

STUDENT'S ID NO. \_\_\_\_\_

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UNIVERSITY OF GHANA

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

END OF SECOND SEMESTER EXAMINATIONS FOR LEVEL 300, 2024/2025  
BED, PROGRAMME

COURSE CODE: TELP 302

COURSE TITLE: INQUIRY AND ACTION RESEARCH FOR UPPER PRIMARY

*Instructions:* 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. What characterizes action research as a disciplined inquiry?
  - a. Informal observations only
  - b. Random data collection and analysis
  - c. Standardized testing only
  - d. Systematic investigation and reflection
  
2. Which ethical consideration is emphasized in action research?
  - a. Avoiding literature review entirely
  - b. Maintaining participant confidentiality
  - c. Publishing results immediately afterwards
  - d. Using quantitative data collection tools only
  
3. What role does reflection play in the action research cycle?
  - a. It guides continuous improvement
  - b. It is an optional component; it plays no role
  - c. It is only done at the end of the process
  - d. It occurs after publication of the results

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4. When reviewing literature for your action research, you find conflicting findings. How should you proceed?
  - a. Discard all conflicting studies
  - b. Only use recent publications
  - c. Present multiple perspectives
  - d. Select supporting views only
5. The fact that action research starts with a problem and ends with a problem means that it is...
  - a. action-oriented
  - b. cyclical
  - c. emancipatory
  - d. logical
6. How should intervention activities be documented?
  - a. Brief summary is sufficient
  - b. Final results are enough
  - c. Keep detailed implementation records
  - d. No documentation needed
7. What distinguishes action research from traditional research?
  - a. Focuses on classroom improvement
  - b. Requires larger sample sizes
  - c. Takes longer to complete
  - d. Uses only quantitative data
8. When analyzing qualitative data in action research, what approach is recommended?
  - a. Count the frequency of words
  - b. Pick random quotations
  - c. Scan responses quickly
  - d. Use systematic coding methods
9. A teacher notices students struggle with group work. Which initial step should they take?
  - a. Change the curriculum immediately
  - b. Document collaboration issues
  - c. Implement new seating
  - d. Write a research report
10. During observation, 40% of students don't participate. How would you frame this problem?
  - a. The classroom needs new furniture
  - b. Limited participation needs study
  - c. Students lack motivation
  - d. Teaching style is ineffective

11. You're planning to collect data about student engagement. Which method combination works best?
- Administrative records alone
  - Multiple data collection tools
  - Student test scores only
  - Teacher opinions solely
12. You discover midway that some students need modifications. What should guide your response?
- Abandon the research project
  - Adjust and document changes
  - Follow the original plan strictly
  - Ignore student requirements
13. Your action research involves recording discussions. What's most important?
- Getting expensive equipment
  - Obtaining informed consent
  - Publishing recordings online
  - Sharing with all faculty
14. An action researcher asks, "Why are students lazy?" Another way to ask the same question is:
- Are students unmotivated
  - Do students enjoy school
  - Should homework increase
  - What influences engagement
15. You're analyzing observational data. Which approach aligns with action research?
- Ask others to analyze it
  - Consider multiple patterns
  - Look for supporting evidence
  - Use numerical data only
16. A teacher's data indicates improvement. In writing the discussion section of a research report, what is the most appropriate focus?
- Criticize previous methods
  - Examine all outcomes
  - Include unrelated data
  - Show only improvements
17. You are to explain triangulation to a group of teacher trainees. How would you explain it?
- Collecting data from various sources
  - Including three participants
  - Using three questions only
  - Writing three chapters

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18. Your research reveals a successful intervention. How should you share findings?
- a. Keep findings private
  - b. Present strategies to colleagues
  - c. Tell the administration only
  - d. Wait for others to ask
19. How should limitations be addressed?
- a. Attribute to external factors
  - b. Discuss with transparency
  - c. Mention in footnotes only
  - d. Remove from report
20. When implementing a new intervention and noticing unexpected results, you should:
- a. Abandon the research
  - b. Document and adjust the approach
  - c. Hide unexpected findings
  - d. Ignore new observations
21. A teacher conducted a study to examine how well the objectives for the School Feeding Program have been achieved. This best describes:
- a. Basic Research
  - b. Applied Research
  - c. Action Research
  - d. Evaluation Research
22. Cindy and her colleague teachers researched a pertinent problem confronting their lesson delivery. The type of action research best suited to operate here is:
- a. collaboration
  - b. district-wide
  - c. individual teacher
  - d. school-wide
23. When Mr. Vason was conducting his action research, he had a dialogue with other people for their different points of view about the phenomenon. The most appropriate principle of action research manifesting here is:
- a. collaborative resources
  - b. dialectical critique
  - c. reflexive critique
  - d. collaborative resources

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24. Master Musa was able to watch the way his Basic 4 learners interacted with their mates when he joined them to play a football match during break. The most appropriate data collection technique he used is
- a. interview.
  - b. observation.
  - c. portfolio.
  - d. test.
25. A researcher divided the research subjects into two groups according to gender and then selected members from each group for her sample. What sampling method was the researcher using?
- a. Cluster
  - b. Random
  - c. Stratified
  - d. Systematic

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**SECTION B**

(75marks)

**Answer any three questions in this section**

1. Discuss five (5) reasons that justify the need for sampling in action research. (25 Marks)
2. Explain each of the following stages in conducting action research:
  - i. Problem identification and diagnosis (5 marks)
  - ii. Literature review process (5 marks)
  - iii. Planning intervention activities (5 marks)
  - iv. Data collection and monitoring methods (5 marks)
  - v. Analysis and interpretation of findings (5 marks)
3. Explain each of the following key characteristics of action research:
  - i. Cyclical nature (5 marks)
  - ii. Participatory (5 mark)
  - iii. Problem-focused (5 mark)
  - iv. Collaborative (5 mark)
  - v. Context-specific (5 mark)
4. Discuss five (5) data collection methods suitable for action research. (25 marks)
5. Explain each of the following ethical principles in action research:
  - i. Informed consent (5 marks)
  - ii. Privacy and confidentiality issues (5 marks)
  - iii. Access and acceptance (5 marks)
  - iv. Data protection and storage (5 marks)
  - v. Anonymity (5 marks)