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Homepage scholar.google.com/citations · Google Scholar scholar.google.com/citations?user=ZLfCyp0AAAAJ&hl=en · Profile scholar.ucc.edu.gh/staff/471b3331-bfe9-46bf-b341-3196d41b14c2

RESEARCH

Interests	Religious and Moral Issues · Curriculum and Pedagogical Issues in RME · Educational Policy Issues · Theological Education
Areas	Education · Religious studies · Sociology and Political Science · Economics and Econometrics · Finance · Organizational Behavior and Human Resource Management

RESEARCH SUMMARY

36	175	8	5	1.71	29%
Publications	Citations	h-index	i10-index	Field-weighted impact	World top 10%

Counted from the 36 publications listed below, 2005–2026. Field-weighted impact is the mean over the 7 works scored for it; 1.00 is the world average for works of the same field, type and year. 2 of the 7 papers scored for it are among the world's most cited tenth for their field, type and year.

PUBLICATIONS

Journal articles 32

1. Eric Mensah, Theophilus Eshun, **Seth Asare-Danso** (2026). Religious and moral education pre-service teachers' intention to use existential pedagogy to teach: Altering pedagogies to ensure transformative education in Ghana. *African Quarterly Social Science Review*. https://quarterlyreview.net/ojs/index.php/aqssr/article/view/584
2. Ernest Nyamekye, **Seth Asare-Danso**, Emmanuel Amo Ofori (2025). Investigating the influence of language teachers' constructivist self-efficacy on their practice of constructivism in Ghanaian language and culture instruction. *PLoS ONE*. https://doi.org/10.1371/journal.pone.0320246
3. Ernest Nyamekye, **Seth Asare-Danso**, Emmanuel Amo Ofori (2024). Does children's voice matter? Exploring teachers' and pupils' perspectives on critical pedagogy in childhood development. *Discover Education*. https://doi.org/10.1007/s44217-024-00384-4
4. **Seth Asare-Danso** (2022). Assessment of Technological Pedagogical Content Knowledge of Senior High School Business Teachers in the Central Region, Ghana. *Int. J. Soc. Sci. Educ. Res. Stud.* https://pdfs.semanticscholar.org/9f48/09a8a85045ef20c25f78a11563e9081a7c3c.pdf
5. **Seth Asare-Danso** (2020). Building a Mission-Oriented Church in Ghana in the 21st Century: The Role of Theological Education. *E-Journal of Religious and Theological Studies*. https://doi.org/10.38159/erats.2020065
6. **Seth Asare-Danso** (2020). Fulfilling the Mission of the Church in Ghana in the 21st Century: Lessons from India in the 16th and 17th Centuries. *E-Journal of Religious and Theological Studies*. https://doi.org/10.38159/erats.2020081
7. **C. N. & Asare-Danso** (2019). Implementing quality Religious and Moral Education curriculum in basic schools in Cape Coast, Ghana: The role of headteachers. *International Journal of Basic Education, Research and Policy.*.
8. **Seth Asare-Danso** (2018). Church and state in educational dialogue. *New international studies on religions and dialogue in education*. https://books.google.com/books?hl=en&lr=&id=YrNmDwAAQBAJ&oi=fnd&pg=PA111&dq=info:Cgkw_oaTO7MJ:scholar.google.com&ots=e7FBc4Y-ow&sig=L6ut-

wE9mAwmddNxwL5D6JpeZpY

9. Thompson Mumuni, **Seth Asare-Danso** (2018). Instructional Decision-Making Processes of Teachers in Kindergarten Classrooms within the Cape Coast Metropolis: A Multi-Case Study. *International Journal of Education and Research*. https://ir.ucc.edu.gh/items/e4a47827-7fe4-4ce3-88fc-7a7fc041f58d
10. **Seth Asare Danso** (2018). Moral Education and the Curriculum: the Ghanaian Experience. *International Journal of Scientific Research and Management (IJSRM)*. https://doi.org/10.18535/ijsrm/v6i1.el05
11. MARTIN OWUSU, **M. & Asare-Danso** (2018). Promoting Moral Education through co-curricular activities: Does school type count? *International Journal of Education and Social Science,*.
12. **S. Asare-Danso** (2018). Rites of passage and inculcation of values among the Ashanti of Ghana: A case study. *International Journal of Innovative Research and Development*.
13. **Seth Asare-Danso** (2017). Assessing technological pedagogical content knowledge of religious and moral educators of colleges of education in Ghana: A survey. *International Journal of Education and Social Science*. https://ir.ucc.edu.gh/items/f0d993c9-614a-4824-a415-965ec8acb009
14. **Seth Asare-Danso** (2017). Basic Education in Ghana: History, management and challenges. *The International Journal of Humanities and Social Studies*. https://scholar.google.com/scholar?cluster=13919830200655041471&hl=en&oi=scholarr
15. **Seth Asare-Danso** (2017). Effects of government educational policies on Islamic education in Ghana: A historical study. *The International Journal of Humanities and Social Studies*. https://scholar.google.com/scholar?cluster=17010341514995240019&hl=en&oi=scholarr
16. **Seth Asare Danso** (2017). Historical Study of Girl Child Education in Ghana (1828-2014): A Review of Basel Mission Educational Policy. *International Journal of Scientific Research and Management (IJSRM)*. https://doi.org/10.18535/ijsrm/v5i11.13
17. **Seth Asare-Danso** (2016). Effects of teachers' psychological orientation on kindergarten classroom instructional practices: A cognitivist/constructivist approach. *Journal of educational development and Practice*.
18. **Seth Asare-Danso** (2015). Assessment of the fidelity of implementation of the religious and moral education curriculum: Basic school teachers' perspective. *Journal of Educational Development and Practice*.
19. **S Asare-Danso** (2014). Effects of Educational Policies on Teacher Education in Ghana: A Historical Study of the Presbyterian College of Education. *International Journal of Humanities and Social Science*. https://ir.ucc.edu.gh/items/2530bbcb-0dd9-4b19-bf91-522010686e6e
20. **Seth Asare-Danso** (2014). Teachers' Use of Life Themes Pedagogy in Christian Religious Studies: A Survey of Senior High Schools in Brong Ahafo Region, Ghana. *International Journal of Humanities and Social Science*.
21. **S Asare-Danso** (2013). Christian-Muslim relations in Ghana: Islamic education as a factor. *International Journal of Educational Leadership*.
22. **Seth Asare-Danso** (2013). Historical study of vocational and technical education in Ghana (1828-2010): A review of Basel Mission educational policy . *International Journal of Pedagogy, Policy and ICT in Education*. https://ir.ucc.edu.gh/server/api/core/bitstreams/71b17b86-3a94-4f66-8a23-2dc64f893f14/content
23. **S Asare-Danso** (2013). Relationship between leadership styles and school climate among senior high schools in the Cape Coast metropolis . *International Journal of Educational Leadership*.
24. **Seth Asare-Danso** (2012). Religious education in a democratic state–The Ghanaian experience. *Religious education between formation, knowledge and control*. https://www.researchgate.net/profile/Seth-Asare-Danso/publication/291757378_Asare-Danso_S_2012_Religious_education_in_a_democratic_state_The_Ghanaian_experience_In_In_Gotke_P_Nissen_J_Eds_Religious_education_between_formation_knowledge_and_control_pp_59-65_Aarhus_Aarhus_Unive/links/56afd69908ae9c1968b48bad/Asare-Danso-S-2012-Religious-education-in-a-democratic-state-The-Ghanaian-experience-In-In-Gotke-P-Nissen-J-Eds-Religious-education-between-formation-knowledge-and-control-pp-59-65-Aarhus-Aarhu.pdf#page=59
25. **Seth Asare-Danso** (2011). Developing moral values in children: Observations from a pre-school in Ghana.

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26. **S. Asare-Danso** (2011). Developing the spirituality of children: Observations of teachers in a pre-school. *International Journal of Research in Counseling and Sports Sciences*.
27. **S. Asare-Danso** (2011). Effects of educational policies on basic school religious and moral education curriculum in Ghana (1950 – 2007): A historical study. *International Journal of Pedagogy, Policy and ICT in Education*. https://scholar.google.com/scholar?cluster=16292399422007789702&hl=en&oi=scholarr
28. **S. Asare-Danso** (2011). Pupils' attitudes towards religious and moral education: A survey of junior high school pupils in Cape Coast, Ghana. *International Journal of Basic Education*. https://scholar.google.com/scholar?cluster=17297991182790679 12&hl=en&oi=scholarr
29. Thompson Mumuni, **Seth Asare-Danso** (2011). Reactions of senior high students to indigenous moral values: a survey of students in Central Region, Ghana. *Drumspeak: international journal of research in the humanities*. https://www.africabib.org/rec.php?RID=403949718
30. **S Asare-Danso** (2010). Values clarification: An individualistic approach to values education. *African Journal of Interdisciplinary Studies.*. https://scholar.google.com/scholar?cluster=9330427452288313634&hl=en&oi=scholarr
31. **Seth Asare-Danso** (2009). Existential Approach: A pedagogical model for the teaching of Religious and Moral Education. *Journal of Counselling, education and Psychology*. https://scholar.google.com/scholar?cluster=15701183815182157450&hl=en&oi=scholarr
32. **Seth Asare-Danso** (2005). The traditional approach to the management of diseases in Ghana.

Reports 4

1. **S. Asare-Danso** (2018). Church and state in educational dialogue: A historical study of the Presbyterian Church of Ghana. In M. Ubani (ed.). New International Studies on Religions and Dialogue in …. *Münster*.
2. **Seth Asare-Danso** (2014). Religious and moral education for colleges of education 1. *Kumasi: Jerusalem Press*. https://scholar.google.com/scholar?cluster=2990693976668998700&hl=en&oi=scholarr
3. **S Asare-Danso** (2012). Basel Mission education in the Gold Coast / Ghana (1950-2007): Effects of education acts on missionary education . *Saarbrucken: Lambert Academic Publishing GmbH& Co. KG.*. https://scholar.google.com/scholar?cluster=14988245537023297462&hl=en&oi=scholarr
4. **S Asare-Danso** (2006). An introduction to Curriculum Studies: A module for the Centre for Continuing Education, University of Cape Coast. *Accra: AGOL Ghana Ltd.*.