Edmond Kwesi Agormedah

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PROFILE

I am Eclecticist. I believe in using different teaching approach and strategies to demystify learners' misconception of concepts. I deploy pragmatist, constructivist and reconstructionist teaching strategies in my class.

I believe in my students, hence, they are NOT "Tabula rasa" (i.e., clean slate). The teacher is not a reservoir or repository of all knowledge and wisdom. The teacher's role is to make learning easier by liaising with students to create knowledge to facilitate learning.

I am committed to working towards the improvement of Business Education (i.e, Management Education) through hands-on research on related pedagogy, industrial demands, curriculum changes, implementation strategies and teacher motivation. I also aim to improve Management Education via Multidisciplinary and Interdisciplinary research and teaching.

Research Interests

1. Management Education
2. Curriculum & Instruction
3. Management Teacher Education
4. Educational Leadership & Management
5. Assessment & Measurement
6. Instructional Technology

RESEARCH

Interests	Management Education · Curriculum & Instruction · Teacher Education · Leadership & Management · Business education · Teacher development · Curriculum development & design · Curriculum implementation & evaluation · Assessment practices · Instructional technology
Areas	Social Psychology · Clinical Psychology · Education · General Health Professions · Sociology and Political Science · Applied Psychology

RESEARCH SUMMARY

64	762	13	22	6.54	56%
Publications	Citations	h-index	i10-index	Field-weighted impact	World top 10%

Counted from the 64 publications listed below, 2015–2026. Field-weighted impact is the mean over the 50 works scored for it; 1.00 is the world average for works of the same field, type and year. 28 of the 50 papers scored for it are among the world's most cited tenth for their field, type and year.

POSITIONS

Lecturer 2020–present
Department of Business and Social Sciences Education, University of Cape Coast, Cape Coast, Ghana

Graduate Assistant 2018–2020
Department of Business & Social Sciences Education, University of Cape Coast, Cape Coast, Ghana

EDUCATION AND QUALIFICATIONS

Ph.D. (Management Education) 2017–2020
Department of Business & Social Sciences Education, University of Cape Coast, Cape Coast, Ghana

M.Phil. (Curriculum Studies) 2013–2016
Department of Business & Social Sciences Education, University of Cape Coast, Cape Coast, Ghana

B.Ed. (Management & Economics) 2008–2012
Department of Business & Social Sciences Education, University of Cape Coast, Cape Coast, Ghana

PUBLICATIONS

Journal articles 55

1. F Quansah, M Srem-Sai, **EK Agormedah**, N Quansah (2026). Cross-cultural validation of the sport emotion questionnaire using elite hockey players: psychometric evidence from seven African countries. *International Journal of Sport and Exercise Psychology*.
2. Gideon Tetteh Agormedah, **Edmond Kwesi Agormedah**, Samuel Kwarteng (2026). Emotional intelligence and teaching practicum anxiety in preservice business teachers across gender differences. *Discover Social Science and Health*. https://doi.org/10.1007/s44155-026-00472-w
3. **Edmond Kwesi Agormedah** (2026). Emotional intelligence and teaching practicum anxiety in preservice business teachers across gender difierences. *Discover Social Science and Health*. https://doi.org/10.1007/s44155-026-00472-w_reference
4. **Edmond Kwesi Agormedah**, Iddrisu Salifu, Daniel Miezah, Francis Arthur, Paul Obeng, Mustapha Amoadu, Medina Srem-Sai, John Elvis Hagan, Thomas Schack (2026). Mediating roles of grit and learning motivation on students' academic resilience and engagement in Ghana. *Discover Education*. https://doi.org/10.1007/s44217-026-01877-0
5. **Edmond Kwesi Agormedah**, Leticia Bosu, Ernestina Larbie (2026). Predictors of business management teachers' teaching self-efficacy beliefs using a multivariate analysis. *Discover Education*. https://doi.org/10.1007/s44217-026-01926-8
6. Jacob Owusu Sarfo, Richmond Stephen Sorkpor, **Edmond Kwesi Agormedah**, Medina Srem-Sai, Paul Obeng, Newton Isaac Gbordzoe, John Elvis Hagan (2026). Prevalence and Associated Factors Accounting for In-School Adolescents' Serious Injuries in Bolivia: A Population-Based Cross-Sectional Survey. *Health Science Reports*. https://doi.org/10.1002/hsr2.72149
7. Mustapha Amoadu, John Elvis Hagan, Paul Obeng, **Edmond Kwesi Agormedah**, Medina Srem-Sai, Thomas Schack (2025). Academic Resilience and Motivation as Predictors of Academic Engagement Among Rural and Urban High School Students in Ghana. *Youth*. https://doi.org/10.3390/youth5010011
8. **Edmond Kwesi Agormedah** (2025). Association between learning engagement and learning satisfaction among first-year business students in higher education: the moderating effect of gender. *Discover Education*. https://doi.org/10.1007/s44217-025-00499-2
9. **Edmond Kwesi Agormedah**, Leticia Bosu, Paul Tongkomah Saayir, Charles Omane-Adjekum (2025).

Business management teachers' teaching expectancy beliefs about curriculum implementation: application of expectancy-value theory. *Discover Education*. https://doi.org/10.1007/s44217-025-00455-0

10. Paul Obeng, Medina Srem-Sai, Iddrisu Salifu, Mustapha Amoadu, Francis Arthur, **Edmond Kwesi Agormedah**, John Elvis Hagan, Thomas Schack (2025). Linking students' grit and academic engagement: Mediating role of academic motivation and self-regulated learning. *British Educational Research Journal*. https://doi.org/10.1002/berj.4185
11. Medina Srem-Sai, Francis Arthur, Iddrisu Salifu, Mustapha Amoadu, Paul Obeng, **Edmond Kwesi Agormedah**, John Elvis Hagan, Thomas Schack (2025). Modelling the associations between students' academic resilience, learning motivation, self-regulated learning and academic well-being in Ghana. *Acta Psychologica*. https://doi.org/10.1016/j.actpsy.2025.105278
12. Abigail Boatemaa Osafo, Sophia Ohene-Darko, **Edmond Kwesi Agormedah**, Charles Omane-Adjekum (2025). Navigating the Transition to Higher Education: Understanding the Experience among First-Year University Students. *Journal of Tertiary Education and Learning*. https://doi.org/10.54536/jtel.v3i1.4192
13. Paul Obeng, Medina Srem-Sai, Francis Arthur, Iddrisu Salifu, Mustapha Amoadu, **Edmond Kwesi Agormedah**, John Elvis Hagan, Thomas Schack (2025). Students' academic resilience and well-being in Ghana: the mediating effects of grit and motivation. *Discover Education*. https://doi.org/10.1007/s44217-025-00537-z
14. Ebo Amuah, **Edmond Kwesi Agormedah**, Kwame Akyeampong, Joseph Ghartey Ampiah (2025). Students' perceptions of their mathematics classroom learning environment in a newly implemented standard-based curriculum during the COVID-19 pandemic: a cluster analysis. *Cogent Education*. https://doi.org/10.1080/2331186x.2025.2473248
15. Leticia Bosu, **Edmond Kwesi Agormedah** (2025). Towards curriculum implementation: examining business management teachers' teaching efficacy beliefs. *Discover Education*. https://doi.org/10.1007/s44217-025-00680-7
16. Frank Quansah, **Edmond Kwesi Agormedah**, Medina Srem-Sai, John Elvis Hagan Jr, Thomas Schack (2024). Assessing the dimensionality of the sense of coherence scale (SOC-L9) using Ghanaian university students: Guarding against the method effect. *Heliyon*. https://doi.org/10.1016/j.heliyon.2024.e36252
17. Frank Quansah, Medina Srem-Sai, **Edmond Kwesi Agormedah**, Nathaniel Quansah, Amayra Tannoubi, John Elvis Hagan, Thomas Schack (2024). Cross-cultural validation of the sport emotion questionnaire using elite hockey players: psychometric evidence from seven African countries. *International Journal of Sport and Exercise Psychology*. https://doi.org/10.1080/1612197x.2024.2443634
18. **Edmond Kwesi Agormedah**, Francis Ankomah, Medina Srem-Sai, Regina Mawusi Nugba, Frank Quansah, John Elvis Hagan, Orkan Okan, Kevin Dadaczynski, Thomas Schack (2024). Effects of Gender and Age Interaction on Sense of Coherence and Subjective Well-Being of Senior High School Students in Northern Ghana. *Education Sciences*. https://doi.org/10.3390/educsci14020178
19. Medina Srem-Sai, Frank Quansah, **Edmond Kwesi Agormedah**, John Elvis Hagan, Thomas Schack (2024). Evaluating Teachers' Workplace Climate and Anxiety Response during the COVID-19 Pandemic: The Role of Information Seeking Platforms. *COVID*. https://doi.org/10.3390/covid4030025
20. Mustapha Amoadu, **Edmond Kwesi Agormedah**, Paul Obeng, Medina Srem-Sai, John Elvis Hagan, Thomas Schack (2024). Gender Differences in Academic Resilience and Well-Being among Senior High School Students in Ghana: A Cross-Sectional Analysis. *Children*. https://doi.org/10.3390/children11050512
21. Newton Isaac Gbordzoe, Medina Srem-Sai, **Edmond Kwesi Agormedah**, John Elvis Hagan, Jacob Owusu Sarfo (2024). Gender differences and correlates of bullying victimisation among in-school adolescents in Benin. *Discover Psychology*. https://doi.org/10.1007/s44202-024-00236-0
22. Medina Srem-Sai, **Edmond Kwesi Agormedah**, John Elvis Hagan, Newton Isaac Gbordzoe, Jacob Owusu Sarfo (2024). Gender-Based Biopsychosocial Correlates of Truancy in Physical Education: A National Survey among Adolescents in Benin. *Social Sciences*. https://doi.org/10.3390/socsci13050257
23. Kenneth Atsu Goka, **Edmond Kwesi Agormedah**, Sampson Achina, Moses Segbenya (2024). How Dimensions of Participatory Decision Making Influence Employee Performance in the Health Sector: A

Developing Economy Perspective. *Journal of Chinese Human Resource Management*. https://doi.org/10.47297/wspchrmwsp2040-800506.20241501

24. Medina Srem-Sai, Francis Ankomah, **Edmond Kwesi Agormedah**, Frank Quansah, John Elvis Hagan, Orkan Okan, Kevin Dadaczynski, Thomas Schack (2024). Investigating age-related COVID-19 digital health literacy and sense of coherence among adolescents and young adults in schools across Northern Ghana. *BMC Digital Health*. https://doi.org/10.1186/s44247-024-00063-2

25. Moses Segbenya, Felix Senyametor, Simon-Peter Kafui Aheto, **Edmond Kwesi Agormedah**, Kwame Nkrumah, Rebecca Kaedebi-Donkor (2024). Modelling the influence of antecedents of artificial intelligence on academic productivity in higher education: a mixed method approach. *Cogent Education*. https://doi.org/10.1080/2331186x.2024.2387943

26. Frank Quansah, Medina Srem-Sai, **Edmond Kwesi Agormedah**, Francis Ankomah, John Elvis Hagan, Thomas Schack (2024). Moderated moderation modelling of subjective social status, pocket money and depressive symptoms of university students in Ghana. *Frontiers in Public Health*. https://doi.org/10.3389/fpubh.2024.1325441

27. **Edmond Kwesi Agormedah**, Francis Britwum, Samuel Obed Amoah, Edwin Adjei, Vincent Kusi-Appiah (2024). Psychological Distress and Students' Academic Achievement in the Colleges of Education: Does Gender Matter? *Nepal Journal of Multidisciplinary Research*. https://doi.org/10.3126/njmr.v7i1.65245

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

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

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

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

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

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

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

35. Oppong Samuel, **Kwesi Edmond Agormedah** (2023). Moderating Role of Teacher Characteristics in the Relationship between Accounting Teachers' Pedagogical Content Knowledge and Lesson Delivery. *International Journal of Recent Innovations in Academic Research*.

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

doi.org/10.1186/s40359-023-01334-9

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

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

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

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

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

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

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

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

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

46. **Edmond Kwesi Agormedah** (2022). Perceptions of First-Year University Accounting Major and Minor Students of Introductory Accounting Course. *Journal of Research in Business and Management*.

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

48. Leticia Bosu, **Edmond Kwesi Agormedah**, Daniel Kweku Anhwere, Bernard Fentim Darkwa, Andzie Tahir Ahmed (2022). Quality in the Implementation of School-Based Assessment in Ghana: Evidence from Business Studies Teachers. *American Journal of Social Sciences and Humanities*. https://doi.org/10.55284/ajssh.v7i2.794

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

50. Francis Ankomah, Frank Quansah, **Edmond Kwesi Agormedah**, John Elvis Hagan, Medina Srem-Sai,

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

51. **Edmond Kwesi Agormedah**, Francis Britwum, Samuel Obed Amoah, Henry Yaw Acheampong, Edwin Adjei, Francis Nyamekye (2021). Assessment of Time Management Practices and Students' Academic Achievement: The Moderating Role of Gender. *International Journal of Social Sciences and Educational Studies*. https://doi.org/10.23918/ijsses.v8i4p171
52. **Edmond Kwesi AGORMEDAH**, Eugene ADU HENAKU, Desire Mawuko Komla AYİTE, Enoch APORİ ANSAH (2020). Online Learning in Higher Education during COVID-19 Pandemic: A case of Ghana. *Journal of Educational Technology and Online Learning*. https://doi.org/10.31681/jetol.726441
53. **Edmond Kwesi Agormedah** (2019). Appraisal of May/June West African Senior School Certificate Examination Questions in Business Management. *International Journal of Research in Teacher Education*. https://www.researchgate.net/profile/Edmond-Agormedah/publication/339054441_Appraisal_of_MayJune_West_African_Senior_School_Certificate_Examination_Questions_in_Business_Management/links/5e3b001a458515072d82e0d9/Appraisal-of-May-June-West-African-Senior-School-Certificate-Examination-Questions-in-Business-Management.pdf
54. **Edmond Kwesi Agormedah**, Enoch Apori Ansah, MaClean Bajimpong Betakan, Deborah Parker (2019). Instructional Technology Integration: Understanding Senior High School Business Studies Teachers' Concerns. *American Journal of Social Sciences and Humanities*. https://doi.org/10.20448/801.44.486.497
55. **Regina Sally Maison Edmond Kwesi Agormedah**, Arko (2018). Assessment of School Governance Practices in Senior High Schools in Ghana. *The International Journal of Humanities and Social Studies*.

Book chapters 3

1. **Edmond Kwesi Agormedah** (2026). Leading Without Means: School Leadership in Zongo Communities under Conditions of Economic Deprivation in Ghana. *Minority School Leadership during Crises*. https://doi.org/10.4324/9781003724223-6
2. **Edmond Kwesi Agormedah** (2026). Managing Rural Minority Schools in Ghana: Flooding and Infrastructural Crisis. *Minority School Leadership during Crises*.
3. **Edmond Kwesi Agormedah** (2025). Modelling Pre-service Business Teachers' Motivational Beliefs and Use of Artificial Intelligence in Lesson Planning-Preparation During Teaching Practicum. *Future education and learning spaces*. https://doi.org/10.1007/978-981-96-9251-4_10

Conference papers 4

1. Leticia Bosu, Prince Yeboah Asare, **Edmond Kwesi Agormedah** (2019). Pedagogical Content Knowledge of Ghanaian Senior High School Accounting Teachers: What does it look like? *WERA-2019: IS13: Invitational Symposium 13: Global South Perspectives on Research on Didactics – Teaching and Learning and Teacher knowledge (GERA: Ghana Educational Research Association), The University of Tokyo, Tokyo*.
2. **Edmond Kwesi Agormedah** (2019). Senior High School Business Studies Teachers' Concerns of ICT Integration. *1st SEDO Conference: Promoting Innovative Educational Practices for Sustainable Development, College of Distance Education, Univesity of Cape Coast, Cape Coast, Ghana*. https://scholar.google.com/scholar?cluster=8392719626892494733&hl=en&oi=scholarr
3. L Bosu, PY Asare, **Edmond Kwesi Agormedah** (2018). Service Quality and Students' Level of Satisfaction in Higher Education. *11th annual International Conference of Education, Research and Innovation*. https://library.iated.org/view/BOSU2018SER
4. L Bosu, **Edmond Kwesi Agormedah**, PY Asare (2018). Students' Feedback on Service Quality in Higher Education. *IATED*. https://library.iated.org/view/BOSU2018STU

Theses 2

1. **Edmond Kwesi Agormedah** (2020). Quality in Management Education Programme: The Perceptions of Lecturers and Students. *University of Cape Coast*. https://www.researchgate.net/profile/Edmond-Agormedah/publication/370288658_Quality_in_Management_Education_Programme_The_Perceptions_of_Lecturers_and_Students/links/64499fb4809a5350212ca37e/Quality-in-Management-Education-Programme-The-Perceptions-of-Lecturers-and-Students.pdf
2. **Edmond Kwesi Agormedah** (2015). Headmasters' and Teachers' Perception of Instructional Supervision in the Senior High Schools of Tema Metropolis. *University of Cape Coast*.