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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	172	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-

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/ijssrm/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=scholar>
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=scholar>
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/ijssrm/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_Univ/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.

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=scholar>
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=1729799118279067912&hl=en&oi=scholar>
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=scholar>
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=scholar>
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=scholar>
3. S Asare-Danso (2012). Basel Mission education in the Gold Coast / Ghana (1950-2007): Effects of education acts on missionary education . *Saarbrücken: Lambert Academic Publishing GmbH & Co. KG..* <https://scholar.google.com/scholar?cluster=14988245537023297462&hl=en&oi=scholar>
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..*