**DEPARTMENT OF CHILDHOOD EDUCATION STAFF LIST**

**A person in a suit and tie

Description automatically generated**

**Professor Chinedu Okeke**

Position: Academic Head of Department

Tel: +27 [0] 51 401 2377

Email: [okekeco@ufs.ac.za](mailto:okekeco@ufs.ac.za)

**Expertise**

* Sociology of Early Years Learning
* Early Childhood Care and Education
* Early Years Teacher Professional Development
* Early Years Teacher Education Policy and Practice

**Qualifications**

* PhD in Early Childhood Development and Learning (UFS)
* PhD in Sociology of Education (UNN)

**Current teaching**

* Foundations in Early Childhood Education (Birth to Four)
* Higher Education Theory
* Advanced Education Theory and Professional Ethics

**Research Niche**

* Professional Development in the Early Years

**Books**

**Okeke, C.I.O.,** Adu, E.O., Mncanca, M., & Ugwuanyi, C.S. (Eds.) (2023). *Managing the microteaching process: A guide to teaching practice preparation*. Pretoria: Van Schaik Publishers. **ISBN: 978 0 627 04049 8.**

Adu, E.O., & **Okeke, C.I.O.** **(Eds.)** (2022). *Fundamentals of research in Humanities, Social Sciences and Science Education: A practical step-by-step approach to a successful research journey.* Pretoria: Van Schaik Publishers. **ISBN: 978 0 627 03883 9**

**Okeke, C.I.O.,** Wolhuter, C.C., Adu, E.O., van Wyk, M.M., & Abongdia, J.A. (Eds.) (2016). *Learn to teach: A handbook for teacher education.* Cape Town: Oxford University Press. **ISBN: 9780190411794; E-pub ISBN: 9780190412869**

**Okeke, C. I. O**., & van Wyk, M. M. (2015). *Educational Research: An African Approach.* Cape Town: Oxford University Press. **ISBN: 9780190409135, e-pub: 9780199047871.**

**Okeke, C. I. O**., van Wyk, M. M., & Phasha, N. T. (Eds) (2014). *Schooling, society and inclusive education: An African perspective*. Cape Town: Oxford University Press. **ISBN 9780199077809**

**Book chapters**

Akobi, T.O., Aye, E.N., **Okeke, C.I.O**. (2023). Skills of reinforcement. In C.I.O Okeke, E.O. Adu, M. Mncanca & C.S. Ugwuanyi (Eds.) (2023). *Managing the microteaching process: A guide to teaching practice preparation* (62-69). Pretoria: Van Schaik Publishers. ISBN: 978 0 627 04049 8.

Mncanca, M., & **Okeke, C.I.O.** (2019). Early exposure to domestic violence and implications for early childhood education services: The South African microcosm. In S.T. Staukeni (Ed.), *Cultivating a Culture of Nonviolence in Early Childhood Development Centres and Schools* (35-55). Hershey, USA: IGI Global Publishers. 10.4018/978-1-5225-7476-7.ch003. **2329-5929/2329-5937**.

van Wyk, MM., Galloway, GG., & **Okeke, CIO.** (2016). Basic classroom management. In CIO, Okeke, CC, Wolhuter, EO, Adu, MM, van Wyk, & JA, Abongdia (Eds.) (2016). *Learn to teach: A handbook for teacher education* (pp. 236-250). Cape Town: Oxford University Press South Africa.

Okeke, CIO (2015). Achieving qualitative validity, reliability and generalisability. In CIO Okeke & MM van Wyk (2015), *Educational research: An African approach* (pp. 207-223). Cape Town: Oxford University Press Southern Africa.

Okeke, C. I. O. (2014). The meaning and practice of educational theory. In CIO. Okeke, MM van Wyk & N. T. Phasha (Eds.) (July 2014). *Schooling, society and inclusive education: An African perspective (pp*. 1-16). Cape Town: Oxford University Press.

Okeke, C. I. O. (2013). Modelling effective home – school partnership: Lesson from context specific background. In C. I. O. Okeke & C. B. S. Mndebele (Eds.). *Education reforms in the SADC region: Challenges and responses in the 21st century.* Rosemead, CA, USA: Scientific & Academic Publishers. **ISBN:** 978-1-938681-03-5

Wagner, C., & **Okeke, C.I.O** (2009). Quantitative or qualitative: Epistemological choices in research methodology curricula. In M. Garner, C. Wagner & B. B. Kawulich (Eds.) Teaching research methods in the Humanities and the Social Sciences. London: Ashgate. **(ISBN 978-0-7546-7354-5)**

**Selected articles in peer-reviewed journals**

Akobi, T.O. **Okeke, C.I.O.** (2023). Parents’ socio-economic status as a predictor of children’s Self-concept in Nsukka, Enugu State, Nigeria. *Journal of Educational Studies*, 22(1), 121-136. <https://doi.org/10.10520/ejc-jeds_v22_n1_a8>

Manwedi-Thulo, L.P.J., **Okeke, C.I.,** Ugwuanyi, C.S., & Akobi, T.O. (2023). Exploring strategies to strengthen the integrated inter-sectoral collaboration among early childhood care and education providers. *International Journal of Qualitative Research*, 3 (1), 12-21. <https://doi.org/10.47540/ijqr.v3i1.907>

Ede, M.O., **Okeke, C.I.,** Oneli, J.O. (2023). Raising the self-esteem and reducing irrational beliefs of schoolchildren: The moderating and main effect study. *Medicine*, 102:27(e34168). <http://dx.doi.org/10.1097/MD.0000000000034168>

Ede, M.O., & **Okeke, C.I.** (2023). Prevalence of suicidal behavioural experiences in the university: Implications for childhood development. The Open Public Health Journal, 16(1): 1-7. <http://dx.doi.org/10.2174/18749445-v16-e230418-2022-HT21-4315-1>

Gqoli, N., **Okeke, C. I. O.,** & Ugwuanyi, C. S. (2023). Practitioners’ use of conceptions of mathematical knowledge to enhance early mathematics: A qualitative research approach. *European Journal of Science and Mathematics Education, 11*(1): 123-131. <https://doi.org/10.30935/scimath/12482>

**Okeke, C.I.,** & Akobi, T.O. (2023). Causal modelling of the influence of demographic variables on work-stimulated stress among early childhood educators in South Africa. *International Journal of Research in Business & Social Science,* 12(2): 662-671. <https://doi.org/10.20525/ijrbs.v12i2.2371>

Ede, M.O., & **Okeke, C.I.** (2023). Cognitive-behavioral therapy for treating videogame dependence in school-aged children. *Bulletin of Counseling and Psychotherapy*, 5(1): 1-10. <https://doi.org/10.51214/bocp.v5i1.379>.

Baloyi-Mothibeli, S., **Okeke, C.I.O**., & Ugwuanyi, C.S. (2023). Challenges impeding practitioners’ proper implementation of mathematical play practice environment: A qualitative phenomenological research approach. *International Journal of Research in Business & Social Science*, 12(1): 325-330. <https://doi.org/10.20525/ijrbs.v12i1.2218>.

Ndlovu, B., **Okeke, C.,** Nhase, Z., Ugwuanyi, C., Okeke, C. & Ede, M. (2023). Impact of play-based learning on the development of children in mobile early childhood care and education centres: Practitioners’ perspectives. *International Journal of Research in Business and Social Science,* 12(3), 432-440

Nnamani, O., Ndlovu, B., **Okeke, C.I.,** & Ede, M.O. (2023). Effect of jigsaw and team pair‐solo cooperative learning strategies on interest in Basic Science of primary school children with visual impairment. *Psychology in the Schools*. 1–17. DOI: 10.1002/pits.22866.

**Most recent conference presentations**

**Okeke, C.I.O.** Professional development opportunities for early childhood education practitioners in disadvantaged communities. Paper presented at the SAERA Conference, the Premier Hotel Regent on the East London beachfront, 31st of October to 3rd November 2023. <https://www.saera.co.za/upcoming-conference/>

**Okeke, C.I.O.,** Mudzielwana, P.N., & Mokhele-Makgalwa, M.M. Effective professional development for early years education practitioners in disadvantaged communities: Challenges and strategies. Paper presented at the Cape Town College Conference held by the Centre for Early Childhood Development (CECD) in partnership with the South African Research Association for Early Childhood Education (SARAECE) and the College of Cape Town, 27 – 29 September 2023. <http://www.qualityecdconference.co.za/>

**Okeke, C.I.O.,** Mokhele-Makgalwa, M.M., Mudzielwana, P.N. Practitioners’ demographic characteristics and implications on their interpretations of professional development programmes. Paper presented at the 12th International Multidisciplinary Conference at Liverpool Hope University, Liverpool, UK, from the 16th to the 21st of September 2023. <https://angel-network.net/GEN_Conference>

**Okeke, C.,** Ugwuanyi, C, Okeke, C., & Ndlovu, B. Practitioners’ perspectives on the challenges encountered in maintaining mobile early childhood care and education centres. Paper presented at the Thirtieth International Conference on Learning University of São Paulo - Auditório Nicolau Sevcenko, São Paulo, Brazil, Jul 12, 2023 – Jul 14, 2023. <https://thelearner.com/about/history/2023-conference>

Ugwuanyi, C.S., Okeke, C.C., & **Okeke, C.I.** (2023). Practitioners’ perspectives on the challenges encountered in maintaining mobile early childhood care and education centres. Paper presented at the EDULEARN23 – 15th International Conference on Education and New Learning Technologies 3rd-5th July 2023, Palma, Mallorca, Spain. <https://iated.org/edulearn/>

**Okeke, C.I.,** Okeke, C.C., & Ugwuanyi, C.S. (2023). Perspectives of early childhood educators regarding parental involvement in mobile early childhood care and education activities. Paper presented at the EDULEARN23 – 15th International Conference on Education and New Learning Technologies 3rd-5th July 2023, Palma, Mallorca, Spain. <https://iated.org/edulearn/>

**Okeke, C.,** & Akobi, T. (2023). Effect of collaborative learning instructional strategy on social skill development of primary school pupils. Paper presented at the EDULEARN23 – 15th International Conference on Education and New Learning Technologies 3rd-5th July 2023, Palma, Mallorca, Spain. <https://iated.org/edulearn/>

Akobi, T., & **Okeke, C.** (2023). Effect of edutainment videos on cognitive and social skills development of preschool children. Paper presented at the EDULEARN23 – 15th International Conference on Education and New Learning Technologies 3rd-5th July 2023, Palma, Mallorca, Spain. <https://iated.org/edulearn/>

**Okeke, C.,** & Akobi, T. (2023). Effect of flipped classroom on cognitive and emotional skills development of primary school pupils. Paper presented at the INTED2022 Conference March 6th-8th, 2023, Valencia, Spain. <https://10.21125/inted.2023>

Akobi, O., & **Okeke, C.** (2023). Effects of demographic characteristics on work-stimulated stress among early childhood educators using structural equation modelling. Paper presented at the INTED2022 Conference March 6th-8th, 2023, Valencia, Spain. <https://10.21125/inted.2023>

**Most recent conference proceedings**

Ugwuanyi, C.S., Okeke, C.C., & **Okeke, C.I.** (2023). Practitioners’ perspectives on the challenges encountered in maintaining mobile early childhood care and education centres. *Proceedings of EDULEARN23 Conference*, 3rd-5th July 2023, Palma, Mallorca, Spain, 0142-0146. ISBN: 978-84-09-52151-7. <https://iated.org/edulearn/>

**Okeke, C.I.,** Okeke, C.C., & Ugwuanyi, C.S. (2023). Perspectives of early childhood educators regarding parental involvement in mobile early childhood care and education activities. *Proceedings of EDULEARN23 Conference*, 3rd-5th July 2023, Palma, Mallorca, Spain, 0147-0152. ISBN: 978-84-09-52151-7. <https://iated.org/edulearn/>

**Okeke, C.,** & Akobi, T. (2023). Effect of collaborative learning instructional strategy on social skill development of primary school pupils. *Proceedings of EDULEARN23 Conference*, 3rd-5th July 2023, Palma, Mallorca, Spain, 0419-0425. ISBN: 978-84-09-52151-7. <https://iated.org/edulearn/>

Akobi, T., & **Okeke, C.** (2023). Effect of edutainment videos on cognitive and social skills development of preschool children. *Proceedings of EDULEARN23 Conference*, 3rd-5th July 2023, Palma, Mallorca, Spain, 0426-0435. ISBN: 978-84-09-52151-7. <https://iated.org/edulearn/>

Ugwuanyi, C., & **Okeke, C.** (2023). Pupils’ autonomy, competence, and relatedness as determinants of online learning engagement during the COVID-19 pandemic. *Proceedings of INTED2022 Conference* March 6th-8th, 2023, Valencia, Spain, pp. 0056-0064. ISBN: 978-84-09-49026-4. <https://10.21125/inted.2023>.

**Okeke, C.,** & Akobi, T. (2023). Effect of flipped classroom on cognitive and emotional skills development of primary school pupils. *Proceedings of INTED2022 Conference March 6th-8th, 2023, Valencia, Spain*, pp. 1217-1225. ISBN: 978-84-09-49026-4. <https://10.21125/inted.2023>

Akobi, O., & **Okeke, C.** (2023). Effects of demographic characteristics on work-stimulated stress among early childhood educators using structural equation modeling. *Proceedings of INTED2022 Conference March 6th-8th, 2023, Valencia, Spain*, pp. 1226-1233. ISBN: 978-84-09-49026-4. <https://10.21125/inted.2023>

**Projects**

* **Project Title:** *Evaluation of the Extent of Implementation of Early Childhood Development Programme in the Free State Province of South Africa*. The project is being funded by the Hosken Consolidated Investments Foundation (HCIF), Cape Town, 2022 – 2025. Project team: Prof. C.I. Okeke (PI); Prof. C.S. Ugwuanyi (Co-PI); Dr. B. Ndlovu (Co-researcher); Dr. C.C. Okeke (Co-researcher); Dr. Z. Nhase (Co-researcher; Dr. T.O. Akobi (Co-researcher); and Miss P. Khantsi (Ad Hoc research assistant).