



UNIVERSITY OF GHANA  
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DEPARTMENT OF TEACHER EDUCATION  
SCHOOL OF EDUCATION AND LEADERSHIP  
COLLEGES OF EDUCATION

END OF SEMESTER TWO EXAMINATIONS FOR LEVEL 300, 2021/2022  
B.ED. PROGRAMME

COURSE CODE: TEJS 302

COURSE TITLE: INQUIRY AND ACTION RESEARCH IN JHS

**Instruction:** Answer all questions in Section A and any three questions in Section B.  
Time: 2 hours

**SECTION A**

[25 Marks]

Answer **all** the questions in this section.

1. They are authored by researchers, contain original research data, and are usually published in a peer-reviewed journal. They are known as \_\_\_\_\_.
  - A. Preliminary sources of literature
  - B. Primary sources of literature
  - C. Secondary sources of literature
  - D. Tertiary sources of literature
2. The following are benefits of conducting a literature review **EXCEPT** \_\_\_\_\_.
  - A. Assessment of the current state of research on a topic.
  - B. Identification of the experts on a particular topic.
  - C. Identification of key questions about a topic that need further research.
  - D. Identification of problem.
3. Which of the following defines action research?
  - A. A piece of academic writing demonstrating knowledge and understanding of the academic literature on a specific topic.
  - B. A piece of academic writing that helps educators develop practical solutions to address them quickly and efficiently.
  - C. Studies carried out in the course of an activity or occupation, typically in the field of education, to improve the methods and approaches of those involved.
  - D. An educational study that enumerates, describes, summarizes, objectively evaluates and clarifies previous research.

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In question 4 to 7, match the appropriate type of action research in section A to its description in section C, then write the letter to the correct answer in section B.

A: Type of action research	B: Your Answer	C: Description of type of action research
a. Collaborative Action Research		Q. 4. involves working independently on a project, such as an elementary school teacher conducting her own, in-class research project with her students.
b. A school wide action research		Q. 5. A study which involves a systematic process of examining the evidence. The results of this type of research are evidential, relevant, and can inform practice and theory.
c. Practical Action Research		Q. 6. The Director constitutes a team to carry out a wide variety of evaluative, investigative, and analytical study designed to diagnose problems or weaknesses in leadership, academic and instruction to help educators develop practical solutions to address them quickly and efficiently.
d. Individual action research		Q. 7. Involves a systematic process of examining the evidence. The data analysis can be done by action researcher(s), but is more powerful when it is done with a group of people who are interested in the outcome. This type of research builds knowledge, informs theory, and changes practice.

8. Action research is a type of \_\_\_\_\_.  
 A. Applied research  
 B. Basic research  
 C. Evaluation research  
 D. Practical research
9. Characteristics of good research questions include the following **EXCEPT** \_\_\_\_\_.  
 A. Clear and concise  
 B. Feasible and researchable  
 C. Logical and illogical  
 D. Relevant and specific
10. Which of the following helps to set boundaries of a proposed research in order to provide a clear focus?  
 A. Delimitations  
 B. Limitations  
 C. Hypothesis  
 D. Purpose of the study

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11. The self-regulatory guidelines for making decisions and defining professionalism in research is known as \_\_\_\_\_.  
A. Ethics  
B. Introduction letter  
C. Legal guidelines  
D. Professional practice
12. The process that involves selecting a portion of the population of a study is known as \_\_\_\_\_.  
A. Randomization  
B. Sample  
C. Sampling  
D. Populating
13. The following explains the need for action research, **EXCEPT** \_\_\_\_\_.  
A. It helps teachers develop new knowledge  
B. It promotes reflective teaching and thinking  
C. It puts teachers in charge of their craft  
D. It reduces teachers' pedagogical repertoire
14. When a researcher uses someone's else's concepts or ideas without acknowledgement, it is referred to as \_\_\_\_\_.  
A. Consent  
B. Ethical mistake  
C. Plagiarism  
D. Plegierism
15. In research, some of the sources of problems for investigation may be obtained from the following **EXCEPT** \_\_\_\_\_.  
A. Deduction from theory  
B. Methodological concepts  
C. Personal experience  
D. Relevant literature
16. Which way of knowing is likely to provide you with the most valid knowledge?  
A. Authority  
B. Personal experience  
C. The scientific method  
D. Tradition
17. A research problem statement should indicate the following **EXCEPT** \_\_\_\_\_.  
A. expected results.  
B. target group.  
C. variables of interest  
D. relationship among variables



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18. A research proposal should indicate the results of the study.  
A. True  
B. False
19. A research proposal is a plan of how a study is to be conducted.  
A. True  
B. False
20. As a teacher how can research help you to improve your practice?  
A. By establishing questions to be answered  
B. By helping students know what they are taught  
C. By indicating what works  
D. By teaching
21. Teacher Afi and her colleague teachers conducted a research on a pertinent problem confronting their school, their head teacher and other stakeholders were not left out. What type of action research was that?  
A. Collaborative action research  
B. District-wide action research  
C. Individual teacher action research  
D. School-wide action research
22. Repeating a previously conducted research using new participants does not usually add to knowledge.  
A. True  
B. False
23. In using the scientific method to generate new knowledge, a researcher must complete one stage before moving on to another.  
A. True  
B. False
24. As an action researcher, the question, 'What would I do differently next time?' best explains \_\_\_\_\_.  
A. Action research as bridging the gap between research and practice  
B. Action research as a reflective practice  
C. Action research as a disciplined inquiry  
D. Action research as a social process
25. At what stage in his action research process will Teacher Bediako ask this question: "What can I do about the problem?"  
A. Data analysis  
B. Implementing the intervention  
C. Monitoring the intervention  
D. Planning the intervention

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**SECTION B J.H.S**  
[75 Marks]

Answer any **three** questions in this section.

1. a) Explain action research. (4 marks)  
b) Explain action research as reflective practice. (8 marks)  
c) Explain action research as bridging the gap between research and practice. (8 marks)  
d) State **five (5)** reasons why action research is needed. (5marks)
2. Explain any **five (5)** of the key principles of action research. (25 marks)
3. a) Explain observation. (5marks)  
b) Distinguish between structured and unstructured observation. (5marks)  
c) State five characteristics of good observation. (5marks)  
d) State five advantages of observation as a data collection tool. (5marks)  
e) State five limitations of observation. (5marks)
4. a) What is purposive sampling? (6marks)  
b) When is the use of purposive sampling appropriate? (4marks)  
c) How are subjects sampled in purposive sampling? (3marks)  
d) What is snowball sampling in research? (7marks)  
e) Explain two situations that make it appropriate to employ the snowball sampling method. (5 marks)
5. Discuss **five (5)** characteristics of a good research problem. (25 marks)