

## **Editorial Preface**

### **International Journal of Psychology and Education (IJOPE)**

#### **Volume 6, Issue 2 – 2025**

#### **Theme: Inclusive Pedagogies and Evidence-Based Practices in Higher Education**

In an era where equity and quality in education are simultaneously championed, it becomes imperative for educational systems, especially at the tertiary level, to critically interrogate and refine their pedagogical strategies. This issue of the *International Journal of Psychology and Education (IJOPE)*—Volume 6, Issue 2—is dedicated to the exploration of inclusive pedagogies and evidence-based practices in higher education, with a specific focus on the Ghanaian context. The collection of articles in this issue brings together diverse yet interrelated contributions that address academic equity, statistical rigor in assessment, support systems for students with disabilities, and the role of trust and technology in the digital transformation of higher learning.

We begin with **Frank Quansah’s** article, “*Equating Two Alternate Forms of Basic Statistics Test Using the Single Group Random Design: An Application of the Traditional Equating Methods*”, which sets a strong methodological tone. The study applies robust psychometric principles to equate two statistics test forms, offering practical insights for test developers and instructors who aim to ensure fairness and comparability in student assessment—a critical requirement for data-driven educational decisions.

The second article, authored by **Cyril Mawuli Honu-Mensah**, examines “*Smartphone Use among Ghanaian Undergraduate Students*” and presents a compelling narrative on the thin line between academic utility and behavioral addiction. Drawing on empirical evidence, the article probes how smartphone use affects students’ academic focus and mental well-being. It is a timely reminder of the digital dilemmas facing learners and educators alike.

Next, **Seth Dade Ansah** contributes a deeply reflective and policy-relevant article, “*Digital Trust and Equity in Transnational Education*”. The work challenges us to rethink online assessment and credentialing within cross-border education, emphasizing the importance of digital integrity, transparency, and inclusivity. This article serves as a valuable framework for institutions transitioning to or expanding digital delivery of academic programs.

Rounding off the issue is **Gifty Nana Yaa Rockson’s** insightful qualitative case study, “*Behind the Braille: Exploring Disability Officers’ Support for Students with Visual Impairment in Ghanaian Universities*”. This paper powerfully highlights the vital, yet often under-recognized, role of Disability Support Officers in promoting inclusive access to higher education. The themes of technological support, emotional care, and policy gaps underscore the urgent need to institutionalize inclusive practices.

Together, these four articles speak to a larger concern: how can higher education in Ghana and beyond become more inclusive, resilient, and responsive to diverse learner needs? Whether it is through refined assessment methodologies, technological mediation, or institutional support

frameworks, the authors in this issue provide both theoretical and practical pathways toward educational transformation.

On behalf of the editorial team, I would like to express our deepest appreciation to all contributing authors for their rigorous and timely scholarship. We also extend our gratitude to our peer reviewers, whose thoughtful feedback and dedication to academic quality have been instrumental in shaping the final manuscripts. Your commitment sustains the credibility and academic excellence of this journal.

We hope this issue stimulates continued dialogue, practice, and policy innovation in the field of psychology and education. As always, we welcome feedback and look forward to future submissions that push the boundaries of research, equity, and impact in education.

Warm regards,  
Editor-in-Chief  
International Journal of Psychology and Education (IJOPE)

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