Peter Anti Partey

Lecturer · Department of Business and Social Sciences Education
University of Cape Coast

ORCID 0009-0008-8967-1690 · Homepage researchgate.net/profile/Peter-Anti-Partey?ev=hdr_xprf · Google Scholar scholar.google.com/citations?user=qIpPSggAAAAJ&hl=en · ResearchGate researchgate.net/profile/Peter-Anti-Partey · LinkedIn gh.linkedin.com/in/peter-partey-anti-phd-9bb62774?original_referer=https%3A%2F%2Fwww.google.com%2F · Google Scholar scholar.google.com/citations?user=qIpPSggAAAAJ&hl=en · Profile scholar.ucc.edu.gh/staff/29c36d13-baa3-47ed-a915-3e8feb334689

RESEARCH

Interests	Economics of Education · Education Policy & Finance · Curriculum & Pedagogy · TVET & Skills Development · Quality Education · Education Resources · Education Policy · Curriculum and Pedagogy
Areas	Education · Artificial Intelligence · Developmental and Educational Psychology · Gender Studies · Information Systems · Safety Research

RESEARCH SUMMARY

28	94	6	2	4.20	43%
Publications	Citations	h-index	i10-index	Field-weighted impact	World top 10%

Counted from the 28 publications listed below, 2010–2026. Field-weighted impact is the mean over the 14 works scored for it; 1.00 is the world average for works of the same field, type and year. 6 of the 14 papers scored for it are among the world's most cited tenth for their field, type and year.

POSITIONS

Lecturer
Business and Social Sciences Education, University of Cape Coast, Cape Coast, Ghana

EDUCATION AND QUALIFICATIONS

PhD Economics Education
University of Cape Coast, Cape Coast, Ghana

PUBLICATIONS

Journal articles 23

1. **Peter Partey**, Emmanuel Quayson, Samuel Adjei, Joseph Antwi (2026). Determinants of Generative AI Adoption in Teacher Education: A TTF–TPB Model Tested with PLS-SEM. *Journal of Educational Technology Development and Exchange*. https://doi.org/10.18785/jetde.1902.05
2. Francis Arthur, **Peter Anti Partey**, Mark Inkoom (2026). From Ethical Awareness to Social Good: A Model of Responsible AI among Higher Education Students. *Inspirations in AI Innovation*. https://www.walsh.edu/_files/Inspirations_In_AI_Vol_2.pdf#page=25
3. Francis Obeng Gyedu, **Peter Anti Partey**, Frank Adjepong Boafo, Doris Dzeidzorm Agbo (2026). Gamification Effect: Enhancing Student Learning Outcomes in Higher Education: A Meta-Analysis and Policy Implications. *SAGE Open*. https://doi.org/10.1177/21582440261421375
4. Francis Obeng Gyedu, **Peter Anti Partey**, Francis Arthur, Ernest Opoku (2026). Gender, teaching experience, and ICT integration self-efficacy in economics classrooms: evidence from Ghanaian senior high schools. *Frontiers in Education*. https://doi.org/10.3389/feduc.2026.1838740
5. Bernard Yaw Sekyi Acquah, Francis Arthur, **Peter Anti Partey**, Emmanuel Quayson, Francis Obeng Gyedu,

Silas Afutu Quaye, Dominic Winston Kaku, Ernest Opoku, Francis Mensah, Dorcas Frempong, Sharon Abam Nortey (2026). Predictors of continuous use intention of information communication technology among economics teachers in Ghana: a multi-analytical approach. *SN Social Sciences*. https://doi.org/10.1007/s43545-026-01450-4

6. A. Y. Abraham, B. Y. S. Acquah, **P. Anti Partey** (2025). Determinants of Household Choice of Pre-Tertiary Education in Ghana. *African Journal Of Applied Research*. https://doi.org/10.26437/ajar.v11i1.876
7. Collins Twumasi, **Peter Anti Partey**, Dickson Adom (2025). The Impact of Leadership Styles on Selected Educational Administrators in the Suame Municipality of Ghana. *E-Journal of Humanities Arts and Social Sciences*. https://doi.org/10.38159/ehass.202561223
8. **Peter Anti Partey**, Samuel K. Annim, Mumuni Baba Yidana, Joshua Sebu (2024). Estimating the extent of educational resource deprivation among basic schools and its effect on quality education in Ghana. *International Journal of Educational Development*. https://doi.org/10.1016/j.ijedudev.2024.103077
9. Mumuni Baba Yidana, Francis Arthur, Dominic Winston Kaku, **Peter Anti Partey** (2023). Predictors of Economics Students' Behavioural Intention to Use Tablets: A Two-Staged Structural Equation Modelling–Artificial Neural Network Approach. *Mobile Information Systems*. https://doi.org/10.1155/2023/9629405
10. Francis Arthur, **Peter Anti Partey** (2023). Proposed Model for Washback Effect of High-stakes Test in Ghanaian Senior High Schools. *Asian Journal of Education and Social Studies*. https://doi.org/10.9734/ajess/2023/v48i41088
11. Bernard Yaw Sekyi Acquah, **Peter Anti Partey** (2023). Self-Efficacy Beliefs and Performance of Pre-Service Economics Teachers: Implications for Teacher Training. *Journal of Educational Issues*. https://doi.org/10.5296/jei.v9i1.16324
12. Francis Arthur, **Peter Anti Partey** (2023). Washback Effects of High-Stakes Test: Perspectives of Economics Teachers and Students. *Asian Journal of Education and Social Studies*. https://doi.org/10.9734/ajess/2023/v40i1866
13. **P Anti Partey** (2022). Development of a multidimensional educational resource deprivation index for basic schools in Ghana: implications for quality and access to basic education. *Unpublished doctoral thesis, University of Cape Coast, Cape Coast*. https://scholar.google.com/scholar?cluster=11851367786704899993&hl=en&oi=scholarr
14. **Peter Anti Partey** (2022). Educational resource deprivation and its effect on access to and quality of basic education in Ghana. *Unpublished doctoral dissertation, University of Cape Coast*. https://ir.ucc.edu.gh/server/api/core/bitstreams/04a3430a-8292-4924-af05-cc7a37a5b851/content
15. Mumuni Baba Yidana, **A Partey** (2018). Economics Teachers' Conceptions of Classroom Assessment. *International Journal for Innovation Education and Research*. https://doi.org/10.31686/ijier.vol6.iss10.1176
16. **MB Anti Partey**, MB Yidana (2018). Self-esteem and academic achievement of Economics students in selected senior high schools in the Ashanti Region, Ghana. *J. Innovat. Educat. Africa*. https://scholar.google.com/scholar?cluster=17978716374327553007&hl=en&oi=scholarr
17. **Peter Anti Partey** (2016). Camara Kwasi Obeng Department of Economics, University of Cape Coast, Cape Coast, Ghana. *Management*. https://www.researchgate.net/profile/Camara-Obeng/publication/304415553_Determinants_of_Students'_Performance_in_Economics_in_the_Ashanti_Region_of_Ghana/links/5b0d3c8fa6fdcc8c25373221/Determinants-of-Students-Performance-in-Economics-in-the-Ashanti-Region-of-Ghana.pdf
18. **Anti Partey** (2016). Determinants of Study Habits among Senior High School Economics Students in the Kumasi Metropolis of Ghana: A Logistic Regression Analysis. *Journal of Educational Development and Practice*.
19. **Peter Anti Partey**, Bernard Y. S. Acquah (2016). Effect of micro-teaching on students' performance during off-campus teaching practice: A partial least square structural equation modelling (Pls-Sem) analysis. *Journal of Educational Management*. https://doi.org/10.47963/jem.v7i.1210
20. **O Anti Partey**, C Obeng (2015). Determinants of students' performance in economics in the Ashanti Region of Ghana'. *J. Educ. Manag.*. https://scholar.google.com/scholar?cluster=4482089251214230770&hl=en&oi=scholarr

21. **B. Y. S. & Anti Partey** (2014). The importance of field experience in teacher preparation: Perspectives of Trainee Economics Teachers in the University of Cape Coast. *International Journal of Research in Social Sciences*.

22. **Peter Anti Partey** (2014). The influence of co-curricular activities on students' performance in economics. *University of Cape Coast*. https://www.researchgate.net/profile/Peter-Anti-Partey/publication/304415605_THE_INFLUENCE_OF_CO-CURRICULAR_ACTIVITIES_ON_STUDENTS'_PERFORMANCE_IN_ECONOMICS/links/576ec43508ae62194746bb37/THE-INFLUENCE-OF-CO-CURRICULAR-ACTIVITIES-ON-STUDENTS-PERFORMANCE-IN-ECONOMICS.pdf

23. Mumuni Baba Yidana, Bernard Yaw Sekyi Acquah, **B. Y. S. & Anti Partey** (2010). THE RELATIONSHIP BETWEEN STUDENTS'ACHIEVEMENTS IN MATHEMATICS AND THEIR PERFORMANCE IN ECONOMICS. *International Journal of Educational Leadership*. https://www.researchgate.net/profile/Peter-Anti-Partey/publication/304417014_THE_RELATIONSHIP_BETWEEN_STUDENTS'_ACHIEVEMENTS_IN_MATHEMATICS_AND_THEIR_PERFORMANCE_IN_ECONOMICS/links/576ec70108ae10de639a486c/THE-RELATIONSHIP-BETWEEN-STUDENTS-ACHIEVEMENTS-IN-MATHEMATICS-AND-THEIR-PERFORMANCE-IN-ECONOMICS.pdf

Book chapters 1

1. **Peter Anti Partey**, Bernard Yaw Sekyi Acquah (2023). Experiences of the Pre-Tertiary Ghanaian Teacher Teaching Amidst a Pandemic. *Advances in higher education and professional development book series*. https://doi.org/10.4018/978-1-6684-7722-9.ch007

Conference papers 2

1. **Y. E. Anti Partey** (2015). Role of supervision and monitoring in ensuring quality basic education in Ghana: Views and expectations of supervisors and teachers. *First Research Conference of the Ghana Chapter of Educational Research Network for West and Central Africa (ERNWACA),*.

2. **B. Y. S. & Anti Partey** (2013). Challenges and prospects of off-campus teaching practice: The perspective of trainee economics teachers in the University of Cape Coast. Paper presented at. *Contemporary Issues in Teacher Education and Management (CEFWA-2013)*.

Reports 1

1. **Peter Anti Partey** (2025). Skills trainings and Bayesian learning: A multisite randomized controlled trial in Ghana. *Ruhr Economic Papers*. https://www.econstor.eu/handle/10419/330179

Theses 1

1. **P. Anti Partey** (2014). Determinants of Students Perfromance in Economics in Ghanaian Senior High Schools. *University of Cape Coast*.