Esinam Ami Avornyo

Research Fellow · Institute of Educational Planning and Administration
University of Cape Coast

ORCID 0000-0003-0035-9833 · Google Scholar scholar.google.com/citations?user=akljOjUAAAAJ&hl=en · Profile scholar.ucc.edu.gh/staff/6d2dbea8-8aef-45a4-bf58-078b4d4b9c0d

RESEARCH

Areas: Education · Clinical Psychology · Safety Research · Political Science and International Relations · Sociology and Political Science · Applied Mathematics

RESEARCH SUMMARY

21	141	7	5	1.41	29%
Publications	Citations	h-index	i10-index	Field-weighted impact	World top 10%

Counted from the 21 publications listed below, 2021–2026. 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. 4 of the 14 papers scored for it are among the world's most cited tenth for their field, type and year.

POSITIONS

University of Cape Coast
Institute of Education, Cape Coast, Ghana

PUBLICATIONS

Journal articles 18

1. Hang (Heather) Do, Yujie Fu, Richard Appiah, **Esinam Ami Avornyo**, Elisabetta Aurino, Sharon Wolf (2026). Cumulative Exposure to Harsh Discipline at Home and School on Child Development: Evidence From Ghana. *Developmental Science*. https://doi.org/10.1111/desc.70274
2. **Esinam Ami Avornyo**, Olivier Biard, Catharine Bleasdale, Alison Glover, Christopher Yaw Kwaah, Rhiannon Moore, Kris Stutchbury (2026). Developing a Model for Technology-Supported School-Based Teacher Professional Development in Ghana: Opportunities and Challenges. *ECNU Review of Education*. https://doi.org/10.1177/20965311261468801
3. Stephanie Bugden, Daniel Ansari, Guilherme Lichand, **Esinam Ami Avornyo**, Sharon Wolf (2026). Non-Symbolic Magnitude Processing Is a Strong Correlate of Symbolic Math Skills in Children From Ghana and Côte d'Ivoire. *Developmental Science*. https://doi.org/10.1111/desc.70129
4. Eric Anane, Roger Abogzuah Ayinselya, **Esinam Ami Avornyo**, Christopher Yaw Kwaah, Ernest Opoku (2026). Teachers experiences of implementing the standards based curriculum in Ghanaian basic schools. *Discover Education*. https://doi.org/10.1007/s44217-026-01727-z
5. **Esinam Ami Avornyo**, Richard Appiah, Elisabetta Aurino, Sharon Wolf (2026). "You give everything the child requires to attend school": Exploring caregiver involvement in children's education in Ghana. *Open Research Europe*. https://doi.org/10.12688/openreseurope.20510.2
6. Felicia Elinam Dzamesi, **Esinam Ami Avornyo**, Salome Amissah-Essel (2025). Ghanaian kindergarten teachers' curriculum knowledge and perspectives on play-based learning: does teacher qualification matter? *Early Years Journal of International Research and Development*. https://doi.org/10.1080/09575146.2025.2525966
7. Noelle M. Suntheimer, Emily M. Weiss, **Esinam Ami Avornyo**, Sharon Wolf (2024). Patterns of cognitive and social-emotional parental stimulation practices among Ghanaian kindergarteners. *Early Childhood Research Quarterly*. https://doi.org/10.1016/j.ecresq.2024.05.011

8. **Esinam Ami Avornyo**, Sharon Wolf (2024). Relative Contributions of Mothers, Fathers, and Other Caregivers' Cognitive and Socioemotional Stimulation on Ghanaian Children's School Readiness. *Early Education and Development*. https://doi.org/10.1080/10409289.2024.2425591
9. Kwame Akyeampong, Christine Adu-Yeboah, Christopher Yaw Kwaah, **Esinam Ami Avornyo**, Ebo Amuah, Anthony Koomson (2024). Selected demographic variables as predictors of Ghanaian preservice teachers' perceptions of the teacher licensure test. *Journal of Educational Management*. https://doi.org/10.47963/jem.v13i.1325
10. **EA Avornyo** (2024). 'He will play because it is play'. Exploring Ghanaian early years parents' ethno-theories about play and learning. *Early Years*.
11. **Esinam Ami Avornyo** (2023). Cultural considerations in defining classroom quality: Ghanaian preschool teachers' agreements and disagreements with standards-based instruments. *Comparative Education Review*. https://doi.org/10.1086/722802
12. Christopher Yaw Kwaah, Douglas Darko Agyei, **Esinam Ami Avornyo** (2023). Improving teacher-student classroom interactions: what role do social and cultural backgrounds of teachers and students play? *Pedagogies An International Journal*. https://doi.org/10.1080/1554480x.2023.2262986
13. **Esinam Ami Avornyo** (2022). Executive function mediates the association between cumulative risk and learning in Ghanaian schoolchildren. *Developmental Psychology*. https://psycnet.apa.org/record/2022-54660-001
14. Sharon Wolf, Elisabetta Aurino, Noelle M Suntheimer, **Esinam A Avornyo**, Edward Tsinigo, Jere R Behrman, J Lawrence Aber (2022). Medium-term protective effects of quality early childhood education during the COVID-19 pandemic in Ghana. *Child Development*. https://doi.org/10.1111/cdev.13824
15. Sharon Wolf, Elisabetta Aurino, Noelle M. Suntheimer, **Esinam A. Avornyo**, Edward Tsinigo, Jasmine Jordan, Solomon Samanhiya, J. Lawrence Aber, Jere R. Behrman (2022). Remote learning engagement and learning outcomes during school closures in Ghana. *International Journal of Educational Research*. https://doi.org/10.1016/j.ijer.2022.102055
16. Christopher Yaw Kwaah, **Esinam Ami Avornyo**, Anthony Anthony Koomson, Roger Abogzuah Ayinselya, Gifty Edna Anani (2022). Teaching Practicum in Ghanaian Basic Schools: Exploring the Experiences of Student Teachers in Colleges of Education. *Journal of Educational Development and Practice*. https://doi.org/10.47963/jedp.v6i.1467
17. **Esinam Ami Avornyo**, Sara Baker (2022). 'He will play because it is play'. Exploring Ghanaian early years parents' ethno-theories about play and learning. *Early Years Journal of International Research and Development*. https://doi.org/10.1080/09575146.2022.2087053
18. **Esinam Ami Avornyo** (2021). The role of play in children's learning: the perspective of Ghanaian early years stakeholders. *Early Years*. https://doi.org/10.1080/09575146.2018.1473344

Book chapters 1

1. **Esinam Ami Avornyo** (2024). Developing playful mathematical thinking in Ghanaian early primary classrooms through the use of the game "Achi". *Empowering Play in Primary Education*. https://doi.org/10.4324/9781003321279-9

Reports 2

1. **Esinam Ami Avornyo**, I Osei-Akoto (2021). Nudges to improve learning and gender parity: Supporting parent engagement and Ghana's educational response to Covid-19 using mobile phones. *World Bank Strategic Impact Evaluation Fund (SIEF)*. https://docs.edtechhub.org/lib/7DVEJE63
2. Christopher Yaw Kwaah, **Esinam Ami Avornyo** (2021). Play-based Learning in Ghana The Evidence and Policy Implications. *The Open University, UK*. https://oro.open.ac.uk/101238/