Dr. Anthony Bordoh

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PROFILE

Dr Anthony Bordoh is a Social Studies lecturer in the Department of Social Studies Education of the University of Education, Winneba, Ghana. He has authored dozens of published peer reviewed articles.

RESEARCH

Interests	Formative Assessment · Social Studies · Material and Resource Development in Social Studies · Education
Areas	Sociology and Political Science · Education · General Agricultural and Biological Sciences · Political Science and International Relations · Communication · Ecology, Evolution, Behavior and Systematics

RESEARCH SUMMARY

71	757	15	21	4.33	26%
Publications	Citations	h-index	i10-index	Field-weighted impact	World top 10%

Counted from the 71 publications listed below, 2012–2026. Field-weighted impact is the mean over the 31 works scored for it; 1.00 is the world average for works of the same field, type and year. 8 of the 31 papers scored for it are among the world's most cited tenth for their field, type and year.

POSITIONS

LECTURER 2020–present
SOCIAL STUDIES EDUCATION, University of Education Winneba, Winneba, Ghana

EDUCATION AND QUALIFICATIONS

PhD in SOCIAL STUDIES 2014–2017
SOCIAL STUDIES EDUCATION, University of Education Winneba Faculty of Science Education, Winneba, Ghana

M.Phil in SOCIAL STUDIES 2010–2012
SOCIAL STUDIES EDUCATION, University of Education Winneba Faculty of Science Education, Winneba, Ghana

BACHEALOR OF EDUCATION in SOCIAL STUDIES 2003–2007
SOCIAL STUDIES EDUCATION, University of Cape Coast, Cape Coast, Cape Coast, Ghana

PUBLICATIONS

Journal articles 71

1. Ronald Osei Mensah, **Anthony Bordoh**, Bernice Oteng (2026). Inside the web of violence: uncovering Ghana's social roots of crime through voices of family, peers, and prison officials. *Frontiers in Social Psychology*. https://doi.org/10.3389/frsps.2025.1712010
2. Isaac Eshun, C Peprah, **Anthony Bordoh** (2026). Online Instructional Technologies Tutors Adopted During the COVID-19 Pandemic in Selected Colleges of Education in Ghana. *Theory & Event*. https://www.researchgate.net/profile/Isaac-Eshun-2/publication/404337841_Online_Instructional_Technologies

_Tutors_Adopted_During_the_COVID-19_Pandemic_in_Selected_Colleges_of_Education_in_Ghana/links/69f43883acd3d67d7100ca03/Online-Instructional-Technologies-Tutors-Adopted-During-the-COVID-19-Pandemic-in-Selected-Colleges-of-Education-in-Ghana.pdf

3. Elizabeth Kafui Senya, **Anthony Bordoh** (2026). Operational disruptions and resilience strategies in Ghana's hospitality industry during the COVID-19 pandemic: firm-level evidence from the Accra Metropolitan Area. *SN Social Sciences*. https://doi.org/10.1007/s43545-026-01744-7
4. **Anthony Bordoh** (2026). Social studies teachers' conceptualisation of formative assessment in selected senior high schools in the Western North region of Ghana. *Discover Education*. https://doi.org/10.1007/s44217-026-01125-5
5. Francis Hull Adams, George Boateng, Anderson Oppong Twumasi, **Anthony Bordoh**, Isaac Eshun (2026). Social studies teachers' implementation of formative assessment practices in the senior high schools of Ghana. *Frontiers in Education*. https://doi.org/10.3389/feduc.2026.1704949
6. Emmanuel Adom Ashun, **A Bordoh**, I Eshun (2025). Assessing the impacts of students' reflective journals on the professional development of student-teachers in Enchi College of Education. *African Social Science and Humanities Journal*. http://journals.jozacpublishers.com/asshj/article/view/898
7. Benjamin Takyi, **Anthony Bordoh**, Isaac Eshun, Frederick Owusu (2025). Global Citizenship Education in Ghana: An Evaluation of the Junior High School Social Studies Curriculum. *Journal of Educational Research and Practice*. https://doi.org/10.5590/jerap.2025.15.2059
8. George Asante, Samuel Bentil, Boadu Kankam, **Anthony Bordoh** (2025). Globalization and economies: issues from the Global South. *Frontiers in Education*. https://doi.org/10.3389/feduc.2025.1642384
9. Lucy Segkulu, Yaw Osei, **Anthony Bordoh**, Theophilus Kweku Bassaw (2025). Incorporating Diverse Cultural Perspectives into Social Studies Curricula: Teaching Multicultural Perspectives within Northern Ghana. *OALib*. https://doi.org/10.4236/oalib.1113416
10. Isaac Eshun, Daniel Kwame Emilio, **Anthony Bordoh**, Joseph Bentil (2025). PERCEPTIONS, PRACTICES, AND CHALLENGES OF SMALL-SCALE FARMERS IN THE ERADICATION OF HUNGER IN THE AFIGYA-KWABRE DISTRICT: SDG 2 IN PERSPECTIVE. *Mağallaẗ al-dirāsāt al-iğtimāʿiyyaẗ*. https://doi.org/10.20428/jss.v31i3.2691
11. **Anthony Bordoh** (2025). Social studies teachers' knowledge and criteria for selecting and utilizing instructional materials in teaching and learning. *Frontiers in Education*. https://doi.org/10.3389/feduc.2025.1560679
12. Joseph Bentil, Isaac Eshun, Alfred Kuranchie, **Anthony Bordoh** (2025). Social studies teachers' self-efficacy beliefs: Do demographic characteristics make a difference. *Asian Journal of Education and Training*. https://doi.org/10.20448/edu.v11i1.6637
13. Ronald Osei Mensah, **Anthony Bordoh**, Andrews Acquah, Eric Bruce-Amartey Jnr, Papa Kofi Nunoo (2025). Sociological and religious interpretations of Adinkra symbols: qualitative analysis of the 2025 inaugural outfit of Ghana's president. *Frontiers in Sociology*. https://doi.org/10.3389/fsoc.2025.1642863
14. Vincent Odoom, Shirley Dankwa, **Anthony Bordoh**, Isaac Eshun (2024). Agents and challenges associated with the celebration of parallel marriage ceremonies in Winneba township in the Efutu municipality of Ghana. *African Journal of Social Issues*. https://doi.org/10.4314/ajosi.v7i1.59
15. Isaac Eshun, **Anthony Bordoh**, Prince Opoku-Afriyie (2024). An Evaluation of the Implementation of the Social Studies Curriculum in Ghana: A Case Study of the Asante Akim North District. *Asian Journal of Education and Social Studies*. https://doi.org/10.9734/ajess/2024/v50i51369
16. **A Bordoh**, I Eshun (2024). An attitude of staff and students towards littering in second-cycle schools in Sefwi Wiawso Municipality in the western north of Ghana. *Universal Journal of Social Sciences and Humanities*. https://scholar.google.com/scholar?cluster=15135515854965388789&hl=en&oi=scholarr
17. Frank Awuah, Lucy Effeh Attom, Isaac Eshun, **Anthony Bordoh** (2024). Assessment Beliefs, Practices and Competence Vis-À-Vis Demographic Characteristics of Senior High School Social Studies Teachers in Ghana. *EAST AFRICAN JOURNAL OF EDUCATION AND SOCIAL SCIENCES*. https://doi.org/10.46606/eajess2024v05i04.0395
18. **Anthony Bordoh**, Isaac Eshun, Stephen Aboagye, Amponsah Stephen Tetteh, Dickson Appiah Koranteng

(2024). Challenges and Strategies: Usage of Multimedia Resources in Teaching Social Studies Concepts in the Junior High Schools of Ghana. *Universal Journal of Social Sciences and Humanities*. https://doi.org/10.31586/ujssh.2024.1040

19. Ebenezer Appiah-Kubi, **Anthony Bordoh**, Isaac Eshun (2024). Exploring Teachers' Perspectives on Attitude Change Instruction in Social Studies Education. *Advances in Social Sciences Research Journal*. https://doi.org/10.14738/assrj.116.17059
20. Isaac Eshun, Benjamin Kwabena Ochour, **Anthony Bordoh** (2024). Factors Influencing Formative Assessment Practices of Junior High School Social Studies Teachers. *Innovare Journal of Education*. https://doi.org/10.22159/ijoe.2024v12i1.49794
21. Emmanuel Agbeyengah Ayerteye, Isaac Eshun, **Anthony Bordoh** (2024). Generation and Management of Clinical Waste in Healthcare Facilities in the Yilo and Manya Krobo Municipalities in Ghana. *British Journal of Environmental Sciences*. https://doi.org/10.37745/bjes.2013/vol12n34872
22. Cynthia Fofo Dsane, Lucy Effeh Attom, **Anthony Bordoh**, Isaac Eshun (2024). Issues of Social Media Usage by Adolescents in their Socialisation Process. *Asian Research Journal of Arts & Social Sciences*. https://doi.org/10.9734/arjass/2024/v22i8565
23. Prince Opoku-Afriyie, Benjamin Kwabena Ochour, **Anthony Bordoh**, Isaac Eshun (2024). Observed Learning Outcomes of the 2010 Social Studies Curriculum Implementation: Views from Asante Akim North District, Ghana. *Asian Research Journal of Arts & Social Sciences*. https://doi.org/10.9734/arjass/2024/v22i12615
24. **Anthony Bordoh**, Isaac Eshun, Joseph Bentil, Clarke Ebow Yalley (2024). Social studies teachers' knowledge base on community resources usage towards teaching and learning: A case study of senior high schools in the Komenda Edina Eguafo Abirem (KEEA …. *African Social Science and Humanities Journal*. https://www.ajol.info/index.php/asshj/article/view/304468
25. Isaac Eshun, **A Bordoh**, S Dankwa (2023). Assessing and Promoting the Culture of Students' Right to Academic Freedom in Ghana: The Case of University of Education, Winneba (UEW). *2023 International Conference on the Sociology of the Global Economy, Education, Arts and Humanities (GEEAH2023), Geneva*. https://www.researchgate.net/profile/Isaac-Eshun-2/publication/384631616_Assessing_and_Promoting_the_Culture_of_Students'_Right_to_Academic_Freedom_in_Ghana_The_Case_of_University_of_Education_Winneba_UEW/links/67000cc2553d245f9e4ac748/Assessing-and-Promoting-the-Culture-of-Students-Right-to-Academic-Freedom-in-Ghana-The-Case-of-University-of-Education-Winneba-UEW.pdf
26. Isaac Eshun, **Anthony Bordoh** (2023). Cultural Challenges Affecting Effective Community Participation in Potable Water Management in Selected Rural Communities in the Upper West Region of Ghana. *Global Journal of Science Frontier Research: H Environment & Earth Science*.
27. **Anthony Bordoh** (2023). Efficacy of Formative Assessment Practices in Social Studies Instructions: A Case Study of Holy Child College of Education in Ghana. *Asian Journal of Education and Social Studies*. https://doi.org/10.9734/ajess/2023/v49i41219
28. Nana Sika Ntim, **Anthony Bordoh**, Lucy Segkulu, Clarke Ebow Yalley (2023). Social Studies Teacher Trainees' Knowledge and Training on Disaster Risk Reduction in the Selected Colleges of Education in Ghana. *Open Journal of Educational Research*. https://doi.org/10.31586/ojer.2023.631
29. **Anthony Bordoh** (2022). Factors Inhibiting the Promotion of Democracy and Good Governance in Ghana: The Role of Non-Governmental Organisations (NGOs). *Education Journal*. https://www.researchgate.net/profile/Anthony-Bordoh/publication/359710749_Factors_Inhibiting_the_Promotion_of_Democracy_and_Good_Governance_in_Ghana_The_Role_of_Non-Governmental_Organisations_NGOs/links/624a99815e2f8c7a03589add/Factors-Inhibiting-the-Promotion-of-Democracy-and-Good-Governance-in-Ghana-The-Role-of-Non-Governmental-Organisations-NGOs.pdf
30. Kate Gyasi, **Anthony Bordoh**, Samuel Otoo (2022). Motives of Tourists: Socio-Economic and Challenges of Kwahu Easter Festival (KEF) in Ghana. *Universal Journal of Social Sciences and Humanities*. https://doi.org/10.31586/ujssh.2022.397
31. Ebenezer Spio Anim, **Anthony Bordoh**, Anderson Oppong Twumasi (2022). Perceptions and Effective Implementation of Peace Education in Senior High Schools in the Central Region of Ghana. *Universal*

Journal of Social Sciences and Humanities. https://doi.org/10.31586/ujssh.2022.293

32. **A Bordoh** (2022). Teacher trainees use of feedback in assessing student learning in Social Studies lessons in Basic Schools in Ghana: A study of selected colleges of education in Western And …. *Social Educator*. https://scholar.google.com/scholar?cluster=15590861493501791887&hl=en&oi=scholarr

33. Iddrisu Bariham, Evelyn Kuusozume Yirbekyaa, **Anthony Bordoh** (2022). Teachers Perspective on Redesigning Social Studies Curriculum for Student-Centered and Constructivist Learning: Empirical Study of Secondary Schools, Northern Region. *Social Education Research*. https://doi.org/10.37256/ser.3220221676

34. **Anthony Bordoh** (2022). Teachers' use of field trip to evaluate social studies lessons in the senior high schools of Ghana. *Universal Journal of Social Sciences and Humanities*. https://www.researchgate.net/profile/Theophilus-Bassaw-2/publication/389024506_Teachers'_use_of_Field_trip_to_evaluate_social_studies_lessons_in_the_senior_high_schools_in_Ghana_Universal_Journal_of_Social_Sciences_and_Humanities_24_219-233_httpsdoiorg1031586ujssh2022558/links/67b0836e8311ce680c63b52d/Teachers-use-of-Field-trip-to-evaluate-social-studies-lessons-in-the-senior-high-schools-in-Ghana-Universal-Journal-of-Social-Sciences-and-Humanities-24-219-233-https-doiorg-1031586-ujssh2022558.pdf

35. **Anthony Bordoh**, Isaac Eshun, Alhaji Waziri Ibrahim, Theophilus Kweku Bassaw, Akosua Baah, Joseph Yeboah (2022). Technological, Pedagogical Content Knowledge (TPACK) of Teachers and Their Formative assessment practices in Social Studies Lessons in The Junior High Schools in Komenda Edina Eguafo Abirem (K.E.E.A) Municipality of Ghana. *Universal Journal of Social Sciences and Humanities*. https://doi.org/10.31586/ujssh.2022.459

36. Shani Osman, **Anthony Bordoh**, Isaac Eshun (2021). Basic School Teachers‟ Conceptions of Assessment in the Sissala East Municipality. *International Journal of Research and Innovation in Social Science*. https://doi.org/10.47772/ijriss.2021.5320

37. **Anthony Bordoh**, Francis Nyantakyi, Alexander Kingsford Otoo, Abena Boakyewa, Philip Owusu-Ansah Isaac Eshun (2021). Effective Teaching of Social Studies Concepts in Basic Schools in Ghana. *Trends journal of sciences research*. https://doi.org/10.31586/ujssh.2021.095

38. Seth Peter Frimpong, **Anthony Bordoh**, Isaac Eshun, Anderson Oppong Twumasi, Emmanuel Nomah, Frank Ato Tabil (2021). Factors that Hinder Effective Conflict Management in Ghana: Evidence from Asante Akyem North District. *Social Education Research*. https://doi.org/10.37256/ser.222021795

39. **Anthony Bordoh** (2021). Farming Communities Adaptation Strategies to Climate Change in Bibiani-Ahwiaso-Bekwai in the Western North Region of Ghana. *Journal of Environment Protection and Sustainable Development*.

40. Isaac Eshun, **A Bordoh** (2021). Social Studies Teacher-Trainees' Competencies in Supported Teaching in Schools in the Central Region of Ghana. *Journal of Social Sciences and Humanities*. https://scholar.google.com/scholar?cluster=13882710862096970757&hl=en&oi=scholarr

41. **ANTHONY BORDOH**, EMMANUEL BREW, ALEXANDER KINGSFORD OTOO, PHILIP OWUSU-ANSAH, ERIC OSEI YAW (2021). USE OF TEACHER'S PROFILE DIMENSIONS TO ASSESS SOCIAL STUDIES STUDENT'S LEARNING OUTCOMES AT THE SENIOR HIGH SCHOOLS IN GHANA. *Innovare Journal of Education*. https://doi.org/10.22159/ijoe.2021v9i4.42224

42. **A Bordoh** (2020). Social studies curriculum: Teachers' conception and efficacy beliefs in junior high schools in Ghana. *Journal of Social Sciences and Humanities*. https://scholar.google.com/scholar?cluster=18103046174284178281&hl=en&oi=scholarr

43. Isaac Eshun, **A Bordoh** (2019). Implications of Teachers' Knowledge of Social Studies Profile Dimensions in Teaching and Learning in Senior High Schools. *Journal of Social Sciences and Humanities*. https://www.academia.edu/download/59488084/IMPLICATIONS_OF_SOCIAL_STUDIES_TEACHERS_KNOWLEDGE_OF_PROFILE_DIMENSIONS20190602-44967-1rjhu39.pdf

44. **A Bordoh** (2019). The impact of social self-concept on the academic performance of teacher-trainees in Ghana. *Journal of Social Sciencs and Humanities*. https://scholar.google.com/scholar?cluster=3860556593474289544&hl=en&oi=scholarr

45. **Anthony Bordoh**, Isaac Eshun, Emmanuel Brew, S Osman, Shani Osma, Patrick Kwarteng (2018).

Evaluation of Attitudes and Factors Toward Practicing of Concepts in Social Studies Curriculum in Senior High Schools in Ghana. *International Journal of Multidisciplinary Research and Studies*.

46. **Anthony Bordoh**, S Osman (2018). Evaluation of background knowledge of teachers using techniques and strategies in assessing Social Studies concepts in Ghana. *Open Science Journal of Education*. https://www.researchgate.net/profile/Shani-Osman-2/publication/360688727_Evaluation_of_Background_Knowledge_of_Teachers_Using_Techniques_and_Strategies_in_Assessing_Social_Studies_Concepts_in_Ghana/links/62855d921b778707fe8ec514/Evaluation-of-Background-Knowledge-of-Teachers-Using-Techniques-and-Strategies-in-Assessing-Social-Studies-Concepts-in-Ghana.pdf
47. **A Bordoh**, Isaac Eshun, S Osman (2018). Professional qualification of teachers in teaching and learning of social studies concepts in the senior high schools in Ghana. *American Journal of Social Sciences*. https://www.academia.edu/download/56970334/Professional_Qualification_of_Teachers_in_Teaching.pdf
48. I Eshun, **A Bordoh**, S Osman (2016). Nature of students' sexual abuse. *American Journal of Environmental and Occupational Health*. https://scholar.google.com/scholar?cluster=17505498044718850528&hl=en&oi=scholarr
49. **A Bordoh**, I Eshun, S Osman (2016). Perception of students' sexual abuse in selected senior high schools in the MfanEsimam Municipality of Ghana. *Journal of Education, Leadership and Policy*. https://scholar.google.com/scholar?cluster=9022957858182307418&hl=en&oi=scholarr
50. **A Bordoh**, Isaac Eshun, S Osman (2016). The Effects of Sexual Abuse on Students in Public Senior High Schools in Ghana. *International Journal of Public Health and Health Systems*. https://www.academia.edu/download/56760731/The_Effects_of_Sexual_Abuse_on_Students_in_Public.pdf
51. Cosmas Cobbold, **Anthony Bordoh**, Isaac Eshun (2015). American Journal of Social Sciences 2015; 3 (4): 120-128. *American Journal of Social Sciences*. https://ir.ucc.edu.gh/server/api/core/bitstreams/04c277b7-1bbc-44dc-97a0-6f53eb96e8e5/content
52. KANKAM BOADU, I Eshun, **A Bordoh** (2015). Mentees' social studies curriculum conceptions and their classroom practices in the junior high schools (JHSs) in Ghana. *American Journal of Educational Research*. https://www.academia.edu/download/38000070/Mentees_Social_Studies_Curriculum_Conceptions.pdf
53. Isaac Eshun, **A Bordoh** (2015). Perceived scope and approaches of curriculum supervision. *Am J Psychol Behav Sci*. https://www.academia.edu/download/108861309/download.pdf
54. Cosmas Cobbold, I Eshun, **A Bordoh** (2015). Perception of curriculum leaders and teachers on feedback and conditions essential for effective supervision in senior high schools. *International Journal of Educational Research and Information Science*. https://www.academia.edu/download/125898818/5430.pdf
55. **A Bordoh**, Isaac Eshun (2015). Social studies teachers' content knowledge in senior high schools in the Sekondi-Takoradi Metropolis in the Western Region of Ghana. *American Journal of Social Science Research*. https://scholar.google.com/scholar?cluster=11229676890202180410&hl=en&oi=scholarr
56. **A Bordoh**, I Eshun (2015). Social studies teachers' knowledge base in authentic assessment in selected senior high schools in the central region of Ghana. *Journal of Social Sciences and Humanities*. https://scholar.google.com/scholar?cluster=15351498144534896442&hl=en&oi=scholarr
57. KANKAM BOADU, I Eshun, **A Bordoh** (2015). Teacher-trainees' varying curriculum conceptions of Social Studies in the Colleges of Education (CoE) in Ghana. *American Journal of Social Science Research*. https://ir.ucc.edu.gh/server/api/core/bitstreams/9bf199d2-f347-4e5a-adae-801f00ad2206/content
58. Isaac Eshun, **A Bordoh** (2014). Achieving the Citizenship Education Goal of the Social Studies Curriculum in Ghanaian Senior High Schools: Challenges and the Way Forward. *Open Science Journal of Education*. https://www.academia.edu/download/126191080/download.pdf
59. Kankam Boadu, **A Bordoh**, I Eshun (2014). An investigation into authentic assessment practices of social studies teachers in the senior high schools (SHSs) in Ghana. *American Journal of Social Sciences*. https://ir.ucc.edu.gh/items/41d4149e-d04d-4881-9f97-f53a97522cce
60. **Anthony Bordoh** (2014). Attitude of people towards private sector participation in solid waste management in the Komenda-Edina-Eguafo-Abrem (KEEA) Municipality in Ghana. *American Journal of Environmental Engineering*. https://www.academia.edu/download/108861304/download.pdf

61. KANKAM BOADU, **A Bordoh**, I Eshun (2014). Curriculum conceptions of the scope of content of social studies in the colleges of education in Ghana. *American Journal of Social Sciences*. https://www.academia.edu/download/35977748/7280157.pdf

62. I Eshun, **A Bordoh** (2014). Evaluation of Colleges of Education (CoE) social studies curriculum vis-à-vis the Junior High School (JHS) social studies curriculum in Ghana. *European Journal of Training and Development Studies*. https://www.academia.edu/download/91175972/Evaluation-of-Colleges-of-Education-CoE-Social-Studies-Curriculum-Vis----vis-the-Junior-High-School-JHS-Social-Studies-Curriculum-in-Gha.pdf

63. **A Bordoh**, I Eshun (2014). Evaluation of social studies students' learning using formative assessment in selected Colleges of Education in Ghana. *British journal of education*. https://www.academia.edu/download/33230652/Evaluation-of-Social-Studies-Students-Learning-Using-Formative-Assessment-in-Selected-Colleges-of-Education-in-Ghana-ORIGINAL.pdf

64. KANKAM BOADU, I Eshun, **A Bordoh** (2014). Sense of efficacy in implementing the basic school social studies curriculum in Ghana. *International Journal of Educational Research and Information Science*. https://www.academia.edu/download/36177915/Sense_of_Efficacy_in_Implementing_the_Basic_School_Social_Studies_Curriculum_in_Ghana_-7340146.pdf

65. KANKAM BOADU, **A Bordoh**, I Eshun (2014). Social Studies teachers' content knowledge impact on students in the Senior High Schools in Ghana. *Open Science Journal of Education*. https://www.academia.edu/download/36176264/Social_Studies_Teachers_Content_Knowledge_Impact_on_Students_in_the_Senior_High_Schools_in_Ghana-7330142.pdf

66. KANKAM BOADU, I Eshun, **A Bordoh** (2014). Teacher-trainees' sense of efficacy in students' engagement, instructional practices and classroom management in social studies lessons. *American Journal of Psychology and Behavioural Sciences*. https://www.academia.edu/download/125898789/download.pdf

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68. **Anthony Bordoh** (2013). Formative assessment techniques tutors use to assess teacher-trainees' learning in Social Studies in Colleges of Education in Ghana. *Research on Humanities and Social Sciences*. https://www.academia.edu/download/108861230/5024.pdf

69. **A Bordoh** (2013). Social Studies teachers' curriculum conceptions and their practices. *Saarbrücken: Lambert Academic Publishers*. https://scholar.google.com/scholar?cluster=8993334066667334462&hl=en&oi=scholarr

70. **Anthony Bordoh** (2013). Social Studies tutors' cognition in formative assessment in colleges of education in Ghana. *Developing Country Studies*. https://www.academia.edu/download/70565993/8262.pdf

71. **A Bordoh** (2012). Tutors' conception and use of formative assessment in Social Studies in Colleges of Education in the Central Region of Ghana. *Published MPhil Thesis, University of Education, Winneba, Ghana*. https://scholar.google.com/scholar?cluster=5578238765025690 99&hl=en&oi=scholarr