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=scholarr
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 Wassce 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=scholarr
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