

Dr. Andrews Cobbinah

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RESEARCH

Interests critical thinking and peer-assessment skills · students academic performances
Areas Education · Information Systems · Computer Networks and Communications · Management Science and Operations Research · Statistics and Probability · Applied Mathematics

RESEARCH SUMMARY

23	63	3	2	0.77	11%
Publications	Citations	h-index	i10-index	Field-weighted impact	World top 10%

Counted from the 23 publications listed below, 2013–2026. Field-weighted impact is the mean over the 19 works scored for it; 1.00 is the world average for works of the same field, type and year. 2 of the 19 papers scored for it are among the world's most cited tenth for their field, type and year.

PUBLICATIONS

Journal articles 23

1. Christopher Yaw Kwaah, Andrews Cobbinah, Frank Quansah, Nathaniel Quansah (2026). Adaptation and psychometric validation of the DigComp 2.2-based perceptions questionnaire on digital competence among pre-service teachers in Ghana. *Frontiers in Education*. <https://doi.org/10.3389/feduc.2026.1856136>
2. Abu, Adam, Andrews Cobbinah (2026). Reconceptualising Learning Approach Adoption through Assessment Perceptions: Evidence from Ghanaian Colleges of Education. *International Journal of Research and Innovation in Social Science*. <https://doi.org/10.47772/ijriss.2026.100500436>
3. Andrews Cobbinah, Jephtar Adu-Mensah (2025). Examining the 'hawk-dove effects' in portfolio assessment using the multi-facet Rasch model. *International Journal of Evaluation and Research in Education (IJERE)*. <https://doi.org/10.11591/ijere.v14i3.30351>
4. Aliu Nandzo, Eric Anane, Andrews Cobbinah, Ruth Keziah Annan-Brew (2024). Adherence to Testing Principles: Exploring the Congruence between what Teachers Preach and Practice. *EAST AFRICAN JOURNAL OF EDUCATION AND SOCIAL SCIENCES*. <https://doi.org/10.46606/eajess2024v05i06.0409>
5. Tapela Bulala, Eric Anane, Andrews Cobbinah (2024). Psychometric Assessment of Botswana's 2018 Junior Certificate Agriculture Science Items through Item Response Theory. *EAST AFRICAN JOURNAL OF EDUCATION AND SOCIAL SCIENCES*. <https://doi.org/10.46606/eajess2024v05i01.0345>
6. Frank Quansah, Andrews Cobbinah, Kenneth Asamoah-Gyimah, John Elvis Hagan (2024). Validity of student evaluation of teaching in higher education: a systematic review. *Frontiers in Education*. <https://doi.org/10.3389/feduc.2024.1329734>
7. J.T. AKINBOBOYE, J.A. AKANDE, Andrews COBBINAH, E. OYELADE, E. OGIDIS (2023). Teachers' Perceived Impacts of Finger-Counting Manipulative as Basis for a Solid Foundation in Mathematics in Nigeria. *Journal of Research in Educational Sciences*. <https://doi.org/10.14505/jres.v14.16.02>
8. Ben Adzrolo, Ruth Annan-Brew, Andrews Cobbinah, Kenneth Asamoah-Gyimah (2022). By-Products of Examination Malpractices on Senior High School Students in the Central Region of Ghana. *Journal of Advances in Education and Philosophy*. <https://doi.org/10.36348/jaep.2022.v06i01.001>
9. Andrews COBBINAH, Simon NTUMI (2022). Difficulty, Discrimination and Pseudo - Guessing Indices of

West African Examinations Council Core Mathematics Multiple Choice Items: Theoretical and Practical Implications of Using Item Response Theory. *Journal of Research in Educational Sciences*. <https://doi.org/10.14505/jres.v13.15.06>

10. **Andrews Cobbinah** (2022). Investigating patterns of Rasch item estimates in examinations of educational statistics courses in University Of Cape Coast, Ghana: a gradient assumption examined. *Journal of Educational Foundations*. <https://scholar.google.com/scholar?cluster=7042051908256043624&hl=en&oi=scholar>
11. **Andrews Cobbinah, Ruth Keziah Annan- Brew, Frank Quansah** (2022). Item Difficulty as a Source of Variability in Student Achievement in the West African Secondary School Certificate Examination (WASSCE): Application of Generalizability Theory. *Journal of Advances in Education and Philosophy*. <https://doi.org/10.36348/jaep.2022.v06i03.001>
12. **Enoch Ewoenam Tsey, Eric Anane, Andrews Cobbinah** (2022). Stakes of University Examinations and Their Impact on the Learning Approaches of Undergraduate University Students in Ghana. *International Journal of Social Sciences and Educational Studies*. <https://doi.org/10.23918/ijsses.v9i1p177>
13. **J.T. Akinboboye, J.A. Akande, Andrews Cobbinah, E. Oyelade, E. Ogidis** (2022). Teachers' Perceived Influence of Finger-Counting Manipulative as Basis for a Solid Foundation in Mathematics. *Journal of Educational Development and Practice*. <https://doi.org/10.47963/jedp.v6i.1465>
14. **Jallu Zakariya, Andrews Cobbinah** (2021). Assessing the Achievement Testing Practices of Teachers in Junior High Schools in the Sissala East Municipality of Ghana. *European Scientific Journal ESJ*. <https://doi.org/10.19044/esj.2021.v17n23p190>
15. **Ben Adzrolo, Kenneth Asamoah-Gyimah, Andrews Cobbinah, Ruth Annan-Brew** (2021). DISCIPLINE IN EDUCATION: CAUSES AND POSSIBLE STRATEGIES TO CURB EXAMINATION MALPRACTICES IN SENIOR HIGH SCHOOLS. *European Journal of Education Studies*. <https://doi.org/10.46827/ejes.v8i11.3982>
16. **Frank Quansah, Andrews Cobbinah** (2021). Equivalence of Parallel Tests in a Basic Statistics Course in Higher Education Using Classical Measurement Theory. *Canadian Journal of Educational and Social Studies*. <https://doi.org/10.53103/cjess.v1i2.11>
17. **Andrews Cobbinah, Isaac Amoako** (2021). Hidden Curriculum: The Impact of Assessment on Students' Self-Regulated Learning and Resilience. *Canadian Journal of Educational and Social Studies*. <https://doi.org/10.53103/cjess.v1i2.13>
18. **Ruth Annan Brew, Andrews Cobbinah** (2020). Gender-Related Differential Item Functioning of 2015 Wassece Core Mathematics Results in Southern Ghana Using Logistic Regression Procedure. *European Scientific Journal ESJ*. <https://doi.org/10.19044/esj.2020.v16n16p188>
19. **Francis Ankomah, Francis Kodzo Amedahe, Andrews Cobbinah** (2020). The Issue of Non-Adherence to Test Construction Principles: Do Teachers' Commitment to Teaching or Attitude by the Teacher Really Matter? *International Journal of Social Sciences and Educational Studies*. <https://doi.org/10.23918/ijsses.v7i4p109>
20. **Andrews Cobbinah** (2017). Analysis of levels of thinking required in West African senior secondary school certificate in core mathematics multiple choice items. *African Journal of Interdisciplinary Studies*. https://www.researchgate.net/profile/Adekunle-Olutola/publication/325083004_Analysis_of_Levels_of_Thinking_Required_in_West_African_Senior_Secondary_School_Certificate_in_Core_Mathematics_Multiple_Choice_Items/links/5af5731d0f7e9b026bce38a6/Analysis-of-Levels-of-Thinking-Required-in-West-African-Senior-Secondary-School-Certificate-in-Core-Mathematics-Multiple-Choice-Items.pdf
21. **Andrews Cobbinah** (2017). Comparative effects of critical thinking and peer-assessment skills training on Ghanaian senior high school students' achievement in mathematics. *Ghana Journal of Education Issues and Practice (GJE)*. <https://doi.org/10.47963/gje.v4i.496>
22. **A Cobbinah** (2016). Items' sequencing on difficulty level and students' achievement in mathematics test in Central Region of Ghana. *African Journal of Interdisciplinary Studies*. <https://scholar.google.com/scholar?cluster=5137872371099944574&hl=en&oi=scholar>
23. **ANDREWS COBBINAH** (2013). Perception of Students' and Course Tutors on Distance Education

Students' Performances in Mathematics in the Central Region of Ghana. *Journal of Culture Society and Development*. <https://www.academia.edu/download/67180985/9369.pdf>