

**INTERNATIONAL JOURNAL OF
PSYCHOLOGY AND EDUCATION
(IJOPE)**

**Department of Educational Foundations and
Department of Counselling Psychology,
University of Education, Winneba**

Volume 4

December, 2020

COPYRIGHT

The copyright of any article published in this journal, IJOPE rests with the publisher. No part of this publication may be reproduced, stored, transmitted or disseminated in any form, or any means without prior written permission from the Editor-in-Chief. Request to reproduce copyrighted material should be directed to the Managing Editor. Concern is hereby given for authors to copy their own articles from the journal for any scholarly purpose of their own.

ISSN: 2665-0886

All manuscripts should be submitted to:

International Journal of Psychology and Education (IJOPE), Department of Educational Foundations and Department of Counselling Psychology

Faculty of Educational Studies University of Education, Winneba

P. O. Box 25 Winneba, Ghana Tel: +233(0)332322140

GSM: +233(0)246913593

GSM +233(0)244453818

Email: ijope2018@gmail.com

Cover Design:

Solace Emefa Adzei

Department of Graphic Design University of Education, Winneba

DESCRIPTION OF THE JOURNAL

The International Journal of Psychology and Education (IJOPE) emphasises the publication of original investigations that contribute new knowledge and understanding to fields of Psychology and Education (other than clinical and applied experimental or human factors, which are more appropriate for other journals).

The IJOPE primarily considers empirical and theoretical investigations that enhance understanding of cognitive, motivational, affective, and behavioural psychological phenomena in work and other organisational settings, broadly defined.

Those psychological and educational phenomena can be

- at one or multiple levels -individuals, groups, organizations, or cultures;
- in work settings such as business, education, training, health, service, government, or military institutions; and
- in the public or private sector, for-profit or nonprofit organizations.

The IJOPE publishes several types of articles, including:

- Theoretically driven and rigorously conducted empirical investigations that extend conceptual understanding (original investigations or meta- analyses);
- Theory development articles as well as integrative conceptual reviews that synthesize literature and create new theory of psychological and educational phenomena that will stimulate novel research;
- Rigorously conducted qualitative research on phenomena that are difficult to capture with quantitative methods, or on phenomena that warrant inductive theory building.
- Rigorously conducted quantitative research on phenomena that are difficult to capture with qualitative methods, or on phenomena that warrant deductive theory building.

The journal accepts work that is conducted in the field or in the laboratory, where the data (quantitative or qualitative) are analysed with elegant or simple statistics, so long as the data or theoretical synthesis advances understanding of psychological and educational phenomena and human behaviour that have practical implications. A non-exhaustive sampling of topics appropriate for the International Journal of Psychology and Education (IJOPE) includes:

- individual differences in abilities, personality, and other characteristics; testing and personnel selection; performance measurement and management; training, learning, and skill acquisition; work motivation; job attitudes, affect, and emotions; leadership; team development, processes, and effectiveness; career development; work–family interface; work stress, health, and well-being; positive and negative work behaviours; diversity and cross-cultural differences in work behaviour and attitudes; technology and work systems; expertise and knowledge management; creativity, innovation, and adaptation; organisational culture and climate; and organisational design, change, and interventions.

EDITORIAL LIST

Editors-in-Chief

1. V/Rev. Fr. Professor Anthony Afful-Broni PhD, University of Education, Winneba, Ghana
2. Professor George Kankam PhD, University of Education, Winneba, Ghana

Consulting Editors

1. Professor Grace Yawo Gadagbui, University of Education, Winneba, Ghana
2. Professor Henry Olumuyiwa Owolabi, University of Ilorin, Ilorin, Nigeria
3. Professor Michael F. Alonge, Ado-Ekiti State University, Ado-Ekiti, Nigeria
4. Professor Charity Akortia, University of Ghana, Lagon, Ghana
5. Professor Emmanuel Akinade, Lagos State University, Lagos, Nigeria
6. Professor Augustine Osunde, University of Benin, Benin-City, Nigeria
7. Professor Samuel Kweku Hayford, University of Education, Winneba, Ghana
8. Professor Dandy George Dampson, University of Education, Winneba, Ghana
9. Professor Y. K. A. Etsey, University of Cape Coast, Ghana
10. Professor Ama De-Graft Aikins, University of Ghana, Lagon, Ghana.
11. Professor R. W. Okunloye, University of Ilorin, Ilorin, Nigeria
12. Professor Crintina Devecchi, University of Northampton, United Kingdom
13. Professor Alex Kumi-Yeboah, State University of New York, USA
14. Professor Yonah H. Matemba, University of West Scotland, Scotland
15. Dr. Emmanuel O. Acquah, Abo Akademi University, Finland

Editorial Board

1. Professor Samuel O. Adebule
2. Professor Dandy George Dampson
3. Dr. Richardson Addai-Munumkum
4. Dr. Peter Eshun
5. Professor Samuel Asare Amoah
6. Dr. Nyuiemedi Agordzo Edoh-Torgah
7. Dr. Paul Kobina Effrim
8. Mrs. Christina Ammah
9. Dr. Daniel K. Buku

Managing Editor

Dr. Paul Kobina Effrim

Editorial Office

International Journal of Psychology and Education (IJOPE), Department of Educational Foundations
Faculty of Educational Studies University of Education, Winneba
P. O. Box 25 Winneba, Ghana

Guidelines for Contributors on Submission of Articles

- 1.** The International Journal of Psychology and Education (IJOPE) accepts articles that address research, theory or practice in all aspect of Education. IJOPE publishes twice annually: December and June.
- 2.** Theory articles should explain how something works by describing a theoretical framework, construct, paradigm, or analogy. Practice should discuss specific practice or issues that can be generalised in any educational field and should demonstrate a theory in action.
- 3.** A cover letter should accompany all articles. It should include the title of the paper all authors' names and institutions of affiliation, contact address of the lead author to whom all correspondence regarding the article would be directed (email addresses are preferred) as well as contact numbers.
- 4.** Every effort should be made to ensure that the manuscript itself contains no clues to the authors. The first page of text should include the title of the manuscript.
- 5.** Articles should not exceed 4000 words (15-18 pages) excluding the abstract and the references. The abstract should not exceed 200 words, below which at most six key words are required. Typed scripts should be on A4 (210mm x 297mm) paper, double- spaced and typed on one side only using Times New Roman with a 12-point font. Pages should be numbered using Hindu-Arabic numerals. Between two and six key words that best describe the article should be provided.
- 6.** All illustrations should accompany the typescript and should be on separate sheets. All photographs, diagrams and charts should be referred to as figures and given Arabic numerals numbered consecutively in order in which they appear in the text.
- 7.** Tables should be kept to the minimum and include only essential detail. They should be given Hindu-Arabic numerals and referred to in the text.
- 8.** Articles must be original, well written, coherent and logical.
- 9.** Referencing should follow 6th edition of the publication manual of America Psychological Association (APA) Style. Unlink all references from the text if bibliography software was used. Articles that contain incomplete citations would be rejected.
- 10.** All submissions (initial and subsequent) for review should be sent via e-mail.
- 11.** It is a condition that articles are not simultaneously submitted or published anywhere. Receipts of all articles will be acknowledged promptly.
- 12.** The decision of the journal's assessors to publish or not will be communicated without delay.
- 13.** All manuscripts should be sent in Microsoft word and the version specified.
- 14.** All reviewed manuscripts will be subjected to plagiarism test and the acceptable level of plagiarism is pegged at 15% or less. This means originality of the manuscript for publication should be 85% or better.

All manuscripts written in English Language should be submitted electronically to ijope2018@gmail.com OR hard copies could be submitted to:

The Managing Editor, International Journal of Psychology and Education (IJOPE), Department of Educational Foundations, Faculty of Educational Studies, University of Education, Winneba, P. O. Box 25, Winneba, Ghana.

Authors should note the following

Manuscripts submitted for publication consideration in the International Journal of Psychology and Education (IJOPE) are evaluated according to the following criteria:

- degree to which the manuscript fits the mission of the journal
- significance of the theoretical, practical and/or methodological contributions
- quality of the literature review
- articulation and explication of the conceptual rationale, constructs, and psychological processes
- rigour of the design and execution of the study
- appropriateness of the analysis and interpretation of the results
- discussion of implications for theory, research, and application
- clarity of presentation

Manuscripts should be logically organised and clearly written in concise and unambiguous language. The goal of IJOPE is to publish useful information that is accurate and clear.

Types of Articles for Publication

Two primary types of articles will be published:

- Feature Articles, which are full-length articles that focus on a theoretically-driven empirical contribution (all research strategies and methods, quantitative and qualitative, are considered) or on a theoretical contribution that can shape future research in psychology and education.
- Research Reports, which are original in their empirical or theoretical contribution but smaller or narrower in scope than a Feature Article. Research Reports can also be useful (i.e., constructive) replications that contribute to the literature.

Research Reports are limited to not more than 16 manuscript pages of text proper; these limits do not include the title page, abstract, references, tables, or figures. Different printers, fonts, spacing, margins, and so forth can substantially alter the amount of text that can be fit on a page.

In determining the length limits of Research Reports, authors should count 25 lines of 12-point text with 1-inch margins as the equivalent of one page.

The review process is the same for Feature Articles and Research Reports — the two types of manuscripts differ only in length, commensurate to different scope of intended contribution. Authors can indicate whether their manuscript is to be considered as a Feature Article or a Research Report at the time of submission. However, the Editor (with input from the review team) may suggest that a Feature Article submission be pared down to Research Report length.

Vetting and Publication fee of \$100 or its cedi equivalent should be paid into the following account with branches throughout Ghana:

ACCOUNT NAME: INTERNATIONAL JOURNAL OF PSYCHOLOGY AND EDUCATION
ACCOUNT NUMBER:

ACCOUNT HOLDING BRANCH: Winneba OR

Republic Bank (Formerly HFC) Account Name: IJOPE

Account Number: 0271713223011 Account Holding Branch: Winneba

TABLE OF CONTENTS

Perceived Influences of Virtual Communication on Interpersonal Relationship of Undergraduates in Ogun-State, Nigeria

Lasode, Abolanle O., Ajibola, Faidat O., Adebayo, Emmanuel & Soetan, Jonathan O.1

The concept of Cook and Eat: A Semantics Aspect of Cook and Eat Verbs in Ewe

Emmanuel Dogbey17

Undergraduate Sandwich Students’ Conceptualisation of Leadership

Kweku Esia-Donko.....29

Education for Sustainable Development and Global Citizenship: A Situation analysis of Ghana’s Education Laws, Standards and Basic School Curriculum

Andy Ofori-Birikorang, Samuel A. Hayford, Dandy G. Dampson, Christina Hammond, Mavis Amo-Mensah, Ernest K. Amponsah, Richardson Addai-Mununkum.....45

Impact of Public Sector Compensation Reforms on Teacher Attrition in Ghana

Isaac Brako.....61

Monitoring Teacher Educators’ Concerns: Implications for Implementing the Bachelor of Education Curriculum in Colleges of Education in Ghana

Winston K. Abroampa, Maxwell G. Nyatsikor & Nathan O. Gyang.....77

Infrastructural Maintenance Practices in Schools and its Impact on Education Delivery in Ghana: The Case of Selected Schools in the Builsa South District

Amos A. Adangabe, Daniel A. Hayford, Nichodemus F. K. Kudzawu & George A. Adangabey...93

Effect of Parental Involvement on Academic Performance: A Comparative Study of Public and Private Junior High Schools in Gomoa East District in Ghana

Mark Quansah.....105

Influence of Gender and Geographical Location of School on Academic Performance of Students

Maxwell K. Owusu, Abraham Owusu, Ivy M. Nyamede, Richard Marfo.....121

Effects of Social Network Sites on Teacher Grainees’ grammar and Spelling Skills in Ghanaian Tertiary Institutions

Mohammed S. Issahaku, Gideon S. Agbotsu, Mohammed H. Jibril.....133

Retention of Senior High School Financial Accounting Teachers in Ghana: A Qualitative Elemental Analysis

Paul T. Saayir, Williams A. Sande.....145

Improving Poor Academic Performance in Mumford Community ‘A’ And ‘B’ Junior High Schools: The Role of Ghana Education Strategic Plan 2010-2020

Roger Amoako.....161

Incidence of Mathematics Anxiety Among Junior High Students’ Learning of Mathematics in Ghana	
Mary Obeng, Clement A. Ali, Jones Apawu & Paul K. Effrim.....	175
Teaching and Learning of English Language in Junior High Schools in Ashanti Region: Evidence from Sekyere Central District	
Moses A. Azewara, Emma P. Agyeman & Joseph D. Ahmoah.....	187
Assessing the Effectiveness of the Teaching Practice Model of Colleges of Education in Ghana: The Case of St. Joseph’s College of Education, Bechem	
Peter Haruna, Mary Agyemang & Bismark Osei.....	197
Implementation of Ghana’s School Feeding Programme: The Case of Gomoa West District	
Mark Quansah & Roger Amoako.....	211
Effect of Item Pre-Knowledge on Local Item Dependence and Distracter Efficiency Among Economics Students in Ogun State, Nigeria	
Yusuf O. Shogbesan, Bamidele A. Faleye & Paul K. Effrim.....	225