Theophilus Ossei-Anto

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RESEARCH

Interests	Science Education · Distance Learning · Physics Education · Learning and Instruction · Performance Assessment
Areas	Education · Chemical Health and Safety · Radiological and Ultrasound Technology · Developmental and Educational Psychology · Medical Laboratory Technology · Physical and Theoretical Chemistry

RESEARCH SUMMARY

23	125	7	3	1.44	15%
Publications	Citations	h-index	i10-index	Field-weighted impact	World top 10%

Counted from the 23 publications listed below, 1996–2026. Field-weighted impact is the mean over the 13 works scored for it; 1.00 is the world average for works of the same field, type and year. 2 of the 13 papers scored for it are among the world's most cited tenth for their field, type and year.

PUBLICATIONS

Journal articles 21

1. Anna Mwnibuabu Naah, **Theophilus Acquinas Ossei-Anto**, Akwasi Acheampong (2026). Integrating Indigenous Practices into the Teaching and Learning of Science: A Study-led Model. *Journal of Science and Education (JSE)*. https://doi.org/10.58905/jse.v6i2.574
2. **Theophilus Aquinas Ossei-Anto**, A Acheampong (2025). Exploring factors influencing the acceptance of dry lab technologies in Ghanaian senior high schools: IPMA insights on the influence of technology familiarity. *Journal of Research in Science, Mathematics and Technology Education*. https://jrsmte.com/article/importance-performance-map-analysis-based-ipma-framework-for-assessing-determinant-factors-16403
3. Valentina Osei-Himah, **Theophilus Aquinas Ossei-Anto**, Buabeng Isaac (2025). Pre-service Teachers' Preparedness to Teach Selected Physics Topics within Integrated Science at the Basic Schools, in Ghana. *International Journal of Physics & Chemistry Education*. https://doi.org/10.51724/ijpce.v17i2.380
4. Frank Owusu Ansah, Humphrey Darkeh Assem, **Theophilus Aquinas Ossei-Anto**, Michael Owusu, Akwasi Acheampong (2024). Assessing Safety Status of Physical Infrastructure in Chemistry Laboratories: A Study of Public Colleges of Education in Ghana. *Creative Education*. https://doi.org/10.4236/ce.2024.1512149
5. Michael Owusu, Humphrey Assem, **Theophilus Ossei-Anto**, Frank Ansah (2024). Challenges in Understanding the Mole Concept Among Level 200 Students in Science Colleges of Education in Ghana. *Higher Education Research*. https://doi.org/10.11648/j.her.20240905.14
6. Michael Owusu, Humphrey Darkeh Assem, **Theophilus Aquinas Ossei-Anto**, Frank Owusu Ansah, Godfred Darko (2024). Challenges in Understanding the Redox Reaction Concept among Level 200 Students in Science Colleges of Education in Ghana. *Creative Education*. https://doi.org/10.4236/ce.2024.1510134
7. Lydia Opoku Acheampong, Emmanuel Acquah, **Theophilus Ossei-Anto**, Winston Kwame Aborampah (2024). Development and Validation of a Model for the Assessment of Biology Teachers' Professional Reflective Practice. *European Journal of Education and Pedagogy*. https://doi.org/10.24018/ejedu.2024.5.6.889

8. Frank Owusu Ansah, Humphrey Darkeh Assem, **Theophilus Aquinas Ossei-Anto**, Akwasi Acheampong, Michael Owusu (2024). Evaluating the Availability and Effectiveness of Safety Equipment in Chemistry Laboratories at Public Colleges of Education in Ghana. *Creative Education*. https://doi.org/10.4236/ce.2024.1510136

9. Joseph Parker, Isaac Asare, Charles Badu, **Theophilus A. Ossei-Anto** (2022). Examining the use of 21st-Century Teaching Skills in Basic School Science Classrooms. *European Journal of Education and Pedagogy*. https://doi.org/10.24018/ejedu.2022.3.4.393

10. Stephen Kwame Amoako, Kwasi Oppong, Jonah Addai Tabi, **Theophilus Aquinas Ossei-Anto** (2022). Factors Affecting Trainees' Performance in Organic Chemistry in Colleges of Education in Ghana. *European Journal of Education and Pedagogy*. https://doi.org/10.24018/ejedu.2022.3.6.403

11. Samuel Richard Marcourt, Emmanuel Aboagye, Ebenezer Kingsley Armoh, Vivian Vinette Dougblor, **Theophilus Aquinas Ossei-Anto** (2022). Teaching Method as a Critical Issue in Science Education in Ghana. *Social Education Research*. https://doi.org/10.37256/ser.4120232058

12. Emmanuel Aboagye, Ebenezer K. Armoh, Samuel R. Marcourt, Vivian V. Dougblor, **Theophilus A. Ossei-Anto** (2022). Towards Enhancing Quality Physical Education Lessons: The Role of Improvisation. *European Journal of Education and Pedagogy*. https://doi.org/10.24018/ejedu.2022.3.3.371

13. GK Aboagye, **TA Ossei-Anto**, Joseph Ghartey Ampiah (2018). Combining inquiry-based hands-on and simulation methods with cooperative learning on students' learning outcomes in electric circuits. *American Journal of Educational Research*. https://ir.ucc.edu.gh/server/api/core/bitstreams/b0f61ad0-0f6e-46a3-b997-127bfa32cbb6/content

14. Isaac Buabeng, **Theophilus Aquinas Ossei-Anto**, Joseph Ghartey Ampiah (2014). An Investigation into Physics Teaching in Senior High Schools. *World Journal of Education*. https://doi.org/10.5430/wje.v4n5p40

15. John Kwame Euafo Edumadze, **TA Ossei-Anto** (2014). Evaluating the awareness and perceptions of lecturers in using e-learning tools for teaching in University of Cape Coast. *International Journal Of Computing Academic Research (Ijcar)*. https://meacse.org/ijcar/archives/37.pdf

16. GK Aboagye, **Theophilus Aquinas Ossei-Anto** (2011). Effectiveness of learning cycle in exploring students' preconceptions on selected concepts in direct current electricity. *Journal of Science and Mathematics Education*. https://www.academia.edu/download/61339127/EFFECTIVENESS_OF_LEARNING_CYCLE_IN_EXPLORING_STUDENTS_PRECONCEPTIONS_ON_SELECTED_CONCEPTS_IN_DIRECT_CURRENT_ELECTRICITY20191126-22839-dy.pdf

17. **Theophilus Aquinas Ossei-Anto** (2008). Distance education, universities and Ghana in context. *Journal of Educational Management*. https://doi.org/10.47963/jem.v5i.400

18. **Theophilus Aquinas Ossei-Anto** (2004). A PROPOSAL TO CHANGE THE WAY DISTANCE EDUCATION IS ORGANIZED IN GHANA. *INFORMATION AND COMMUNICATION TECHNOLOGIES USAGE IN HIGHER DISTANCE EDUCATION IN SUB− SAHARAN AFRICA*. https://iite.unesco.org/pics/publications/en/files/3214626.pdf#page=135

19. **Theophilus Aquinas Ossei-Anto** (2004). CASE STUDY OF A POTENTIAL APPLICATION OF THE UNESCO IITE COURSE "ICTs IN DISTANCE EDUCATION" IN GHANA. *INFORMATION AND COMMUNICATION TECHNOLOGIES USAGE IN HIGHER DISTANCE EDUCATION IN SUB− SAHARAN AFRICA*. http://iite.unesco.org/pics/publications/en/files/3214626.pdf#page=202

20. **Theophilus Aquinas Ossei-Anto** (2003). Distance and open learning at the University of Education, Winneba. *The 10th Cambridge International Conference on Open and Distance Learning 2003. Collected conference papers. Cambridge, UK*. https://scholar.google.com/scholar?cluster=11226361510624433878&hl=en&oi=scholarr

21. **TA Ossei-Anto** (1999). Management and integration of science resources in Ghana's educational reform programme. *Journal of Educational Management*. https://www.researchgate.net/profile/Theophilus-Ossei-Anto/publication/356499465_Management_and_integration_of_science_resources_in_Ghana's_educational_reform_Programme/links/647f37ae2cad460a1bf8c4de/Management-and-integration-of-science-resources-in-Ghanas-educational-reform-Programme.pdf

Reports 1

1. **TA Ossei-Anto** (2013). Post situational report on colleges of education students' poor performance in science and mathematics. *A research report presented to the Professional Board*. https://scholar.google.com/scholar?cluster=3529714694234870654&hl=en&oi=scholarr

Theses 1

1. **Theophilus Aquinas Ossei-Anto** (1996). Assessing laboratory skills of students in selected high school physics topics in optics. *State University of New York at Buffalo*. https://search.proquest.com/openview/2624c196f806f26657dc0fb817e65f5f/1?pq-origsite=gscholar&cbl=18750&diss=y