexander Gariba	Lived Experiences of Families with Children Who Use AAC Systems: Challenges and Transformative Outcomes	agariba@kent.edu (+1216)6322155 / 0543157169)	University of Education, Winneba, San Francisco State University, & Kent State University
8	Nsenyiane Anthony Mensah	Teachers' Challenges in Teaching Reading to Learners with Reading Difficulties: The Case of Krachi East Municipality in Ghana	ansenyiane@dace.edu.gh (233248567986)	Dambai College of Education
9	Avevor Anita	Enriching Schemas for Language Conceptualisation through Sights, Texts, and Artificial Intelligence	aavevor@dace.edu.gh (233241584991)	Dambai College of Education, Department of Languages
10	Alfred Buluma, Julius Shopi Mbulankende, Nancy Rose Nabiryo, and Michael Michael	Building Capacity of In-service Teachers in Utilization of Technology Enhanced Pedagogy	alfredbuluma@gmail.com (+256774147777)	Makerere University, Uganda
11	Michael Nyurekyo Mampah, Achor Burukum	An Assessment of Teachers and Students Attitude Towards the Teaching and Learning of Social Studies Concepts in	bachor@dace.edu.gh or burukumachor@gmail.com	Dambai College of education

		Senior High Schools in Krachi-East Municipality		
12	Churchlife Agava Agbetum	Misconceptions and How to Teach to Remediate the Misconceptions in Chemistry: A Case of Chemical Bonding	churchlifeagbetum@gmail.com (+233 (0)542503435)	University of Education, Winneba
13	Esther A. Horgli	Metaphorical use of Expression Involving Body Part Names	ehorgli@dace.esu.gh (0243680982/02054 07960)	Dambai College of education
14	Esther A. Horgli	Creating a 21st Century Language Classroom Through Gamification of Instructional Activities to help Develop Communicative Skills of Basic School Learners in Dambai	ehorgli@dace.esu.gh (0243680982/02054 07960)	Dambai College of education
15	Alexander Gariba, Ching-I Chen, and Francis Anku Kwame	Lived Experiences of Teachers with UDL Instructional Framework in General Education Classrooms	agariba@kent.edu (+1 (216)6322155, 0543157169)	Kent State University, OH, USA, University of Education, Winneba, Ghana
16	George Kojo Oku, Samuel Yao Xenyio	Challenges Facing Teaching and Learning of Religious and Moral Education in Ghanaian Basic Schools and the way forward: The Case of Krachi-East Municipality	okukojogeorge@gmail.com	Dambai College of Education
17	Oku George Kojo	The Role of Religion in the Selection of Chiefs in Chamba Traditional Area in the Northern Region of Ghana	okukojogeorge@mail.com	Dambai College of Education
18	Rev. Dr. (Mrs) Grace Sintim Adasi (PhD), Seth AGBAYISA H, Rev. Dr. Davis Mawuena Aweso, and Kennedy Owusu	Prospects and Challenges of Early Childhood Education in Ghana: The Case of Adaklu District	rev.graceadasi@gmail.com , gadasi@ug.edu.gh , sagbayisah@gmail.com , 63858401@mylife.unisa.ac.za , owusukennedy4@gmail.com	Institute of African Studies/ Agogo Presbyterian Women's College of Education/ University of Ghana, Agogo Presbyterian Women's

				College of Education Agogo-Asante Akyem North, and Peki College of Education
19	Jallu Zakariya	Teachers' Testing Practices of Achievement Test in Junior High Schools in the Sissala East Municipality	jalluzakariya32@gmail.com	Dambai College of Education
20	Davidson Teye Kabutey	Resources Available for Teaching Mathematics in the Senior High Schools in the Western Region of Ghana	dkabutey@dace.edu.gh	Dambai College of Education
21	Thaddeus Danquah Kokobina, and Priscilla Danquah Kokobina	"Compounding in Gidire as Word Formation Process"	kokobinathaddeus@yahoo.com , danquahpris@gmail.com	Dambai College of Education
22	Maxwell S.K. Kumah, John – Newton Kumi, Samuel B. Kpeglo and Sampson L.K. Yekple	Structural Modelling of Factors Influencing Blended Learning Instructional Strategy in Colleges of Education	seyramart@gmail.com (0554957819)	St. Teresa's College of Education, Hohoe
23	Isaac Atta Kwenin	Teaching Social Studies in an Integrated Manner: The Lived Experience of Out-of-Field in Social Studies Teachers	isaac.kwenin@ucc.edu.gh (0204445965)	University of Cape Coast
24	Franklin N. Mabe, Nashiru Sulemana, Olushola Fadairo, Camillus Abawiera Wongnaa, Gerald A.B Yiran, and	Market Relevance of Sustainable Integrated Rural Development Graduate Programmes in West Africa: Evidence from Employers in Ghana and Nigeria	mfnantui@uds.edu.gh (0242760053)	University for Development Studies

	Kamaldeen Yussif			
25	Mercy Ekua Mensah & Prof. Modesta Afua Gavor	Psychosocial Factors Influencing Ghanaian Young Women Choice of Panties	mmensah020@stu.ucc.edu.gh (0241669050)	Dambai College of Education; University of Cape Coast
26	Nelson Kudzo Soh & Nortey Sylvia Richlove	Perception of Early Grade Teachers Integrating Information Communication Technology (ICT) in Early Grade Education Within Krachi East Municipality	nelsoh@dace.edu.gh	Dambai College of Education
27	Isaac Nyame & Mohammed Walia	Where do we go from here? School-to-Work Experiences of Persons with Intellectual Disabilities	inyame@uds.edu.gh (+233 249 557 022)	University for Development Studies
28	Seth Oppong-Mensah	Two Sides of the Movement: Exploring the Positive and Negative Experiences of North-South Migrants in Ghana	oppongkonadu2013@gmail.com (+233243773042)	Dambai College of Education
29	Quintson Philip Attah-Kumah, David Afram Yentumi, and Afetsu Yao John	Impact of Drying Methods and Variety on the Physiochemical Properties of Cassava Flour	quintson@dace.edu.gh	Dambai College of Education, St. Teresa's College of Education
30	Samuel Yao Xenyo	The Role of Religion in the Preservation of Water Bodies in Ghana: Moral Duty for the three Main Religions	sxenyod@dace.edu.gh	Dambai College of Education
31	Seidu Sofo, Emmanuel	Effects of School Climate on Perceived Competence among Ghanaian Basic School	ssofo@semo.edu (+1-573-651-2843)	Southeast Missouri State University, USA; Valdosta

	Thompson, and Eugene F. Asola	Teachers: A Binary Logistic Regression Analysis		State University, USA
32	Solomon Kofi Tasson	The Morphological Processes that Affect Loan Words in Anufo: A Linguistic Analysis	stasson@dace.edu.gh	Dambai College of Education
33	Collins Sarpong, Alberta Aseye Ama Duhoe, Tefeh John Bismark, and Jacinta Bondzie	The Use of Animal Characters in Children's Literature: A Study of their Symbolic Significance and Impact on Readers	sarpcoll@yahoo.com	Holy Child College of Education, St. Francis College of Education, Dambai College of Education
34	Matthew Tichem Tibamba	Multicomponent Adsorption of Pollutants from Wastewater Using Low-Cost Eco-Friendly Iron-Modified Rice Husk Biochar in the Era of Green Chemistry	ntilichemi@gmail.com	Dambai College of Education
35	Kanton Lurimuah Tontie	Traditional Agricultural Practices and Climate Smart Agriculture: Building upon the Knowledge and Experiences of Farmers; The Case of the Kintampo North District of Ghana	tontie2004@yahoo.com (0244457667)	University of Ghana, Legon
36	Charles Kwesi Gbungburi Wumbei	Teacher Perceptions and Practices Regarding Technology Integration in Reading Instruction: A Survey of Basic School Teachers in Krachi East Municipality	cwumbei@gmail.com	Dambai College of Education
37	Yekple, S.L.K.; Kumi, J-N.; Kpeglo, S.B. and Kumah, M.S (PhD)	Implementation of Critical Pedagogy (CP) in Colleges of Education in Ghana: Challenges and Expectations in a Selected CoE.	syekple@gmail.com (+233 209163932)	University of Education, Winneba; University of Technology, Free State, South Africa, IIC University of Cambodia.

38	Abotoworo Samuel	Exploring the Influence of Parental Socioeconomic Support on Students' Classroom Engagement and Academic Experiences	abotowurosamuel@gmail.com	Dambai College of Education
39	Dr. Hawa Selemani, Dr. Fortunata Pembe, and MS Noreen Kwezi	Community Participation in Addressing Early Childhood Vulnerabilities: Roles and Challenges	hawamwanvua@yahoo.com (+25571215881)	Early childhood Education focal Person working at the Ministry of Education science and Technology in Tanzania
40	Vincent Mireku	Using Small Group Discussion to Enhance Learners' Participation in Social Studies	mirekuvincent56@gmail.com (0244855361)	Dambai College of Education
41	Felicia Elinam Dzamesi	Promoting Indigenous Play-Based Pedagogy in Kindergarten Education: Influence on Teachers and Learners	felicia.dzames@ucc.edu.gh (0240038009)	University of Cape Coast
42	Dr. Leticia Sam	Assessing the Nexus between Personal Values and Teaching Effectiveness among Preservice Accounting Teachers	leticia.sam@ucc.edu.gh (0246896242)	University of Cape Coast
43	Philemon Doh Kwame Agbenyega	Utilisation of the Concept of Blegeism in Mitso Aseye Choral Anthem of Dambai College of Education Golden Jubilee Celebration	agbenyegaphilemon@gmail.com	Dambai College of Education
44	Bella Apakah	Assessing the Professional Development Needs of Hotel Workers in the Ho Municipality	apakahbella4@gmail.com	Dambai College of Education
45	Benedicta Awusi Atiku, Eric Austro Kwame Gozah, Sylvia Richlove Nortey, Lawrencia Afua Tilibe,	Impact of College Nursery School on Educational Success of College Students (Student-Mothers): A Case Study of Dambai College of Education	erebakyere@gmail.com (233540540024)	Dambai College of Education

	John Erebakyere, Mercy Ekua Mensah			
46	Benedicta Awusi Atiku, Eric Austro Kwame Gozah, and John Erebakyere	Management of Educational Institution in the Heat of Covid-19: The Case of Dambai College of Education	erebakyere@gmail.com (233540540024)	Dambai College of Education
47	Frank Awuah, PhD	Relationship between Senior High School Social Studies Teachers Assessment Beliefs and Practices in the Oti and Volta Regions of Ghana	fawuah@dace.edu.gh https://orcid.org/0009-0009-8943-9012	Dambai College of Education, Ghana
48	Charles Kwesi Gbungburi Wumbei, John Adukpo	Exploring the Challenges of English as a Medium of Instruction in the Colleges of Education: A Case of Oti Region of Ghana	cwumbei@gmail.com	Dambai College of Education
49	John Adukpo, Josephine Olufunmila Alexander, Godwin Yao Gaaku	Transitivity Analysis of Process Types in the 2012 Independence Day Anniversary Speech of John Evans Atta Mills	jadukpo@dace.edu.gh	Dambai College of Education
50	Charles Kwesi Gbungburi Wumbei, and John Adukpo	Investigating the Effects of English as a Medium of Instruction in Dambai College of Education in the Oti Region of Ghana	cwumbei@gmail.com	Dambai College of Education
51	Charles Kwesi Gbungburi Wumbei John Adukpo	Approaches to the Teaching of World Englishes in the Ghanaian Classroom Context: A Survey of Public SHS Teachers in Krachi East Municipality, in Oti Region of Ghana	cwumbei@gmail.com	Dambai College of Education
52	John Adukpo, Erica Kumi, Godwin Yao Gaaku, Charles	Drawing the Boundaries: Unearthing the Stylistic Features in Kwesi Brew's Poem; "The Mad are Sane"	jadukpo@dace.edu.gh	Dambai College of Education

	Kwesi Gbungburi Wumbei			
53	Godsway Kormla Agbenyegah, Patricia Mawusi Amos, Theresa Osahene	Cultural Adjustment Experiences of International Students in Two Ghanaian Universities	gagbenyegah@dace.edu.gh	Dambai College of Education
54	Lambert Sefadzi Ahiadzu	The Evolution of Chieftaincy in Ghana: Historical and Constitutional Perspectives	lahiadzu@dace.edu.gh	Dambai College of Education
55	Lawrencia Afua Tilibe	Managing the Professional Development of Teachers: Challenges Faced by the Public Primary School Headteachers in Adansi South District, New Edubiase	lawrenciatilibe2@gmail.com	Dambai College of Education
56	Innocentia Polley	Affixation Processes: The Case of Nzema	innocentiapolley@gmail.com	Dambai College of Education
57	Yeboah Anthony Kwabena	The Perception and Experiences of Climate Variability by Farmers in Nkwanta North District	ayeboah@dace.edu.gh	Dambai College of Education
58	Seth Oppong- Mensah	Migrants Expectations versus Realities: Ghana's North- South Migration Experiences of the internal migrants in the Kumasi Metropolis	oppongkonadu2013@gmail.com (+233243773042)	Dambai College of Education
59	Amadu Musah Abudu	Navigating Change: Educational Leadership and Curriculum Redesign in Tertiary Education in Ghana	amadu.abudu@uds.edu.gh	University for Development Studies

60	Stephen Atepor & Stephenson Akafabele Ayambire	Solid Geometry Problems: Transferability Level of High School Students	satepor@cktutas.edu.gh (+233249239595)	C. K. Tedam University of Technology and Applied Sciences, Navrongo, Kongo Senior High School
61	Robert Kwame Kpaliba	Impact of Anthropogenic CO ₂ on Ocean Acidification in Selected Coastline Sites of Ghana	rkpaliba@dace.edu.gh	Dambai College of Education
62	Ruben Kpesese	Transformation of Bora Folk Tunes for Piano	rubenkpesese@dace.edu.gh	Dambai College of Education
63	Dr Bawa Mbage	Investigating Technological Pedagogical Content Knowledge Efficacy for Teaching and Learning Chemistry in Abuakwa South Municipality	bmbage@uew.edu.gh	University of Education
64	Sylvia Richlove Nortey, and Godsway Komla Agbenyegah	Academic Stress and Coping Strategies Among Students at Dambai College of Education	gagbenyegah@dace.edu.gh	Dambai College of Education
65	Adams Alpha Fred	Status and Career Options: The Dilemma of Librarians in the Colleges of Education	adamsfreddy88@gmail.com 0243328590, 0208973995	Dambai College of Education
66	Rev. Godwin Gbadagba	The Continuity of Cultural Heritage of Artistic Aspects of Anlo Customary Marriage Rites in the Volta Region of Ghana	ggbadagba@dace.edu.gh	Dambai College of Education

Appendix C: List of Authors who presented online

S/N	PRESENTER(S)	AFFILIATION / CONTACT DETAILS
1	Franklin N. Mabe, Nashiru Sulemana, Olushola Fadairo, Camillus Abawiera Wongnaa, Gerald A.B Yiran, and Kamaldeen Yussif	University for Development Studies mfnantui@uds.edu.gh (0242760053)
2	Seidu Sofo, Emmanuel Thompson, and Eugene F. Asola	Southeast Missouri State University, USA; Valdosta State University, USA ssofo@semo.edu (+1-573-651-2843)
3	Amadu Musah Abudu	Department of Education Management and Policy Studies, Faculty of Education, University for Development Studies amadu.abudu@uds.edu.gh
4	Alfred Buluma, Julius Shopi Mbulankende, Nancy Rose Nabiryo, and Michael Michael	Makerere University, Uganda alfredbuluma@gmail.com (+256774147777)
5	Kanton Lurimuah Tontie	The University of Ghana tontie2004@yahoo.com (0244457667)
6	Alexander Gariba, Ching-I Chen, and Francis Anku Kwame	Kent State University, OH, USA agariba@kent.edu (+1 (216)6322155, 0543157169)
7	Maxwell S.K. Kumah, John – Newton Kumi, Samuel B. Kpeglo and Sampson L.K. Yekple	St. Teresa's College of Education, Hohoe seyramart@gmail.com (0554957819)

Appendix D: List of Authors who presented face-to-face

S/N	PRESENTER (S)	AFFILIATION / CONTACT DETAILS
1	Affram Yentumi David	Dambai College of Education daffram@dace.edu.gh (233246647463)
2	Nsenyiane Anthony Mensah	Dambai College of Education ansenyiane@dace.edu.gh (233248567986)
3	Avevor Anita	Dambai College of Education aavevor@dace.edu.gh (233241584991)
4	Esther A. Horgli	Dambai College of Education ehorgli@dace.esu.gh (0243680982/0205407960)
5	George Kojo Oku, Samuel Yao Xenyo	Dambai College of Education okukojogeorge@gmail.com
6	Jallu Zakariya	Dambai College of Education jalluzakariya32@gmail.com
7	Mercy Ekua Mensah	Dambai College of Education mmensah020@stu.ucc.edu.gh (0241669050)
8	Isaac Nyame	University for Development Studies inyame@uds.edu.gh (+233 249 557 022)
9	Seth Oppong-Mensah	Dambai College of Education oppongkonadu2013@gmail.com (+233243773042)
10	Quintson Philip Attah-Kumah, David Afram Yentumi	Dambai College of Education quintson@dace.edu.gh
11	Abotoworo Samuel	Dambai College of Education abotowurosamuel@gmail.com
12	Philemon Doh Kwame Agbenyega	Dambai College of Education agbenyegaphilemon@gmail.com
13	Bella Apakah	Dambai College of Education apakahbella4@gmail.com
14	Benedicta Awusi Atiku, Eric Austro Kwame Gozah, Sylvia Richlove Nortey, Lawrencia Afua Tilibe, John Erebakyere, Mercy Ekua Mensah	Dambai College of Education erebakyere@gmail.com (233540540024)

15	John Adukpo (PhD)	Dambai College of Education jadukpo@dace.edu.gh
16	Godsway Kormla Agbenyegah	Dambai College of Education gagbenyegah@dace.edu.gh
17	Lawrencia Afua Tilibe	Dambai College of Education lawrenciatilibe2@gmail.com
18	Yeboah Anthony Kwabena	Dambai College of Education ayeboah@dace.edu.gh
19	Stephen Atepor	C. K. Tedam University of Technology and Applied Sciences, P. O. Box 24, Navrongo, UE/R Ghana satepor@cktutas.edu.gh (+233249239595)
20	Adams Alpha Fred	Dambai College of Education adamsfreddy88@gmail.com 0243328590, 0208973995
21	Thaddeus Danquah Kokobina	Dambai College of Education kokobinathaddeus@yahoo.com

Appendix E: List of conference participants

S/N	Full Name of Participant	Institution of Affiliation	Active Email	Active Telephone Number	Gender	Category of Participants	Mode of Participation
Authors who participated in the Conference virtually							
1	Prof. Joe Pujol	Southeast Missouri State University, USA			Male	Participant Author	Online
2	Prof. Seidu Sofo	Southeast Missouri State University, USA	ssofo@semo.edu	+1-573-651-2843	Male	Participant Author	Online
3	Prof. Emmanuel Thompson	Southeast Missouri State University, USA			Male	Participant Author	Online
4	Prof. Eugene F. Asola	Valdosta State University, USA			Male	Participant Author	Online
5	Dr. Amadu Musah Abudu	University for Development	amadu.abudu@uds.edu.gh	0208293546	Male	Participant Author	Online
6	Dr. Alexander Gariba	Kent State University	agariba@kent.edu	+12166322155	Male	Participant Author	Online
7	Dr. Francis Kwane Anku	University of Education, Winneba			Male	Participant Author	Online
8	Prof. Franklin N. Mabe	UDS	mfnantui@uds.edu.gh	0242760053	Male	Participant Author	Online
9	Dr. Alfred Buluma	Makerere University	alfredbuluma@gmail.com	+256774147777	Male	Participant Author	Online
10	Maxwell S.K. Kumah	St. Teresa's College of Education	seyramart@gmail.co	0554957819	Male	Participant Author	Online
11	John – Newton Kumi	St. Teresa's College of Education			Male	Participant Author	Online
12	Samuel B. Kpeglo	St. Teresa's College of Education			Male	Participant Author	Online
13	Sampson L.K. Yekple	St. Teresa's College of Education			Male	Participant Author	Online
14	Dr. Kanton Lurimuah Tontie	University of Ghana	tontie2004@yahoo.com	0244457667	Male	Participant Author	Online
Authors who participated in the Conference face-to-face							
15	Prof. George T. K. Oduro	University of Cape Coast			Male	Participant Author	Face-to-face

16	Prof. Patric K. Ofori-Danson	Dambai College of Eduaction Council Chairman			Male	Participant Author	Face-to-face
17	Nana Mprah Besemuna III	Krachi Tadtional Council			Male	Participant Author	Face-to-face
18	Prof. Adams Sulemana Achanso	University for Development Studies			Male	Participant Author	Face-to-face
19	Dr. Mrs. Benedicta Awusi Atiku	Dambai College of Eduaction	batiku@dace.edu.gh	0243125225	Female	Participant Author	Face-to-face
20	Mr. Akwasi Addae-Boahene	T-TEL			Male	Participant Author	Face-to-face
21	Dr. Frank Awuah	Dambai College of Education	fawuah@dace.edu.gh		Male	Participant Author	Face-to-face
22	Dr. gEric Kwame Austro Gozah	Dambai College of Education	austro1979@yahoo.com	0246384034	Male	Participant Author	Face-to-face
23	Jallu Zakariya	UDS	jalluzakariya32@gmail.com	0541209889	Male	Participant Author	Face-to-face
24	Stephen Atepor	C. K. Tedam University of Technology and Applied Sciences, Navrongo	satepor@cktutas.edu.gh	+233249239595	Male	Participant Author	Face-to-face
25	Fred A. Adams (PhD)	Dambai College of Education	adamsfreddy88@gmail.com	0243328590	Male	Participant Author	Face-to-face
26	Philemon Doh Kwame Agbenyega	Dambai College of Education	pagbenyega@dace.edu.gh	0243-036-414	Male	Participant Author	Face-to-face
27	Michael Nyurekyo Mampah	Dambai College of Education	mmampah@dace.edu.gh	0247900091	Male	Participant Author	Face-to-face
28	John Adukpo (Ph.D.)	Dambai College of Education	jadukpo@dace.edu.gh	0245927911	Male	Participant Author	Face-to-face
29	Seth Oppong-Mensah	Dambai College of Education	oppongkonadu2013@gmail.com	0243773042	Male	Participant Author	Face-to-face
30	Thadeaus D. Kokobina	Dambai College of Education	tkokobina@dace.edu.gh	0243269500	Male	Participant Author	Face-to-face
31	Mireku Vincent	Dambai College Of Education	mirekuvincent56@gmail.com	0244855361	Male	Participant Author	Face-to-face
32	Tefeh John Bismark	Dambai College of Education	Johnbiss99@gmail.com	0243234077	Male	Participant Author	Face-to-face
33	Ab-Dulai Rahim	Dambai College Of Education	rahimabdulai300@gmail.com	247233259	Male	Participant Author	Face-to-face
34	Robert Kwame Kpaliba	Dambai College of Education	rkpaliba@dace.edu.gh	0244260567	Male	Participant Author	Face-to-face
35	Oku George Kojo	Dambai College of Education	okukojogeorge@gmail.com	0249196157	Male	Participant Author	Face-to-face
36	Affram David Yentumi	Dambai College of Education	afframdavid1975@gmail.com	0246647463	Male	Participant Author	Face-to-face
37	Lawrencia Afua Tilibe	Dambai College of Education	lawrenciatilibe2@gmail.com	0550887122	Female	Participant Author	Face-to-face
38	Dr. Isaac Nyame	University for Development Studies	inyame@uds.edu.gh	0249557022	Male	Participant Author	Face-to-face
39	Mercy Ekua Mensah	Dambai college of Education	mmensah020@stu.edu.gh	0241669050	Female	Participant Author	Face-to-face
40	Abotoworo Samuel	University of Development studies	abotowurosamuel@gmail.com	0542631322	Male	Participant Author	Face-to-face
41	John Erebakere	Dambai College of Education	erebakere@gmail.com	0540540024	Male	Participant Author	Face-to-face

42	Sylvia Nortey	Dambai college of Educational	Snortey@dace.edu.gh	0549409444/ 0544773342	Female	Participant Author	Face-to-face
43	Anita Avevor	Dambai College of Education	aavevor@dace.edu.gh	0241584991	Female	Participant Author	Face-to-face
44	Anthony Kwabena Yeboah	Dambai College of Education	ayeboah@dace.edu.gh	0247257516	Male	Participant Author	Face-to-face
45	Esther Afi Horgli	Dambai College of Education	ehorgli@edace.edu.gh	0243680982	Female	Participant Author	Face-to-face
46	Solomon Kofi Tasson	Dambai College of Education	stasson@dace.edu.gh	0246144014	Male	Participant Author	Face-to-face
47	Quintson Philip Attah-Kumah	Dambai College Of Education	quintsonk@gmail.com	0244946983	Male	Participant Author	Face-to-face
48	Ameworwor, Anthony Kumah	U D S	ameworwor@dace.edu.gh	0542598955	Male	Participant Author	Face-to-face
49	Godsway Kormla Agbenyegah	Dambai College of Education	gkagbenyegah@gmail.com	0240451446	Male	Participant Author	Face-to-face
50	Ruben Kpesese	Dambai College of Education	kpeseseruben@gmail.com	0246422049	Male	Participant Author	Face-to-face
51	Apakah Bella	UD	apakahbella4@gmail.com	0243630905	Female	Participant Author	Face-to-face
52	Samuel Yao Xenyo	Dambai College of Education	sxeny@dace.edu.gh	0249292626	Male	Participant Author	Face-to-face
53	Churchlife A. Agbetum	University of Education, Winneba	churchlifeagbetum@gmail.co m	0208437587	Female	Participant Author	Face-to-face
54	Dr. Kwaku Darko Amponsah	University of Ghana	kdamponsah@ug.edu.gh	0534635693	Male	Participant Author	Face-to-face
55	Ahiadzu Lambert Sefadzi	Dambai College Of Education	lahiadzu@dace.edu.gh	0244986036	Male	Participant Author	Face-to-face
56	Innocentia Polley	Dambai College of Education	innocentiapolley@gmail.com	0242606809	Female	Participant Author	Face-to-face
57	David. T. Kabutey	Dambai College of Education	dkabutey@dace.edu.gh	0242689818	Male	Participant Author	Face-to-face
58	Wumbei Gbungburi Kwesi Charles	Dambai College of Education	cwumbei@gmail.com	0242080370	Male	Participant Author	Face-to-face
59	Anthony Mensah Nsenyiane	Dambai College of Education	tonybrown2014@yahoo.com	0248567986	Male	Participant Author	Face-to-face
60	Mireku Vincent	Dambai College of Education	mirekuvincen56@gmail.com	0244855361	Male	Participant Author	Face-to-face
Non-Authors who participated in the conference face-to-face							
61	Frederick Kwasi Togah	Dambai College of Education	ftogah@dace.edu.gh	0243682335	Male	Participant	Face-to-face
62	Abubakari Sumaila	Dambai college of Education	sumailaabubakari24@student. dace.edu.gh	0552953805	Male	Participant	Face-to-face
63	Asamoah Mathew	Dambai College of Education	0546565269asam@gmail.com	0546563269	Male	Participant	Face-to-face
64	Binyi Shadrack Mamebi	Dambai College of Education	binyisharack@gmail.com	0545836278	Male	Participant	Face-to-face
65	Ayagleya Enoch	UDS	Ayagleyaenoch@gmail.com	0547098227	Male	Participant	Face-to-face
66	Nyobon Meshack Nasendin	University for Development Studies	nyobonmeshack1@gmail.com	0544203254	Male	Participant	Face-to-face
67	Empeh Etseh Henry	Dambai College of Education	eempeh@dace.edu.gh	0557121742	Male	Participant	Face-to-face

68	Jonas Kwasiga	Dambai College of Education	jkwasi@gmail.com	0243254413	Male	Participant	Face-to-face
69	Gustav Kudzo Brempong	Yabram Community Day SHS	gusbrempong123@gmail.com	0244856247	Male	Participant	Face-to-face
70	Dr. Adwoa Kwegyiriba	St. Francis College of Education	dradwoakwegyiriba1@gmail.com	0546253062	Female	Participant	Face-to-face
71	Bonye Cynthia	University for Development Studies	cbonye@student.dace.edu.gh	0246942591	Female	Participant	Face-to-face
72	Agyei Emmanuel Sarkodie	Dambai college of Education	nanaagyebiornagain@gmail.com	0246942591	Male	Participant	Face-to-face
73	Ababio Anokye Prosper	University for Development Studies	prosper.anokye75@gmail.com	0245050026	Male	Participant	Face-to-face
74	Mayiba Gladys	University for Development Studies	gladysmayiba@gmail.com	054 703 3155	Female	Participant	Face-to-face
75	Timothy Kwesi Koki	UDS	timothykoki077@gmail.com	0244978034	Male	Participant	Face-to-face
76	Takyiwa Susana D	Dambai college of Education	Tsussyowusu@gmail.com	0243644978	Female	Participant	Face-to-face
77	Agyekum Derrick	University for Development Studies	agyekumderrick10@gmail.com	0551468488	Male	Participant	Face-to-face
78	Bemmah Mary	University for Development Studies	bemmahmary20@gmail.com	0596849840	Female	Participant	Face-to-face
79	Myacho Emmanuel	University for Development Studies	emmanuelmyacho@gmail.com	0543275978	Male	Participant	Face-to-face
80	Gyiitey James Sei	University for Development Studies	Gyiiteyjamessei@gmail.com	0597129091	Male	Participant	Face-to-face
81	Amankwah Philip Amponsah	Dambai college of Education	aphilipamponsah@gmail.com	+233542742748	Male	Participant	Face-to-face
82	Gbanjab Noah	Dambai college of Education	ngbanjab@student.dace.edu.gh	0548818770	Male	Participant	Face-to-face
83	Tchagara Hawa	University for Development Studies	tchagarahawa119@gmail.com	0556559432	Female	Participant	Face-to-face
84	Ansu Jeffer	Dambai college of Education	ansujblack@gmail.com	0554863231	Male	Participant	Face-to-face
85	Ampofo Dominic Adu	Dambai college of Education	ampofodominicadu@gmail.com	0593168846	Male	Participant	Face-to-face
86	Gyamaa Aisha	University for Development Studies	aishagyamaa@gmail.com	0591620028	Female	Participant	Face-to-face
87	Bayifen Kwabena	UDS	banyifenkwabena15@gmail.com	0543585691	Male	Participant	Face-to-face
88	Doglo Derrick	UDS	ddoglo@student.dace.edu.gh	0596432705	Male	Participant	Face-to-face
89	Tawiah Evans	University for Development Studies	tawiahevans419@gmail.com	0208762577	Male	Participant	Face-to-face
90	Besanya Joseph Kwame	UDS	jbesanya@gmail.com	0559192789	Male	Participant	Face-to-face
91	Okru Gideon Yaw	Dambai college of Education	gideonokru7@gmail.com	0552585054	Male	Participant	Face-to-face
92	Njibiche Wisdom Bilidak	Dambai college of Education	wisdombilidaknjibiche@gmail.com	0593073169	Male	Participant	Face-to-face
93	Adam Sherifa	UDS	sherifatoadam10@gmail.com	0596464503	Female	Participant	Face-to-face

94	Nakoo Kiditan Albert	Dambai college of Education	nakoalbert67@gmail.com	0555204469	Male	Participant	Face-to-face
95	Dache Martin	Dambai college of Education	dachemartinmartin@gmail.com	0552325062	Male	Participant	Face-to-face
96	Chikpa Patrick	Dambai College of Education	patrickchikpa1@gmail.com	0592652601	Male	Participant	Face-to-face
97	Wepari Peter Adda	University for Development Studies	weparipeter0@gmail.com	0593486920	Male	Participant	Face-to-face
98	Eric Amoabeng Amankwah	Dambai college of Education	amankwahamoabengeric2@gmail.com	+233544837118	Male	Participant	Face-to-face
99	Damba Asunkpa	Dambai college of Education	adamba@student.dace.edu.gh	0541030725	Male	Participant	Face-to-face
100	Ntawan Samuel Uwumborladak	University for Development Studies	samuelntawan9@gmail.com	0540263747	Male	Participant	Face-to-face
101	Ayaaba Jacob	University for Development Studies	ayaabajacob73@gmail.com	0547957326	Male	Participant	Face-to-face
102	Amankwaah Eric	Dambai college of Education	amankwaaheric250@gmail.com	0552517963	Male	Participant	Face-to-face
103	Lente Linda	Dambai college of Education	Lindalente627@gmail. Com	0542494630	Female	Participant	Face-to-face
104	Musah Nuhu	University for Development Studies	musahnuhu22@gmail.com	0248072692	Male	Participant	Face-to-face
105	Appiah Hannah	University for development studies	Www.appiahhannah049@gmail.com	0554376453	Female	Participant	Face-to-face
106	Tambah Tidor Johnson	Dambai college of Education	tambahtidorjohnson161@gmail.com	0558406448	Male	Participant	Face-to-face
107	Nyimni Solomon	UDS	nyimnisolomon@gmail.com	0559696691	Male	Participant	Face-to-face
108	Joshua Sakpaku	Dambai College of Education	joshuasakpaku@yahoo.com	0248958395	Male	Participant	Face-to-face
109	Denteh Cletus	Dambai college of Education	cletusdenteh@gmail.com	0544959391	Male	Participant	Face-to-face
110	Berchie Elijah	Dambai College of Education	elijahberchie9090@gmail.com	0246809090	Male	Participant	Face-to-face
111	Azi Esther Yawo	University for Development Studies	estheryawoazi@gmail.com	0240555127	Female	Participant	Face-to-face
112	Dr Dickson Tsey	E. P. College of Education, Amedzofe	dicksontsey@gmail.com	0208823566	Male	Participant	Face-to-face
113	Obeng Philip	University for Development Studies	obengphilip60@gmail.com	0246036215	Male	Participant	Face-to-face
114	Richond Effah Oppong	Dambai College of Education	reffah@student.dace.edu.gh	0591829192	Male	Participant	Face-to-face
115	Annas Ebo Tawiah Ayim	University for Development Studies	ayimannas.08@gmail.com	+233542873761	Male	Participant	Face-to-face
116	Wellington Osei Appiah	University for Development Studies	nanakojoseth@gmail.com	0247782510	Male	Participant	Face-to-face
117	Mighty Nti-Yeboah	University for Development Studies	mightynti442@gmail.com	0505112948/0559682449	Male	Participant	Face-to-face
118	Sagyipah K Jacob	Dambai college of Education	jacobsagyipah@gmail.com	0243790952	Male	Participant	Face-to-face
119	Kwaky Louis Ankrah	University for Development Studies	louiskwaky99@gmail.com	0547534095	Male	Participant	Face-to-face

120	Bingban K. John	Yabram Com. School	bkbblingban@gmail.com		Male	Participant	Face-to-face
121	Klu Christiana	Yabram Com. School	Kluchristy31@gmail.com		Female	Participant	Face-to-face
122	Godwin B. Ahitophel	Dambai Traditional Council			Male	Participant	Face-to-face
123	Nana Kofi Buor	Dambai traditional Council			Male	Participant	Face-to-face
124	Devine Y. Ayidzoe	National Teaching Council	ayidzoedevine@yahoo.com		Male	Participant	Face-to-face
125	Dr. Lawrence K. Odumah	DACE Alumni Council Member	lawrenceodumah@gmail.com		Male	Participant	Face-to-face
126	Georgina Amma Afriyie	Government Representative	ammaafriyiegina@gmail.com		Female	Participant	Face-to-face
127	Prof. Abdul-Barik Alhassan	DACE Council Member	abarik@uds.edu.gh		Male	Participant	Face-to-face
128	Siabi Elias Kwao	Oti SHS	siabikwalis@gmail.com		Male	Participant	Face-to-face
129	Anku Daniel Asante	Oti SHS	Danieltordia61@gmail.com	0242271965	Male	Participant	Face-to-face
130	Ambrose Akitae	Oti SHS	Ambroseakitae68@gmail.com	0245806982	Male	Participant	Face-to-face
131	Daniel Fenyi	UPSA	fenyigh@gmail.com	0242937017	Male	Participant	Face-to-face
132	Elizabeth Koblaje Kumah	Government Appointee	eliazbethkumah1@gmail.com		Female	Participant	Face-to-face
133	Ntoso B. McCarthy	Krachi Traditional Council	ntoso2@gmail.com		Male	Participant	Face-to-face
134	Prof. Scholastica W. Azuah	St. Francis College of Education	Scholastica.azuah@ttu.edu.gh		Female	Participant	Face-to-face
135	Stephen Adeglo	MTN Ghana		0242277419	Male	Participant	Face-to-face
136	Eric Gavor	MTN Ghana		0244243756	Male	Participant	Face-to-face
137	Nan-Tome Isaac	MTN Ghana		0242173856	Male	Participant	Face-to-face
138	Clement Adu	MTN Ghana		0242379030	Male	Participant	Face-to-face
139	Lawrence Obour	MTN Ghana		0244840528	Male	Participant	Face-to-face
140	Alfred Boaz	MTN Ghana		0556+783438	Male	Participant	Face-to-face
141	Prince Nyarko	MTN Ghana		0547616970	Male	Participant	Face-to-face

