

Oppong Charles Adabo

Associate Professor • Arts & Social Studies

University of Cape Coast

ORCID [0000-0002-4387-7633](https://orcid.org/0000-0002-4387-7633) • Profile scholar.ucc.edu.gh/staff/3eea9b5c-1910-42d3-a0df-73251d3cd1ae

RESEARCH

Areas Education • Sociology and Political Science • Political Science and International Relations • Speech and Hearing

RESEARCH SUMMARY

14	22	3	0	0.49	0%
Publications	Citations	h-index	i10-index	Field-weighted impact	World top 10%

Counted from the 14 publications listed below, 2012–2024. 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. 0 of the 14 papers scored for it are among the world's most cited tenth for their field, type and year.

PUBLICATIONS

Journal articles 11

1. Charles Adabo Oppong, Prince Essiaw (2024). Change and continuity: a study of approved history textbooks for primary schools in Ghana. *Asia Pacific Education Review*. <https://doi.org/10.1007/s12564-024-09998-7>
2. Charles Adabo Oppong, Godwin Gyimah, Isaac Yeboah Afari (2024). Chronological Versus Thematic History Teaching Debate: Analysis of the Ghanaian Primary School History Curriculum. *Journal of Culture and Values in Education*. <https://doi.org/10.46303/jcve.2024.37>
3. Charles Adabo Oppong, Prince Essiaw (2024). Historical contextualisation in primary school history textbooks in Ghana. *Humanities and Social Sciences Communications*. <https://doi.org/10.1057/s41599-024-03238-4>
4. Adjei Adjepong, Charles Adabo Oppong, Joseph Udimal Kachim (2023). 'Clio' in Danger: The Causes, Condition and Consequences of the Decline of Interest in History in Perspective. *E-Journal of Humanities Arts and Social Sciences*. <https://doi.org/10.38159/ehass.20234312>
5. Charles Adabo Oppong, Adjei Adjepong (2022). Introduction of history in the Ghana basic school curriculum: The missing link. *Ghana Journal of Education Issues and Practice (GJE)*. <https://doi.org/10.47963/gje81328>
6. C Oppong, A Adjepong, G Boadu (2022). Practical history lessons as a tool for generating procedural knowledge in history teaching. *Yesterday and Today*. <https://doi.org/10.17159/2223-0386/2022/n27a6>
7. Charles Adabo Oppong, Moses Allor Awinsong, Stephen Kwakye Apau (2019). The Middle Ground of Curriculum: History Teachers' Experiences in Ghanaian Senior High Schools. *African Journal of Teacher Education*. <https://doi.org/10.21083/ajote.v8i0.4451>
8. Charles Adabo Oppong (2018). A case study of trainee teachers' mental models of history teaching before and after an initial history teaching professional development course. *History Education Research Journal*. <https://doi.org/10.18546/herj.15.2.07>
9. Charles Adabo Oppong (2017). Content matching of the syllabus and the official history textbook of senior high schools in Ghana. *Ghana Journal of Education Issues and Practice (GJE)*. <https://doi.org/10.47963/gje.v4i.498>
10. Charles Adabo Oppong (2013). Gender Differences in Students' Performance in History at Senior High Schools in Cape Coast. *DOAJ (DOAJ: Directory of Open Access Journals)*.

11. Charles Adabo Oppong (2012). Prospective history teachers ' perceptions of the history syllabus of senior high schools in Ghana. *Abibisem Journal of African Culture and Civilization*. <https://doi.org/10.47963/ajacc.v5i.854>

Books 1

1. Gideon Boadu, Charles Adabo Oppong (2024). History Education in Africa. <https://doi.org/10.1007/978-3-031-61388-3>

Book chapters 1

1. Gideon Boadu, Charles Adabo Oppong (2024). History Education in Africa: Research, Perspectives, and Practices—An Introduction. *History Education in Africa*. https://doi.org/10.1007/978-3-031-61388-3_1

Conference papers 1

1. Charles Adabo Oppong (2012). Exploring Pupils' Historical Knowledge within the Junior High Social Studies Course. *Procedia - Social and Behavioral Sciences*. <https://doi.org/10.1016/j.sbspro.2012.09.518>