George Adom

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PROFILE

George Adom is my name. A lecturer at the University of Cape Coast, Ghana. Areas of Specialization: Curriculum studies, Development of Teaching Resources in Mathematics Education, STEM Education in Early Childhood Education, Teacher development in mathematics education. Development and sharing of knowledge in Teacher Education.

RESEARCH

Interests	Mathematics Education · Mathematics Education and Educational issues
Areas	Education · Developmental and Educational Psychology · Applied Mathematics · Gender Studies · Information Systems · Information Systems and Management

RESEARCH SUMMARY

12	44	4	1	8.93	50%
Publications	Citations	h-index	i10-index	Field-weighted impact	World top 10%

Counted from the 12 publications listed below, 2014–2026. Field-weighted impact is the mean over the 6 works scored for it; 1.00 is the world average for works of the same field, type and year. 3 of the 6 papers scored for it are among the world's most cited tenth for their field, type and year.

POSITIONS

Dr. 2021–present
Department of Basic Education, University of Cape Coast, Cape Coast, Ghana

University of Cape Coast
Cape Coast, Ghana

EDUCATION AND QUALIFICATIONS

PhD. 2017–2020
Mathematics Education, University of Fort Hare, Alice, South Africa

DISTINCTIONS, MEMBERSHIPS AND SERVICE

Dr. 2021–present
Department of Basic Education, University of Cape Coast, Cape Coast, Ghana

PUBLICATIONS

Journal articles 10

1. Isaac Benning, **George Adom**, Douglas Darko Agyei, Japhet Kwasi Osiakwan, Helena Naa Korkor Tetteh, Forster D. Ntow (2026). A multivariate and structural modelling analysis of teacher readiness and adoption of the TM1 laptop computer for classroom use. *Discover Education*. https://doi.org/10.1007/s44217-026-01698-1
2. Daniel Gbormittah, Christopher Yarkwah, Japhet Kwasi Osiakwan, **George Adom** (2025). Culturally

responsive pedagogy model integration in mathematics education: Perceptions and practices among Ghanaian teachers. *Social Sciences & Humanities Open*. https://doi.org/10.1016/j.ssaho.2025.102036

3. Might Kojo Abreh, Mavis Okyere, Japhet Osiakwan, **George Adom** (2025). Navigating the Use and Misuse of Likert Scales in Counseling and Development Research. *Measurement and Evaluation in Counseling and Development*. https://doi.org/10.1080/07481756.2025.2499964
4. Monilola Oyetade, **George Adom** (2024). Chapter 14: Spaced practice in classrooms. *Open Books and Proceedings*. https://doi.org/10.38140/obp1-2024-14
5. Daniel Gbormittah, Daniel Paa Korsah, Japhet Kwasi Osiakwan, **George Adom** (2024). Perceived attitude of preservice teachers towards the integration of technology in teaching and learning college geometry: cases of two selected colleges of education in Ghana. *Discover Education*. https://doi.org/10.1007/s44217-024-00149-z
6. Forster D. Ntow, **George Adom**, Solomon Essel, Samuel Kenney (2024). Students' Understanding of the Equal Sign when Solving Arithmetic Tasks. *African Journal of Educational Studies in Mathematics and Sciences*. https://doi.org/10.4314/ajesms.v20i2.5
7. **George Adom** (2020). An investigation of the use of paper folding manipulative material on learners' performance in fractions in grade 9. *Journal of Research and Review*. https://www.academia.edu/download/96315161/IJRR0019.pdf
8. **George Adom** (2020). The use of Cuisenaire rods on learners' performance in fractions in grade 9 in public high schools in Chris Hani west district, South Africa. *Int. J. Sci. Res. Publ*. https://www.academia.edu/download/90426437/ijsrp-p10215.pdf
9. **GEORGE ADOM** (2018). Motivation and attitude of grade nine learners towards mathematics in King Williams Town Education District, South Africa. *Ghana Journal of Development Studies*. https://www.researchgate.net/profile/Adom-George/publication/325691930_Motivation_and_attitude_of_grade_nine_learners_towards_mathematics_in_King_Williams_Town_Education_District_South_Africa/links/5c9a410845851506d72d922b/Motivation-and-attitude-of-grade-nine-learners-towards-mathematics-in-King-Williams-Town-Education-District-South-Africa.pdf?origin=journalDetail&_tp=eyJwYWdlIjoiam91cm5hbERldGFpbCJ9
10. **GEORGE ADOM** (2014). Lexical Ambiguity in Algebra, Method of Instruction as Determinant of Grade 9 Studentsâ€™ Academic Performance in East London District. *Mediterranean Journal os Social Sciences*. https://scholar.google.com/scholar?cluster=13704552283817649077&hl=en&oi=scholarr

Reports 1

1. **George Adom** (2020). Effects of the use of manipulative materials on grade nine learners' performance in fractions in public high schools in Chris Hani West Education District, South Africa. *University of Fort Hare*. https://libdspace.ufh.ac.za/bitstreams/48daabf4-a1ce-4e20-87c7-c095d71234db/download

Theses 1

1. **George Adom** (2017). An examination of factors affecting Grade 9 learners' performance in Mathematics in King Williams' Town Education District. *University if Fort Hare*. https://libdspace.ufh.ac.za/items/398e7134-c996-4911-9fb8-a21e39925981