Dr. Daniel Fobi

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PROFILE

Daniel is currently a post-graduate researcher in the School of Education, University of Leeds, UK. He is currently conducting his study in Deaf Education with specific interest in signed language interpreting at tertiary institutions and the academic achievements of deaf/ hard of hearing (DHH) students. His study is exploring how signed language interpreting mediates teaching and learning in inclusive tertiary institution in Ghana. Daniel has served as a signed language interpreters for DHH students at the tertiary level for over nine years. He has also taught DHH students at the basic and tertiary level in Ghana. Daniel hopes to advance in conducting research into DHH students particularly in the developing world

RESEARCH

Interests	Deaf Education · Deaf studies · signed language · interpreting · inclusive education · learning · teaching
Areas	Developmental and Educational Psychology · Sociology and Political Science · Education · Language and Linguistics · Social Psychology · Clinical Psychology

RESEARCH SUMMARY

18	177	6	6	2.36	33%
Publications	Citations	h-index	i10-index	Field-weighted impact	World top 10%

Counted from the 18 publications listed below, 2016–2026. Field-weighted impact is the mean over the 18 works scored for it; 1.00 is the world average for works of the same field, type and year. 6 of the 18 papers scored for it are among the world's most cited tenth for their field, type and year.

POSITIONS

Sign language interpreter/ teaching assistant 2013–2017
Special Education, University of Education, Winneba, Winneba, Ghana

EDUCATION AND QUALIFICATIONS

PhD candidate 2017–present
Deaf Education, University of Leeds School of Education, Leeds, United Kingdom

MPhil/BEd 2008–2015
Special Education, University of Education, Winneba, Winneba, Ghana

Intermediate in Electrical Installation 2003–2007
Electrical Installation, Kumasi Technical Institute, Kumasi, Ghana

PUBLICATIONS

Journal articles 17

1. Richard Adade, **Daniel Fobi**, Florence Yeboah, Obed Appau, Douglas Fofie, Godfred Atta-Osei, Clement Osei Tutu (2026). "I didn't know anything about sign language": A phenomenological study of teachers' experiences in deaf education in Ghana. *Deafness & Education International*. https://doi.org/10.1080/14643154.2026.2726691
2. Emmanuel Nii-Boye Quarshie, **Daniel Fobi**, Curwyn Mapaling, Irene Nyarkoah Bokpin, Kwaku Oppong Asante (2025). Alcohol use among school-going deaf adolescents: a cross-sectional study. *Vulnerable Children and Youth Studies*. https://doi.org/10.1080/17450128.2025.2568992
3. **Daniel Fobi**, Alexander Gariba, Francis Kwame Anku, Jennifer Arthur (2025). Inclusive Education Practices in Early Years for Young Ghanaian Children With Disabilities. *Infants & Young Children*. https://doi.org/10.1097/iyc.0000000000000299
4. Steffen Wild, **Daniel Fobi**, Michélle Möhring (2025). Inspecting the factors of individualizing and binding moral value orientation in the Moral Foundations Questionnaire-2 for validation—a re-analysis of data from pre-service teachers in Ghana. *Frontiers in Psychology*. https://doi.org/10.3389/fpsyg.2025.1665536
5. Emmanuel Nii-Boye Quarshie, **Daniel Fobi**, Cyril Mawuli Honu-Mensah, Emma Eyison Appiah, Ethel Obeng, Irene Nyarkoah Bokpin, Curwyn Mapaling, Kwaku Oppong Asante (2025). Sexual violence victimisation among deaf adolescents: A multi-school-based cross-sectional study from Ghana. *Disability and health journal*. https://doi.org/10.1016/j.dhjo.2025.101812
6. Frederik Winkelkotte, **Daniel Fobi**, Michélle Möhring, Steffen Wild (2025). Testing psychometrics of the Moral Foundations Questionnaire-2 (MFQ-2) among pre-service teachers in Ghana. *Current Psychology*. https://doi.org/10.1007/s12144-025-07630-4
7. Obed Appau, Richard Adade, Ruth Swanwick, Samuel Asiamah, **Daniel Fobi**, Cyril Nusinyo Abutiate, Emmanuel Kwasi Acheampong, Ebenezer Ofori Atta, Success Money Bright Kwaku (2024). Experiences and expectations of hard of hearing students who use hearing aids. *Cogent Education*. https://doi.org/10.1080/2331186x.2024.2397178
8. Ruth Swanwick, Derrick Asomaning, Elettra Casellato, Nathalie Czeke, **Daniel Fobi** (2024). Multilingual and multimodal methods to examining the situated communication among deaf children and their caregivers. *Journal of Multilingual and Multicultural Development*. https://doi.org/10.1080/01434632.2024.2389178
9. Alexander M Oppong, Ruth Swanwick, **Daniel Fobi** (2023). Educational inclusion of deaf children: current policy, practices, and future possibilities. *The Journal of Deaf Studies and Deaf Education*. https://doi.org/10.1093/deafed/enad033
10. Richard Adade, Obed Appau, Prince Peprah, Portia Marfo Serwaa, **Daniel Fobi**, Rebecca Tawiah (2023). Perception of Ghanaian healthcare students towards the learning of sign language as course. *Cogent Public Health*. https://doi.org/10.1080/27707571.2023.2192999
11. Cyril Mawuli Honu-Mensah, **Daniel Fobi**, Beatrice Quansah (2022). Developing an Understanding of Parent–Teacher Partnerships in Schools for the Deaf in Ghana. *International Journal of Disability Development and Education*. https://doi.org/10.1080/1034912x.2022.2092601
12. **Daniel Fobi**, Ruth Swanwick, Derrick Asomaning, Richard Doku (2022). Promoting Deaf-Adults' Participation in Early Care and Education of Deaf Children. *The Journal of Deaf Studies and Deaf Education*. https://doi.org/10.1093/deafed/enac040
13. Ruth Swanwick, **Dani Fobi**, Joyce Fobi, Obed Appau (2022). Shaping the early care and education of young deaf children in Ghana. *International Journal of Educational Development*. https://doi.org/10.1016/j.ijedudev.2022.102594
14. **Daniel Fobi**, Emmanuel Nii-Boye Quarshie, Joyce Fobi, Obed Appau, Cyril Mawuli Honu-Mensah, Emmanuel Kwasi Acheampong, Rabbi Abu –Sadat (2021). Bullying Victimisation Among Deaf Adolescents: A School-Based Self-Report Survey in Ghana. *International Journal of Disability Development*

and Education. https://doi.org/10.1080/1034912x.2021.1989670

15. Alexander M. Oppong, Joyce Adu, **Daniel Fobi**, Emmanuel K. Acheampong (2018). Academic Experiences of Students Who are Deaf at the University of Education, Winneba, Ghana. *Journal of the American Academy of Special Education Professionals*. https://doi.org/10.64546/jaasep.355
16. **Daniel Fobi**, Alexander M. Oppong (2018). Communication approaches for educating deaf and hard of hearing (DHH) children in Ghana: historical and contemporary issues. *Deafness & Education International*. https://doi.org/10.1080/14643154.2018.1481594
17. Dr. Alexander M. Oppong, **Daniel Fobi** (2016). Gender Differences in Mathematics Achievement of Deaf Students in Ashanti School for the Deaf, Ghana. *iJARS International Journal Of Humanities and Social Studies*. https://doi.org/10.20908/ijarsijhss.v2i1.10733

Books 1

1. Ruth Swanwick, **Daniel Fobi**, Yaw Offei, Alexander Oppong (2024). The Early Care and Education of Deaf Children in Ghana. https://doi.org/10.1093/oso/9780192872272.001.0001