Prof. Sakina Acquah

Department of Basic Education
University of Education, Winneba

ORCID 0009-0004-4909-4754 · Homepage uew.edu.gh/bedu/staff/sacquah · Google Scholar scholar.google.com/citations?user=94IaLswAAAAJ&hl=en · Profile uew.peerford.com/staff/acd7df21-2415-4756-873c-204ae6927f46

RESEARCH

Interests	Science Education · Science Pedagogy
Areas	Education · Developmental and Educational Psychology · Applied Mathematics · Artificial Intelligence · Computer Networks and Communications · Computer Science Applications

RESEARCH SUMMARY

23	65	4	2	0.18	0%
Publications	Citations	h-index	i10-index	Field-weighted impact	World top 10%

Counted from the 23 publications listed below, 2013–2026. Field-weighted impact is the mean over the 9 works scored for it; 1.00 is the world average for works of the same field, type and year. 0 of the 9 papers scored for it are among the world's most cited tenth for their field, type and year.

POSITIONS

University of Education, Winneba
Winneba, Ghana

Presbyterian Training College
Akropong Akwapim, Ghana

PUBLICATIONS

Journal articles 22

1. **Sakina Acquah** (2026). Barriers and Support Needs in Integrating Digital Literacy into Science Teaching: Experiences of Junior High School Teachers in a Ghanaian Municipality. *British Journal of Contemporary Education*. https://abjournals.org/article-pdf/BJCE_QPKHG1IC.pdf
2. Matthew Nyaaba, Patrick Kyeremeh, Macharious Nabang, Bismark Nyaaba Akanzire, Cyril Ababio Titty, **Sakina Acquah**, Kotor Asare, Jerry Etornam Kudaya (2026). Conversational AI agent for teacher education in Ghana. *Discover Education*. https://doi.org/10.1007/s44217-026-01719-z
3. Gabriel Boateng Adu, **Sakina Acquah**, Matthew Nyaaba (2026). Junior High School Science Teachers' Perceptions, Use, and Challenges of AI Integration in Ghana. *DOAJ (DOAJ: Directory of Open Access Journals)*.
4. **Acquah, Sakina** (2026). LOWER PRIMARY SCHOOL TEACHERS' PERCEPTIONS AND PRACTICES OF INQUIRY-BASED SCIENCE INSTRUCTION: INSIGHTS FROM A GHANAIAN EDUCATIONAL CONTEXT. *European Journal of Education Studies*. https://doi.org/10.46827/ejes.v13i7.6933
5. Joseph Baidoo, Nixon Adzifome Saba, **Sakina Acquah**, Kingsford Bondzie (2026). Learning to add fractions the Ghanaian way: The impact of 'kyempe' game on learners' academic performance. *Contemporary Mathematics and Science Education*. https://doi.org/10.30935/conmaths/18606
6. **Sakina Acquah** (2026). Reimagining scaffolding in marginalised contexts: equity-oriented praxis and postcolonial perspectives in early grade classrooms. *Pedagogy, Culture & Society*. https://doi.org/10.1080/14681366.2026.2664966
7. Rosemary Naana Kumi-Manu, **Sakina Acquah**, Cosmos Eminah (2025). Exploring Junior High School Learners' Motivation in Science Through Concept Cartoon-Based Instruction. *British Journal of*

Contemporary Education. https://doi.org/10.52589/bjce-zgzencgk

8. John N-yelbi, **Sakina Acquah**, Yayra Dzakadzie, Peter Eshun (2024). Level of Education, Marital Longevity and Religion as Determinants of Marital Stability among Couples in Tamale Metropolis, Ghana. *Advances in Research*. https://doi.org/10.9734/air/2024/v25i31059
9. Emmanuel Dwamena, **Sakina Acquah**, Mavis Adwoa Donkor, Enock Yeng (2024). Primary School Teachers' Implementation of the Authentic Assessment and Application of Results within the Standards-Based Science Curriculum in Effutu Municipality, Ghana. *EAST AFRICAN JOURNAL OF EDUCATION AND SOCIAL SCIENCES*. https://doi.org/10.46606/eajess2024v05i06.0411
10. **Sakina Acquah** (2023). PRIMARY SCHOOL SCIENCE TEACHERS'PERCEPTION OF AUTHENTIC ASSESSMENT IN THE STANDARDS-BASED CURRICULUM IN THE EFFUTU MUNICIPALITY. *International Journal for Early Childhood and Educational Research*. https://scholar.google.com/scholar?cluster=4997491111542729345&hl=en&oi=scholarr
11. **Sakina Acquah** (2023). Perception of authentic assessment in the standards-based curriculum in the Effutu Municipality. *International Journal for Early Childhood and Educational Research*. https://www.researchgate.net/profile/Emmanuel-Dwamena-6/publication/381227714_Perception_of_Authentic_Assessment_in_the_Standards-Based_Curriculum_in_the_Effutu_Municipality/links/66628356a54c5f0b9451b469/Perception-of-Authentic-Assessment-in-the-Standards-Based-Curriculum-in-the-Effutu-Municipality.pdf
12. Rosemary Naima Kumi-Manu, **Sakina Acquah**, Fortune Addo-Wuver (2023). Preservice Teachers' Professional Experiences during Internship at the University of Education, Winneba, Ghana. *EAST AFRICAN JOURNAL OF EDUCATION AND SOCIAL SCIENCES*. https://doi.org/10.46606/eajess2023v04i03.0291
13. **SAKINA ACQUAH** (2020). Early Childhood Pre-Service Teachers' Conception of Living and Non-Living Things in a Ghanaian College of Education. *EAST AFRICAN JOURNAL OF EDUCATION AND SOCIAL SCIENCES*. https://doi.org/10.46606/eajess2020v01i01.0014
14. **Sakina Acquah** (2019). AN ILLUMINATIVE EVALUATION OF THE INFLUENCE OF TESSA SCIENCE OER USE ON PRE-SERVICE SCIENCE TEACHERS'PEDAGOGY. *European Journal of Research and Reflection in Educational Sciences Vol*. https://www.idpublications.org/wp-content/uploads/2020/06/Full-Paper-AN-ILLUMINATIVE-EVALUATION-OF-THE-INFLUENCE-OF-TESSA-SCIENCE-OER-USE-ON-PRE-SERVICE-SCIENCE-TE.pdf
15. **Sakina Acquah** (2019). Access, use and challenges of adopting TESSA science OER by basic school science teachers in Ghana. *European Journal of Research and Reflection in Educational Sciences Vol*. https://www.idpublications.org/wp-content/uploads/2019/12/Full-Paper-ACCESS-USE-AND-CHALLENGES-OF-ADOPTING-TESSA-SCIENCE-OER-BY-BASIC-SCHOOL.pdf
16. **Sakina Acquah** (2019). TESSA Science OER Reflections of the Profile Dimension for Teaching Basic School Science in Ghana. *International Journal of Psychology and Education*. https://journals.uew.edu.gh/index.php/ijope/article/download/41/29/164
17. **S Acquah** (2018). Examining the profile dimensions of objectives in the Ghanaian basic school science curriculum to promote science literacy. *International Journal of Basic Education Research and Policy*. http://publications.uew.edu.gh/2015/sites/default/files/S.%20Acquah%2C%20S.%20Acquah%2C%20W.%20Yakubu.pdf
18. Patricia Mawusi Amos, **S Acquah**, T Antwi (2015). A Comparative Study of Factors Influencing Male and Female Lecturers' Job Satisfaction in Ghanaian Higher Education. *Journal of Education and Practice*. https://eric.ed.gov/?id=EJ1083775
19. Kwarteng Twumasi, **S Acquah** (2014). Investigating undergraduate chemistry teacher trainees' understanding of laboratory safety. *Advances in Scientific and Technological Research*. https://www.researchgate.net/profile/Ruby-Hanson-3/publication/349443626_INVESTIGATING_UNDERGRADUATE_CHEMISTRY_TEACHER_TRAINEES'_UNDERSTANDING_OF_LABORATORY_SAFETY/links/60303a1792851c4ed58366b8/INVESTIGATING-UNDERGRADUATE-CHEMISTRY-TEACHER-TRAINEES-UNDERSTANDING-OF-LABORATORY-SAFETY.pdf
20. **Sakina Acquah** (2013). Ensuring quality education in Ghana: Experiences of basic school mathematics and

science teachers. *Journal of Education and Practice*. https://www.academia.edu/download/80733846/9251.pdf

21. **Sakina Acquah** (2013). Implementing TESSA Teaching Lower Secondary Science': Initial trials and the implications for partnership working. *DATA, Nairobi, July 30th–August 1st*. https://scholar.google.com/scholar?cluster=15189110274555947999&hl=en&oi=scholarr

22. **Sakina Acquah** (2013). Towards a more effective education process in Ghana: Teachers' coping strategies in teaching natural science. *Journal of Education and Curriculum Development Research*. https://www.academia.edu/download/55869560/Towards_A_More_Effective_Education_Process_in_Ghana.pdf

Theses 1

1. **SN Acquah** (2023). Effect of audio-visual instructional materials on Senior High School students' performance in dissection and digestion in mammals. *University of Education Winneba*. https://ir.uew.edu.gh/handle/123456789/4774