

Action Research Writing: Outliving its Pedagogical Essence in Colleges of Education in Ghana

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Abstract: - The study used an adaptation of Susman's Action Research Cycle model to evaluate action research writing in selected excellence award winning initial teacher education institution in Ghana. The study involved comparing performance data of the action research writing perceived by students and tutor supervisors to standards expected from Susman's cycle design. Performance data was obtained by administering two survey instruments to a random sample of students and tutor supervisors. Discrepancies between performance and standards were reported. The study concluded that although action research standards expect that students report on perceived classroom learning needs per their reflective log and design innovative strategies to address them, they copy from already prepared reports, called "grandfather" thereby affecting professional and academic performance of a large number of both teachers and learners in the public schools in Ghana. The authors recommend that sp.

Key Words: - Action research, reflective log, establishing teaching, Intervention, supervisors.

I. INTRODUCTION

The initiative taken by the Ministry of Education to make action research a requirement for final year students of all initial teacher education institutions in Ghana, for obtaining a diploma in basic education to qualify them as teachers, was a laudable one as this research is a method used to improve professional reflective practice, as well as solve classroom related problems. This project, if genuinely done since its inception, must have eradicated teaching and learning related problems at the grassroots with minimal or no government intervention.

The student-teacher at this stage of his/her 'establishing teaching' experience, is driven by the need to understand why an identified learning need exists in the course of teaching, impeding against the learners natural flair of understanding a concept being taught. A student teacher, who becomes a reflective practitioner, is sure to readily identify any such learning needs and then decide to investigate it in order to find solutions. In this case, then assumedly, taking into consideration the number of colleges of education and teaching universities in Ghana, about five thousand action research projects are undertaken each year by these final year students, which makes a sound conclusion that about five thousand classroom problems are solved each year. This reasoning was well embraced by all well-intentioned

Ghanaians and concerned stake holders in education because Ghana, like other industrialized and developing countries, should be dependent on action research to augment modern and innovative methods of teaching in initial teacher education. (Gerald J. 2008).^[1]

Teacher preparation is well established in the country as the field of education often uses action research, an interactive method of collecting information used to explore topics of teaching, curriculum development and student behavior in the classroom in all 40 Colleges of Education that offer three-year diploma in basic education for students prepared to teach at the basic schools. The major steps involved in this research, namely pre intervention, intervention and post intervention stages provide statistical and qualitative evidence of the problem diagnosis, implementation of intervention to curb or minimize it and evidence of improvement after the intervention to prove that the problem no more exists or has been reduced to a significant percentage. For this reason, action research in the classroom situation can be seen as actively participating in a change situation involving a reflective process of enlightened problem solving between a school placement teacher (mentor) and a student teacher (mentee) as part of a "community of practice" to improve the way they address and solve perceived learning needs among their learners. According to Denscombe (2010)^[2] an action research strategy's purpose is to solve a particular problem and to produce guidelines for best practice. However, action research may also be applied to programs or educational techniques that are not necessarily experiencing any problems, but that educators simply want to learn more about and improve.

II. SCHOLARLY DEFINITIONS OF ACTION RESEARCH

Kurt Lewin, ^[4] then a professor at MIT, first coined the term "action research" in 1944. In his 1946 paper "Action Research and Minority Problems" he described action research as "a comparative research on the conditions and effects of various forms of social action and research leading to social action" that uses "a spiral of steps, each of which is composed of a circle of planning, action and fact-finding about the result of the action".

McNiff & Whitehead's (2006)^[4] discussion on action research carries with it a process in which participants examine their

own educational practice systematically and carefully, using the techniques of research. This kind of research, according to them, diagnoses a specific problem and therefore develops appropriate intervention strategies to find possible solutions to the problem identified. The principal reason for the use of action research in context of school is improvement of practice. It also relies on observation and behavioral data and again to a much relaxed view of the scientific method.

To Greenwood & Levin (2007)^[5] action research is also concerned with immediate solution to local problem and deals with interpreting the relationship among variable and describe their relationship. Also, it seeks to observe, describe and document aspect of situation as it naturally occurs in a local setting; that is the location of the study the community, school and classroom through approaches of scientific method. It is aimed at contributing to knowledge.

Atkins & Wallace, (2012)^[6] in their *Qualitative Research in Education*, see this study as a specific type of applied research. Its purpose is to solve a specific classroom or school problem, improve practice or make a decision at a single local area or site. The goal is to improve practice immediately within one or few classrooms or schools. Teachers and administrators conduct action research. In other words, the studies are conducted by practitioners, focusing on their problems or using the principles and methodologies of research.

Finally, Burns (2007)^[7] is of the view that action research is very popular in the field of education because there is always room for improvement when it comes to teaching and educating others. Sure, there are all types of methods of teaching in the classroom, but action research works very well because the cycle offers opportunity for continued reflection. In all professional fields, the goal of action research is to improve processes. Action research is also beneficial in areas of teaching practice that need to be explored or settings in which continued improvement is the focus.

III. THE STRENGTHS OF ACTION RESEARCH

Noffke, S. & Somekh, B. (Ed.) (2009)^[8] list the strengths and of Action research as

It is a means of introducing new ideas into the teaching process. It is also a means of remedying a specific situation. This is improving practice.

It helps to understand what actually goes on in the teaching and learning environment and helps to evaluate teaching effectiveness.

It helps pupils to acquire interest skills and ensures a systematic implementation of intervention strategies.

It helps the teacher to get better understanding of what actually goes on in the teaching process.

It also help the pupils to get better understanding of all aspects of teaching and learning process on their own, that is relating

to the subjects content and methods which will be appropriate for the class.

It is through action research that that teaching can evaluate his or her teaching effectively, because the teacher needs to be equipped with the knowledge and skill in order to understand the various methods that will best suit the class.

It will help the researcher to design on intervention that will be effective in addressing the problem of pupils.

It will also help the researcher to identify the individual problem of the pupil of the pupils he/she is handling and to design a proper intervention to address it.

Action research is a type purposely used to solve a specific classroom or school problem, improve practice and make decision at a single local site.

The goal of action research is to improve practice immediately within one in a few classroom or school.

The choice of the action design was to help develop new strategies which could be applied to the improvement of education practices within the content of classroom instructions in mathematics. The problem identified needed immediate solution.

It can be a worthwhile pursuit for educators for a number of reasons. Foremost among these is simply the desire to know more. Good teachers are, after all, themselves students, and often look for ways to expand upon their existing knowledge.

It helps educators use data, rather than preferences or hunches, to guide improvement efforts. This makes the process of action research more scientific in nature, proposing ideas and theories that can be back up by data. This gives teachers something more concrete to work with instead of just relying on the principles that teachers have used in the past. Times change, and the way we teach kids has to change along with the times. There have been a lot of changes to the way things are taught in school as a result of the work of action research.

It leads directly to actions that change the environment. Once a teacher begins reflecting on the classroom situation, a thoughtful educator will usually not waste much time in implementing actions based on the action research he or she conducted.

It plays an important role in improvement of specific pedagogical practices. As mentioned earlier, there have been a lot of changes to the way subjects are taught in schools because of action research.

The design encourages teachers to be aware of their own practice and to be prepared to change. It is participatory in that the design involves the teacher in the inquiry process.

The design also enables the researcher to share problem with other teachers and students teacher trainees. The design used has given immediate solution to problem in education.

3.1 The Weaknesses of Action Research

It is only confined to problems which hinder classroom teaching and learning. Procedures are planned only in general terms, that is, it is a problem which is recognized among some pupils.

These are selected but the whole is involved in the research. The findings of the action research cannot be applied to a number of areas. It is only concerned with finding solutions to specific problems which are identified.

Personal over-involvement of the researcher may bias research results.

It is time consuming and requires a lot of money and much attention is needed to carry it out.

It is harder to do than conducting conventional studies because the research takes on responsibilities for encouraging change as well as for research.

A standard format to report your finding effectively cannot be used easily.

The design involves a lot of information in the writing of the project which involves traveling at one's own risk.

The intervention process needs a lot of creativity, flexibility and vitality until a change is realized.

It is a process, which does not have an end.

IV. STAGES IN THE ACTION RESEARCH PROCESS IN THE COLLEGES OF EDUCATION



4.1 Step 1: **DIAGNOSING: Identifying the Problem:** the student-teacher is given a period of one month to observe the teaching learning processes in their assigned classrooms and document them. There should however be pieces of evidence to show for at least three lessons. These could be through videos, audios or observation forms. Then all the students in a particular placement school have to use two weeks to do a peer review of their lesson observation: helping one another identify at least three learning needs from each of the lessons

observed and think of interventional strategies that could be used to remedy them. At the end of the two weeks, they are to present the identified problems to their supervisors on campus at a scheduled time. The supervisor then sits with them and discusses the instruments they used in identifying the problems, what they are, their strengths and weaknesses. The emphasis on triangulation is drawn to include

4.2 Observation

Observation is a systematic data collection approach, whereby the researcher uses all of their senses to examine people in natural settings or naturally occurring situations. The researcher chose observation because it enables the researcher to describe existing situations using the five senses, providing a written autograph of the situation under study.

Strengths of Observation

It is a very direct method for collecting data or information best for the study of human behavior.

It improves precision of research results.

It is very accurate in nature and very reliable in data collection.

It is less demanding in nature, which makes it less bias in working abilities.

It approaches reality in its natural structure and studies events as they unfold.

Weakness of Observation

It cannot provide information about past, future and unpredictable event.

It involves a lot of time as one has to wait for an event to happen to study that particular event.

It cannot be employed when large groups or extensive events are studied.

It cannot study opinions or attitudes directly.

It cannot obtain a complete answer to any problem or any issue.

4.3 Test

A test is a procedure of submitting a statement to such conditions or operations which will lead to its proof or disproof or to its acceptance or rejection.

Strengths of Test

It helps the teacher to organize the things that they teach and when they should teach them. It is a powerful guidance tool for schools and educators to use.

It also provides the school and teacher with what areas their students are lacking in and where more focus should be placed in the classroom.

It helps to exemplify just how far ahead you are from the rest. This also place into the funding that is provided for the school from the government.

It makes them highly subjective, and bias about what the teacher believes and has taught. It does not create a standard and average for testing the students' knowledge in the way that standardized testing does.

Weaknesses of Tests

It makes it very difficult for teachers to teach the way they want, or the way that their pupils need. They have to follow a very strict curriculum set by the state in order to get the best scores on their tests.

It provides an inaccurate judgment. Each student is different and understands things in a different way. Standardized tests put these students into boxes that they feel they must fit into, which is negatively impacting the mindset that comes along with an education.

It inspires cheating. Most schools funding depends on how well they perform on the State standardized tests. This is a huge amount of pressure to put on teachers and students. It's because of this pressure, and throwing money into the mess, that there have been numerous cases of cheating. When I say cheating, I don't mean by the students either. Teachers and schools, Districts all over the country have. Been found guilty of changing answers, submitting false tests and doing just about anything they can in order to boost their class scores.

4.4 Exercises

An exercise is a short activity a teacher undertakes after delivering a lesson to assess pupils understanding.

Strengths of Exercises

It serves as a motivational tool for pupils. Pupils will naturally be motivated to study more and pay attention during class, if they know that later they will be tested on the material in front of their peers.

It helps pupils review the concept they have recently studied.

Classroom exercises allow pupils to build prior knowledge and reinforce concepts which may have been unclear to them.

Pupils will take time to go over recent lessons to perform better during the exercise.

Exercises provide an excellent way to reinforce material that needs to be covered before an upcoming test.

It motivates pupils to participate in class.

Weaknesses of Exercise

Exercises demand participation from pupils.

Pupils begin to encourage each other instead of working independently.

Teachers often have problems getting every child to pay attention to the lesson, complete work and not cause a disturbance to other pupils.

4.5 Interview

An interview involves posing questions to respondents for answer either by writing or in a face-to-face situation or by phone. The researcher can conduct an interview with any group or individuals who are willing to provide information

about the problem under study or about their own perception of the problem. Interview is a formal technique of oral communication. It is an effective mechanism of knowing one's opinion, attitude, idea, intelligence, ability and depth of knowledge.

Strengths of interview

Quick exchange of information:

Instant response

Setting grievance

Evaluating mental state

Checking the candidate's qualifications

Developing relationship

Informing the candidate about some matters

Easy correction of speech

Selection of suitable candidate

Collection of primary information

Sufficient information

Time saving:

Less costly

Increasing knowledge

Explore cause behind the problem: In depth analysis: Solving labor problems:

Flexible

Disadvantages of Interview

There are some limitations of the interview process. It is not free from defects. The disadvantages of the interview are discussed below:

Incomplete process

No record

Lack of attention

Disappointed:

Time consuming:

Biases of interviewer

Costly

Inefficiency of the interviewer:

Not suitable for personal matters

After the supervisor is content with the content presented, he decides with the students which of the three problems each of them would feel comfortable working on. The student-teacher is then given the go-ahead to find appropriate interventions to address the learning need.

4.6 Gap: 1

After agreeing on the topic to work on, it is expected of the tutor to do a follow-up visit to the placement schools to verify if the presented learning-need reflects in the class. This, indeed, is a major step, when taken, would have assisted in identifying actual learning needs of our pupils and assist student-teachers to remedy them. This is not done. Whatever the student-teacher presents is accepted and work starts. **This is where students identify the first gap to stimulate plagiarism.** This is no fault of the tutors as commitment to work in the colleges does not attract any incentive, whether intrinsic or extrinsic and so tutors are not inspired in any way to go the extra mile.

V. Step 2: ACTION PLANNING

Devising a Plan: students have the responsibility to consider which of the interventions would work well for the specific learning need to bring about a change. These interventions should not in any way embrace strategies and techniques designed for classroom use as outlined in the teaching syllabus. It is assumed that after using the prescribed pedagogical strategies, a concept is still not well grasped/understood by the pupils. The question then is "what new thing am I bringing on board to serve as a back-up for the classroom activities. The intervention strategies selected help in formulating the topic for the research and makes clear the purpose of the research. This planning phase would take into consideration the creativity, practicality and originality, researching into them, application to the age, interest and abilities of the pupils, time duration, allocating responsibilities, monitoring strategies, The intervention to be considered can be modern and innovative adaptations of a combination of aspects of strategies from creative approach, talk for learning, questioning, group work, Teaching Learning Materials, to mention but a few. Both the tutor and each of the students agree on the selected interventions, the supervisor assists the students to consider the wording and framing of their topic, which does not exceed seventeen words and the student is given a maximum of five working days to prepare a sample lesson plan on how to use the interventions to remedy the learning need and submit it.

After the lesson notes are brought and the dual discuss it and all rectifications made, the student is given three weeks to write chapters one and two of the project. Chapter one discusses the introduction, background to the study, statement of the problem, purpose of the study, benefits/significance of the study, research questions, delimitation, limitation and organization of the rest of the study. Chapter two is captioned literature review and its main contribution is to review what scholars, authors, writers have said about the learning need. These should be rightly acknowledged. The script is vetted, discussed and where necessary, students are to recopy the marked scripts with all corrections well inserted. When the supervisor is satisfied, chapters one and two go to the press for typing.

5.1 Gap 2: the supervisor does not have any means of checking plagiarism and testing if the selected interventions are suitable for remedying the problem. The student's power of persuasion in giving a systematic presentation of how the strategies would be used is enough to give a go ahead signal or an ignorant student is forced to swallow the directives of the supervisor down the throat whether it is applicable or not. For a good work to be done, at this stage, the supervisor should dedicate him/herself in assisting the student to use the strategies on a pilot basis to see if they are appropriate and establishes learning. the preparation of the lesson notes is not supervised so supervisors cannot determine whether the student is presenting an original work, is being helped by someone or copying.

VI. STEP 3: ACT TO IMPLEMENT A PLAN

Implementation of intervention strategies: this is preambled by

The Study Area (the location, population, occupation, attitude towards education and contribution towards the learning need)

Research Design (basically action research: what it is, its strengths and weaknesses)

The Study Population (the name of the school and particular class from which participants are chosen from for the study.)

The Sampling Procedure (the techniques used in selecting participants for the study and why they are important. In the case of the college it is always the purposive and census techniques to make all pupils beneficiaries of the intervention, the gender make- up of the participants analyzed in ratio and percentages)

Data Collection Instruments (for the purposes of triangulation two or more instruments are required. For example: **Observation, its Strengths and weakness, interview, its strengths and weaknesses, exercise, its strength and interview, sources should be acknowledged**)

Data Collection Procedure (how the data collection instruments were used to validate the existence of the problem eg.

Observation

In an attempt to diagnose the perceived problem, pupils' negative attitude towards schooling during the rainy season was given a critical observation. The class attendance register served a good purpose of giving us a first - hand information on the pupils involved and their frequency of absenteeism. An observation monitoring checklist was developed to monitor the specificities of the absenteeism and this helped to realize that pupils did not have any means to pass through the rains and come to school during the rainy season. Three weeks were used for the observation.

Interview

To find out the exact causes of the problem, a face to face interview using the research questions was conducted. This was done within thirty minutes after school hours for two weeks. After a successful interview, it was gathered that nothing that went on in the classroom was hindering them from coming to school. The main cause of their absenteeism was their inability to pass through the rains to come to school.)

The intervention is usually done in a period of three to five weeks. It spells out the number of days to be used in a week, the duration for each day, the intervention objective and strategies for each day (optional) and the intervention process. Example

6.1 Week 1 Day 1

Lesson 1

Subject: Literature in English

Lesson topic: drama

Lesson objective: By the end of the lesson, the pupils should be able to

Define drama

List the two things involved in drama

Discuss three characteristics of drama

Give three reasons why we participate in drama

Duration: 35 minutes

Lesson strategy: pyramid discussion; convince a friend and the facilitator and magic microphone

Procedure

All pupils were present.

Pupils were asked to brainwrite all that they know about drama.

Doing a whole class discussion on what they enacted, they were given sometime to reframe their thoughts on what they first wrote about drama. They should then convince a friend with all their points that what they know about drama is the best. During the pair discussion, each pair should try to synchronize their thoughts and then convince a facilitator on what drama is. Introducing the magic microphone, pupils answered the questions posed them example

Which two things are involved in drama? (Action and dialogue)

What makes drama different from the other genres of literature? (acts, scenes, characterization) why should we participate in drama? (it is easier to make meaning from, it comes to life through the performance, it mirrors society's doings and helps us to know about the past, present and future heroes.

Using questions to promote Lower Order Thinking Skills (LOTS) assist pupils to recall some films they have watched from other continents. Using questions to promote Higher Order Thinking Skills HOTS ask pupils what is the characteristics of these movies? American movies range from adventure to horror to romantic movies and they usually last for 2 hours. Indian movies are basically romantic movies but heroes have to fight to win their lovers and through that most of them look silly. They last longer. From these characteristics, in which two ways can we classify plays? (Duration and type)

The intervention spells out who does what and the learning outcome expected at the end of the implementation.

The student-teacher gives a report on all these processes in chapter three of the project work titled **Methodology** and presents to the supervisor, who at the comfort of their homes, with no knowledge of what took place in the classrooms, makes syntactic analysis of the written report with at times sad occurrences of having a whole page or more crossed out for poor analysis.

6.2 *Gap 3*: No tutor on campus goes to monitor the implementation of the interventional strategies to know whether the students do as expected, how systematic and skillful it is, how participants are benefitting, how it addresses the learning needs, and the overall outcome. It has been noted with disappointment that about 80% of students do not do anything practical or special labeled as interventional strategies. A visit to five placement schools revealed this negatively astonishing outcome as the head teachers showed complete ignorance of having observed a thing like that to the dismay of the author.

VII. STEP 4: EVALUATING

Studying the Consequence of an Action: Observing Post Intervention Results and Analysis: the last item in chapter three is the post-intervention stage. The same period and instruments used at the pre-intervention stage are used in the post-intervention analysis to observe whether the intervention strategies are beneficial in addressing the perceived learning need. It usually follows the fashion

7.1 Post-intervention

Two weeks after the intervention, the researcher, knowing very well that the pupils' interest in the raincoats might have been dying out, embarked on an observation to monitor attendance. The improvement in punctuality and regularity for the three weeks under observation testified that the pupils really had a strong urge to come to school but for the lack of raincoats, the absenteeism was recorded.

In chapter four, a statistical presentation of all the outcomes in chapter three are made. Percentages are used and where necessary appropriate tables and graphs are also presented to illustrate the analysis. This chapter is captioned, findings and

analysis. A written description of what each table represents is also given. Example:

The figures on table 1 indicate that in all (21) pupils were used as the study population. 9 of them representing 43 % were males and the remaining 12 representing 57% were females of the total population.

TABLE 1: Description of the Study Population

Sex	Frequency	Percentage
Male	9	43
Female	12	57
Total	21	100

Table 4 represents the strategies that can be used in reducing the effect of littering in schools. From the table, 4 pupils representing 19% felt that littering laws will serve a good purpose of putting a stop to indiscriminate littering. They felt that since every law has a corresponding penalty, pupils would be deterred from the bad habit for fear of being in the full grips of the law. 4 other pupils representing 19% argued that the use of stop littering signs was rather preferable as the signs are always discernible. The image of the signs, according to them, once captured by the eyes, transfers the message to the brain, which in turn serves as a monitor to check you from perpetuating. Furthermore, an outstanding number of 10 pupils representing 48% preferred recycling. They had their reservations about the fact that laws and signs on littering could do the magic of making them stop littering within the twinkling of an eye. They proposed that if a group gradually draws the attention of the whole school to picking filth from the school compound and recycling it, pupils will see the need to dispose what they would have left carelessly on the compound to the bins created for the categories of filth and when this is frequently done, it becomes a habit and soon the problem would be remedied. Finally 3 pupils representing 14% were drawn by anti-litter campaigns because according to them, if the school starts campaigning to the community about filth and its effects, pupils would want to serve as role models to ensure clean school environment.

7.2 TABLE 4: Strategies to Reducing Littering

Strategies	Frequency	Percentages
Littering laws.	4	19
Stop littering signs.	4	19
Recycling	10	48
Anti-litter campaigns	3	14
Total	21	100

From table 5 it can be deduced that out of the 15 days for the pre-intervention attendance, 8 out of the 21 pupils were present on day1, 6 pupils came to school on day 2 and 6 pupils on day 3. 8 pupils who represent the modal attendance broke the record for being present on day 4 and the

subsequent days recorded 5, 8, 3, 5, 5, 3, 3, 4, 4, 3 and 3 for days five (5) to 15. For the pre intervention observation, the total attendance expected (obtained by multiplying the 15 days by 21 pupils) was 315 but 73 was recorded. This confirmed the research findings that not possessing raincoats are a determiner of pupils' poor punctuality and regularity in school. The interview conducted confirmed that pupils' absenteeism was as a result of the heavy rains. This demanded recycling empty water sachets into raincoats to assist them positively to come to school always during rainy seasons.

The post intervention attendance on the other hand revealed that after the intervention, all 21 pupils were present from day

1 to 5. 20 were present on day 6, all 21 on day 7, 19 on day 8, 21 on day 9 and 20 on day 10. It can be concluded that the two weeks after the intervention recorded very high attendance. However, there was a sharp decline in attendance from days 11 to 15 which recorded 16, 11, 8, 7, 9, attendance respectively. Notwithstanding, it can also be concluded that 86.7% of the objective was achieved because if after the three weeks of the intervention, seven out of the 15 days of post-intervention observation saw a full attendance of the whole target group, then there was a remarkable change of attitude towards schooling. Rain coats are good strategies to attract pupils' punctuality and regularity to school during rainy seasons.

7.3 Attendance monitoring chart table (pre and post intervention attendance chart table)

Days	Expected Attendance	Attendance Pre-int	No Absent	Attendance Post-int	No. Absent
1	21	8	13	21	0
2	21	6	15	21	0
3	21	6	13	21	0
4	21	8*	16	21	0
5	21	5	14	21	1
6	21	7	18	20	0
7	21	3	16	21	0
8	21	5	16	19	2
9	21	5	18	21	0
10	21	3	18	20	1
11	21	3	17	16	5
12	21	4	17	11	10
13	21	4	18	8	15
14	21	3	18	7	14
15	21	3	13	9	12
Total	315	73	242	257	58

Number absent: pre-intervention observation;

Expected attendance –actual attendance

$$315 - 73 = 242$$

Number absent: post-intervention observation

Expected attendance –actual attendance

$$315 - 257 = 58$$

7.4 Gap 4: Once the student is able to make these statistics right and meaningful, then he is almost through with his/her project work. Observations made confirm that no post-intervention analysis has ever stated that the intervention process did not address the learning needs of the pupils. Again, mathematics and science students tend to have an advantage in computing the percentages and the means as such other students run to them for help.

VIII. STEP 5: SPECIFYING LEARNING: GENERAL FINDINGS

Reflect and Share: Before writing chapter five, **summary, conclusion and recommendations**, it is expected that both the supervisor and the student, having done a plan and do together, will reflect on the processes and outcomes of the study to give them

IX. CONCLUSION

Problems Encountered

Students make copies of project work and thesis from the nation's renowned universities and present them page by page to their supervisors. Having at the back of their minds that lecturers are more scholarly than tutors of the colleges, students become very upset when tutors make amendments, reject or give unexpected grades to a work which had been vetted and given a good grade by a lecturer.

Because action research study is evidence-based; and the student is required to provide modern sources:(not before 200) for every meaningful statement made, the students tend to create their own sources to satisfy the supervisor.

Few tutors who try to direct students to the right path are tagged uncompromising, hard-hearted and too strict. Students resort to running away from such tutors unannounced to other tutors who warmly embrace them and give them undue assistance to finish their work early.

Some tutors are noted to have been collecting sums of money from students and telling them to come back at a scheduled time for a finished work for scoring. Students in this situation do not have a feel of what action research is all about and ironically, they are the ones given good grades.

Though it is a good practice to guide students to do a veritable project work, it at the same time feels irritating to students when the supervisor does not take any active interest in the planning and doing process but has restricted himself to the position of commenting harshly on a chapter's report on genuine implementation of the techniques in each stage.

Recommendations

Though the authors make the following recommendations, it is their wish that these measures should be implemented temporarily as stakeholders take steps to implement in the near future a strategy of making students **prepare concrete TLMs, write short notes about them and demonstrate their use in remedying a learning challenge**

These TLMs should be supplied to basic schools at the beginning of each academic year.

Are fresher work shop should be organized for Basic school teachers on the use of the TLMs and constant supervision.

1. The Ministry of Education, National Council of Tertiary Education, and the mentoring universities of the colleges should show that they have the country at heart by motivating tutors at the colleges well enough to assist students to undertake their action research studies in their schools of practice to serve the intended purposes: to solve classroom problems and for academic recognition.
2. Project work supervisors are entitled to technological gadgets that checks plagiarism and the existence of quoted references.

3. There should be no time frame for references in action research if the information is workable.
4. Tutors should be made to organize 'post-presentation of projects' sessions to discuss students' commitment levels, composure, creativity and other such traits in his dealings with the supervisor before altering the grades for the better or worst of students.
5. Students should be made to know that the **action research** process is an interactive method of collecting information. In the field of education, action research is used quite often to explore new ways of teaching and interacting in the classroom. All seriousness and dedications should be given to its implementation and reporting and not to be confined to 'grandfathers'
6. As characterized by schools in the Assin North Municipality where learning needs cut across all schools, students in the municipality should be allowed to write their projects in groups so each student adapts and implements the strategies in his/her own school to address the peculiarity of the pupils.
7. Project work Supervision is not a superior-inferior relationship or a interactions where what the supervisor says is final and must be adhered to even though it does not suit the classroom situation. It should not limit the students' creativity and imagination. Students should be allowed to express their thought on knowledge acquired through their experience in education rather than making them account for every significant sentence they make as if they are tabular-rasas.
8. It is the hope of the researchers that the Student Teaching Program at Foso College of Education provides an opportunity to develop and evaluate the students' competence in an actual school setting. Student teaching is intended to bridge theory and practice. The relationship among university supervisor, supervising teacher, and student teacher influences the quality of the student teaching experience. The student teachers need competent and concerned supervisors to help them assume the full range of duties of a teacher. The supervising teacher is a vital influence in a student teacher's professional growth and development otherwise action research research is outliving its pedagogical usefulness.

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