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RESEARCH

Interests	Educational Measurement and Evaluation
Areas	Education · Clinical Psychology · Social Psychology · Sociology and Political Science · General Health Professions · Safety Research

RESEARCH SUMMARY

103	1,061	18	39	4.87	49%
Publications	Citations	h-index	i10-index	Field-weighted impact	World top 10%

Counted from the 103 publications listed below, 2017–2026. Field-weighted impact is the mean over the 87 works scored for it; 1.00 is the world average for works of the same field, type and year. 43 of the 87 papers scored for it are among the world's most cited tenth for their field, type and year.

POSITIONS

Lecturer 2021–present
Department of Educational Foundations, University of Education, Winneba, Winneba, Ghana

EDUCATION AND QUALIFICATIONS

PhD 2019–2021
Measurement and Evaluation, University of Cape Coast, Cape Coast, Ghana

Master of Philosophy (Educational Measurement and Evaluation) 2016–2018
Department of Education and Psychology, University of Cape Coast, Cape Coast, Ghana

B. Sc (Psychology) 2011–2015
Department of Education and Psychology, University of Cape Coast, Cape Coast, Ghana

PUBLICATIONS

Journal articles 97

1. **Frank Quansah**, Edmond Ahovi, Nathaniel Quansah, Bertha Aduhene (2026). A C-Flex model for advancing flipped learning through collaboration, equity, and experience in higher education. *Discover Education*. https://doi.org/10.1007/s44217-026-02162-w
2. Edmond Ahovi, **Frank Quansah** (2026). A LEARN model for aligning learner-centred education with national assessment systems. *Discover Education*. https://doi.org/10.1007/s44217-026-01311-5
3. Fred Yao Gbagbo, Gifty Nana Yaa Rockson, **Frank Quansah**, Harrison Kwame Golo (2026). Accessing sexual and reproductive health services during climate change-related environmental disruptions in coastal Ghana: a privilege or human right for young women with …. *Frontiers in Climate*. https://doi.org/10.3389/fclim.2026.1762744
4. Christopher Yaw Kwaah, Andrews Cobbinah, **Frank Quansah**, Nathaniel Quansah (2026). Adaptation and psychometric validation of the DigComp 2.2-based perceptions questionnaire on digital competence among pre-service teachers in Ghana. *Frontiers in Education*. https://doi.org/10.3389/feduc.2026.1856136

5. Edmond Ahovi, **Frank Quansah** (2026). Assessing Ghanaian pre-tertiary teachers' knowledge of the sustainable development goals. *Sustainable Earth Reviews*. https://doi.org/10.1186/s42055-026-00123-7
6. Marian Nyarko, **Frank Quansah**, Nancy Asieduwaa Gyapong, Yayra Dzakadzie (2026). Assessment language and equity in multilingual classrooms: Evidence from reading proficiency assessment in Ghana. *Studies In Educational Evaluation*. https://doi.org/10.1016/j.stueduc.2026.101685
7. **F Quansah**, M Srem-Sai, EK Agormedah, N Quansah (2026). Cross-cultural validation of the sport emotion questionnaire using elite hockey players: psychometric evidence from seven African countries. *International Journal of Sport and Exercise Psychology*.
8. J Appianing, **Frank Quansah**, R Amoako (2026). Development and validation of the digital well-being scale using university students. *Frontiers in Psychiatry*. https://doi.org/10.3389/fpsyt.2026.1853998
9. Edward Kwabena Ameyaw, Fred Yao Gbagbo, Gifty Nana Yaa Rockson, **Frank Quansah**, Pascal Agbadi, Padmore Adusei Amoah (2026). Disability and sexual harassment and coercion in higher education in Ghana: the moderating role of financial support. *BMC Public Health*. https://doi.org/10.1186/s12889-026-27426-w
10. Fred Yao Gbagbo, **Frank Quansah**, Gifty Nana Yaa Rockson, Stephanie Audrey Ameyaw, Harrison Kwame Golo (2026). Effects of climate change-induced stressors on sexual and reproductive health and rights: adaptation and resilience among women in an urban coastal city in Ghana. *Marine Development*. https://doi.org/10.1007/s44312-026-00086-5
11. **Frank Quansah**, Kwabena Sarfo-Kantanka, Eugene Adu Henaku, Edmond Ahovi (2026). Exploring Competency Gaps, Motivations and Learning Expectations of Women in Postgraduate Applied Data Science Training in Ghana. *Teaching Statistics*. https://doi.org/10.1002/test.70042
12. **Frank Quansah**, Nathaniel Quansah, Ebenezer Ackon, Marian Nyarko (2026). Exploring Instructors' Online Class Attendance, Teaching Behaviours and Assessment Practices During the Emergency Remote Teaching Period in a Ghanaian University. *European Journal of Education*. https://doi.org/10.1111/ejed.70650
13. **Frank Quansah**, Ebenezer Ackon, Nathaniel Quansah (2026). Profiling teachers' beliefs about learner-centred teaching in the implementation of Ghana's new K-9 curriculum. *The Curriculum Journal*. https://doi.org/10.1002/curj.70065
14. Edward Kwabena Ameyaw, Fred Yao Gbagbo, Padmore Adusei Amoah, Gifty Nana Yaa Rockson, **Frank Quansah**, Richard Osei Agjei (2026). Sexual coercion and harassment of students with disabilities in tertiary institutions: A systematic review. *Journal of Public Health Research*. https://doi.org/10.1177/22799036261451535
15. Daniel William Essel, **Frank Quansah**, Simon Ntumi, Frank Henry Bonsi, Lawrence Sakyi Larbi, Abdul-Razak Ishaaq (2026). Uncovering Heterogeneity in the Measurement of Psychological Well-Being in Non-Western Culture: A Latent Profile Analysis of Ghanaian Undergraduates. *Brain and Behavior*. https://doi.org/10.1002/brb3.71216
16. Joseph Appianing, **Frank Quansah**, Seth Ansah, Roger Amoako, Godwin Frimpong (2025). A Latent Profile Analysis of Instructor Presence in Online Teaching and Learning in Higher Education: A Students' Evaluation Perspective. *International Journal of Pedagogy and Learning Community (IJPLC)*. https://doi.org/10.24036/ijplc.v2i1.13
17. Fred Yao Gbagbo, Gifty Nana Yaa Rockson, **Frank Quansah**, Harrison Kwame Golo (2025). Awareness of anthropogenic climate change and its perceived implications for the fundamental human rights of young women in coastal communities in Effutu Municipality, Ghana. *Social Sciences & Humanities Open*. https://doi.org/10.1016/j.ssaho.2025.102319
18. Joseph Appianing, **Frank Quansah**, Roger Amoako, Godwin Owusu Frimpong (2025). Development and validation of the online instructor presence scale: Assessing the dimensions of online teaching. *British Journal of Educational Technology*. https://doi.org/10.1111/bjet.70003
19. **Frank Quansah**, Daniel William Essel, Nancy Asieduwaa Gyapong, Isaac N-Nandi Yabana, Yayra Dzakadzie, Patrick Asamoah, Kingsley Addison (2025). Enhancing Teacher Training Through Self-Efficacy and Emotional Intelligence: A Conditional Process Model of Pre-Service Teachers' Well-Being and

Academic Achievements. *Brain and Behavior*. https://doi.org/10.1002/brb3.70578

20. **Frank Quansah** (2025). Equating Two Alternate Forms of Basic Statistics Test Using the Single Group Random Design: An Application of the Traditional Equating Methods. *International Journal of Psychology and Education*. https://www.researchgate.net/profile/Frank-Quansah/publication/394414551_Equating_Two_Alternate_Forms_of_Basic_Statistics_Test_Using_the_Single_Group_Random_Design_An_Application_of_the_Traditional_Equating_Methods/links/6897389fd3c4ac316e2f1e40/Equating-Two-Alternate-Forms-of-Basic-Statistics-Test-Using-the-Single-Group-Random-Design-An-Application-of-the-Traditional-Equating-Methods.pdf
21. Nathaniel Quansah, **Frank Quansah**, Yayra Dzakadzie (2025). Multiple-choice test development competencies of junior high school mathematics teachers in Ghana: a triangulation methodology. *Frontiers in Education*. https://doi.org/10.3389/feduc.2025.1658971
22. Daniel Miezah, Martha-Pearl Okai, Emmanuel Eshun, Frederick Sey, Francis Britwum, **Frank Quansah**, Ebenezer Takyi-Wadieh (2025). Predictors of family quality of life among Ghanaian families of people with intellectual disability. *Journal of Intellectual & Developmental Disability*. https://doi.org/10.3109/13668250.2025.2457106
23. **Frank Quansah** (2025). Survey of Preservice Teachers' Examination Stress Patterns: Contextualising the Transactional Stress Model in High-Stakes Testing. *Health Science Reports*. https://doi.org/10.1002/hsr2.71596
24. Hamdi Henchiri, Amayra Tannoubi, Chayma Harrathi, Ghada Boussayala, **Frank Quansah**, John Elvis Hagan, Haifa Mechergui, Amr Chaabeni, Taha Chebbi, Tarek Ben Lakhal, Hatem Belhouchet, Ikram Khatrouch, Abdulhafed Mabrouk Gawar, Fairouz Azaiez (2025). Validation of the Arabic Version of the Maslach Burnout Inventory-HSS Among Tunisian Medical Residents (A-MBI-MR): Factor Structure, Construct Validity, Reliability, and Gender Invariance. *Healthcare*. https://doi.org/10.3390/healthcare13020173
25. Riyadh Yahyaoui, Ibrahim Ouergui, Hamza Marzouki, Okba Selmi, **Frank Quansah**, John Hagan Jr, Noomen Guelmemi, Yung-Sheng Chen, Andrew M. Lane, Mohamed Jarraya (2024). ADAPTATION AND VALIDATION OF THE EMOTIONAL INTELLIGENCE SCALE IN THE PHYSICAL EDUCATION AND SPORT ARABIC CONTEXT: A GENDER AND TYPE OF SPORT INVARIANCE ANALYSIS. *Journal of Kinesiology and Exercise Sciences*. https://doi.org/10.5604/01.3001.0054.8522
26. Joseph Appianing, **Frank Quansah**, Roger Amoako (2024). Adaptation and validation of an inventory for assessing subjective task value beliefs regarding the decision to pursue postgraduate studies. *Heliyon*. https://doi.org/10.1016/j.heliyon.2024.e39771
27. **Frank Quansah**, Edmond Kwesi Agormedah, Medina Srem-Sai, John Elvis Hagan Jr, Thomas Schack (2024). Assessing the dimensionality of the sense of coherence scale (SOC-L9) using Ghanaian university students: Guarding against the method effect. *Heliyon*. https://doi.org/10.1016/j.heliyon.2024.e36252
28. **Frank Quansah**, Medina Srem-Sai, Edmond Kwesi Agormedah, Nathaniel Quansah, Amayra Tannoubi, John Elvis Hagan, Thomas Schack (2024). Cross-cultural validation of the sport emotion questionnaire using elite hockey players: psychometric evidence from seven African countries. *International Journal of Sport and Exercise Psychology*. https://doi.org/10.1080/1612197x.2024.2443634
29. Edmond Kwesi Agormedah, Francis Ankomah, Medina Srem-Sai, Regina Mawusi Nugba, **Frank Quansah**, John Elvis Hagan, Orkan Okan, Kevin Dadaczynski, Thomas Schack (2024). Effects of Gender and Age Interaction on Sense of Coherence and Subjective Well-Being of Senior High School Students in Northern Ghana. *Education Sciences*. https://doi.org/10.3390/educsci14020178
30. Medina Srem-Sai, **Frank Quansah**, Edmond Kwesi Agormedah, John Elvis Hagan, Thomas Schack (2024). Evaluating Teachers' Workplace Climate and Anxiety Response during the COVID-19 Pandemic: The Role of Information Seeking Platforms. *COVID*. https://doi.org/10.3390/covid4030025
31. Medina Srem-Sai, Francis Ankomah, Edmond Kwesi Agormedah, **Frank Quansah**, John Elvis Hagan, Orkan Okan, Kevin Dadaczynski, Thomas Schack (2024). Investigating age-related COVID-19 digital health literacy and sense of coherence among adolescents and young adults in schools across Northern Ghana. *BMC Digital Health*. https://doi.org/10.1186/s44247-024-00063-2
32. **Frank Quansah**, Medina Srem-Sai, Edmond Kwesi Agormedah, Francis Ankomah, John Elvis Hagan,

Thomas Schack (2024). Moderated moderation modelling of subjective social status, pocket money and depressive symptoms of university students in Ghana. *Frontiers in Public Health*. https://doi.org/10.3389/fpubh.2024.1325441

33. Chiraz Azaiez, Naser Chalghaf, Amayra Tannoubi, Noomen Guelmami, Medina Srem-Sai, **Frank Quansah**, John Elvis Hagan, Heifa Sneni, Ghada Boussayala, Imane Ghalmi, Mazin Inhaier Lami, Nicola Luigi Bragazzi, Stephane Mandigout, Choukri ben Ayed, Fairouz Azaiez (2024). Psychometric properties of Arabic-translated-related quality of life scales for people with parkinson disease: a scoping review. *BMC Public Health*. https://doi.org/10.1186/s12889-024-20002-0

34. **Frank Quansah**, Edmond K. Agormedah, Francis Ankomah, Medina Srem-Sai, Regina M. Nugba, John E. Hagan, Thomas Schack (2024). Revalidation of Teachers' Sense of Efficacy Scale using Ghanaian in-service teachers: Multidimensional item response theory with factor analyses. *Psychology in the Schools*. https://doi.org/10.1002/pits.23137

35. Eugene Adu Henaku, Francis Sambah, **Frank Quansah**, Edmond Kwesi Agormedah, Medina Srem-Sai, John Elvis Hagan, Francis Ankomah, Vera Rosemary Ankomah-Sey, Thomas Schack (2024). Stress-related experiences and intentions to quit studies among female married postgraduate distance education students in Ghana. *BMC Psychology*. https://doi.org/10.1186/s40359-024-01839-x

36. **Frank Quansah**, Andrews Cobbinah, Kenneth Asamoah-Gyimah, John Elvis Hagan (2024). Validity of student evaluation of teaching in higher education: a systematic review. *Frontiers in Education*. https://doi.org/10.3389/feduc.2024.1329734

37. **Frank Quansah**, Francis Ankomah, Edmond Kwesi Agormedah, Simon Ntumi, John Elvis Hagan, Medina Srem-Sai, Kevin Dadaczynski, Orkan Okan, Thomas Schack (2023). A cross-sectional study of university students' pocket money variance and its relationship with digital health literacy and subjective well-being in Ghana. *Health Science Reports*. https://doi.org/10.1002/hsr2.1095

38. Amayra Tannoubi, **Frank Quansah**, John Elvis Hagan, Medina Srem-Sai, Tore Bonsaksen, Nasr Chalghaf, Ghada Boussayala, Chiraz Azaiez, Haifa Snani, Fairouz Azaiez (2023). Adaptation and Validation of the Arabic Version of the University Student Engagement Inventory (A-USEI) among Sport and Physical Education Students. *Psych*. https://doi.org/10.3390/psych5020022

39. Francis Britwum, Stephen Kofi Anin, Edmond Kwesi Agormedah, **Frank Quansah**, Medina Srem-Sai, John Elvis Hagan, Thomas Schack (2023). Assessing Internet Surfing Behaviours and Digital Health Literacy among University Students in Ghana during the COVID-19 Pandemic. *COVID*. https://doi.org/10.3390/covid3030030

40. Francis Sambah, **Frank Quansah**, Medina Srem-Sai, James Boadu Frimpong, Edmond Kwesi Agormedah, Francis Ankomah, John Elvis Hagan (2023). Assessing secondary school students' digital health literacy, information searching behaviours, and satisfaction with online COVID-19 information in Northern Ghana. *Heliyon*. https://doi.org/10.1016/j.heliyon.2023.e17936

41. Amayra Tannoubi, Ibrahim Ouergui, Medina Srem-Sai, John Elvis Hagan, **Frank Quansah**, Fairouz Azaiez (2023). Effectiveness of Video Modeling in Improving Technical Skills in Young Novice Basketball Players: A Quasi-Experimental Study. *Children*. https://doi.org/10.3390/children10040687

42. John Elvis Hagan, **Frank Quansah**, Francis Ankomah, Edmond Kwesi Agormedah, Medina Srem-Sai, Thomas Schack (2023). Evaluating the moderating role of information seeking platforms on university students' risk perception and anxiety during the COVID-19 pandemic in Ghana. *Frontiers in Communication*. https://doi.org/10.3389/fcomm.2023.1035593

43. John Elvis Hagan, **Frank Quansah**, James B. Frimpong, Edmond K. Agormedah, Regina Mawusi Nugba, Medina Srem-Sai, Thomas Schack (2023). Gender digital health literacy gap across age: A moderated moderation effect on depression among in-school adolescents in Ghana during COVID-19. *Psychology in the Schools*. https://doi.org/10.1002/pits.22942

44. Yayra Dzakadzie, **Frank Quansah** (2023). Modeling unit non-response and validity of online teaching evaluation in higher education using generalizability theory approach. *Frontiers in Psychology*. https://doi.org/10.3389/fpsyg.2023.1202896

45. Amayra Tannoubi, **Frank Quansah**, Iteb Magouri, Nasr Chalghaf, Tore Bonsaksen, Medina Srem-Sai, John Elvis Hagan, Ciptro Handrianto, Fairouz Azaiez, Nicola Luigi Bragazzi (2023). Modelling the associations

between academic engagement, study process and grit on academic achievement of physical education and sport university students. *BMC Psychology*. https://doi.org/10.1186/s40359-023-01454-2

46. Isaac Amoako, Medina Srem-Sai, **Frank Quansah**, Stephen Anin, Edmond Kwesi Agormedah, John Elvis Hagan Jnr (2023). Moderation modelling of COVID-19 digital health literacy and sense of coherence across subjective social class and age among university students in Ghana. *BMC Psychology*. https://doi.org/10.1186/s40359-023-01334-9

47. Edmond Kwesi Agormedah, **Frank Quansah**, Medina Srem-Sai, Francis Ankomah, John Elvis Hagan, Thomas Schack (2023). Reproducibility of the brief religious coping inventory with African athletes' sample using ordinal factor analytical approach. *Frontiers in Psychology*. https://doi.org/10.3389/fpsyg.2022.1038202

48. Fred Yao Gbagbo, Gifty Nana Yaa Rockson, **Frank Quansah**, Edward Kwabena Ameyaw (2023). Sexual Coercion and Harassment of Students with Disabilities in a Public University in Ghana. *Journal of Sex & Marital Therapy*. https://doi.org/10.1080/0092623x.2023.2211577

49. **Frank Quansah**, Edmond Kwesi Agormedah, John Elvis Hagan, James Boadu Frimpong, Francis Ankomah, Medina Srem-Sai, Kevin Dadaczynski, Orkan Okan, Thomas Schack (2023). Subjective social status and well-being of adolescents and young adults in Ghanaian schools: conditional process analysis. *BMC Psychology*. https://doi.org/10.1186/s40359-023-01158-7

50. Fairouz Azaiez, Amayra Tannoubi, Taoufik Selmi, **Frank Quansah**, Medina Srem-Sai, John Elvis Hagan, Chiraz Azaiez, Houda Bougrine, Nasr Chalghaf, Ghada Boussayala, Imane Ghalmi, Mazin Inhaier Lami, Mazin Dawood Ahmed AL-Hayali, Ahmed Wateed Mazyed Shdr AL-Rubaiawi, Nabee Muttlak Nasser AL-Sadoon (2023). Uncovering Cognitive Distortions in Adolescents: Cultural Adaptation and Calibration of an Arabic Version of the "How I Think Questionnaire". *Psych*. https://doi.org/10.3390/psych5040083

51. **Frank Quansah**, Stephen Kofi Anin, John Elvis Hagan, Edmond Kwesi Agormedah, Prince Oduro, Medina Srem-Sai, James Boadu Frimpong, Thomas Schack (2022). Analysis of COVID-19 Risk Perception and Its Correlates among University Students in Ghana. *COVID*. https://doi.org/10.3390/covid2080083

52. Edmond Kwesi Agormedah, **Frank Quansah**, Francis Ankomah, John Elvis Hagan, Medina Srem-Sai, Richard Samuel Kwadwo Abieraba, James Boadu Frimpong, Thomas Schack (2022). Assessing the validity of digital health literacy instrument for secondary school students in Ghana: The polychoric factor analytic approach. *Frontiers in Digital Health*. https://doi.org/10.3389/fdgth.2022.968806

53. **Frank Quansah**, James Boadu Frimpong, Francis Sambah, Prince Oduro, Stephen Kofi Anin, Medina Srem-Sai, John Elvis Hagan, Thomas Schack (2022). COVID-19 Pandemic and Teachers' Classroom Safety Perception, Anxiety and Coping Strategies during Instructional Delivery. *Healthcare*. https://doi.org/10.3390/healthcare10050920

54. John Elvis Hagan, **Frank Quansah**, Stephen Kofi Anin, Richmond Stephen Sorkpor, Richard Samuel Kwadwo Abieraba, James Boadu Frimpong, Medina Srem-Sai, Thomas Schack (2022). COVID-19-Related Knowledge and Anxiety Response among Physical Education Teachers during Practical In-Person Lessons: Effects of Potential Moderators. *Behavioral Sciences*. https://doi.org/10.3390/bs12030083

55. **Frank Quansah**, Francis Ankomah, Edmond K. Agormedah, Richard S. K. Abieraba, Medina Srem-Sai, John E. Hagan, Orkan Okan, Kevin Dadaczynski, Thomas Schack (2022). COVID-digital health literacy and subjective well-being of students in Ghana: Mediation-moderation analyses. *Health Science Reports*. https://doi.org/10.1002/hsr2.916

56. **Frank Quansah**, Francis Ankomah, John Elvis Hagan, Medina Srem-Sai, James Boadu Frimpong, Francis Sambah, Thomas Schack (2022). Development and Validation of an Inventory for Stressful Situations in University Students Involving Coping Mechanisms: An Interesting Cultural Mix in Ghana. *Psych*. https://doi.org/10.3390/psych4020015

57. VR Ankoma-Sey, G Essilfie, **F Quansah**, RM Nugba (2022). Distance education students' readiness for online learning at the University of Cape Coast, Ghana. *Handbook of research on distance education in Ghana*. https://scholar.google.com/scholar?cluster=10945934575227939974&hl=en&oi=scholarr

58. James Boadu Frimpong, Edmond Kwesi Agormedah, Medina Srem-Sai, **Frank Quansah**, John Elvis Hagan (2022). Examining Risk Perception and Coping Strategies of Senior High School Teachers in Ghana: Does COVID-19-Related Knowledge Matter? *COVID*. https://doi.org/10.3390/covid2050050

59. John Elvis Hagan, **Frank Quansah**, Francis Ankomah, Edmond Kwesi Agormedah, Medina Srem-Sai, Thomas Schack (2022). Examining the underlying latent structure of the sports emotion questionnaire: Insights from the bifactor multidimensional item response theory. *Frontiers in Psychology*. https://doi.org/10.3389/fpsyg.2022.1038217

60. John Elvis Hagan, **Frank Quansah**, James Boadu Frimpong, Francis Ankomah, Medina Srem-Sai, Thomas Schack (2022). Gender Risk Perception and Coping Mechanisms among Ghanaian University Students during the COVID-19 Pandemic. *Healthcare*. https://doi.org/10.3390/healthcare10040687

61. Edmond Kwesi Agormedah, Francis Ankomah, James Boadu Frimpong, **Frank Quansah**, Medina Srem-Sai, John Elvis Hagan, Thomas Schack (2022). Investigating teachers' experience and self-efficacy beliefs across gender in implementing the new standards-based curriculum in Ghana. *Frontiers in Education*. https://doi.org/10.3389/feduc.2022.932447

62. Andrews Cobbinah, Ruth Keziah Annan- Brew, **Frank Quansah** (2022). Item Difficulty as a Source of Variability in Student Achievement in the West African Secondary School Certificate Examination (WASSCE): Application of Generalizability Theory. *Journal of Advances in Education and Philosophy*. https://doi.org/10.36348/jaep.2022.v06i03.001

63. **Frank Quansah** (2022). Item and rater variabilities in students' evaluation of teaching in a university in Ghana: application of Many-Facet Rasch Model. *Heliyon*. https://doi.org/10.1016/j.heliyon.2022.e12548

64. HASIYATU ABUBAKARI, **Frank Quansah**, Francis Ankomah, Edmond Kwesi Agormedah, Medina Srem-Sai, James Boadu Frimpong, Thomas Schack (2022). Linking COVID-19-Related Awareness and Anxiety as Determinants of Coping Strategies' Utilization among Senior High School Teachers in Cape Coast Metropolis, Ghana. *Social Sciences*. https://doi.org/10.3390/socsci11030137

65. **Frank Quansah**, John Elvis Hagan, Francis Sambah, James Boadu Frimpong, Francis Ankomah, Medina Srem-Sai, Munkaila Seibu, Richard Samuel Kwadwo Abieraba, Thomas Schack (2022). Perceived Safety of Learning Environment and Associated Anxiety Factors during COVID-19 in Ghana: Evidence from Physical Education Practical-Oriented Program. *European Journal of Investigation in Health Psychology and Education*. https://doi.org/10.3390/ejihpe12010003

66. **Frank Quansah**, John Elvis Hagan, James Boadu Frimpong, Medina Srem-Sai, Edmond Kwesi Agormedah, Francis Ankomah (2022). Psychometric properties of the cultural mix coping inventory for stressful situations using physical education teachers: a multidimensional item response theory analysis. *BMC Psychology*. https://doi.org/10.1186/s40359-022-00916-3

67. Medina Srem-Sai, **Frank Quansah**, John Elvis Hagan, Francis Ankomah, James Boadu Frimpong, Prosper Narteh Ogum, Thomas Schack (2022). Re-assessing the Psychometric Properties of Stress Appraisal Measure in Ghana Using Multidimensional Graded Response Model. *Frontiers in Psychology*. https://doi.org/10.3389/fpsyg.2022.856217

68. **Frank Quansah**, John E. Hagan, Francis Ankomah, Medina Srem-Sai, James B. Frimpong, Francis Sambah, Thomas Schack (2022). Relationship Between COVID-19 Related Knowledge and Anxiety Among University Students: Exploring the Moderating Roles of School Climate and Coping Strategies. *Frontiers in Psychology*. https://doi.org/10.3389/fpsyg.2022.820288

69. Justine Abla Addadey, **Frank Quansah**, Regina Mawusi Nugba, Vera Rosemary Ankoma-Sey (2022). Trapped in the 'Web': Challenges of Grade 9 Pupils in Choosing a Course to Pursue in Senior High Schools in Ghana. *Open Education Studies*. https://doi.org/10.1515/edu-2022-0006

70. **Frank Quansah**, John Elvis Hagan, Francis Ankomah, Edmond Kwesi Agormedah, Regina Mawusi Nugba, Medina Srem-Sai, Thomas Schack (2022). Validation of the WHO-5 Well-Being Scale among Adolescents in Ghana: Evidence-Based Assessment of the Internal and External Structure of the Measure. *Children*. https://doi.org/10.3390/children9070991

71. Francis Ankomah, **Frank Quansah**, Edmond Kwesi Agormedah, John Elvis Hagan, Medina Srem-Sai, Francis Sambah, Abdul-Aziz Seidu, Edward Kwabena Ameyaw, Bright Opoku Ahinkorah, Eugene Kofuor Maafo Darteh, Thomas Schack (2022). Validity and Reliability of Cultural Mix Coping Inventory for Stressful Situations among Healthcare Professionals in Ghana Amidst COVID-19. *International Journal of Environmental Research and Public Health*. https://doi.org/10.3390/ijerph191710651

72. Regina Mawusi Nugba, **Frank Quansah**, Francis Ankomah, Enoch Ewoenam Tsey, Vera Rosemary Ankoma-

Sey (2021). A Trend Analysis of Junior High School Pupils' Performance in the Basic Education Certificate Examination (BECE) in Ghana. *International Journal of Elementary Education*. https://doi.org/10.11648/j.ijeedu.20211003.15

73. Sylvia Eyiah-Bediako, **Frank Quansah**, Joshua Adebisi Omotosho, John Elvis Hagan (2021). Assessment of Peer Pressure and Sexual Adventurism among Adolescents in Ghana: The Moderating Role of Child-Rearing Practices. *Social Sciences*. https://doi.org/10.3390/socsci10110418
74. Medina Srem-Sai, **Frank Quansah**, James Boadu Frimpong, John Elvis Hagan, Thomas Schack (2021). Cross-Cultural Applicability of Organizational Stressor Indicator for Sport Performers Questionnaire in Ghana Using Structural Equation Modeling Approach. *Frontiers in Psychology*. https://doi.org/10.3389/fpsyg.2021.772184
75. **Frank Quansah**, Andrews Cobbinah (2021). Equivalence of Parallel Tests in a Basic Statistics Course in Higher Education Using Classical Measurement Theory. *Canadian Journal of Educational and Social Studies*. https://doi.org/10.53103/cjess.v1i2.11
76. Regina Mawusi Nugba, **Frank Quansah**, Francis Ankomah, Enoch Ewoenam Tsey, Vera Rosemary Ankoma-Sey (2021). Prevailing Status of Educational Process Factors in Junior High Schools in the Central Region of Ghana. *Asian Journal of Education and Social Studies*. https://doi.org/10.9734/ajess/2021/v24i230575
77. Regina Mawusi Nugba, **Frank Quansah** (2021). Standardized Achievement Testing, Aptitude Testing, and Attitude Testing: How Similar or Different are these Concepts in Educational Assessment? *Asian Journal of Education and Social Studies*. https://doi.org/10.9734/ajess/2021/v15i330383
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