Dr. Prince Hamid Armah

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RESEARCH

Interests	Math Teacher Education · Math Curriculum Reform · Math Learning and Assessment
Areas	Education · Experimental and Cognitive Psychology · Statistics and Probability · Political Science and International Relations · Sociology and Political Science

RESEARCH SUMMARY

15	81	5	2	0.04	0%
Publications	Citations	h-index	i10-index	Field-weighted impact	World top 10%

Counted from the 15 publications listed below, 2012–2026. Field-weighted impact is the mean over the 5 works scored for it; 1.00 is the world average for works of the same field, type and year. 0 of the 5 papers scored for it are among the world's most cited tenth for their field, type and year.

PUBLICATIONS

Journal articles 13

1. **Prince Hamid Armah** (2026). Distributional Inequality in Mathematics Achievement: Quantile Regression Evidence from Low-Performing Secondary Schools in Ghana. *International Journal of Learning Teaching and Educational Research*. https://doi.org/10.26803/ijlter.25.5.12
2. **Prince Hamid Armah**, Dennis Osei Yeboah, Matilda Sarpong Adusei, Robert Benjamin Armah (2026). Teachers' Sensemaking, Agency and the Implementation of Core Competencies: Lessons from Ghana's Competency-based Mathematics Curriculum Reform. *International Journal of Learning Teaching and Educational Research*. https://doi.org/10.26803/ijlter.25.1.30
3. **Prince Hamid Armah** (2025). Assessment practices of Ghanaian senior high school mathematics teachers: A national survey of practices, self-rated skills, and predictors. *European Journal of Mathematics and Science Education*. https://www.ejmse.com/assessment-practices-of-ghanaian-senior-high-school-mathematics-teachers-a-national-survey-of-practices-self-rated-skills-and-predictors
4. **Prince Hamid Armah** (2025). European Journal of Mathematics and Science Education. *Science Education*. https://www.academia.edu/download/124652707/EJMSE_6_3_161FINAL.pdf
5. **Prince Hamid Armah**, Matilda Sarpong Adusei, Robert Benjamin Armah, Dennis Osei Yeboah (2025). Mathematics Achievement in Underserved Secondary Schools: Interplay of Teacher Characteristics, School Conditions and Student Attributes. *African Journal of Educational Studies in Mathematics and Sciences*. https://doi.org/10.4314/ajesms.v21i1.7
6. **Prince Hamid Armah** (2025). Revisiting the Nature of School Mathematics: Philosophical Foundations and Implications for Contemporary Pedagogy. *Open Journal of Philosophy*. https://doi.org/10.4236/ojpp.2025.153041
7. **PH Armah** (2021). Making Ghana a Mathematics-friendly nation: A Key to our national development agenda. *Ghana Web*. https://scholar.google.com/scholar?cluster=16528144557059793901&hl=en&oi=scholarr
8. **Prince Hamidu Armah**, Dean Robson (2019). Exploring intentions to teach mathematical problem solving: An application of the Theory of Planned Behaviour. *African Journal of Educational Studies in Mathematics and Sciences*. https://doi.org/10.4314/ajesms.v15i1.10

9. **PH Armah**, Damian Kofi Mereku (2018). Expanding secondary school access for disadvantaged children in Ghana: implications for curriculum and assessment reforms. *Unpublished manuscript*. https://www.academia.edu/download/67393762/Armah_and_Mereku_Expanding_Access_2018_.pdf
10. **Prince Hamidu Armah** (2018). Identifying beliefs underlying the teacher's decision to teach mathematical problem solving: An elicitation study using the Theory of Planned Behaviour. *African Journal of Educational Studies in Mathematics and Sciences*. https://aura.abdn.ac.uk/bitstreams/271fb1e2-152a-4f08-8b0a-e30bfa9bff0a/download
11. **Prince H Armah** (2017). Overview and challenges of Ghana's education system: How to fix to it. *Retreat organized by the Institute of Economics Affairs under the Youth Capacity Building Initiative, held at Birdrock Hotel, Anomabo on Friday, 15th September*. https://www.academia.edu/download/54476279/FINAL_IEA_PAPER1_-_OVERVIEW_AND_CHALLENGES_OF_GHANAS_EDUCATION_SYSTEM_PARMAH.pdf
12. **Prince H Armah** (2017). Teacher education and professional learning in Ghana. *The Institute for Education Studies (IFEST), Accra. Research Report*. https://www.academia.edu/download/54476388/TEACHER_EDUCATION_AND_PROFESSIONAL_LEARNING_IN_GHANA_acm.pdf
13. **PH Armah**, W Osafo-Apeanti (2012). The effect of graphing software on students' conceptual understanding of quadratic functions. *African Journal of Educational Studies in Mathematics and Sciences*. https://www.ajol.info/index.php/ajesms/article/view/93847

Reports 1

1. **Prince H Armah** (2018). T-TEL curriculum reform study. *Greenfield Education*. https://scholar.google.com/scholar?cluster=9229017311451971232&hl=en&oi=scholarr

Theses 1

1. **Prince Hamidu Armah** (2015). Teaching mathematical problem solving in Ghana: teacher beliefs, intentions and behaviour. *University of Aberdeen*. https://scholar.google.com/scholar?cluster=6228219234202473229&hl=en&oi=scholarr