Dr. Gloria Armah

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RESEARCH

Interests	Statistics Education · Gender Differences in Mathematics Education
Areas	Education · Applied Mathematics · Computer Science Applications · Sociology and Political Science · Speech and Hearing

RESEARCH SUMMARY

10	35	3	2	0.97	33%
Publications	Citations	h-index	i10-index	Field-weighted impact	World top 10%

Counted from the 10 publications listed below, 2009–2026. Field-weighted impact is the mean over the 6 works scored for it; 1.00 is the world average for works of the same field, type and year. 2 of the 6 papers scored for it are among the world's most cited tenth for their field, type and year.

POSITIONS

Dr. 2004–present
Mathematics Education, University of Education Winneba, Winneba, Ghana

EDUCATION AND QUALIFICATIONS

Ph.D (Mathematics Education) 2017–present
Mathematics Education, University of Education Winneba, Winneba, Ghana

PUBLICATIONS

Journal articles 9

1. John Takyi-Bondzie, Samuel Asiedu-Addo, Peter Akayuure, **Gloria Armah** (2026). Mathematics Teachers' Perceptions and Classroom Implementation of STEM–Computational Thinking Following Professional Development in Ghana. *Asian Journal of Education and Social Studies*. https://doi.org/10.9734/ajess/2026/v52i103354
2. **Gloria Armah** (2025). Beyond the Bars: Exploring Pre-service Teachers' Understanding of Histograms. *Asian Journal of Probability and Statistics*. https://doi.org/10.9734/ajpas/2025/v27i3724
3. Godfred Osei, **Gloria Armah**, Sylvester Frimpong, Nana Akosua Owusu-Ansah, Stephen Appiah (2025). Pre-Service Teachers' Conceptual Understanding of the Arithmetic Mean: A SOLO Taxonomy Analysis. *International Journal For Multidisciplinary Research*. https://doi.org/10.36948/ijfmr.2025.v07i05.56789
4. Fred Asante-Mensa, Samuel Kwesi Asiedu-Addo, William Obeng-Denteh, **Gloria Armah** (2024). EFFECTIVENESS OF THE INQUIRY-BASED TEACHING APPROACH ON TECHNICAL AND VOCATIONAL STUDENTS' MATHEMATICS ACHIEVEMENT IN GHANA. *International Multidisciplinary Journal of Research and Education (IMJRE)*. https://doi.org/10.64712/imjre.v2i1.293
5. F Asante-Mensa, W Obeng-Denteh, **Gloria Armah** (2024). The effectiveness of the inquiry-based teaching approach on technical and vocational students' mathematics achievement in Ghana. *International Multidisciplinary Journal ofResearch and Education*. https://journals.uew.edu.gh/index.php/imjre/article/view/293
6. Nana Akosua Owusu-Ansah, **Gloria Armah**, Sylvester Ali Frimpong, Jones Apawu (2023). Using

Differentiated Instruction to Foster Algebraic Thinking in Classrooms. *International Journal of Studies in Education and Science*. https://doi.org/10.46328/ijses.64

7. Edward Yalley, **Gloria Armah**, Richard Kwame Ansah (2021). Effect of the VAN Hiele Instructional Model on Students' Achievement in Geometry. *Education Research International*. https://doi.org/10.1155/2021/6993668
8. J Apawu, **Armah** (2016). The usage of ICTs in the teaching and learning of mathematics; Tracer study of mathematics educators. *Journal of Science Education and Research*. https://scholar.google.com/scholar?cluster=13470273352181759 33&hl=en&oi=scholarr
9. **Gloria Armah** (2009). Gender Differences in Mathematics Achievements In Primary Schools – A Case Study of the Winneba Municipality. *Ghana Journal of Education and Teaching*.

Theses 1

1. **Gloria Armah** (2017). Students' Conceptual Understanding of the Arithmetic Mean and the Standard Deviation: A Case Study at the University of Education, Winneba. *University of Education, Winneba, Ghana*. https://ir.uew.edu.gh/handle/123456789/3372