

UNIVERSITY OF EDUCATION, WINNEBA



# **1<sup>st</sup> INTERNATIONAL MULTI-DISCIPLINARY CONFERENCE**

**FOR POSTGRADUATE STUDENTS**

## **BOOK OF ABSTRACTS AND PROCEEDINGS**

**THEME:  
CONNECTING PRACTICE, RESEARCH AND  
TEACHING AS A GENERATIONAL THINKER**

**AUGUST 1 - 5, 2016  
UNIVERSITY OF EDUCATION, WINNEBA**

**KEYNOTE SPEAKER**

**HER EXCELLENCY DR. (MRS) IDIAT OLURANTI ADEBULE  
Deputy Governor of Lagos State, Nigeria**



## **GRADUATE STUDENTS ASSOCIATION OF GHANA—GRASAG-UEW**

### **1<sup>ST</sup> INTERNATIONAL MULTI-DISCIPLINARY CONFERENCE FOR POSTGRADUATE STUDENTS**

**{IMCfPS@UEW-2016}**

**UNDER THE AUSPIECES OF THE  
SCHOOL OF GRADUATE STUDIES (SGS)  
AND THE  
INSTITUTE FOR EDUCATIONAL RESEARCH AND  
INNOVATION STUDIES (IERIS)**

**THEME:  
CONNECTING PRACTICE, RESEARCH AND  
TEACHING AS A GENERATIONAL THINKER**

**Under the**

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**DISTINGUISHED CHAIRMANSHIP OF  
PROFESSOR MAWUTOR AVOKE, VICE CHANCELLOR  
UNIVERSITY OF EDUCATION, WINNEBA**

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# The 1<sup>ST</sup> IMCfPS@UEW ORGANISING COMMITTEE



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Head, Centre for School and Community  
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- **Mr. Stephen Osei Akyiaw**  
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- **Miss. Patience Quaye**  
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## GRASAG-UEW EXECUTIVE (2015-2016)

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(Department of Education & Psychology, UEW, Winneba)

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## TABLE OF CONTENTS

Brief History of UEW	viii
Chancellor, Chairman of Council and Principal Officers	ix
Fundamental Tenets of the University Community	x
Message from Vice Chancellor	xi
Opening Ceremony	1
Closing Ceremony	2
Ghana National Anthem	3
Nigeria National Anthem	3
UEW Anthem	3
Message from The Secretary	4
Welcome Address	10
Goodwill Messages	12
Conference Time Table	16
Presentation Slot Codes	17
Presenters' Topics With Schedule	18
Moderators of Sessions	28
Abstracts	30
Workshop Highlights	88
Profile of Deputy Governor of Lagos State, Nigeria	91
Acknowledgments	93

## ABSTRACTS

1. Creative dance as a tool for supporting teaching and learning in Ghanaian classrooms - **Happy Mary Ablode** 30
2. Plays and their modern relevance: Femi Osofisan's *Midnight Hotel* - **Samuel Arko Mensah** 31
3. Emancipation of the African woman through education: A treatment of Femi Osofisan's *Altine's Wrath* - **Evans Asante** 32
4. A lexical stylistic analysis of Kwame Nkrumah's 1957 Independence Day speech - **Peter Mwinwelle** 33
5. Redirecting Tragedy towards the Unique African Approach: Focus on *Anowa* by Ama Ata - **Stephen Yaw Oppong** 34
6. A great choral music composer in Ghana: The lives and works of James Tsemafo-Arthur - **Obed Acquah** 35
7. University of Education, Winneba and its ceremonial activities: the proficient preparation of the COLTEK Band - **George Asabere Maclean** 36
8. Traditional versus creative dance: African dance as a psychomotor and sentimental reaction to the synergies of an ensemble's resultant sound - **Michael A. Adomina** 37
9. Teaching and learning of keyboard musicianship in Ghanaian universities: A reflection - **Benedict Sackey** 38
10. Trends in the Musical Tradition of the Catholic Church in Ghana: Archdiocese of Accra in Perspective - **John Francis Annan** 39
11. The philosophy of a generation thinker: The case of Torgbui Sri II of the Anlo - **Samuel Agbenyo** 40
12. Theatre and Creativity: Props design with recycled and discard material - **Stephen Yaw Oppong** 41
13. Theatre and Creativity: Props design with recycled and discard material - **Johnson Edu & Evans Asante** 42
14. Challenges in curriculum design in postgraduate studies - **Christina Appiah** 43
15. Effects of social media on academic writing: A study of form three students in selected senior high schools in the Agona-West Municipality, Central Region, Ghana' - **Afi Enyo Nutakor & Peace Chinwendu Israel** 44

- |  |    |
|--|----|
| 16. An examination of pre-retirement programmes for teachers in Wasa Amenfi East District - <b>Seyram Dusu</b>   | 45 |
| 17. Pre-marital counselling in the Ga Presbytery of the Presbyterian Church of Ghana - <b>Samuel Kofi Danquah &amp; Samuel Ofori Danquah</b>   | 46 |
| 18. SHS/Colleges of Education instructors' formative assessment conception and practices in the Central Region of Ghana - <b>Mohammed Adam &amp; Anthony Bordoh</b>                          | 47 |
| 19. Assessing the Enacted Kindergarten Curriculum in Ghana - <b>Seidu Sofo<sup>1</sup>, Eugene F. Asola<sup>2</sup> &amp; Reginald Ocansey<sup>3</sup></b>                                   | 48 |
| 20. The extent of knowledge of existence and use of educational e-portfolios by ICT teachers in selected basic schools in Kwahu East District of Ghana - <b>Herrnahr Galeaphe Komla Bani</b> | 49 |
| 21. The practice of counselling in the 21 <sup>st</sup> century: Perspectives and approaches for educational counsellors - <b>S. R. Ziggah &amp; G. P. S. Doku</b>                           | 50 |
| 22. Babel in education and literature: The language barrier and its solutions to students learning and ambitions - <b>Emmanuel Dogbey</b>  | 51 |
| 23. Students' errors in solving linear equation word problems: Case study of a Ghanaian senior high school - <b>Elizabeth Adu</b>  | 52 |
| 24. Vocational education: The result of educational disadvantages or economic disadvantages - <b>Christina Ammah &amp; Seyram Dusu</b>   | 53 |
| 25. Factors hindering the introduction of Elective Science programme at the Secondary Technical School for the Deaf, Mampong Akuapem - <b>Serwaa-Ameniampong Dosoo</b>                       | 54 |
| 26. Our husbands killed us: But what could have saved us? - <b>Benjamin Asante</b>   | 55 |
| An evaluation of researchers and development agents' view in the   |    |
| 27. planning and development of women empowerment programmes in Ghana - <b>Simon Kyei</b>  | 56 |
| 28. Women in sports journalism: A phenomenological study of selected female sports journalists in Ghana - <b>Linda Konadu Tuah</b>   | 57 |
| 29. A study of 'opening' and 'invitation' songs of the Dagbamba Damba repertoire - <b>Mohammed Abubakari Rashid</b>  | 58 |
| 30. Characterization in Birifor folktales - <b>Thomas Dikpetey Sanortey &amp;</b>  | 59 |

<b>Gervase Dorzie</b>	
31. Plural formation process in Gonja - <b>Kotochi Shaibu Jacob</b>	60
32. Riddling among the Gonja - <b>Kotochi Shaibu Jacob</b>	61
33. The aesthetics of some Kasem traditional prayers - <b>Abdul-Hakim Umar</b>	62
34. Some phonological processes in Gurenɛ - <b>Habiba Alhassan</b>	63
35. Le Discours Littéraire D'aminata Sow Fall Et L'insertion Social Des Jeunes: Une Lecture De <i>Festins De La Detresse</i> - <b>Justin Kwaku Oduro</b>	64
<b>Adinkra</b>	
36. Avoiding 'data woes' in Social Science Research: Some lessons from researcher identity and reflexivity - <b>Dr. Vincent Adzahlie-Mensah</b>	66
37. Raising awareness on what postgraduate students should expect: Accomplishments and common problems on both sides of the supervisor-student relationship - <b>Prof. C. W. K. Mereku</b>	67
38. Analytical driven qualitative research: Case study of graduates' thesis writing in a Ghanaian teacher university - <b>Gideon Mensah Anapey</b>	68
39. An investigation of political party communication in Ghana: An impression management perspective - <b>Ibn Kailan Abdul-Hamid &amp; Taufique Ahmed Chentiba</b>	69
40. Traditional roles of women and its effects on Girl education: The case of "Toman" a small fishing community - <b>Vida Asante</b>	70
41. The response of discharged mental patients to art activities in textiles at the Kumasi Cheshire Home - <b>Philomena Obu</b>	72
42. Using constructivist approach to enhance students' understanding of logarithmic function: A case study of Kalpohin SHS, Tamale - <b>Hamidu Ibrahim Bukari</b>	73
43. Photography as a means of solving graduate unemployment in Ghana - <b>Samuel Ofori Danquah</b>	74
44. Citizens' participation in community radio programming: A study of two community radio stations in Northern Region - <b>Paul Achonga Kabah Kwode</b>	75
45. Remedial schools and identity construction in newspapers and on billboards: A study of remedial schools in Accra - <b>Harry Morgan Insaidoo</b>	76
46. Committee system and governance structure in the University of	77

	Education, Winneba: Insights and lessons - <b>Hagar Bampoh-Addo</b>	
47.	Brass band music in the Volta Region of Ghana: Repertoire and performance style in a funeral context - <b>Hilarius Wuaku</b>	78
48.	Advertising formats and consumer recall: A study of the perspectives of the television viewers in Ghana - <b>Faith Afua Otchere</b>	79
49.	Communication between midwives and women-in-labour: A study at the Mamprobi Polyclinic, Accra - <b>Gloria Ahima Baffoe</b>	80
50.	Evaluating the effectiveness of Theatre for Development projects: Comoa Nyarkuadze in focus - <b>Patience Nukpezah</b>	81
51.	Traditional Costume For Tema <i>Ashin Yoo Kpemo</i> Puberty Rites - <b>Sussie Aku Damalie</b>	82
52.	Using Videos to Enhance Teaching and Learning in Primary Schools: A Case of Discovery Learning Alliance Project in Kumasi Metropolis - <b>Charles Boachie</b>	83
53.	The formation and usage of gerunds in Nandome - <b>Bernard Ngmenniabangne Bilikpe</b>	84
54.	Analysis of the phonological realization of diminutive in Ewe - <b>Godwin Mensah Kondo</b>	85
55.	The pragmatic study of some Ewe discourse particles ( <i>Nufonyakuiwo kple wofe gɔmesese le nufɔ me</i> ) - <b>Gabriel Kwame Agbemehia</b>	86

# Brief History

On 14th May, 2004 the University of Education Act, Act 672 was enacted to upgrade the status of the University College of Education of Winneba to the status of a full University and to provide for related matters. The University of Education, Winneba (UEW) was established in September, 1992 as a University College under PNDC Law 322. UEW brought together seven diploma awarding colleges located in different towns under one umbrella institution viz the Advanced Teacher Training College, the Specialist Training College and the National Academy of Music, all at Winneba; the School of Ghana Languages, Ajumako; College of Special Education, Akwapim-Mampong; the Advanced Technical Training College, Kumasi; and the St. Andrews Agricultural Training College, Mampong-Ashanti. The Winneba campus is the seat of the Vice-Chancellor with satellite campuses at Kumasi, Mampong and Ajumako. The total staffing position is 1,911 while student population over 44,000.

## Mission

To train competent professional teachers for all levels of education as well as conduct research, disseminate knowledge and contribute to educational policy and development.

## Vision

To be an internationally reputable institution for teacher education and research

## Core Values

Academic Excellence, Good Corporate Governance, Service to the Community, Gender Equity, Social Inclusiveness and Teamwork.

## Special Status and Mandate

The University is charged with the responsibility of producing professional educators to spearhead a new national vision of education aimed at redirecting Ghana's efforts along the path of rapid economic and social development.

The University of Education is expected to play a leading role in the country's drive to produce scholars whose knowledge would be fully responsive to the realities and exigencies of contemporary Ghana and the West African sub-region.



**Alhaji (Dr.) Asoma Abu Banda**  
**Chancellor**



**Professor Richard T. Awuah**  
**Chairman of Council**



**Professor Mawutor Avoke**  
**Vice Chancellor**



**Rev. Fr. Professor A. Afful-Broni**  
**Pro-Vice Chancellor**



**Dr. Christopher Akwaa-Mensah**  
**Registrar**



**Dr. Theophilus S. Ackorlie**  
**Finance Officer**



**Mr. Viscount B. Buer**  
**University Librarian**

## Fundamental Tenets of the University Community

**T**he University of Education, Winneba is a community devoted to learning. Members of our community advance, preserve, and transmit knowledge through study, teaching, artistic expression, research, and scholarship. As a public university, we have a special obligation to serve the public interest. All who join the University community gain important rights and privileges and accept equally important responsibilities. We believe in free expression, free inquiry, intellectual honesty, and respect for the rights and dignity of others. We respect the autonomy of each person's conscience in matters of conviction, religious faith, and political belief. We affirm the importance of maintaining high standards of academic and professional integrity. In defining the rights we enjoy and the responsibilities we bear, we must keep those basic principles in mind.

All members of the University have civil rights guaranteed by the Republic of Ghana Constitution (1992). As the search for knowledge is our most fundamental purpose, the University has an especially strong commitment to preserve and protect freedom of thought and expression. Reasoned dissent plays a vital role in the search for truth; and academic freedom, including the right to express unpopular views, is a cherished tradition of universities everywhere.

All members of the University have the right to express their own views and hear the views of others expressed but they must also be personally responsible for their views and accord the same rights to others. We seek a University whose members may express themselves vigorously while protecting and respecting the rights of others to learn, to do research, and to carry out the essential functions of the University free from interference or obstruction.

# MESSAGE FROM THE VICE CHANCELLOR, UNIVERSITY OF EDUCATION, WINNEBA



**PROFESSOR MAWUTOR AVOKE**

# Message from the Vice Chancellor

## Opening Ceremony

Jophus Anamuah-Mensah Conference Centre - UEW, North Campus  
Tuesday, 2nd August 2016 at 10.00am

**Keynote Address:**

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**HER EXCELLENCY,  
DR. (MRS) IDIAT OLURANTI ADEBULE**  
Deputy Governor of Lagos State  
& In-Charge, Ministry of Education, Lagos State - Nigeria.

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Under the

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**DISTINGUISHED CHAIRMANSHIP OF  
Professor Mawutor Avoke, Vice Chancellor  
University of Education, Winneba**

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Participants get seated with musical background.

**Arrival of Invited Guests** led by the IMC/PS@UEW Organising Committee

1. Participants rise for *Ghana National Anthem*
2. **Opening Prayer**
3. **Introduction of Chairman**
4. **Chairman's Response**
5. UEW Anthem
6. **Welcome Address**  
The President, GRASAG-UEW – Mr. Samuel Ofori Danquah
7. **Goodwill Messages** by GRASAG National President & other Local GRASAG Prez.
8. **Introduction of the Honourable Guest Speaker**  
By Professor Kolawole Raheem – SACOST, UEW
9. Nigerian National Anthem
10. Delivery of **Keynote Address** by **Her Excellency, Dr. (Mrs) Idiat Oluranti Adebule**, Deputy Governor of Lagos State & also In-charge, Ministry of Education, Lagos State, Nigeria.
11. Questions, Contributions and Comments.
12. **Chairman's Closing Remarks** – Professor Mawutor Avoke, VC-UEW
13. **Vote of Thanks**
14. **Closing Prayer**
15. Departure of Guests

## Closing Ceremony

Jophus Anamuah-Mensah Conference Centre - UEW, North Campus  
Thursday, 4th August 2016 at 4:00pm

**Keynote Address:**

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### **PROFESSOR JOPHUS ANAMUAH-MENSAH**

Director,  
Institute for Educational Research and Innovation Studies,  
(IERIS) - UEW.

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Under the

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**DISTINGUISHED CHAIRMANSHIP OF  
Professor Mawutor Avoke, Vice Chancellor  
University of Education, Winneba**

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Participants get seated.

**Arrival of Invited Guests** led by the IMCfPS@UEW Organising Committee

1. Participants rise for *Ghana National Anthem*
2. **Opening Prayer** by Rev Fr. James Andoh-Appiah
3. **Introduction of Chairman**
4. **Chairman's Response**
5. **Introduction of the Honourable Guest Speaker**
6. UEW Anthem
7. Delivery of the **Closing Keynote Address** by  
*Professor Jophus Anamuah-Mensah, Director, Institute for  
Educational Research and Innovation Studies (IERIS), UEW*
8. Interactions
9. Chairman's Closing Remarks
10. Vote of Thanks
11. Closing Prayer
12. Departure of Guests.

## ANTHEMS

### Ghana National Anthem

God bless our homeland Ghana,  
 And make our nation great and strong,  
 Bold to defend forever  
 The cause of freedom and of right.  
 Fill our hearts with true humility  
 Make us cherish fearless honesty,  
 And help us to resist oppressors' rule  
 With all our will and might for evermore.



### Nigeria National Anthem

Arise, O compatriots,  
 Nigeria's call obey  
 To serve our fatherland  
 With love and strength and faith  
 The labour of our heroes past  
 Shall never be in vain  
 To serve with heart and might  
 One nation bound in freedom,  
 Peace and unity.  
 Oh God of creation,  
 Direct our noble cause

Guide our leaders right  
 Help our youths the truth to know  
 In love and honesty to grow  
 And living just and true  
 Great lofty heights attain  
 To build a nation where peace  
 And justice shall reign.

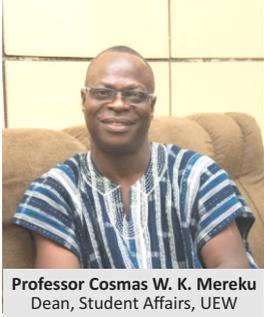


### UEW Anthem

We Hail You, Oh UEW  
 Your Name is in our hearts  
 We uphold you, and are proud of you,  
 For You'll make the Nation's Teachers strong.  
 Our love for You arouses us:  
 To nobler thoughts, to nobler words, to nobler deeds,  
 And to nobler heights;  
 We shall learn to serve, UEW shall grow,  
 By the power, by the power of God.  
*Refrain*  
 Victory shall be ours (3x); [Oh Lord]  
 We shall fight, fight on and succeed.



## SECRETARY'S MESSAGE



The University of Education, Winneba Branch of the Graduate Students Association of Ghana (GRASAG-UEW) in their quest to improve governance in UEW hatched a dream on how student organizations could transform their attitude of militant agitations against Management to a more positive approach by innovating ideas that will become catalytic agents to bridge the gap between postgraduate students' academic needs Management can offer, and what they can provide to better their lives as postgraduate students in and outside the lecture hall. This idea which was envisioned by Professor Cosmas W. K. Mereku, Dean-Student Affairs, was brought to fruition when the President of GRASAG-UEW, Winneba Campus for 2015-2016 academic year, Mr. Samuel Ofori Danquah, adopted it as part of his manifesto and made it a campaign promise in the June-July 2015 Local GRASAG elections.

The IMC/PS@UEW-2016 forms part of the strategic actions of GRASAG-UEW, and it is in collaboration with the School of Graduate Studies (SGS), the Institute for Educational Research and Innovation Studies (IERIS), Centre for International Programmes (CIP) and the Gender Mainstreaming Directorate, all of UEW. The Conference is intended to offer students the opportunity to share ideas, research results, promote their works, explore opportunities for collaborating on joint publications, as well as expand their professional networking skills.

This maiden **International Multi-Disciplinary Conference for Postgraduate Students** is undoubtedly not only a great historical event in the annals of the University of Education, Winneba which was established a decade-and-a-half ago, but is also the first time GRASAG has made concerted efforts to organize an academic conference different from their usual politically-motivated delegate congresses.

The event will take place at the Jophus Anamuah-Mensah Conference Centre from **1st-5th August, 2016** under the theme: **Connecting Practice, Research and Teaching as a Generational Thinker**. The Keynote Address will be given by **Her Excellency Doctor (Mrs) Idiati Oluranti Adebule** (Deputy Governor, Lagos State and In-charge of the Ministry of Education, Lagos State - Nigeria) and **Professor Jophus Anamuah-Mensah** (Director, Institute for Educational Research and Innovation Studies [IERIS]), UEW, Winneba and will be under the distinguished chairmanship of **Professor Mawutor Avoke** (Vice Chancellor, UEW).

The IMC/PS@UEW-2016 is open to postgraduates, people in academia and media organizations. Graduate students from other tertiary institutions in Ghana and other African countries would be in attendance and would also present papers. This is intended to facilitate a synergy among and between graduates in Ghana, Africa and the world as a whole.

Presenting papers at professional conferences is important to the academic career of postgraduate students and to their growth as professionals, and it is relevant experience for careers both inside and outside of academe. The knowledge gained from attending a conference, when shared with peers at UEW, contributes to the scholarly development of the entire University. We are hoping that a time will come when Management will intensify its support to postgraduate students who present at academic conferences by providing grants to cover registration and related travel expenses.

We want to appreciate the efforts of the **Vice Chancellor, Professor Mawutor Avoke**, who is also the immediate-past Dean of the School of Graduate Studies for inaugurating the Brilliant but Needy Scholarships recently for UEW undergraduate and postgraduate students. It is our fervent hope that in the near future a number of centres and institutes situated on UEW campuses will offer grants for postgraduate students for research and professional development purposes as well as to present materials at conferences.

Following is the statistics of how this maiden conference was duly patronized:

<b>STATISTICS OF PRESENTERS BY FACULTY &amp; DEPARTMENTS</b>		
<b>FACULTY</b>	<b>DEPARTMENT</b>	<b>NUMBER OF ABSTRACTS</b>
IEDE	Centre for Teacher Development and Action Research.	2
	Department of Information, Communication Technology.	
Faculty of Foreign Languages, Linguistics & Communication	Department of Communication and Media Studies	8
	English Language Education, UEW	
	Department of French Education	
Faculty of Ghanaian Languages, UEW-Ajumako	Department of Gur-Gonja Education	12
	Department of Ewe Education	
Faculty of Science Education	Department of Gur-Gonja Education	2
School of Creative Arts	Department of Music Education	14
	Department of Theatre Arts	
	Department of Art Education	
	Arts & Culture	
Faculty of Social Sciences Education	Department of Political Science Education	3
	Social Studies Education, UEW and Department of Social Studies, Enchi College of Education	
	UEW-AVU Peace Management and Conflict Resolution Program (PMCR)	
Faculty of Educational Studies	Department of Psychology Education	6
Registrar's Department, UEW-Winneba	Ghartey-Hall Manageress, Student Affairs, UEW	1
Faculty of Education & Communication Sciences	Educational Leadership, UEW-K	1
College of Humanities and Legal Studies, UCC	Department of Music and Dance, Faculty of Arts	2
Faculty of Arts	UCC	
School of Performing Arts, University of Ghana, Legon	Department of Music	1
University of Ghana Business School, Legon	Department of Marketing and Entrepreneurship	1

FACULTY	DEPARTMENT	NUMBER OF ABSTRACTS
School of Applied Arts, Takoradi Polytechnic	Department of Fashion Design & Textile Studies	1
<sup>1</sup> Professor, Southeast Missouri State University, USA, <sup>2</sup> Assistant Professor, Valdosta State University, USA, <sup>3</sup> Professor Emeritus, ALWAG, Research & Education Center, Ghana	Department of Health, Physical Education and Sports (USA Institutions)	1
<b>Total</b>		<b>55</b>

All faculties submitted papers with School of Creative Arts, Faculty of Ghanaian Languages and Faculty of Foreign Languages, Linguistics & Communication topping the list. It is also interesting to note that submissions also came from the general administrative staff—Registrar's Department, UEW-Winneba and Educational Resource Centre; Educational Leadership, UEW-K, as well as College of Humanities and Legal Studies, UCC; School of Performing Arts, University of Ghana, Legon; University of Ghana Business School, Legon and School of Applied Arts, Takoradi Polytechnic all made inputs. The conference was also privileged to receive a submission from three professors from USA—Southeast Missouri State University, Valdosta State University and ALWAG, Research & Education Center, Ghana.

We sincerely believe that this humble beginning of the IMCfPS-dream would continue to be nurtured by the School of Graduate Studies for its consolidation, and indeed, not only to ensure sustenance but also to achieve institutionalization in the near future where it would be captured as part of UEW's annual budget.

You are about to enjoy an unforgettable experience.

At this 1<sup>ST</sup> **IMCfPS@UEW-2016**:

- you get to interact with inspiring international keynote speakers on generational thinking;

- you get to interact with lecturers, postgraduate students and other experts on postgraduate education from all around the world who come together as equals to improve the quality of teaching and learning in our universities in this 21<sup>st</sup> century;
- you will experience the warm-hearted, open-minded and inspiring spirit of **IMCfPS@UEW**;
- you will find dozens of paper presentation, panel discussion, poster and workshop sessions as well as exhibitions and creative arts performances to choose from.

### **IMCfPS@UEW 2016 is a 3-day full of...**

- laughter, inspiration, good food, transformative presentations and workshops, philosophical discussions, sight-seeing to Cape Coast and Elmina Castles, Accra, Salaga and Kumasi tourism sites;
- presentations challenging your view on postgraduate teaching and learning in the 21<sup>st</sup> century;
- making conscious effort to meeting and building relationships with other researchers;
- edutainment activities that will make this maiden event another memorabilia for all.

As a result of our peculiar circumstances in Winneba, and in light of time constraints, the Planning Committee proposes that all delegates should be centrally fed at one point to facilitate the smooth running of the invigorating activities packaged for the **IMCfPS@UEW-2016**. Consequently, all delegates have to pay for feeding. Accommodation would be arranged for delegates who intent to lodge at Guest Houses and Postgraduate Hotels in Winneba. Send your request to the Registration Desk at arrival.

Normal audio-visual facilities for conference presentation would be made available. Participants may also take advantage of our internet connectivity at the conference venue.

Even more, you can also visit the *UEW Souvenir and Gift Shop* located in the Main Administration Building on the North Campus and then take your pick from a host of beautifully-crafted mementoes of the University of Education, Winneba. **IMCfPS@UEW-2016** awaits you. History will never feel the same again.

Also happening in an election year, this conference also intends to contribute to the ongoing discussion on sustainable development on education in Ghana and Africa as a whole as generational thinkers. Equally, GRASAG-UEW urges all stakeholders in the election process to be circumspect in all their engagements.

We wish all a hearty welcome to the University sited on the classic coastline on the Atlantic Ocean nicknamed 'Windy Bay' which was corrupted to sound *Winneba* and hope you will enjoy this short stay at the University of Education, Winneba. To our Special Invited Guest, we say, we are very glad you are here with us. *You are Most Welcome!*

**Cosmas W. K. Mereku**

**IMC5PS@UEW-2016** Organising Secretary

Dean, Student Affairs-UEW

Professor of Music, Music Education Department,

School of Creative Arts, UEW

## WELCOME ADDRESS BY GRASAG-UEW PRESIDENT



**Samuel Ofori Danquah**  
President, GRASAG-UEW

**P**rofessor Mawutor Avoke, Vice Chancellor and Chairman for this occasion; Her Excellency, Dr. (Mrs.) Idiat Oluranti Adebule, Deputy Governor of Lagos State, Nigeria; Rev. Fr. Professor Anthony Afful-Broni; Pro Vice Chancellor; Professor Jophus Anamuah-Mensah, Director, Institute for Educational Research and Innovation Studies (IERIS) and Professor Akwasi Asabere-Ameyaw, Immediate-past UEW Vice Chancellor; Professor Jonathan O. Ammah, Dean, School of Graduate Studies; Professor Kolawole Raheem, Head of SACOST; Professor Cosmas W.K. Mereku, Dean, Student Affairs; Dr. Christopher Y. Akwaa-Mensah, Registrar; Dr. Theophilus S. Ackorlie, Finance Officer; the Municipal Chief Executive of Effutu; GRASAG Executives, Participants, Invited Guests, Distinguished Ladies and Gentlemen!

Mr. Chairman! The University of Education, Winneba has made an enviable contribution by the provision of well trained teachers and other professionals to Ghana as well as the sub-Saharan sub-region. This is what makes it imperative for the Graduate Association of Ghana, UEW-Chapter to emulate. In the quest to improving the quality of governance at the students association levels, it became evident that GRASAG-UEW should offer the lead in restoring the otherwise lost reputation of student-leadership in Ghana, first and foremost and the other parts of the African continent. We believe as students of research, we stand the opportunity to challenge and change the way things are done which have not solved our problems but rather made lives within our communities difficult. This quest has led to instituting of the **1<sup>st</sup> International Multi-disciplinary Conference for Postgraduate Students** dubbed **IMCfPS@UEW-2016**. Ladies and Gentlemen! This very important academic activity has been enshrined in the GRASAG-UEW Revised Constitution as an annual event for the Association and its collaborators.

Mr. Chairman! This Conference seeks also to ensure that funds spent by government and other development partners on our education become beneficial to society. This is to say our research output do not just end up gathering dust on library shelves. For this reason, GRASAG-UEW posits that graduate education, in the context of this Conference, must be the ability of the student to provide solutions through *Research, Teaching and Practice as Generational Thinkers* to solve the challenging problems within our communities. This Confab, certainly, in the annals of the Association formed over a-decade-and-half ago, is unarguably a historical landmark. It is the first time GRASAG is organising an academic conference. Of course, it is a sharp deviation from the usual politically-motivated congresses. This conference, surely, is intended to create lasting opportunities for students to share ideas, works and offer networking opportunities for publication which is an important aspect of scholarship.

Mr. Chairman! I would like to take this opportunity to welcome you all to the maiden **IMCfPS@UEW-2016**. Similarly, I would also seize this opportunity to render my sincerest gratitude to Her Excellency (Dr.) Mrs. Idiata Oluranti Adebule for coming all the way from Lagos State, Nigeria; to Professor Mawutor Avoke for the confidence reposed in me and the GRASAG-UEW Executive; to Professor Kolawole Raheem for his patience and mentoring; to Professor Cosmas W. K. Mereku for the wonderful fatherly support and to Dr. Theophilus Ackorlie, for the strict financial guidance. You have all been my shield. I might sound very ungrateful if I fail to mention also the immeasurable support I enjoyed from the UEW Management. Words cannot best explain my indebtedness.

It is our hope that the **IMCfPS@UEW-2016** will be sustained to contribute GRASAG's quota to the progress being made by this noble University.

Thank You All and God Bless You.

**Long Live GRASAG!**

**Long Live UEW!!**

**Long Live Ghana!!!**

## GOODWILL MESSAGES BY GRASAG-KNUST PRESIDENT



**Kusi Boakye**  
President, GRASAG-KNUST

**M**r. Chairman, Vice Chancellor, GRASAG Executives, Invited Guests, Ladies and Gentlemen, all Protocol observed. I bring you greetings from one of Africa's finest Science and Technology universities, Kwame Nkrumah University of Science and Technology—KNUST. On behalf of the executives and members of GRASAG-KNUST, I congratulate you on how far you have come in working tirelessly in putting this conference together. It has been a long journey and I know your efforts will be crowned with a successful conference.

It is indeed a great honor and privilege to be associated with our friends in the University of Education, Winneba and other member associations.

Mr. Chairman, research is key to post graduate education. They are intricately woven that in my candid opinion it could be said to be synonymous. It therefore informs the reason why I see the theme, “CONNECTING PRACTICE, RESEARCH AND TEACHING AS A GENERATIONAL THINKER” appropriate.

The sad truth though, has been the fact that, not enough is been done to support postgraduate research in our part of the world, ranging from lack of funds, lackadaisical attitudes from supervisors, lack of cooperation of some entities in giving out the right information and so on. The efforts of foreign donors have been encouraging, but the African must be ready to support their own.

With the increasing reduction in governmental support, one of our core duties as generational thinkers is to find more innovative ways to enhance and support the research work. While at it, the graduate who goes into the corporate world must be ready to fight the canker of *this is how is always done* attitude and challenge the status quo. This is the only way we can make impact and make the GRASAG brand enviable. I concede, it will not be easy, but I am also quick to add that, it is very much possible. Ghana, Africa and the world is waiting for us and we cannot afford to disappoint.

With time, graduates trained with modern methods of doing things tend to toe in the line with the usual “tradition”. This cannot continue. There should be that consciousness to synchronize research, teaching and practice for the ultimate benefit of society.

The perennial flooding in Accra, our current power crises and the slums in our cities await our brains to eradicate them. It is my fervent prayer that we rise to that challenge.

I cannot end this session without adding my voice to the masses who are calling for peace in this year's election. Ghana has always triumphed but that should not cause us to be complacent. Every Ghanaian should contribute his or her quota for us to continue to see peace beyond December 7, 2016. Postgraduates and undergraduates have a critical role in this.

GRASAG-KNUST wishes you a successful conference and pledges our relentless support any time and whichever endeavour we are called upon.

Thank you all and I wish you a great Conference.  
God bless GRASAG-University of Education, Winneba!  
God bless GRASAG-KNUST!!  
God bless our dear nation, Ghana!!!

## GOODWILL MESSAGES BY GRASAG-UG PRESIDENT



**Nana Asafo-Adjei Ayeh**  
President, GRASAG-UG

**T**he Chair! Vice Chancellor of this prestigious University, UEW; Her Excellency Dr. (Mrs.) Idiat Oluranti Adebule, Deputy Governor of Lagos State, Nigeria, GRASAG Executives, Invited Guests, all Protocol observed, Ladies and Gentlemen, Good day. It is a matter of great pleasure to see GRASAG-UEW, Winneba Chapter organizing its first International Conference on the theme

**“CONNECTING PRACTICE, RESEARCH AND TEACHING AS A GENERATIONAL THINKER”.**

It is very much enriching to see the immense responses received by the conference from the larger research community even as it is the first of its kind. A good number of distinguished researchers have decided to present papers in this conference. And for me, young scholars participating in the conference will immensely benefit from the series of papers which would be presented since I see this conference as an intellectual exercise for graduate students, researchers and the general public. I can imagine the amount of resources and efforts put in by GRASAG-UEW and her collaborators in organizing this conference.

The Chair, as generational thinkers in our various disciplines, we must endeavour to value diversity in research practice. One huge value diversity provides to a researcher, institution or organization is that, it fuels creativity and innovation. I think GRASAG-UEW has consciously decided to add more innovation to their wealth by going this extra mile. This to me, is worth emulating by other associations.

The Chair, as generational thinkers in the 21<sup>st</sup> century, I challenge everyone here especially graduate students to innovate the leader within them by studying with the aim of developing and practicing characteristics common to innovative leaders, embracing the culture of continuous improvement, embracing lifelong learning, be ready to face the future, be motivated and inspired by examples, be ready to influence others with our personality by cultivating loyalty and finally aim high through calculated steps.

The Chair, I certainly know that a conference of such requires a lot of resources and incentives to make it happen. I would use this singular opportunity to thank UEW authorities for accepting this offer by allowing GRASAG-UEW to organize such a memorable conference and I encourage GRASAG-UEW to keep it up.

Finally, the Chair! Our upcoming national election is around the corner. I would appeal to each one of us to eschew violence and preach the message of peace even before, during and after the election. We all have a role to play as such we should be responsible for our peace as a nation. Our doors are always open whenever GRASAG-UEW call on us. THANK YOU.

Long live GRASAG-UEW-Winneba Chapter!  
Long live GRASAG-University of Ghana!!  
Long live Mother Ghana!!!

## Conference Time Table

All Presentations shall be at the Jophus Anamuah-Mensah Conference Centre.

DAY	6.30 7.30	8.30 - 10.00	10.00 - 11.30	11.30 12.00	12.00 - 1.00	1.00 2.00	2.30 – 4.00	4.00 - 5.30	6.00 7.00	7.30 - 9.00					
Monday, 1 <sup>st</sup> August, 2016	<b>ARRIVAL AND REGISTRATION OF PARTICIPANTS AT JOPHUS ANAMUAH-MENSAH CONFERENCE CENTRE</b>														
Tuesday, 2 <sup>nd</sup> August, 2016	<b>BREAKFAST</b>			REGISTRATION CONTINUES		OPENING CEREMONY (10.00 A.M.)		Coffee Break		Opening of Exhibition		LUNCH		<b>SCUPPER</b>	
Wednesday, 3 <sup>rd</sup> August, 2016				Paper Session [C]		Paper Session [D]		Paper Session [E]		Paper Session [F]		Paper Session [G]			
Thursday, 4 <sup>th</sup> August, 2016	<b>BREAKFAST</b>			Paper Session [H]		Paper Session [I]		Paper Session [J]		CLOSING CEREMONY		<b>FREE EVENING</b>			
Friday, 5 <sup>th</sup> August, 2016				Paper Session [K]		Paper Session [L]		Paper Session [M]		Paper Session [N]					
<b>DEPARTURE OF PARTICIPANTS</b>															
<b>IMC/PS@UEW ORGANISING COMMITTEE MEETING</b>															
<b>GRASAG-UEW MEETING – OUTGONE AND INCOMING EXECUTIVES</b>															

## Presentation Slot Codes

All Presentations shall be at the Jophus Anamuah-Mensah Conference Centre.

MA = Main Auditorium SRI = Side Room 1

DAY	6.30 7.30	8.30 - 10.00	10.00 - 11.30	11.30 12.00	12.00 - 1.00	1.00 2.00	2.30 - 4.00	4.00 - 5.30	6.00 7.00	7.30 - 9.00
Monday, 1 <sup>st</sup> August, 2016	<b>ARRIVAL AND REGISTRATION OF PARTICIPANTS AT JOPHUS ANAMUAH - MENSASAH CONFERENCE CENTRE</b>									
Tuesday, 2 <sup>nd</sup> August, 2016	<b>BREAKFAST</b>									
Wednesday, 3 <sup>rd</sup> August, 2016	<b>REGISTRATION CONTINUES</b>									
Thursday, 4 <sup>th</sup> August, 2016	<b>OPENING CEREMONY (10.00 A.M.)</b>									
Friday, 5 <sup>th</sup> August, 2016	<b>COFFEE BREAK</b>									
	<b>OPENING OF EXHIBITION</b>									
	<b>LUNCH</b>									
	<b>SUPPER</b>									
	<b>PEACE IN THE LAND</b> By STEPHEN YAW OPPONG A Play Featuring UEW Theatre Arts Dept									
	<b>PEACE IN THE LAND</b> By STEPHEN YAW OPPONG A Play Featuring UEW Theatre Arts Dept									
	<b>GRASAG-UW GENERAL ASSEMBLY</b>									
	<b>FREE EVENING</b>									
<b>DEPARTURE OF PARTICIPANTS</b>										
<b>IMC.fps@UEW ORGANISING COMMITTEE MEETING</b>										
<b>GRASAG-UW MEETING – OUTGONE AND INCOMING EXECUTIVES</b>										

## PRESENTERS' TOPICS WITH SCHEDULE

### Multi-Disciplinary Specialities

1. Education - Philosophy, Mathematics, Curriculum, Administration, Assessment, ECE, E-Learning, G&C TVET
2. Languages - French, English, Linguistics & Ghanaian Languages
3. Arts - Arts and Culture, Theatre, Dance, Music and Art Therapy
4. Research & Scholarship - Research Methodology Supervisor Student-Relationship, Politics
5. Exhibition/Poster

### THEME:

### CONNECTING PRACTICE, RESEARCH AND TEACHING AS A GENERATIONAL THINKER

The **Serial Numbering** indicated here are the **CODES** used for the **TIME TABLE Schedule**.

E.g., Happy Mary Ablode presents at slot **D** at **SRI 1** on **Wednesday, 3rd August, 2016** between 10:00am and 11:30am.

TOPIC CODES	NAME	DEPARTMENT	FACULTY	DISCIPLINE	TOPIC	SCHEDULE
1	Happy Mary Ablode	Department of Music, Arts & Culture, UEW	School of Creative Arts	Arts (Dance)	Creative dance as a tool for supporting teaching and learning in Ghanaian classrooms	<b>D SR1</b>
2	Samuel Arko Mensah	Department of Music, Arts & Culture, UEW	School of Creative Arts	Arts (Literature)	Plays and their modern relevance: Femi Osofisan's <i>Midnight Hotel</i> .	<b>D SR1</b>
3	Evans Asante	Department of Music, Arts & Culture Programme, UEW	School of Creative Arts	Arts (Literature)	Emancipation of the African Woman through Education: A Treatment of Femi Osofisan's <i>Altime's Wrath</i>	<b>C SR1</b>
4	Peter Mwinwelle	English Language Education, UEW	Faculty of Modern Languages	Arts (Literature)	A lexical stylistic analysis of Kwame Nkrumah's 1957 Independence Day Speech	<b>C SR1</b>

TOPIC CODES	NAME	DEPARTMENT	FACULTY	DISCIPLINE	TOPIC	SCHEDULE
5	Stephen Yaw Oppong	Department of Music, Arts & Culture, UEW	School of Creative Arts	Arts (Literature)	Redirecting Tragedy towards the Unique African Approach: Focus on <i>Anowa</i> by Ama Ata Aidoo	D <i>SR1</i>
6	Obed Acquah	Department of Music, UEW	School of Creative Arts	Arts (Music)	A great choral music composer in Ghana: The lives and works of James Tsemafo-Arthur	G <i>MA</i>
7	George Asabere Maclean	Department of Music, UEW	School of Creative Arts	Arts (Music)	Proficiency in the preparation of the UEW band for performance: A case study of the College of Technology, Kumasi (COLTEK) Band	G <i>MA</i>
8	Michael A. Adomina	Department of Music, Arts & Culture Programme, UEW	School of Creative Arts	Arts (Music)	Traditional versus creative dance: African dance as a psychomotor and sentimental reaction to the synergies of an ensemble's resultant sound	G <i>MA</i>
9	Benedict Sackey	Department of Music, University of Cape Coast	College of Humanities and Legal Studies, UCC	Arts (Music)	Teaching and learning of keyboard musicianship in Ghanaian universities: A reflection	J <i>MA</i>
10	John Francis Annan	Department of Music, UEW	School of Creative Arts	Arts (Music)	Trends in the Musical Tradition of the Catholic Church in Ghana: Archdiocese of Accra in Perspective	J <i>MA</i>
11	Samuel Agbenyo	Department of Music, Arts & Culture Programme, UEW	School of Creative Arts	Arts (Philosophy)	The philosophy of a generation thinker: The case of Togbui Sri II of the Anlo	A <i>MA</i>
12	Stephen Yaw Oppong	Department of Music, Arts & Culture, UEW	School of Creative Arts	Arts (Theatre [A Play])	Peace in the Land	-

TOPIC CODES	NAME	DEPARTMENT	FACULTY	DISCIPLINE	TOPIC	SCHEDULE
13	Johnson Edu and Evans Asante	Department of Theatre Arts, UEW	School of Creative Arts	Arts (Theatre)	Theatre and Creativity: Props design with recycled and discard material	A/M/A
14	Christina Appiah	Educational Leadership, UEW-K	Faculty of Education & Communication Sciences	Education	Challenges in curriculum design in postgraduate studies	H/S/R/1
15	Afi Enyo Nutakor and Peace Chinwendu Israel	Department of Psychology Education	Faculty of Educational Studies	Education	The Effects of Social Media on Academic Writing: A Study of Form Three Students in Selected Senior High Schools in the Agona-West Municipality, Central Region, Ghana	B/M/A
16	Scyram Dusu	Department of Psychology Education	Faculty of Educational Studies	Education (Administration)	An Examination of Pre-Retirement Programmes for Teachers in Wasa Amenfi East District	B/M/A
17	Samuel Kofi Danquah & Samuel Ofori Danquah	Department of Guidance & Counselling	Faculty of Educational Studies	Education (G&C)	Pre-marital counselling in the GA Presbytery of the Presbyterian Church of Ghana	H/S/R/1
18	Mohammed Adam & Anthony Bordo	Social Studies Education, UEW and Department of Social Studies, Enchi College of Education	Faculty of Educational Studies	Education (Assessment)	SHS/Colleges of Education Instructors Formative Assessment Conception and Practices in the Central Region of Ghana	B/M/A
19	Seidu Sofo <sup>1</sup> , Eugene F. Asola <sup>2</sup> & Reginald Ocansey <sup>3</sup> ,	Department of Health, Physical Education and Sports (USA Institutions)	<sup>1</sup> Professor, Southeast Missouri State University, USA	Education (ECE)	Assessing the Enacted Kindergarten Curriculum in Ghana	A/M/A

TOPIC CODES	NAME	DEPARTMENT	FACULTY	DISCIPLINE	TOPIC	SCHEDULE
19			<sup>2</sup> Assistant Professor, Valdosta State University, USA, <sup>3</sup> Professor Emeritus, ALWAG, Research & Education Center, Ghana			
20	Hernahrt Galeaphe Komla Bani	Department of Information, Communication Technology	IEDE	Education (E-Learning)	The Extent of Knowledge of Existence and Use of Educational E-Portfolios in Selected Basic Schools by ICT Teachers in Kwahu East District of Ghana	H/MA
21	S. R. Ziggah & G. P. S. Doku	Psychology and Education Department and Educational Resource Centre	Faculty of Educational Studies	Education (G&C)	The Practice of Counselling in the 21 <sup>st</sup> Century: Perspectives and approaches	H/5R1
22	Emmanuel Dogbey	Department of Ewe Education	Faculty of Ghanaian Languages	Education (Language)	Babel in Education and Literature: The Language Barrier and its Solutions to Students Learning and Ambitions	E/MA
23	Elizabeth Adu	Department of Mathematics Education, UEW	Faculty of Educational Studies	Education (Maths)	Senior high school students' difficulties in solving linear equation word problems	B/5R1
24	Christina Ammah and Seyram Dusu	Department of Psychology Education	Faculty of Educational Studies	Education (TVET)	Vocational Education, the Result of Educational Disadvantages or Economic Disadvantages	H/MA

TOPIC CODES	NAME	DEPARTMENT	FACULTY	DISCIPLINE	TOPIC	SCHEDULE
25	Serwaa-Ameniampomg Dosoo	Department of Psychology Education	Faculty of Educational Studies	Education (TVET)	Factors hindering the introduction of Elective Science programme at the Secondary Technical School for the Deaf, Mampong Akuapem	B <i>SR1</i>
26	Benjamin Asante	Department of Political Science Education, UEW	Faculty of Social Sciences	Gender	Our husbands killed us: But what could have saved us?	C <i>SR1</i>
27	Simon Kyei	Department of Guidance & Counselling	Faculty of Educational Studies	Gender	An evaluation of researchers and development agents' view in the planning and development of women empowerment programmes in Ghana	D <i>MA</i>
28	Linda Konadu Tuah	Department of Communication and Media Studies	Faculty of Foreign Languages, Linguistics & Communication	Gender	Women in Sports Journalism: A Phenomenological Study of Selected Female Sports Journalists in Ghana	D <i>MA</i>
29	Mohammed Abubakari Rashid	Department of Gur-Gonja Education, University of Education, Winneba	Faculty of Ghanaian Languages, UEW-Ajumako	Linguistics	A Study of the Opening and Invitation Songs of the Dagbamba Damba Repertoire	I <i>MA</i>
30	Thomas Dikpetey Sanortey and Gervase Dorzie	Department of Gur-Gonja Education, Faculty of Ghanaian Languages, UEW-Ajumako	Faculty of Ghanaian Languages, UEW-Ajumako	Linguistics	Characterization in Birifor folktales	I <i>MA</i>

TOPIC CODES	NAME	DEPARTMENT	FACULTY	DISCIPLINE	TOPIC	SCHEDULE
31	Kotochi Shaibu Jacob	Department of Gur-Gonja Education, Gonja Education,	Department of Gur-Gonja Education	Linguistics	Plural formation process in Gonja	F / <del>MA</del>
32	Kotochi Shaibu Jacob	Department of Gur-Gonja Education,	Faculty of Ghanaian Languages, UEW-Ajumako	Linguistics	Riddling among the Gonja	I / <del>MA</del>
33	Abdul-Hakim Umar	Department of Gur-Gonja Education	Faculty of Ghanaian Languages, UEW-Ajumako	Linguistics	The Aesthetics of some Kasem Traditional Prayers	E / <del>MA</del>
34	Habiba Alhassan	Department of Gur-Gonja Education, Faculty of Ghanaian Languages, UEW-Ajumako	Faculty of Ghanaian Languages, UEW-Ajumako	Linguistics (French)	Some Phonological Processes in Gurene	F / <del>MA</del>
35	Justin Kwaku Oduro Adinkra	Department of French Education	Faculty of Foreign Languages, Linguistics & Communication	Linguistics (French)	Le Discours Littéraire D'aminata Sow Fall Et L'insertion Social Des Jeunes: Une Lecture De <i>Festins De La Déesse</i>	E / <del>MA</del>
36	Dr. Vincent Adzahlie-Mensah	UEW-AVU Peace Management and Conflict Resolution Program (PMCR)	Faculty of Social Sciences	Research & Scholarship	Avoiding 'Data Woes' In Social Science Research: Some lessons from researcher identity and reflexivity	C / <del>MA</del>

TOPIC CODES	NAME	DEPARTMENT	FACULTY	DISCIPLINE	TOPIC	SCHEDULE
37	Prof. C. W. K. Mereku	Department of Music Education	School of Creative Arts	Research & Scholarship	Raising awareness on what UEW postgraduate students should expect: Accomplishments and common problems on both sides of the supervisor-student relationship	C / <i>M/A</i>
38	Gideon Mensah Anapey	Department of Basic Education	Faculty of Educational Studies	Research & Scholarship	Analytical driven qualitative research: Case study of graduates thesis writing in a Ghanaian teacher university	C / <i>M/A</i>
39	Ibn Kailan Abdul-Hamid & Taufique Ahmed Chentiba	Department of Marketing and Entrepreneurship, University of Ghana Business School; & Department of Communication and Media Studies, UEW, Winneba	Faculty of Foreign Languages, Linguistics & Communication	Media	An investigation of Political Party communication in Ghana: An impression management perspective	H / <i>M/A</i>
40	Vida Asante	Centre for Teacher Development and Action Research	IEDE	Gender	Traditional roles of women and its effects on Girl education the case of "Toman", a small fishing community	F / <i>M/A</i>
41	Philomena Obu	Department of Art Education	School of Creative Arts	Art Therapy	The response of discharged mental patients to art activities in textiles at the Kumasi Cheshire Home	D / <i>M/A</i>

TOPIC CODES	NAME	DEPARTMENT	FACULTY	DISCIPLINE	TOPIC	SCHEDULE
42	Hamidu Ibrahim Bukari	Department of Mathematics Education	Faculty of Science Education	Education	Using constructivist approach to enhance students' understanding of logarithmic function: A case study of Kalpohin SHS, Tamale	B SR1
43	Samuel Ofori Danquah	Department of Guidance & Counselling	Faculty of Educational Studies	Education (G&C)	Photography as a means of solving graduate unemployment in Ghana	F SR1
44	Paul Achonga Kabah Kwode	Department of Communication and Media Studies	Faculty of Foreign Languages, Linguistics & Communication	Research & Scholarship	Citizens participation in Community Radio Programming: A study of two Community Radio stations in Northern Region	F SR1
45	Harry Morgan Insaideo	Department of Communication and Media Studies	Faculty of Foreign Languages, Linguistics & Communication	Media	Remedial schools and identity construction in newspapers and on billboards: A study of remedial schools in Accra.	I SR1
46	Hagar Bampoh-Addo	Ghartey-Hall Manageress, Student Affairs, UEW	Registrar's Department, UEW-Winneba	Research & Scholarship	Committee system and governance structure in the University of Education, Winneba: Insights and lessons	F SR1
47	Hilarious Wuaku	Department of Music	School of Performing Arts, University of Ghana, Legon	Arts (Music)	Brass band music in the Volta Region of Ghana: A funeral context for repertoire and performance style	JS/MA

TOPIC CODES	NAME	DEPARTMENT	FACULTY	DISCIPLINE	TOPIC	SCHEDULE
48	Faith Afua Otchere	Department of Communication and Media Studies	Faculty of Foreign Languages, Linguistics & Communication	Media	Advertising formats and consumer recall: A study of the perspectives of the television viewers in Ghana	I SR1
49	Gloria Ahima Baiffoe	Department of Communication and Media Studies	Faculty of Foreign Languages, Linguistics & Communication	Media	Communication between midwives and women-in-labour: A study at the Mamprobi Polyclinic, Accra	I SR1
50	Patience Nukpezah	Department of Theatre Studies	School of Creative Arts	Arts (Theatre)	Evaluating the effectiveness of Theatre for Development projects: Gomoa Nyarkuadze in Focus	G SR1
51	Sussie Aku Damalie	Department of Fashion Design & Textile Studies	School of Applied Arts, Takoradi Polytechnic	Arts (Design)	Traditional Costume for Tema <i>Aisha Yoo Kpeno</i> Puberty Rites	G SR1
52	Charles Boachie	Department of Communication and Media Studies	Faculty of Foreign Languages, Linguistics & Communication	Media	Using Videos to Enhance Teaching and Learning in Primary Schools: A Case of Discovery Learning Alliance Project in Kumasi Metropolis	G SR1
53	Bernard Ngesenniabangne Bilikpe	Department of Gur-Gonja Education	Faculty of Ghanaian Language UEW-Ajumako	Linguistics	The formation and using of gerunds in Nandome	J SR1
54	Godwin Mensah Kondo	Department of Ewe Education	Faculty of Ghanaian Language UEW-Ajumako	Linguistics (Ewe)	The Analysis of the Phonological Realisation of Diminutive in Ewe	J SR1

TOPIC CODES	NAME	DEPARTMENT	FACULTY	DISCIPLINE	TOPIC	SCHEDULE
55	Gabriel Kwame Agbemehia	Department of Ewe Education	Faculty of Ghanaian Language UEW-Ajumako	Linguistics (Ewe)	The pragmatic study of some Ewe discourse particles Nufonyakuwo kple wofe gomesese le nufo me	E/A

## MODERATORS OF SESSIONS

S/N	DAY	DATE	TIME	SLOT/ VENUE	AREA	MODERATOR
1.	One	Tuesday, 2nd August 2016	2:30pm-4pm	A/MA	Education	Prof. Kolawole Raheem
2.			4pm-5:30pm	B/MA	Education	Dr. Dominic D. Mensah
3.				B/SR1	Education	Prof. D. Kofi Mereku
4.	Two	Wednesday, 3rd August 2016	8:30am-10am	C/MA	Research & Scholarship	Dr. Alexander Edwards
5.				C/SR1	Art (Literature)	Prof. Victor Yankah
6.			10am-11:30am	D/MA	Gender	Mrs. Wilhelmina Tete-Mensah
7.				D/SR1	Art (Literature & Dance)	Prof. Yaw Sekyi-Baidoo
8.			12pm-1pm	E/MA	Literature (French & English)	Prof. Dominic Amuzu
9.			2:30pm-4pm	F/MA	Literature & Art Therapy	Prof. Ephraim Nsoh Avea
10.			4pm-5:30pm	G/MA	Art (Music)	Prof. C. W. K. Mereku
11.			Three	Thursday, 4th August 2016	8:30am-10am	H/MA
12.	H/SR1	Education				Prof. George K. Kankam
13.	10am-11:30am	I/MA			Linguistics (Gur-Gonja)	Prof. Ephraim Nsoh Avea
14.	12pm-1pm	J/MA			Art (Music)	Prof. Mary P Dzansi-McPalm
15.		Wednesday	2:30pm-4pm	F/SR1	Education	Dr. Stephen Antwi-Danso
16.		Wednesday	4pm-5:30pm	G/SR1	Arts & Media	Dr. Paul K. Bedu-Addo
17.		Thursday	10am-11:30am-	I/SR1	Media	Dr. Odei Tete
18.		Thursday	12pm-1pm	J/SR1	Languages	Dr. Alfred B. Cudjoe

### List of Other Moderators

S/N	NAME	DEPARTMENT
1	Dr. Daniel Buku	Guidance and Counselling Department
2	Dr. Samuel Ofori Bekoe	Social Studies Department
3	Dr. Joseph Nana Annan	Chemistry Education Department
4	Dr. Victor Antwi	Physics Education Department

# ABSTRACTS

## **1. Creative dance as a tool for supporting teaching and learning in Ghanaian classrooms**

by

**Happy Mary Afi Ablordey**

PhD Arts and Culture

Department of Theatre Arts, School of Creative Arts, UEW

Schools are to prepare pupils academically, intellectually, socially and morally to fit into the society of their times. However, schools and schooling in Ghana has been the object of careful scrutiny and considerable criticism in recent years. Disappointing test scores, disciplinary problems, violence and lack of clear direction are all points of tension. There has been a shift in what legislators and critics say schools must do to address these societal problems. The paper therefore discusses how the use of creative dance across the curricular within the Ghanaian classroom could enhance education's main objective. The paper's conceptual underpinnings include the theories of multiple intelligence and arts integration. It advocates the use of the arts, especially creative dance, to support pupils learning within the Ghanaian classroom and across the curriculum. It recommends that all teachers, both general and subject specialists, should be sensitised in the tenets of creative dance education to enhance their teaching and learning delivery skills.

## 2. Plays and their modern relevance: Femi Osofisan's

### **Midnight Hotel**

by

**Samuel ArkoMensah**

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Society has become anaemic and paralysed due to the cancerous tumult of oddity that has been allowed to entrench. The consequence has become endemic and insidious that it lacks legitimacy and veracity for anyone to confront. However, the creative artist as a street journalist is capable of marshalling all available resources to create stories that relate, reflect its community, and even beyond. Femi Osofisan, a committed apostle or a social crusader for change, has skilfully utilised the medium of drama to expose and satirize the prevalent social vices that has become cancerous to the health of its society. The paper shows how theatre or drama could be used as one major significant medium that is relevant to modern societies irrespective of the period. Its source material has always been from life as it seeks to consciously appeal to the psychological, spiritual and physical needs of the society depending on the point of view of the writer. The paper explores the commitment of Femi Osofisan as an African playwright through his spectrum the concerns raised in his play *Midnight Hotel*. It shall also attempt to examine the text and juxtapose the concerns highlighted in relation to Africa and specifically the Ghanaian society.

### 3. Emancipation of the African woman through education:

A treatment of Femi Osofisan's *Altine's Wrath*

by

Evans Asante

PhD Arts and Culture

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Due to disparities in earning power, social class, political and educational status, the African woman most often finds herself in an economically vulnerable position both in the home and in the society at large. The African woman thus becomes a victim of unfortunate circumstances perpetuated by the chauvinistic and male dominated society. In a society where women are considered to be subservient to men and wives merely existing through their husbands will, education can be the only insurance against such negativity. In this paper, the marginalization, suppression and abuses of women in the society is thoroughly discussed. Other literary works that corroborates the philosophy have been identified as a formidable force in the transformation and reshaping of societies. The paper also looks at the effort of a playwright to transform the lives of such deprived women through literary works. *Altine's Wrath*, a play by Femi Osofisan, is used as the main reference point for the discussion. The characters—Altine, Aina Jibo and Lawal Jatau—are the focal point for this discussion.

#### 4. A Lexical Stylistic Analysis of Kwame Nkrumah's 1957 Independence Day Speech

by

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Department of English Language Education, Faculty of Foreign Languages, Linguistics & Communication

Previous studies on Kwame Nkrumah's 1957 Independence Day Speech look at the rhetorical features and their effect on the speech. However, such studies pay little attention to the role lexical items play in the speech and the significance of the cognitive ties among these lexical items. This study, therefore, investigates the stylistic value of the use of the lexical items, the cognitive relation among these lexical items and how they reveal the meaning and effectiveness of the speech. The study employs the linguistic and stylistic checklist by Leech and Short (1981) and the ideational meta-function by Halliday and Matthiessen (2014) as frameworks for the analysis. The study will be conducted on only the lexical category. The analysis reveals Nkrumah's dominant use of nouns which reveal that his speech is more descriptive of the events that lead to Ghana's independence and the events that he expects to follow up. The use of diverse lexical items also reveal the wide scope of the speech. The cognitive analysis reveals the cognitive ties among the lexical items and their meaning and implications on the speech. The study demonstrates that, cognitive relationship among lexical items can reveal the meaning of a text. The study therefore, enhances the understanding and interpretation of Kwame Nkrumah's speech in particular, and political discourse in general.

**Keywords:** Stylistics, Lexical items, Cognitive analysis, Domains.

## 5. Redirecting Tragedy towards the Unique African Approach: Focus on *Anowa* by Ama Ata

by

**Stephen Yaw Oppong**

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Except for the peculiar cultural concepts of tragedy as a dramatic genre, the Aristotelian tragedy and the contemporary tragedy of the common man by Arthur Miller have seemingly been internationally considered as the main concepts that define tragedy and the tragic hero/heroine. Basically, the paper discusses if there couldn't be a better way to see tragedy. Through textual analysis, it focuses on redirecting the concept of tragedy in the attempt to finding a topnotch tragedy that will unite the hitherto contrasting *Aristotelian Tragedy* and *Tragedy of the Common Man* through the unique African approach by Ama Ata Aidoo in her play, *Anowa*. It recommends that contemporary playwrights adopt this topnotch approach to defining the concept of tragedy in the attempt to presenting the flaws in life to readers of tragedy.

## 6. A Great Choral Music Composer in Ghana: The lives and works of James Tsemafo-Arthur

by

**Emmanuel Obed Acquah**

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The study of Ghanaian choral music composers and their works has become significant in recent times for scholars in composition and ethnomusicology as well as Music Education in order to add to the paucity of literature on Ghanaian composers and their works. Indeed, some few living music composers in Ghana have received attention through dissertation writing in the academic institutions. Considered as one of the finest choral music composers in Ghana, this paper unravels the life and works of James Tsemafo-Arthur who has composed over 500 choral pieces in various styles and forms. This work is significant because it will expose his personality and showcase his original compositions which demonstrate his sense of tonality, sensibility in rhythm and choice of his language. Through purposive and simple random sampling techniques, the study clarifies the chronology of Tsemafo–Arthur's artistic endeavours, and highlights the source of his pre-compositional archival materials. It concludes that Tsemafo-Arthur is a unique stylized highlife choral composer who demonstrates the mastery of artistic devices in his compositions. His Fante song texts used diverse poetic devices such as rhetoric biblical questions, proverbs, metaphors and assonance. The study contributes significantly to educational function in composition at various levels of music education.

**Key words:** Tsemafo-Arthur, choral music, syncopation, music composition, Ghanaian composer

## **7. University of Education, Winneba and its ceremonial activities: the proficient preparation of the COLTEK Band**

by

**George Asabre Maclean**

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One very important aspect of the rendition or performance of a nation's or an institution's anthem is the instrumental accompaniment that goes with the singing of the song. The accompaniment can be through different mediums including percussion, the keyboard, a symphony orchestra or the winds band. The quality of an anthem rendition can be greatly enhanced or marred by the conductor and his band. In the event where a newly formed student brass band such as the College of Technology Kumasi (COLTEK) in the University of Education, Winneba band is faced with the task of accompanying anthems at major functions of the institution, the calibre of players, the instruments and resources available, and the expertise in directing the band can go a long way to affect the music rendition. The study, therefore, presents a personal praxis scenario of teaching and rehearsal techniques that are used to prepare the band. The study employed qualitative methodology and made use of observations, unstructured interviews, auditioning, and focused group interactions to obtain qualitative data. A preliminary diagnostic test conducted revealed among the challenges encountered by the bandsmen as inability to read musical staff notation, limited knowledge of keys and their scales. Using the solfege to teach the scales, making use of varied rehearsal techniques and the phrase by phrase approach, the proficiency of the band is enhanced to provide all the desired type of music for such occasions. The paper concludes that with the appropriate rehearsal techniques a band can be prepared for performance within a short time in spite of how the band learns its music or repertoire and appreciable results could be achieved.

**Key Words:** Anthem, Brass band, rehearsal techniques, UEW, ceremonial

## **8. Traditional versus creative dance: African dance as a psychomotor and sentimental reaction to the synergies of an ensemble's resultant sound**

by

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Looking closely at African musical ensembles, three basic components are identified—drumming, singing, and dancing. Even though there are other non-musical symbolic attachments, their role is to help to explain the brain behind the emergence of a dance genre. Can there be a dance movement without sound? It is the sound synergies that call for psychomotor sentimental movements. However, it is the dance movement that serves as the magnetic force to audience. This study therefore considers dance movement as stimulation from sound source either internalised through audiation or by audible amplification. Although several ethnomusicologists and music educators are pessimistic on the issue, the study argues that the resultant sounds of the various instruments in an ensemble are writeable. Five dancers (3 traditional and 2 creative) were purposively selected for the study that looked at their lived experiences and perceptions in dance. The study revealed that until a dance type is choreographed, no two individual dancers can exhibit the same dance movements.

Key words: Traditional music, Ensembles, Transcription

## 9. Teaching and learning of keyboard musicianship in Ghanaian universities: A reflection

by

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Fundamental to the label of 'musician' is an implicit ability to demonstrate an appreciable level of music performance and/or critiquing skills. To this end, the value of musicianship as a core component of the music curriculum globally, particularly in higher institutions of music learning, cannot be overemphasized. Among other things, musicianship helps to equip students with requisite skills in aural discrimination, memory for music, basic accompaniment and an invaluable complement to the music theory lessons—skills that permeate the diurnal lived experiences of most musicians. With such an importance, it stands to reason that more time should be allocated for musicianship lessons offered to music students in universities. But is this really the case? In this paper, I tease out answers to this question by focusing on the nature of musicianship offered in three Ghanaian public universities that offer music programmes. The analysis is restricted to keyboard musicianship and compare the structure, content, pedagogy, and nature of assessment in the three Universities.

## **10. Trends in the Musical Tradition of the Catholic Church in Ghana: Archdiocese of Accra in Perspective**

by

**John Francis Annan**

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Department of Music Education, School of Creative Arts

The compatibility of music and worship and the quality of the music used in liturgical celebrations, specifically, in the Roman Catholic Church has become a major subject matter of considerable contemplation and deliberations over a century. The Roman Catholic Church in Ghana, a subset of the Universal Church is thus faced with a unique kind of crises in the use of inappropriate music in her liturgical celebrations. This paper examines the trend in the musical tradition of the Church in the Archdiocese of Accra, Ghana using as a basis the publication and the introduction of the contents of the Second Vatican Council document. The study also highlights the various parts of the liturgical celebration where songs are needed. Through qualitative data collection, the paper explores the issues bedevilling the church in the area of music in the liturgy. To give meaning to the rites and rituals of the liturgical action, and to partake in the decorum and grandeur of the ecclesiastical ceremony, great care must be taken for the choice and application of music to avoid 'profanity' in order to maintain the dignity, reverence of each celebration.

## 11. The philosophy of a generation thinker: The case of Torgbui Sri II of the Anlo

by

**Samuel Agbenyo**

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Torgbui Sri II was the Paramount Chief of the Anlo Traditional Area, located in the Southern Volta of Ghana. He reigned from the year 1906 to 1959 and was keen about maintenance of law and order to ensure peace and development among his people. The paramount chief was so seasoned a speaker; philosophical and captivating, with a lasting impact on his subjects that they decided after his demise to immortalize him by preserving a poetic collection of some of his statements which became known as the philosophy of Torgbui Sri II. This case study investigates the philosophy of Torgbui Sri II, how musically it was preserved, its impact on the lives of the people and the implications for formal music education. Interviews, observations and focus group discussions were employed for the data collection. Three songs emanating from the philosophy were subjected to contextual analysis qualitatively to determine their suitability or otherwise for formal music education. The study confirms Torgbui Sri II as a legend in traditional leadership whose legacy his people would like uphold. In addition, his subjects thought it expedient to use some of his statements in indigenous musical compositions for the benefit of posterity, thereby immortalizing him. The study recommends that musical composers emulate this approach by echoing constructive statements of statesmen in their works for the education of the citizenry.

**Key Words:** Torgbui, Anlo, Philosophy, Preservative, Posterity, Music, Education,

## 12 Peace In The Land

by

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National peace is not a gift but a wage of an endless unflinching and strategic fight against national chaos and violence. Theatre has been identified as one of the strongest tools by which sensitization, education, information and entertainment towards sustainable development is achieved. The play *Peace in the Land* by Stephen Yaw Oppong is intended to entertain and sensitize Ghanaians on the worth of peace to a nation and also reveal how the actions of political parties in Ghana can contribute to chaos in the country as has often happened in neighbouring countries. This play will be acted through a theatre production which will involve all the elements of theatre—the director, actors, set, lighting, sound, make-up and costume.

### Synopsis of Play

Following the terrible car knockdown of Efo and Owusu in a fight involving some NDC and NPP party members in their campaign processions, the two dead young men find themselves in the *Land in Imagination* where they continue to fight. Joroko, the receptionist of the *Land in Imagination* whips them and reveals to them the fate of Ghana if the giant political parties will desist from fighting against each other in the pursuit of power. Will Efo and Owusu escape the punishments for their inconsiderate actions while on earth because they now feel remorse?

**Playwright:** Stephen Yaw Oppong; **Director:** Stephen Yaw Oppong; **Technical Director:** Johnson Edu; **Cast:** Bismarck Odum, Divine Owusu Kyere, Benedicta Akley-Quarshie; **Crew:** Latipher Osei, Sandra Abena Oppong, Leticia Adomakoh, Grace Adjei, Abena Egyirwah Arthur.

### **13. Theatre and Creativity: Props design with recycled and discard material**

by

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and

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Most directors in theatre and film usually use real props on set to appear convincing. Others find it difficult to take such steps for fear of injuries during martial arts scenes. Besides, some props are hard to come by in Ghana and their repetitive usage during filming could be expensive. This paper discusses some creative ways of replicating both life and non-life objects for stage and screen productions mostly referred to as props in technical theatre. The paper also seeks to explore alternative replacement for some dangerous natural objects used on set. Eventually, this explorative research investigates students' interest and discusses how students could be helped in the design and construction of props, build a stock of props for the teaching and learning of Technical Theatre and to make available alternative props for stage and screen productions to replace dangerous objects used on set. The findings revealed that students' interest in props design and construction increased and they embraced the idea of creating props with anything found.

## 14. Challenges in curriculum design in postgraduate studies

by

**Christina Appiah**

MA Educational Leadership

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The study was conducted to explore the challenges in curriculum design in postgraduate studies. The objectives of the study were; to assess available time for instructions, to unravel long standing traditions of an institution with respect to curriculum for studies and to enumerate the limitations of what students can and cannot learn under various circumstances. This single-blinded study utilized a convenience sample of 12 reviewers who were selected to complete a survey of commonly encountered challenges in postgraduate curriculum using a questionnaire which contained 20 items with close ended responses which was previously pilot-tested with 5 other reviewers to establish content validity. The reviewers evaluated and submitted 60 out of 72 questionnaires after completing the survey. Based on the findings of the study, it was revealed that lack of sufficient time for instructions affects the design of curriculum for postgraduate studies. The study again revealed limitations of not knowing much about various circumstances students go through in order to learn. Based on the findings, it is recommended that adequate time should be allotted for instructions and the learning atmosphere and circumstances of students should be considered in designing the curriculum for effective implementation. In addition, the issue of long standing traditions in institutions should receive modifications in order not to be stumbling blocks in the effective implementation of curriculum designed.

**15. Effects of social media on academic writing: A study of form three students in selected senior high schools in the Agona-West Municipality, Central Region, Ghana'**

by

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Social media is a fusion of sociology and technology, transferring monologue into dialogue. The internet and its social platforms have been the most influential tools in staying connected with families and friends since their inception. People, especially the youth, are purposely and covertly connected with one another by sharing information among themselves about the latest trends, events and happenings via the social websites. This study explores the effects of social media on students' academic writing in the Agona-West Municipality of the Central Region of Ghana. It is a qualitative study underpinned by interpretive philosophical thought. The data for this study was collected through semi-structured interviews and documents. Two (2) schools were selected using purposive sampling techniques and the snowball sampling strategy was used to select thirty (30) students for the study. The findings indicated that the trends of writing on social media sites affect students' spellings in their school work. It was also found out that social media sites distract students from reading their books and also doing their assignments thereby negatively affecting their academic performances as a whole. This study will be of help to both English language teachers/learners, language planners and curriculum developers by exposing them to the sources of writing errors by students and provide useful suggestions to overcome them. It will also contribute to the body of knowledge by drawing the attention of educators/planners on the integration of technology, particularly the social media, in the English curriculum in order to facilitate the effective teaching/learning process.

## **16. An examination of pre-retirement programmes for teachers in Wasa Amenfi East District**

by

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This study examines the state of pre-retirement planning programmes among teachers in the Wasa Amenfi East District of the Western Region of Ghana. It is a descriptive survey study underpinned by positivist philosophical thought. Both the probability and non-probability techniques were employed to select a total of 220 teachers for the study. Structured questionnaires were used to collect data which had high validity level and a reliability coefficient of  $r = 0.87$ . Descriptive statistical tools were used in analysing the data collected. The findings of the study show that programmes by stakeholders to prepare teachers for retirement are largely inadequate and ineffective. Although the stakeholders have some structures in place purposefully to offer support to the teachers in a form of guidance and counselling, and financial avenues for teachers to acquire basic necessities of life are not operationally sufficient. Only few teachers were actual beneficiaries of such opportunities. Also, contributions of stakeholders to facilitate a secured future for teachers were far less than desired. The study revealed that there was no academic qualification difference in pre-retirement planning for teachers. Therefore, for a holistic human resource development to occur, measures such as periodic seminars on retirement planning for teachers and improvement of welfare packages were recommended for stakeholders so as to reassure teachers of belonging to a very noble profession and to guarantee their well-being.

## **17. Pre-marital counselling in the Ga Presbytery of the Presbyterian Church of Ghana**

by

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The history of counselling as an institution in the life of humanity started since time immemorial. It has existed from the beginning of time and been both formal and informal. Marriage by its nature should be fulfilling, joyful and structured in building good relationship. It is also meant to achieve a better understanding of human nature in order to create a society that would make the world a happy place to live. It is a common practice and indeed a policy of the Presbyterian Church of Ghana for every prospective marriage couple to undergo pre-marital counselling at least for three months to adequately prepare them to enter into marriage and thereafter post-marital counselling by trained counsellors and pastors. Consequently, the study sought to investigate the level of marriage counselling provided within the Ga Presbytery and the way it provides understanding and stability of marriage. The study was carried out in the Adabraka Official-Town District of the Presbyterian Church of Ghana which is in the Ga Presbytery of the church. . The research design was case study. Instruments for data collection were interview, questionnaire and observation. The analysis was done with the Statistical Package for Social Sciences software Version 16.0. The results were finally presented in frequency distribution tables in the form of percentages, pie-charts and graphs. The paper recommends that the General Assembly and the Ga Presbytery must make conscious efforts at introducing a policy for marriage education to start from the lowest level of church life in all congregations. Also, the Presbytery should similarly ensure that selection of counsellors and their training meet the professional standards.

## **18. SHS/Colleges of Education instructors' formative assessment conception and practices in the Central Region of Ghana**

by

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&

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This study examined teachers' formative assessment conceptions as well as the value and impact it has on their teaching quality. The study was carried out in three SHS and three Colleges of Education (CoE) in the Central Region of Ghana. Fifteen SHS/CoE Social Studies teachers/tutors were purposively and conveniently selected for the study. Observation and semi-structured interview were used to collect data for the study. The data suggest that both SHS and Colleges of Education Social Studies instructors have a positive conception of formative assessment. However, what teachers said about their understanding seldom reflected in practice. The study recommends among others that an extensive study is done to investigate the gap between SHS and Colleges of Education Social Studies teachers' theoretical knowledge and their formative assessment practices. Since curriculum dictates what is taught and assessed in an educational institution, the University of Cape Coast (the examining body) of the Colleges of Education and the University of Education, Winneba who together train teachers for our SHSs and CoE should re-orient their course content to focus more on skills acquisition, positive attitudes, values and not the over-emphasized knowledge components as demonstrated by instructors.

## 19. Assessing the Enacted Kindergarten Curriculum in Ghana

by

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The intended curriculum is the content stated in the kindergarten syllabus, while the enacted curriculum is the content teachers implement in their kindergarten classrooms. The extent to which teachers implement the intended kindergarten curriculum in Ghanaian classrooms is unknown. Therefore, the purpose of the present study is to assess the enacted kindergarten curriculum in Ghana. Participants were 101 kindergarten teachers in one district of the Upper West Region of Ghana. They completed the Kindergarten Enacted Curriculum Scale (KECS) once. The KECS included 13 items (KG1) and 17 items (KG2) that assessed the extent to which participants taught content in four subscales: literacy and numeracy (LN), psychosocial skills (PS), environmental studies (ES), and physical development (PD). Participants responded to items on a 4-point Likert scale as major focus (scored 3), minor focus (scored 2), touched on briefly (scored 1), and not taught (scored 0). A higher score indicated alignment with the kindergarten syllabus and a lower score indicated non-alignment. Descriptive and inferential data were computed for the entire scale and for each subscale. The LN (2.81) subscale had the highest mean score followed by ES (2.64). Conversely, PS (1.94) and PD (2.02) had the lowest mean scores. Inferential tests revealed gender differences for the PD subscale. The data also indicated grade level differences in teaching LN and PD. These findings suggest that kindergarten teachers in Ghana continue to focus on academics (LN and ES), despite the emphasis on the holistic development of the young child.

## **20. The extent of knowledge of existence and use of educational e-portfolios by ICT teachers in selected basic schools in Kwahu East District of Ghana**

by

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In recent years, stakeholders in basic education have constantly complained about learners' lack of interest in the teaching and learning processes. In order to improve instructional capacity of educators, there is the need for educators to know how to use modern technology tools to enhance their teaching efficiency and effectiveness. In order to improve educational instructional capacity of educators in how to use modern technology tools to enhance their teaching, 40 ICT teachers who have been presenting candidates for BECE were selected from a total of 41 basic schools in the Kwahu East District of Ghana. The 41 basic schools were put into eight (8) clusters, comprising of five (5). ICT teachers per cluster (3) were randomly selected from each cluster to constitute the accessible population. Interview, observation and questionnaire were used for data collection. Data was analyzed using tables, figures and graphs of descriptive statistics. The research outcome revealed that in the selected basic schools, ICT teachers who have some knowledge about portfolio did not know how to use it for the benefit of the learners. It was obvious that 91.67% of ICT teachers said they did not know what e-portfolio is or ever used it in their teaching life. The knowledge of existence and use e-portfolio awareness will make ICT teachers deliver the goals of the 21st century education standards and its benefits. It recommends that the MoE should fund the provision of tablets, iPhone, iPods and Laptops for the development of e-portfolios so that teachers can use these gadgets to log on to their e-portfolio portals in order to conduct research to enhance their teaching.

**21. The practice of counselling in the 21<sup>st</sup> century:  
Perspectives and approaches for educational counsellors**

by

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and

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A form of counselling has existed in the Ghanaian landscape from time immemorial and was practiced by privileged figureheads. These were attempts to cause the child or trainee to develop in an acceptable manner. An in-depth analysis into how these supposed counselors operate leaves much to be desired. They all tend to be judgmental and to a large extent prescribed and find solutions to clients need in the form of advice given which is not counselling. Counselling has continued to evolve since it was introduced into the educational system. However, people believe counsellors have ready-made solutions for human needs. Changing developments and thoughts suggest new approaches to help clients resolve their needs. This theoretical paper, which is part of the learning process, seeks to bring to the fore new trends that are available that counsellors can adopt to assist clients resolve their needs. These approaches are cognitive, affective, behavioural and phenomenological, which inform the counsellor to understand individual from their perceptual world as closely as they can. It will effectively also help educational counsellors understand clients needs and helping in their personality development.

## **22. Babel in education and literature: The language barrier and its solutions to students learning and ambitions**

by

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Academic mobility and migration issues continue to receive scholarly attention from diverse fields including population geography, migration and higher education studies, however, effects of language barrier on academic achievement and literary studies rarely get explored or analysed, especially when studying one's own language is concerned. This paper focuses on students enrolled in higher education to study their own language. It takes a look at their encounter with the language versus learning ambitions. Using interview, data was collected from thirteen Ghanaian Language Education Units in Ghana and their subsidiaries departments in the University of Education, Winneba. The data was empirically analysed. The study shows language is an important barrier, slowing down and increasing the cost of comprehension (teaching and learning), decision-making, relationship and resources management. It supports the view that language differences including dialects and idiolects as barriers to effective comprehension is not negotiable. One's efficacy in language usage and its trends is essential for nurturing effective thinking skills, comprehension, analysis and advancement of arguments. It identifies that the apogee of students' ambitions to excel academically when enrolled mostly peter out due to language challenges. It suggests no less than twelve different solutions, ranging from informal day-to-day solutions (changing communication patterns, code-switching), to more structural solutions (language training, attitude, common corporate language) for enhancing communication processing, comprehension and consumption. The study confirms and extends researches advocating for broadening learners' local language knowledge bases and concludes that different configurations of language skills for teaching, learning and interaction activities should be more explicitly considered.

### **23. Students' errors in solving linear equation word problems: Case study of a Ghanaian senior high school**

by

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The study examined errors students encounter in solving linear equation word problems with a view to expose the nature of those errors and to make suggestions for classroom teaching. A diagnostic test comprising 10 linear equation word problems, was administered to a sample ( $n=130$ ) of senior high school first year students. The errors students made were identified based on the modified Newman Error Hierarchical levels (NEAL), which comprise reading, comprehension, transformation, process skills and encoding errors. The results revealed that majority (70%) of the students have difficulties in tackling linear equation word problems. It revealed that about 75% of the students made comprehension errors; 86% made transformation errors which occurred during the translation of the statement to algebraic form; 84% made process skills errors which occurred during computation process, and finally 86% made encoding errors which occurred at the final stages of the work. The proportion of students reaching the encoding level was very few (< 20%). In conclusion, it can be argued from the results that students' errors in solving linear equation word problems are due largely to their inability to comprehend and interpret the sentences in other to proceed to the process and encoding skills. Recommendations are made for the review of programmes for senior high school mathematics teachers

## 24. Vocational education: The result of educational disadvantages or economic disadvantages

by

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and

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There is much research to support the assumption that students who are enrolled in a vocational training are those who could not enter the general educational stream because of low intellectual ability. What remains unclear is whether students in both the formal and informal vocational training have low intellectual ability or are those from low socioeconomic backgrounds. This exploratory survey examined the intellectual levels of 85 students (aged between 15 and 25) and M=32, F=53 conveniently sampled participants and compared those in the formal vocational institutions with those in apprenticeship schemes. The Standard Progressive Matrices (a non-verbal intelligence test) was used to obtain an index of the participants' intellectual ability. Significant differences ( $t(83)=4.05, p=.055$ ) was found in the intellectual ability of the two groups with those in apprenticeships performing better on the test than those in the formal institutions. However no significant relationship ( $r= -.020, p=ns, r=.20, p=ns$ ) was found between their socioeconomic backgrounds and the type of training institution they attended. The study also revealed that some of the factors that led to their choosing this type of education were financial constraints, interest in the vocation, poor examination results, and parental influence. Recommendations concerning the use of intellectual ability and vocational inventories to be used to facilitate specialization of vocations at an early stage in life were suggested.

**Keywords.** Economic disadvantage, educational disadvantage, vocational education, intellectual ability, socioeconomic background.

**25. Factors hindering the introduction of Elective Science programme at the Secondary Technical School for the Deaf, Mampong Akuapem**

by

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The purpose of the study was to identify the factors hindering the introduction of elective science programmes at the secondary-technical senior high schools for the deaf in the country. The study focused on the directors in charge of special and science education, the headmaster, assistant headmaster (academic) and the head of science department at the Secondary Technical School for the Deaf, Mampong-Akwapim. The study was conducted using the causal comparative study design and the methods used to collect data were semi-structured interview protocols, document analysis and informal observations. The total sample of forty-seven (47) comprising ten (10) were Directors at the GES Headquarters, and thirty-seven (37) academic staff members of the school including the head were purposively sampled. Among other things, the study revealed that there is no policy governing science education for individuals with deafness in Ghana. Also; the Secondary Technical School for the Deaf, Mampong-Akwapim does not have the adequate infrastructure, qualified science teachers and resources to teach science adequately to deaf students in Ghana. It is recommended that the Ministry of Education in collaboration with the GES and the secondary-technical senior high school for the deaf at Mampong-Akwapim should put in the necessary interventions to pave the way for the introduction of elective science.

**26. Our husbands killed us: But what could have saved us?**

by

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Faculty of Social Sciences Education

Violence is a reality in all cultures, past and present, and the occasions for its manifestation are essentially the same which normally shocks the sensibilities of all, as the actors in such arena are bonded by amorous ties. In recent times violence in intimate relationships has been on the increase, especially the cases of wife murders and acid attacks. By monitoring newspaper reports, the paper argues that whilst it is impossible to eliminate offenses in human relations given our differences in upbringing and socialization, resorting to violence as a means of dealing with offense is not a sign of civilization but bestiality. Based on deductive principles from state of nature theories in political philosophy, the paper observes that the tendency of Ghanaian men to resort to violence in such matters is a failure of our educational curriculum which does not emphasise litigiousness. One means by which societies seek to overcome the incidence of such violence is education in which the curriculum is normally a reflection of the expectations of that society. The paper, therefore, recommends that the solution to such incidence, thus, lies in a commitment on the part of each person not to be a judge in their own case.

## **27. An evaluation of researchers and development agents' view in the planning and development of women empowerment programmes in Ghana**

by

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Faculty of Educational Studies

Since the Beijing conference in 1995, women empowerment has identified itself in many ways in many programme and projects. But, while women empowerment mean different thing to different development agents, there have been many philosophies that underpin the drawing of programmes and projects to empower women for gender equality. This paper will begin with the examination of the researchers and development agents' view embedded in the theory of WID, WAD and GAD in the planning and development of programmes to empower women as well as other available perspectives such as feminism, Marxist and structural viewpoints. It looks at the extent to which each view has influenced the policy making in women empowerment in Ghana since the year 2000. The paper then looks at the practical purpose of women empowerment which is, bridging the gender inequality gap, and places the effort of the women empowerment programmes into the lens of principles of equality and draws the link that exist between the theories of the empowerment programmes and their practices. The study, virtually a computer library research, does not involve any primary data. The conclusions reached include the fact that programmes and projects designed to empower women by these countries and development agents are influenced by how such bodies define women empowerment. The term 'women empowerment' as enters in the vocabularies of development agencies and international organisations such as UNICEF and UNDP, CIDA among others means more of collective resourcing of women and women being a passive receiver of development than a process whereby the root causes of the women disempowerment are traced and factor into empowerment programme designing.

## **28. Women in sports journalism: A phenomenological study of selected female sports journalists in Ghana**

by

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The study investigated the experiences of female sports journalists in Ghana. The theoretical underpinnings of the study were feminism and stereotyping. Five (5) purposively selected female sports journalists were used for the study that looked at their lived experiences and their perceptions being in a male dominated profession. Interviews and observation were used for data collection. The study revealed that sports journalism is clearly a gendered profession that not only welcomes boys or men enthusiastically than women but also serves as a site for celebrating skills and values clearly marked as masculine. In addition, drawing from the feminist and stereotype theory, the study revealed that in sports journalism, women are treated as outsiders by virtue of their gender, but insiders by virtue of their adherence to journalistic norms and values. It is recommended that even though men dominate and have all the authority in the field, care must be taken to withhold to and abide by gender visibility and sensitivity principles in order not to under-represent women in the profession.

## 29. A study of 'opening' and 'invitation' songs of the Dagbamba Damba repertoire

by

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The study focuses on the Dagbamba, a Gur language spoken in Ghana's Northern Region. The paper discusses 'opening' and 'invitation' songs of the Dagbamba Damba repertoire (*Damba yila*). As part of Damba festival celebrations, songs being one of the forms of oral performances among the Dagbamba are performed. I show in this paper that the Dagbamba Damba repertoire have 'opening songs' *aninwula* (good evening) and 'invitation songs' *mali waa* (fix up the dance) songs performed to invite the king to the ground. The paper illustrates that the structure and form of these 'opening' and 'invitation' songs are in short verses. It examines the lead vocalist as the determinant of the number of stanzas in these songs. It also illuminates the underlying major themes such as respect, caution, allegiance and praise. Further, it shows that these Dagbamba Damba songs employ some literary devices like proverbs *kpara nya wabiri sayim tibi* (monkeys have spoiled trees for seeing elephants), oxymoron, metaphor and parallelism *ti naa yee pubimiya naa yee ni aninwula* (our king yee greet our king yee that good evening) that is the chorus in 'good evening'. The paper concludes that Dagbamba Damba song goes beyond mere performance.

**Key words:** Dagbamba, Damba, song and performance

### 30. Characterization in Birifor folktales

by

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African folktales do not only entertain the audience but also teach them a lot of lessons. One of the major ways through which such lessons are taught is through the behaviour and the various roles performed by each character in the narration. This paper looked at the various types of characters and their roles in Birifor folktales. Available literature to the best of our knowledge suggests that little attention is given to characterization in Birifor folktales by scholars. That to us is considered a research gap that needs to be filled. We employed a qualitative research approach and used participant observation to collect our data. We adopted Muleka (2014), “Performer-Centric” theoretical framework which argues that you start with the source of the verbal utterance and follow the thoughts through the content the performers or the narrators decide to include in their performance; the methodology they choose to use, the emotions they intend to elicit and the appeal they hope to make on the audience. Ten out of twenty recorded folktales in two Birifor communities in the Wa West District in the Upper West Region of Ghana were purposively sampled and analysed. The data analysis is purely descriptive. Some of the findings revealed that the Birifor folktales have animals such as arachnids, reptiles, birds and amphibians, human beings such as an old lady, a mother, a daughter, a hunter, and supernatural beings such as fairies, ghosts, gods, as well as non-living things such as a pot and a stick, as characters. The paper concluded that the various roles performed by different characters in Birifor folktales reflect their belief and their way of life.

## 31 Plural formation process in Gonja

by

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From the syntactic point of view, words are categorized into classes. The features and function of word determines which class it belongs to. This paper examines and discusses some plural formation processes in Gonja, a *kwa* language spoken in Northern Ghana. Gonja nouns make a distinction between the singular and the plural form. Plural nouns are formed by adding, to the root, some prefixes and suffixes. The study examines how the plural markers (—), (n-), (b-), (a-) (e-), (-ebi) and (-ana) are added to singular nouns like *Kaboe* 'goat', *Kapuli* 'pot', *Kade* 'town' etc. to get the plural form as *mboe* 'goats', *mpuli* 'pots', *nde* 'towns' etc. using the Optimality Theory, the researcher identifies the rules for adding the affixes. This paper argues that the plural marker (m-) precedes bilabial consonants in some nouns. The plural prefix targets bilabial sounds while the prefix (n-) precedes velar and palato-aveolar sounds in Gonja. It concludes by pointing out the targets of plural affixes and nouns which do not have plural form in Gonja.

## 32. Riddling among the Gonja

by

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This paper focuses on riddling *Abulombi be keji* among the Gonja, people a *Kwa* language spoken in Northern Ghana. Riddling is a relatively well researched area by various scholars in the world but the opposite is true in the case of Gonja riddles. The paper analyses Gonja riddling in the principle of its basic structure—antecedent and response. The paper discusses how riddles become a word game where elements of aesthetic and poetic devices transform into an intellectual exercise that come to play at varying degree. The paper revealed the basic assumption that there is always an attempt to match the answer with the question or proposition in terms of content or meaning in Gonja riddle is true. In other words, there is always a tendency towards a semantic fit between the problem posed and the solution offered. This study concludes by indicating that riddles in Gonja arose basically from an intellectual observation of aspects of human life and the environment in which the people find themselves—household, world of animals, plants, cosmos, landscape, and rivers. The paper recommends that language teachers should device strategies in teaching language using riddles.

### 33. The aesthetics of some Kasem traditional prayers

by

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This study examines the aesthetics of two Kasena traditional prayers performed in devotion to *Kukula*, a divinity revered by the Kasena of the Upper East Region of Ghana. Four different prayer types were recorded and transcribed by the researcher belonging to the Kayɔrɔ, a village in the Kasena Nankana West District in the Upper East Region of Ghana. The study defines these prayer texts as being part of Kasem oral literature. The analysis reveals that the officiant in their performances of these prayers use poetic devices such as proverbs, rhetorical questions, metaphor, personification, oxymoron, synecdoche, symbolism, imagery and repetitions of varying degrees. They also use allusions, alliteration and assonance. The study of these prayers reveals that these performers have a mastery of many artistic devices native to Kasem. The study clearly shows that even though the officiants of these traditional prayers are merely performing religious activities, they use literary language during their compositions, thus, making Kasena traditional prayer texts artistic compositions.

### 34. Some phonological processes in Gurene

by

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This paper is a descriptive study on some phonological processes in Gurene a Gur language spoken mainly in the Upper East region of Ghana. The phonological processes described include: vowel epenthesis in loan word adaptation, assimilation: (assimilation within a phonological word and nasalization of vowels), and Vowel reduction. The paper shows that, words borrowed into the language that do not conform to the language syllable structure have to undergo some phonological changes; the epenthetic vowel is one of the main mechanisms for correcting the anomaly. It is also established that, assimilation can occur in compound word. E.g., Ayinbisa Ayine+bisa =Ayimbisa. Here a nasal consonant changes its place feature to that of the following consonant usually a stop and this type of assimilation is usually progressive. For nasalization of vowels, the paper shows that this occurs when an oral vowel occurring after a nasal consonant loses its oral feature and becomes a nasal one. Lastly, the paper shows that vowel reduction is productive in the language. Vowels are reduced or undergo neutralization when they occur in unstressed positions. The data used for this study is based largely on a list of 100 words collected from graduate and undergraduate Gurene students of the University of Education, Winneba, complemented with data based on my intuitions as a native speaker.

**Key words:** Gurene, phonological processes

### 35. Le Discours Littéraire D'aminata Sow Fall Et L'insertion Social Des Jeunes: Une Lecture De *Festins De La Detresse*

by

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#### **Résumé**

Cette recherche expose comment le discours romanesque d'Aminata Sow Fall traite la question du chômage des jeunes diplômés dans les sociétés africaines et les solutions qu'il y en apporte. L'étude part de la problématique du rôle de la peinture des personnages au sein de *Festins de la détresse*. Elle montre que le discours littéraire d'Aminata Sow Fall initie son personnage à l'esprit d'entrepreneuriat. Notre recherche révèle que la jeunesse de l'univers romanesque de Sow Fall prend conscience de son malaise dû au chômage auquel elle est confrontée. Cependant, elle ne jette pas l'éponge. La recherche s'appuie ainsi sur une analyse des images des personnages, leurs actes, leurs paroles et leurs rapports avec les autres personnages de l'œuvre tout en exposant brièvement l'état de déliquescence de la société africaine cause du chômage des jeunes. La situation sociale précaire des jeunes dans *Festins de la détresse* et les solutions qu'ils trouvent en vue de sortir de la misère constitue un élément significatif de cette recherche. Il permet de conclure que l'espoir est permis d'après l'imaginaire littéraire sowfallien mais il permet surtout à ceux qui recherchent des remèdes au problème du chômage des jeunes diplômés de découvrir une feuille de route.

**Mots clés:** *La représentation, peinture, déliquescence, hybridité, espoir.*

**Abstract**

This research brings out how the literary discourse of Aminata Sow Fall treats the question of graduate youth unemployment in the African societies and the solutions it seems to bring. The study begins with the issue of the role of characterization in *Festins de la détresse*, Aminata Sow Fall's last novel. It shows that the literary discourse of the writer injects the characters with an entrepreneurial mind. The paper reveals also that the youth from the fictional universe of Sow Fall become aware of their discomfort due to the unemployment which they are confronted with. However, they do not throw in the towel. The research is based on analysis of character images, their acts, their words and their relationship with the other characters of the novel while exposing briefly the state of degeneracy of the African society as a result of youth unemployment. The precarious social situation of the youth in *Festins de la détresse* and the solutions they find in order to come out of the misery constitute a key element of this research. It can be concluded that there is an assurance of hope according to the “sowfallien” literary discourse, but it, above all, allows those who are in search of remedies to the problem of graduate youth unemployment to discover a road map.

Key words: *representation, characterization, degeneracy, hybridity, hope*

### **36. Avoiding 'data woes' in Social Science Research: Some lessons from researcher identity and reflexivity**

by

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This paper introduces both experienced and beginning social science researchers to a not new but uncommon term – 'data woes'. It draws from personal research experiences to specifically explain the notion of 'data woes' in the context of researcher identities and reflexivity. The discussion draws from my experience as a research fellow and my PhD research work. It highlights how social science researchers can avoid 'data woes' using the available arsenal of research methods, existing research designs and research process practices. Issues concerning how much data is enough, how to collect more quality data to reduce social desirability effects in the data and how field work challenges the research questions are discussed. The main arguments developed include the need to have a clear understanding of what the research is focused on, what related issues to ignore and openness to adapt the research as it unfolds.

### **37. Raising awareness on what postgraduate students should expect: Accomplishments and common problems on both sides of the supervisor-student relationship**

by

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This paper attempts to raise some issues that are important for postgraduate students to be successful and to get as much out of the process as possible, and for supervisors who wish to help their students be successful. The intent is not to provide prescriptive advice. It is not a formula for finishing a thesis or a ten-step modus operandi for becoming a better supervisor. Nonetheless, it raises awareness on both sides of the supervisor-student relationship as to what the expectations are and should be for this relationship, what a postgraduate student should expect to accomplish, common problems, and where to go if the supervisor is not forthcoming. The paper draws attention to two important documents under review: *UEW Policies for Postgraduate Students (UPPS)* and *SGS Thesis/Dissertation/Project Handbook: A Guide to the Preparation, Submission and Completion of Degree Requirements* that contain the policies and regulations of the School of Graduate Studies Board (SGSB). In addition, postgraduate students are helped to navigate the twenty-three (23) forms and information sheets of the Postgraduate Admission Records Office (PARO). It recommends that the University prints out the documents in good time and makes it obligatory to all postgraduate students to possess copies.

### **38. Analytical driven qualitative research: Case study of graduates' thesis writing in a Ghanaian teacher university**

by

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The debate as to what constitute qualitative or quantitative research is an age old and never ending controversy with today's graduates also joining the chorus as academic exercise on which paradigm they favored. However, the arguments on the paradigm debate seem reticent on what constitute critical analysis of research data generated from the field from either 'disciples' of the research paradigms. It is out of scope of this paper to join the 'discipleship' debate. However, the interpretivists' paradigm is subjected to a critical discursive lens to examine the practice of evidence-based qualitative data analysis using a case study approach. From a Ghanaian teacher university, 15 convenient samples of graduate students' theses were used to generate coded data in NVivo Version 8<sup>™</sup> and Microsoft Excel<sup>™</sup>. Results were presented with frequency charts and chi-square statistics showing that; (i) over 86.66% of cases presented anecdotal findings without offering interpretivist lens as findings; (ii) 60% failed to answer their research questions for the study and were offering recommendations not based on the field data; (iii) invariably, 53.33 could not draw conclusions from their study; and (iv) no evidence was seen with computer applications use to code and analyze the field data by the students. It is the submission of this paper that perhaps, the enormity of handling, coding, and analyzing case studies data might have contributed to students' inability to conduct evidence-based empirical studies in the quantitative realm. Every research paradigm strives on data for decision making; consequently, this paper believes that narratives should be used to support a summarised position based on carefully coded (manual or electronic) field data.

### 39. An investigation of political party communication in Ghana: An impression management perspective

by

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&

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The manner in which political parties and political activist communicate to stakeholders have become an issue of public concern like the recent comments of some political party activist on the Supreme Court decisions on the Electoral Commission. Numerous voters, civil society, religious organizations and concern citizens have raised a number of trepidations about the way political communicators communicate using various media platforms. Politics is becoming 'impression politics' where the role of the media (both old and new media) is used by political parties to create impressions in the minds of voters. Accordingly, there seems to be changes in political communication making the style of communication critical. Thus, this study seeks to investigate how political parties in Ghana communicate taking inspiration from the Impression Management theory.

**Keywords:** Political Parties, Political Communication, Impression Management, Electorates

#### 40. Traditional roles of women and its effects on Girl education: The case of “Toman” a small fishing community

by

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Centre for Teacher Development and Action Research  
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“Krow” “Krow”, “tam”, “tam”, she prepares to start the morning chores as early as 3a.m. to wake up her daughters allowing the boys to have their rest. These girls under the umbrella of their mother, sells fish from morning till 5p.m. when they will go home to rest. These way of life goes on until the mother grows old and the capital is transferred to the most elder daughter who continues the business and nothing is said about schooling. These girls as they follow their mother's see how money is made they quickly jump into this fishing business. These natives of Toman are mostly traditionalists with patches of Christian and mashing. They believe soo much in their ancestors implying that women and young girls are sacred and need to be worshipped so there is no need to go to school to be under authority which they see as slavery. Mothers who are suppose to cater for their children, especially the girls, stay from their homes even on Tuesdays, when they do not go to the beach to sell. Chieftaincy is something they cherish soo much that during the enstoolment of chiefs, all mothers gather for weeks to deliberate on issues as to who to select. So as women we can visualize what will happen in our absence. Eeeiiiiiiiiiii, during festivals, mothers go to display their daughters to show how, wealthy they are. There you would see shapes, heights and shades all awaiting selection. Their male counterparts also follow to do appropriate selections and from there life goes on. “Toman” can also boast of properties which are owned by women including, lands, houses, canoes, fishing nets and other material gains. As these pictures are painted, girls see themselves as miniature gods,

become untouchable and so they see education as a bitter pill. At certain times, cultural displays are organized for beautiful girls to be selected as queens while their mothers dress them up for a number of days. Marriages there do not last because the women spend so much of their time outside the home leaving the girls to take over their places. During funerals, the women leave their homes to stay in their family houses for months until the day of burial so they leave their children to cater for themselves until she comes back. On arrival, she will quickly call for account of sales they have made and that is all. “Yooo,” “Yoo,” Mothers of “Toman over play their roles as mothers and their beautiful girls are left alone at the background.

#### **41. The response of discharged mental patients to art activities in textiles at the Kumasi Cheshire Home**

by

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The research sought to find out whether the residents of Kumasi Cheshire Home (rehabilitation centre) who are discharged mental patients have any response to art activities in textiles. The scope of the research was limited the art activities in textiles and the response of the discharged mental patient at Cheshire Home. Twenty respondents were used for the study—10 discharged mental patients, the Administrator, Chief Psychiatric Nurse and eight (8) staff of the home. Instrument used for data collection included interview, participant and non-participant observation as well as experiments. The main findings of the research which have been expounded by photographs of selected works of residents respond to art activities and that their intensity of illness did not affect their creativity. The findings and recommendation made on these patients will serve as a useful source of information for the psychiatric hospitals, rehabilitation centers and occupational therapist in the country and the general public.

## 42. Using constructivist approach to enhance students' understanding of logarithmic function: A case study of Kalpohin SHS, Tamale

by

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The purpose of the study was to explore how the constructivist approach could be used to enhance students' understanding of logarithmic function in senior high schools. Purposive sampling technique was employed to obtain a sample ( $n=60$ ) of male and female second year Agricultural Science and Home Science students from a senior high school in Tamale, the Northern Region of Ghana. A design-based research methodology in which a constructivist-based instructional (CBI) design was employed and evaluated using three instruments – pre-test, post-test and unstructured interviews – to measure students' understanding of logarithmic function, their attitudes and views about CBI. The results indicated that there was a significance difference between the pre-test and post-test scores of students' understanding of logarithmic function when taken through the use of CBI. It was therefore concluded that the use of CBI approach had positive effect on the students' understanding of logarithmic function. It was recommended that teachers should be encourage to use Constructivist Based Instruction approach in teaching Mathematical concepts including solving of Logarithm problems.

**Key words:** Constructivist approach; epistemology; logarithmic function

### **43. Photography as a means of solving graduate unemployment in Ghana**

by

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Many people have done a lot to generate employable opportunities for graduates. In view of this, there is the need job and the skills required for performing tasks in the job must be identified considering job titles and job descriptions. The purpose of this study is to unravel the job opportunities modern photography offers to graduates. It further explores the content and context of the courses offered students of photography and if it makes them competitive, versatile, innovative and self-employable after graduation. The research design was survey. A total of twenty (20) respondents were randomly sampled for the study, 10 graphic design students of University of Education, Winneba and 10 local photographers in Winneba. Questionnaire administration was the main source of data collection. The analysis was done with the Statistical Package for Social Sciences software Version 16.0. The results were finally presented in frequency distribution tables in the form of percentages, pie-charts and graphs. The study reveals among other findings that photography offers self-employment for students. However the study recommends that photography courses must be more practical. Students pursuing photography should have practical sessions where they can have hands on activities in photography, possibly in photo laboratory.

**44. Citizens' participation in community radio programming: A study of two community radio stations in Northern Region**

by

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Community radio plays significant roles in rural parts of Ghana through which people get information, entertainment, education, empowerment and livelihood. It serves as a link between the governed and the government, thereby, ensuring the realization of the dream of the people in a democratic society. The research design was a case study and used twenty (20) respondents from both the Simli and PAD radio stations. Data collection instruments included interviews, focus group discussion and content analysis. The findings showed that people participate in community radio because it addresses their needs. It was also revealed that the use of local languages ease participatory communication on community radio. Participants are gratified for having community radios as a domain that provide interesting interactive programmes that attract citizens to participate in the radio programming. It recommends the use of listeners clubs, community for as and other innovations at the two stations represents ideal feature of community radio.

**45. Remedial schools and identity construction in  
newspapers and on billboards:  
A study of remedial schools in Accra.**

by

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Obtaining admission into the traditional tertiary institutions in Ghana has been a source of worry to both parents and students after the release of West African Senior Secondary Certificate Examination (WASSCE) results because of poor performance on the part of students. WASSCE Remedial schools have therefore become the obvious alternative means for students to re-write the examinations and this has paved the way to compete with each other for students by using their communication to create favorable identities in the media. The study investigated the kind of identities constructed by remedial schools, what influence the construction of these identities and how the media identities constructed by the schools influence the choice of a particular remedial school by audiences. The underpinning theoretical framework is the identity theory. Six (6) remedial schools in the Greater Accra Region of Ghana were used for the study. Data was collected by interviews and content analysis of billboards in the Daily Graphic newspaper. The analysis revealed that majority of the remedial schools construct favourable identities on billboards through the use of pictures and words that are based on the expectations of their audiences.

## **46. Committee system and governance structure in the University of Education, Winneba: Insights and lessons**

by

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University governance and administration have generated much interest in recent times probably due to the reason that good governance does not only lead to higher performance in teaching, research and community service but also influences institutional standing and reputation. University of Education, Winneba has continued to develop a democratic and representative form of governance using 'the committee system of governance'. Its core values are accountability, transparency and involvement. This paper considers university governance and administration as based on delegating authority through the University Council and Academic Board to Schools or Faculties, Departments and Committees. It argues that University governance is considered as being effective when these levels of governance work together productively using the 'committee system.' The paper discusses that although university governance thrives on committees for its image, it argues that committee meetings deplete universities' primary business of teaching, research and community service depending on how it is managed. It finally recommends that concerted efforts should be made to review University committees to consolidate them and have fewer committees which will report more regularly to the parent bodies to enhance the 'committee system' objectives.

## **47. Brass band music in the Volta Region of Ghana: Repertoire and performance style in a funeral context**

by

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Brass band music forms a very important part of the musical culture of the Ewe of the Volta Region of Ghana. As a legacy of the activities of post-colonial Ghana, brass bands ensembles generally include European brass and percussion instruments with occasional addition of local drums and other percussive instruments from the African continent. As a result of indigenization processes, brass bands are widely spread across various performance contexts and occasions including funeral, worship, entertainment, civic programmes, National Day celebrations, and festivals. This study investigates brass band music in the context of funerals within mid-Eweland of the Volta Region of Ghana. The sample for the study comprised selected brass bands within Peki, Kpando, Alavanyo and Ho. Specifically; ten (10) bands were visited for the study. Participant-observation, interview, field recording and musical transcriptions were tools used for data collection. The study revealed repertoire decisions, instrumentation templates, costume and performance styles of the brass bands within funeral contexts. It also pointed out that traditional musical elements were employed in indigenizing funeral hymns and popular songs as part of their re-constructional processes. It also revealed that the bands have eclectic collection of traditional instruments so they can play all indigenous traditional genres. Finally, it recommends that other band masters and future researchers emulate the examples of the Volta Region bands.

#### **48. Advertising formats and consumer recall: A study of the perspectives of the television viewers in Ghana**

by

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Department of Communication and Media Studies, Faculty of  
Foreign Languages, Linguistics & Communication

The study sought to interrogate advertising formats used in television advertising and which ones are mostly recalled by television viewers in Ghana. It also sought to ascertain the perspectives of television viewers in Ghana about the various formats used and television advertisements in general. The study used qualitative content analysis and in-depth interviews to gather data which was analyzed qualitatively. It was found that there are eight advertising formats mostly used in television advertising in Ghana. These are music/jingle format, celebrity endorsement, demonstration format, slice-of-life, humour format, cartoon format, comparison format and testimonial formats. Television viewers in Ghana recall humorous, slice-of-life and celebrity formats than any other format for various reasons. Again, the perspectives of television viewers in Ghana about the various formats and advertisements in general are that advertisers should use relatable characters, use appropriate humour to carry message across, use non celebrity formats and give relevant information in an advertisement.

## **49. Communication between midwives and women-in-labour: A study at the Mamprobi Polyclinic, Accra**

by

**Gloria Ahima Baffoe**

MPhil, Business Communication

Department of Communication and Media Studies,

Faculty of Foreign Languages, Linguistic and Communication

The study sought to investigate the communication between midwives and women-in-labour at the Mamprobi Polyclinic in the Greater Accra Region of Ghana. A total of 6 women-in-labour and 2 midwives participated in the study. Instruments for data collection included interview, participant observation, focus group discussion and content analysis of medical records. The study was bound on the Rhetorical Sensitivity and Interaction-Process Analysis theories. The findings from the study revealed that midwives played major roles by using diversion therapy to ward client's minds off excruciating labour pains. They also used proxies and gestures to relay information to clients in cases where they were confronted with communication challenges because patients with different linguistic background patronizes the facility. It also emerged that abusive communicative behaviour was predominant in the labour ward. The study concluded that even though most women attest to the dominant abusive communicative behaviour in the ward, midwives consider it as preventive communicative measures to make the delivery process safe.

## 50. Evaluating the effectiveness of Theatre for Development projects: Gomoa Nyarkuadze in focus

by

**Patience Nukpezah, Lecturer**

Faculty, Theatre Arts

Department of Theatre Arts, School of Creative Arts

Theatre for Development projects are participatory social change activities which allow community members to analyse their needs and plan for a collective action. The strategy came about as a result of democratizing structures of communication for effective development. Several successful transformational cases have been recorded using this strategy in development in many parts of Africa and beyond. Winneba and its environs have witnessed developmental projects using this strategy, with the same motivation of transforming lives by students of the Department of Theatre Arts, for close to a decade now. However, no independent evaluation has been conducted to ascertain whether the projects have achieved their objectives and what the beneficiaries think and feel about them. This paper attempts an evaluation of a youth empowerment project carried out in 2015 at Gomoa Nyarkuadze in the Gomoa East district of the Central Region of Ghana. This exploratory exercise, describes the findings which are based on a non-participant observation and face to face interactions with some beneficiaries. The expressed opinions about the project are to use its example to enhance teaching and learning and in the execution of such projects in the future.

**Key words:** development, empowerment, communication, transformation

## 51. Traditional Costume For Tema *Ashin Yoo Kpemo* Puberty Rites

by

**Sussie Aku Damalie**

Faculty, Takoradi Polytechnic Takoradi, Ghana  
Department of Fashion Design & Textile Studies,  
School of Applied Arts, Takoradi Polytechnic

This paper is part of an ethnographic study recently conducted in the Tema Traditional area to identify and document the indigenous costume of the people of Tema in the Greater Accra Region of Ghana in relation to their puberty rites; Tema *Ashin Yoo Kpemo* and their symbolic meanings. Nine indigenes consisting of a clan head, the linguist of a chief fisherman and seven women were sampled and interviewed using convenient and snow ball approach for primary data. Sources of secondary data included family albums, history books, and student thesis. The study findings indicated that the people of Tema have observed this *kusum* since they settled in their old abode (*manmomoeimi*) in the Gold Coast era. The findings again revealed that only daughters of indigenous sons of the land, from as young as three years to first time pregnant adults qualify to go through this rite of passage. The very well-crafted wardrobe accounts of the *Ashin Yoo* includes *nmokofu, clala, ashinmu, mama tsuru, duku tsuru, flwa, ntab, oduku, atufu, kelobo, and fers*. Various beads such as *adiagba* and *corley*, and gold jewelry are used in adorning the *ashin yoo*. Specific body marks done as part of their make-up are related to which god their paternal clans related to. The dress culture of an *Ashin Yoo* is a matter of enhanced self and family profile and also shows family status. The clothing craft of the *Ashin Yoo* though classic can serve as ethnic inspiration in teaching fashion design in fashion institutions.

Keywords: Puberty rites, Ashin Yoo Kpemo, Indigenous Costumes.

## **52. Using Videos to Enhance Teaching and Learning in Primary Schools: A Case of Discovery Learning Alliance Project in Kumasi Metropolis**

by

**Charles Boachie**

MPhil, Communication and Media Studies

Department of Communication and Media Studies

Faculty of Foreign Languages, Linguistics & Communication

Videos are said to be a viable tool towards effective teaching and learning and help to improve assimilation and motivation through good learning techniques. This case study research aimed at exploring the use of videos to enhance teaching and learning in primary schools. The focus of the study was on four primary schools in Kumasi metropolis which are beneficiary of Discovery Learning Alliance Project (DLA). The study is qualitative and is underpinned by Mayer's Multimedia Learning theory. The study revealed that substantial proportion of the participants were of the view that proper use of video in the learning environment improves active participation in the learning activities, arouses learners' interest, increases the level of understanding and retention as well as decreases anxiety and tension on scary subjects. On the contrary, some participants were of the view that they learnt better in the traditional classroom than using videos. Based on the findings, it is recommended that the use of video-lessons should be part of teachers' professional development in Ghana.

### 53. The formation and usage of gerunds in Nandome

by

**Bernard Ngmenniabangne Bilikpe**

MPhil, Gur-Gonja

Department of Gur-Gonja Education

Faculty of Ghanaian Languages, UEW-Ajumako

The study is a morphosyntactic and semantic study of gerunds in Nandome. Out of preliminary observation of gerunds in Nandome, it is realised that the gerund marker {-bú} is not realised fully in speech, a split form of it, [-b] or [ú] are realized. The gerund phrase in Nandome also distinguishes between sentence adjuncts and adjuncts of a verb phrase. The movement of sentential adjuncts was found to resolve ambiguity in the gerund phrase. It was observed that degree emphasis can be achieved by making a gerund an argument to its root verb. In investigation, conversations and stories were recorded. 374 gerunds and 35 gerundive sentences were formed intuitively and cross checked by two native speakers. A focus group discussion considered some aspects of gerunds and semantic interpretations. Findings include: the gerund in Nandome is marked by {-bú}, which never occurs phonologically. The marker is realised as: [b], [ú], [ú], [fú], [fú] or [bá], accompanied by tone rising in the verb root, but with exceptions. The gerund has nine modifiers maximum. Besides sentential adjuncts, modifiers are leftward of the gerund. The gerund phrase in Nandome is similar to the NP only in its sentential distribution. Negation and HABIT are possible in the gerund phrase. When adverbials are in the gerund phrase, they get negated and not the gerund. It is conclusive gerundive constructions are able to: distinguish VP adjuncts from sentential adjuncts; correlate degree emphasis, differentiate particles within VP from those within I-node; provide etymological evidence that Nandome emerged from the southern dialects of Dagaare; and support some theoretical claims.

**55. Analysis of the phonological realization  
of diminutive in Ewe  
Godwin Mensah Kondo**

MPhil, Ewe

Department of Ewe Education,  
Faculty of Ghanaian Languages, UEW-Ajumako

This paper seeks to investigate the phonological realization of diminutive in Ewe. Ewe belongs to a cluster of dialects or languages known as Gbe. Ewe is spoken in the south eastern part of Ghana, Togo and across the Togo Benin border. A diminutive is a word which has been modified to convey a slighter degree of its root meaning to express the smallness of an object. There are several ways of marking diminutive in various languages across the globe. In English language for instance, one of the processes of marking diminutive is the attachment of some morphemes like '-let' or '-ette' to the root word. For example, book – booklet, pig – piglet, kitchen – kitchenette. In Twi, 'wa' and 'a' are the diminutive markers as in 'dadewa' and 'teatea'. In Dagbani, 'bila' is the diminutive marker as in bibila (small boy/girl), dubila (small room) and tibila (small tree). In Ewe, the clittic 'i' is the diminutive maker which is the realization of the surface representation 'vi'. And when the diminutive marker 'i' comes into contact with words, there are phonological processes that take place in the realization of the diminutive forms of such words. These phonological processes are the focus of this paper. Clitticization which could result in either vowel lowering or raising, coalition and elision which are all vowel to vowel assimilation are the major process for the realization of diminutive in Ewe. 'vi' which is the underlying diminutive marker in Ewe, goes through these vowel to vowel assimilatory processes for the realization of 'i' , 'e' and 'ɛ' as in gui (gourd), goe(gourd) and agbɛ(bowl).

55. Nufonyakuiwo kple wofe gɔmesese le nufo me

by

**Gabriel Kwame Agbemehia**

MPhil, Ewe

Department of Ewe Education,

Faculty of Ghanaian Languages, UEW-Ajumako

Dɔ sia fo nu tso nyakui siwo Eweawo zāna le nufo me la ŋu. Edzro nyakui *tsòò*, *tsùìà/ tsùì / sùì ā*, *éé* and *ló*, *Kɔ/kpá*, *òhòò*, *sèé*, *ló*, *héè*, *tòò* me le 'Natural Semantics Metalanguage' fe susudoanyi si Wiezbicka ɔ anyi la me. Nukɔmekula la tu dɔ sia ɔ efe susu sia dzi be gɔmesese le nyakuiwo si eye nyakui siawo ɔea gɔmesese vovovowo fiana tso te fe alo nufo si me wozā wo le la ŋu. Eɔe dzesi be nyakui fe ha siawo nɔa nyakɔsɔkɔsɔ, nyagbekɔsɔkɔsɔ kple nyagbewo fe gɔmedze fe eye woganɔa nuwufe hã. Le nyakuiwo fe tutuɔ me la, edze be nyakui siawo nyea nukɔkɔ ɔeka nya siwo mete ŋu nɔa wo ɔkuiwo si ɔea gɔmesese fiana o. Edze be nyakui siawo ɔea gɔmesese wu ɔeka fiana ku ɔ nufo si me wozā wo le la ŋu. Nugɔmekula la xɔ nutsotso tso Agbozume si nye Aŋlɔ du aɔe kple Kpando (Akpini) si nye Evedome du aɔe me.

## ENGLISH TRANSLATION

**The pragmatic study of some Ewe discourse particles**

by

**Gabriel Kwame Agbemehia**

MPhil, Ewe

Department of Ewe Education,

Faculty of Ghanaian Languages, UEW-Ajumako

**ABSTRACT**

This paper is a pragmatic study of some Ewe discourse particles. Ewe is a cluster of dialects known as Gbe spoken in south-eastern Ghana, southern Togo and across the Togo-Benin border with an estimated speaker of three to four million. The paper discusses the pragmatic meaning of *tsòò*, *tsùìà/ tsùì / sùì ã*, *éě* and *ló*, *Kɔ/kpá*, *òhóò*, *sèé*, *ló*, *hèè*, *tōō* within the framework of Natural Semantics Metalanguage. The view held in this paper is that discourse particles have meanings and that these meanings can be comprehended only when used in discourse. It argues that these particles have different meanings in different contexts. It concludes that syntactically, Ewe discourse particles occurs both at the beginning and the end of a phrase, clause and sentence. All discourse particles discussed in this paper are monosyllabic. Data used in the paper is drawn from Agbozume which represents the Southern Ewe and Kpando (Akpini), representing the Central Ewe. Native speaker intuition, focus group discussion involving ten Ewe speakers and interviews are used as data collection tools.

# Workshop Highlights Conference Performances/Exhibition

## Theatre

The UEW Theatre Arts Department

### Presents

*PEACE IN THE LAND* by Stephen Yaw Oppong on Tuesday,  
August 2, 2016 and Wednesday, August 3, 2016 at 7.30 p.m.  
prompt each day.

### **SYNOPSIS OF THE PLAY PEACE IN THE LAND BY STEPHEN YAW OPPONG**

National peace is not a gift but a wage of an endless unflinching and strategic fight against national chaos and violence. Theatre has been identified as one of the strongest tools by which sensitization, education, information and entertainment towards sustainable development is achieved. The play *Peace in the Land* by Stephen Yaw Oppong is intended to entertain and sensitize Ghanaians on the worth of peace to a nation and also reveal how the actions of political parties in Ghana can contribute to chaos in Ghana as has often happened in neighbouring countries. This will be done through a theatre production which will involve all the elements of theatre such as the director, actors, set and set crew, light and light crew, sound and sound crew, make-up and make-up crew, costume and costume crew as well as a theatre.

### **Synopsis of Play**

Following the terrible car knockdown of Efo and Owusu in a fight involving some NDC and NPP party members in their campaign processions, the two dead young men find themselves in the Land in Imagination where they continue to fight. Joroko; the receptionist of

the Land in Imagination whips them and reveals to them the fate of Ghana if the giant political parties will their fight against each other in the pursuit of power. Will Efo and Owusu escape the punishments for their inconsiderate actions while on earth because they now feel remorse?

**Playwright:** Stephen Yaw Oppong; **Directors:** Stephen Yaw Oppong; **Technical Director:** Johnson Edu; **Cast:** Bismarck Odum, Divine Owusu Kyere, Benedicta Akley-Quarshie; **Crew:** Latipher Osei, Sandra Abena Oppong, Leticia Adomakoh, Grace Adjei, Abena Egyirwah Arthur.

## Musical Concert

The **Conference Musical Concert** has been scheduled for Thursday, 4<sup>th</sup> August, 2016 night. Participants and Delegates in the performing arts who wish to perform are invited to submit titles of items for any medium that could be performed. Item submission and equipment request should be made to

Prof. C. W. K. Mereku—0243444975; email: [cmereku56@gmail.com](mailto:cmereku56@gmail.com) and

Mr. Samuel Ofori Danquah—0244015441; email: [ksofori@yahoo.com](mailto:ksofori@yahoo.com).

The **Musical Interludes** in the *Opening* and *Closing Ceremonies* will be rendered by the following from the UEW Music Education Department:

- a. Sylvia Ayi—Soprano Soloist
- b. Joseph Quaynor—Baritone Soloist
- c. Saviour Sallah—Pianist
- d. Sandwich Vacation Camp Students' Brass Band —  
Leader, George Asabere Maclean

## PROFILE OF DEPUTY GOVERNOR LAGOS STATE, NIGERIA



### HER EXCELLENCY DR. (MRS) IDIAT OLURANTI ADEBULE

Dr Idiat Oluranti Adebule was born in Lagos State, Nigeria, to the family of Idowu-Esho of Ojo Alaworo in Ojo Local Government area of the State. She began her early education at Awori College, Ojo. Thereafter, she proceeded to the Lagos State University, Ojo, for a course that led to the award of a Bachelor of Arts in Education (B.A. Ed) Degree in Islamic Studies in 1992. She came back to the same institution for a Master of Education Degree (M.Ed) in Curriculum Studies and passed out successfully in 1997. Later, she had a Certificate in Early Childhood Development Curriculum and School Administration and Assessment from the Nigeria Institute of International Education Association in 2006. Still thirsting for knowledge, Dr. Idiat enrolled and completed her Doctorate

Degree (PhD) in Curriculum Studies in 2012, once again, at the Lagos State University.

Dr. Adebule began her working career as an academic at Lagos State College of Primary Education (LACOPED), Noforija, Epe as a Lecturer in the Department of Religious Studies but later transferred her services to the Lagos State University as Lecturer in the Department of Curriculum Studies. She later taught Language Arts and Social Studies in the Faculty of Education.

Whilst in the Lagos State University, she served as member of various University Committees. Some of these included: Committee on the Establishment of LASU International Secondary School, LASU Staff

School Monitoring Committee, **Association of Learners and was the Coordinator, LASU Sandwich Degree Programme, Osun State College of Education, Ilesha Campus.**

Her political experience and sojourn began when she was appointed Commissioner 1 in the Lagos State Post Primary Teaching Service Commission (PP-TESCOM), now Teachers' Establishment and Pensions Office, by Asiwaju Bola Ahmed Tinubu from October 2000 to February 2005 and later as Board Member of the Lagos State Scholarship Board from February to November 2005.

Dr. Adebule was appointed and sworn in as the Secretary to the State Government by the Governor of Lagos State, Mr. Babatunde Raji Fashola (SAN) in July, 2011. Having been duly elected by the good people of the State and sworn in on May 29<sup>th</sup> 2015, she is currently the Deputy Governor of Lagos State and Superintend over the State's Ministry of Education.

A consummate writer, Dr. Adebule, has several local, national and international publications to her credit. These include:

- *Reading the objective of Universal Basic Education in Nigeria,*
- *The imperative of religion and peace in the quest for sustainable development in Nigeria: The Plateau State experience,*
- *The effective use of educational technology for religious teaching: Learning amongst secondary schools in Lagos State, Nigeria*

just to mention but a few.

A wife, a mother, a mentor, an advocate of women and child rights, a believer in the development of future leaders and a politician of repute, Dr. Adebule's interests include reading, travelling and community service.

## ACKNOWLEDGMENTS

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iii

The Vice Chancellor, UEW  
 Management, University of Education, Winneba  
 School of Graduate Studies  
 Her Excellency Doctor (Mrs) Idiat Oluranti Adebule (Deputy Governor, Lagos State and In-charge of the Education Ministry, Lagos State, Nigeria)  
 Department of Theatre Arts, UEW  
 Department of Music Education  
 Radio Windy Bay, UEW, Winneba  
 Radio Peace, Winneba  
 Windy Lodge, Winneba  
 GRASAG - UEW EXECUTIVE 2016-2017

### Media Houses

Radio Windy Bay	Joy FM
GTV	Multi TV
GBC Radio	Metro TV
STARR FM	Radio Peace
Citi fm	Mharaba Radio
Tv3	Okay fm Peace Fm
Atinka fm	Radio xyz
Mharaba	
3Fm	
UTV	
TV Africa	



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GRASAG-UEW 2015/2016  
1<sup>st</sup> IMC/PS