

# **Original Research Article**

## **Assisting Students Improve the Techniques of Answering Essay Questions in Social Studies in McCoy College of Education Through Action Research**

### **ABSTRACT**

The study was carried out at the McCoy College of Education in the Nadowli District of the Upper West Region of Ghana. It seeks to explore ways of assisting students in improving the technique of answering essay questions in social studies. A case studying level 100 students of the McCoy College of Education was carried out where it was found out that they are lacking in the area of study.

The researcher intends to determine why students in these classes perform poorly in essay assignments and examinations.

The researcher sought to investigate to what extent the poor approach to essay writing, poor introduction, paragraphing and conclusion writing coupled up with the inadequate expression, periodic essay tests and assignments, inadequate prompt and irregular marking of assignments and quiz scripts, and students' inability to use linking words among others is affecting their written essays in social studies.

This phenomenon was ascribed after the study because students are not assessed regularly by essay questions. It is also the case that essay questions are not marked, and tutors do not

regularly do assessments of students, a situation that has to do with a large student population, affecting the student–tutor population ratio.

The study recommends that the institutions concerned with training teachers make adequate communication studies a hallmark of skills needed for teaching.

The study's findings take particular interest in improving teacher trainees' oral and written communication skills and, by extension, their prospective pupils.

**Key Words: Action Research, Needs Assessment, North Western Ghana, Ghana Tertiary Education Commission**

## **INTRODUCTION**

### **1.1 Background**

1.2 The action research was conducted at the McCoy College of Education. The college is one of the new colleges of education to be absorbed by the Ghana government. It was established in 2014 by the Catholic Church to cater to the shortfall of teachers in northwestern Ghana. The college was established due to a needs assessment conducted by the catholic mission. A needs assessment is a systematic process for determining and addressing needs, or "gaps" between current conditions and desired conditions or "ants" The discrepancy between the current condition and the wanted condition must be measured to identify the need appropriately. The need can be a desire to improve current performance or to correct a deficiency.

The institution is situated in Nadowli in the Upper West Region. It is located off the Nadowli – Daffiama road on the outskirts of the Nadowli Township.

At the McCoy College of education, I identified the problem of students' inability to answer essay questions in Social Studies correctly. This problem was identified through students' performance assignments, tests and mid-semester examinations at the beginning of the 2020/21 academic year. In diagnosing the problem through observation and interviews of both students and tutors, it was established that it was due to the following:

- i. Students were not taught how to answer essay questions in Social Studies at the pre-university level.
- ii. Students were not given essay assignments regularly.
- iii. Some of the students' assignments were not marked.
- iv. Tutors' inability to review students' essay assignments with them.

By way of finding solutions to the above problems, the following interventions were necessary:

- i. Teaching students the techniques of answering essay questions.
- ii. Regular essay assignments to students.
- iii. Regular and prompt marking of essay assignments and examination scripts of students.
- iv. Regular and prompt review of students' essay assignments and examination scripts.

The researcher adopted the following measures as the interventions to use.

They were:

Teaching students various techniques in answering essay questions in Social Studies, regular and prompt marking of essay assignments and tests, regular and prompt review of students' assignments and examination scripts and the involvement of students in activities such as debates and drama activities.

The topic that emerged from the above development was "assisting Students Learning the Techniques of Answering Essay Questions in Social Studies in McCoy College of Education through Action Research."

### **1.3 Statement of the Problem**

The problem to be investigated is the inability of level 100 students in Social Studies in the McCoy College of Education to answer essay-type questions and what could be done to improve the situation.

### **1.4 Purpose of the Study**

The research aims to determine why level 100 students of the McCoy College of Education cannot answer essay-type questions correctly.

It also aims to identify strategies to assist them in overcoming the problem.

### **1.5 Specific Objectives**

The following objectives guided the study:

- i. To find out if students are taught how to answer essay questions.
- ii. To find out if tutors review examination questions with students.
- iii. To find out how students can be helped to answer essay-type questions correctly.

### **1.6 Research Questions**

- i. Are students taught how to answer essay-type questions?
- ii. Do tutors review assignments and examination scripts with students?
- iii. How will students be helped to answer essay questions correctly?

## **1.7 Significance of the Research**

The research outcome would help expose the defects in answering essay questions among level 100 students in Social Studies at McCoy College of Education and establish the nature of these defects and how they can be corrected.

It will also help correct wrong approaches used previously, ending this problem.

Finally, the study would also be of great importance to policymakers and implementers such as Colleges of Education, Ghana Tertiary Education Commission and the Ministry of Education.

## **LITERATURE REVIEW**

2.0

This section reviews relevant literature on **"Assisting Students Learn the Techniques of Answering Essay Questions in Social Studies in McCoy College of Education through Action Research."**

This section is also put into themes.

### **2.1 Themes:**

- i. Description of essay and objective types of tests.
- ii. The nature of essay tests.
- iii. Answering essay tests.

### **2.2 Description of Essay and Objectives Types of Tests**

In all schools, students are often tested to determine their understanding of what they have been taught. This technique is often done in various forms. In Social Studies, the most common

technique used to gather information about the learner is the traditional paper-and-pencil test, which includes essay and objective tests. Whereas an essay test contains questions requiring the respondent to respond in writing, an objective test, on the other hand, has clear and unambiguous scoring criteria. With the two formats of tests, level 100 students in Social Studies in the McCoy College of Education in the Upper West Region face a more significant challenge of the wrong approach to solving essay questions.

### **2.3 The Nature of Essay Test**

The most notable feature of an essay test is the freedom of response it provides to each respondent. Essay questions can be divided into forms; restricted and extended response questions. The extended response question gives room for creative integration of ideas and sufficient freedom to demonstrate synthesis and evaluation skills.

As stated by Gronlund (1976), the extended response essay question gives the candidate the ability to produce, organise, express ideas, integrate learning in different areas and create original forms and ideas.

In the restricted response essay questions, each respondent is limited in the form and scope of the answer because of the wording of the questions. This question often explicitly gives the directions which the answer should take. Because of this, it is best used when testing knowledge in the comprehension, application and analysis domains.

### **2.4 Answering Essay Tests**

According to the various Chief Examiner's Report of the various social studies courses at the colleges of education level (February 2017), candidates of Social Studies approach essay questions wrongly due to the following factors:

- i. Poor communication skills continue to be a major weakness of most students since they cannot express themselves in simple good English.
- ii. Students also fail to take full context of questions. Instead, they try to understand the question 'ord by the word' The situation is that if there is a particular word such as "inder" or "looding" highlight that they do not understand, they approach the question wrongly.
- iii. Some students also continue to list their answers. They forget that the paper is an essay type, and the answer must reflect such. They often fail to have a complete discussion of the points raised.

John W. Santrock (2001) believes that essay items allow students more freedom of response to questions but require more writing than other formats. Essay items are perfect for assessing students' understanding of the material, higher-level skills, ability to organise information and writing skills.

## **METHODOLOGY**

This chapter is on population and sample, nature of data, instruments used for data collection and the method of data analysis. It also covers validity and reliability

### **3.1 Study Population/Sample**

The target population for the study was the level 100 social studies classes made up of one hundred and twenty (120) students, comprising 80 males – 40 females.

Table 1.0 below shows the distribution of level 100 classes

Class	Programme	Females	Males	Total
A	Social Studies & English	10	30	40
B	Social Studies & Music	10	10	20
C	Social Studies & Ghanaian language	5	10	15
D	Social Studies & Primary Education	5	20	25
F	Social Studies & RME	10	10	20
<b>Total</b>		<b>40</b>	<b>80</b>	<b>120</b>

Out of the five classes, three classes were sampled for the study: A, C and D. The target population was tutors and students. These two components were chosen because they are directly involved in teaching and learning.

The total population of Social Studies tutors was three (3), and all were chosen as a sample. The total number of Social Studies students in levels 100, A, C and D was one hundred and twenty (120). For want of compelling work to be conducted, eighty (80) of the students were sampled using the simple random sampling technique.

### **3.2 Nature of Data**

The data collected was based on teachers' performance in teaching students how to answer essay questions. Also, the data collected was based on reviewing examination scripts with students.

### **3.3 Instruments for the study**

The research used questionnaires, interviews and inspection of written essays to questions. The questionnaire contained open-ended and close-ended questions.

### **3.4 Administration of the Instrument**

The questionnaires were administered personally to students in most cases. The purpose of the study was made known to the respondents.

Respondents were encouraged to give honest answers. They were assured of confidential treatment of the information they were to give.

The researcher had personal interviews with the students and tutors to seek views on the particular situation. Written essays of students were also inspected.

### **3.5 Validity and Reliability of the Instruments**

The validity and reliability of the data were ensured during the preceding lesson. The researcher handled other levels 100 classes. The necessary corrections were made before meeting the actual classes in question.

### **3.6 Research Design**

Action research provides a framework that guides the energies of teachers toward a better understanding of why, when, and how students become better learners than the other. According to Christine A Miller (2007), action research is a natural part of teaching. Teachers continually observe students, collect data and change practices to improve student learning and the classroom and school environment.

In this study, action research was used since it attempts to provide an accurate description or picture of a particular ongoing situation or real-life setting. Again, this has helped to describe the relationship which exists between variables.

This scenario became possible because the situation understudy was ongoing in the first place. The activities and records obtained in the classroom were used to establish a relationship between students and the lessons taught. By this, the study was sure of seeking solutions to the problem, which is also consistently one of the most excellent values of action research.

### **3.7 Method of Data Analysis**

The data collected in this work was analysed employing tables and charts.

The analysis was also based on assumptions. The assumptions were first stated, and the intervention relating to them followed and analysed one after the other.

This chapter, in summary, considered the research design, the population, the sampling procedure, the research instruments, the validity and reliability of the instruments, the administration of the instruments and the analysis of data collected.

## **4.0 INTERVENTION DESIGN AND IMPLEMENTATION**

### **4.1**

The prominent feature that makes action research distinctively different from traditional research is the introduction of an intervention within the research process and the participation of the research in the process. This process means that the research is concerned with identifying the problem and solving the particular context, Cohen. L. and Manion L. (1994). On this ground, this section is devoted to the intervention design and how they are used to overcome the task.

### **4.2 Intervention Design**

Action research is a process in which a specific problem is identified, and an experimental intervention is designed and tested to gain insight into the problem and ultimately solve it. John, E. (2001), David, K. (2000). This particular intervention, undertaken at McCoy College of Education, Ghana, explored students' experiences in answering essay questions in social studies in weekly sets.

**The design interventions therefore include;**

- i. Approaching a piece of essay writing
- ii. How to introduce an essay
- iii. Paragraphing
- iv. How to conclude
- v. Good expression
- vi. The use of terminologies
- vii. Frequent class tests and assignments
- viii. Prompt and regular marking of assignments and examination script
- ix. Regular inspection of essay script
- x. Class debates and drama

The above interventions' design and implementation in relation to the research assumption indicate an exciting trend of affairs.

### **4.3 Implementation of the Intervention**

#### ***4.3.1 Approaching a piece of essay writing***

The students were taught that one approach to writing an essay is to plan carefully and write an initial draft in one sitting with all necessary references. Another way is to begin to write it to strike out what is irrelevant and pin-pointing what is essential or an immediate response to the question or topic without much initial planning. Then, one may re-read it, and it should be extended.

If one decides to use a structured format to write an essay, one may find it helpful to prepare a topic outline before writing the first draft. This process can help to ensure that all relevant points are covered, and that repetition is avoided. Preparing an outline can also help determine the best way to present ideas.

A typical process approach consists of four stages: pre-writing, drafting, revising and editing (Badger & White 2000). Learners can begin by brainstorming ideas for and against nature or nurture. They can then create a plan using their ideas, which would be the basis for producing the first draft. Learners can work in pairs or groups to improve the draft, which they edit. It is a non-linear approach, so learners can return to any stage if necessary (Hyland, 2003).

According to Fairbairn and Winch (1998), the following list of stages in a formal approach may be helpful;

- i. What do you want to say?
- ii. Get your points in order
- iii. Check your ideas
- iv. Check your examples
- v. Write an introduction
- vi. Write a draft of the remainder of the essay
- vii. Write the conclusion

On the other hand, if one adopts a less rigid approach to writing an essay, the person might sit by a computer or with a piece of paper and pen and write freely for some time allowing ideas to pour out spontaneously. Often one may find that as he does this, a plan of action begins to form in his mind, and he will jot this down as he goes along. Then he will re-read what he has written,

tidy it up and move ideas into some kind of draft. After that, the ideas might be put in a logical order.

#### **4.3.2 Introduction**

The introduction of an essay is like the foundation on which blocks are laid when building a house. The introduction should do more than engage the reader by giving some kind of trailer for what is to come. Students were taught that one could decide how to introduce an essay by writing a draft introduction and avoiding long-windedness.

However, students may define or explain the keywords in the question and preview the main points.

#### **4.3.3 Paragraphing**

The above technique was also used to assist students in writing essay questions in Social Studies. Students were taught that paragraphing could be considered a container or a separate point in a topic or argument. One should avoid beginning paragraphs in the middle of closely connected streams of ideas. They were also made to avoid lengthy paragraphs; instead, they should use short paragraphs since short paragraphs communicate meaning quickly.

#### **4.3.4 Conclusion**

One may wish to emphasise some points or recapitulate the thread in one argument, or one may indicate areas in which one has not entered because to do so would have taken more space available. However, one should avoid long-windedness in his conclusion. The above technique was also made known to students.

#### **4.3.5 Good expressions**

Students were further made aware that since newsreaders cannot ask for clarification of their text, they need to ensure that what they write is clear. First, it is essential to avoid ambiguity, using expressions with more than one meaning. In addition, they must ensure that they are aware of the implication that follows from the assertion they wish to make. Apart from that, the text must also be coherent. That is, the argument must be consistent. The students must, therefore, not contradict themselves explicitly or implicitly.

Again students were taught in the classroom how to use punctuations correctly since a coma or a full stop can change the meaning of a sentence entirely.

#### ***4.3.5 The use of Terminologies***

Students were also taken through descriptions, evaluation, and comparison essays. Descriptive essays require the students to describe something, for example, an event, state affairs, theories or practice.

Discussion, on the other hand, requires more thought than a descriptive essay. It compels students to give reasons for accepting various possible descriptions of a situation's causes, effects, or solutions.

Evaluation essays also require a definite commitment on the part of students. They may require a definite commitment on the part of students who may be required such a question to decide whether, for example, a theory is valid or valuable. He may have to give reasons for his conclusion.

The comparison also occurs at the description, discussion and evaluation level depending on what students have been asked to compare. For example, comparing two theories about the

universe's origin may require a detailed analysis and evaluation of evidence that may lead the students to favour one over the other.

### ***Frequent class tests and assignment***

Students were given regular class tests and assignments at close intervals. This strategy worked to perfection since the frequent assignments and class tests made it possible for students to practice how to answer essay questions in Social Studies effectively. Through this, students felt motivated, and they practised essay writing on their own.

### ***Prompt and regular making of assignment and examination scripts***

Prompt and regular marking of students' scripts and assignments were intensified. Students also became excited and willing to do more essay assignments and tests when the questions they answered were promptly and frequently reviewed and the necessary corrections made.

The implementation process was carried out interchangeably to achieve results. The interventions were executed separately, and results were achieved at every stage. It was, therefore, evident that this chapter had successfully dealt with the implementation of the interventions.

## **5.0 Presentation of Findings and Results**

This area analysed the data collected and discussed in detail the research findings in respect of the research assumptions of the study. It focused on all the responses analysed and expressed in simple tables.

### 5.1 Description and Interpretation of Data

Out of the ten (10) interventions designed, five (5) of them were successfully implemented.

Table 2.0: Progress made in writing essay questions

No. of students/weeks	Week 1	Week 2	Week 3	Week4
Male	8	12	25	53
Female	3	6	20	27
Total	11	18	45	62
<b>% Equivalent</b>	<b>13.8</b>	<b>22.3</b>	<b>56.3</b>	<b>77.5</b>

From table 2.0, 11 students representing 13.8% out of the total of eighty (80) participants in the study, made a slight improvement in their approach to essay writing in the first week. This increased gradually up to the fourth week, where sixty-two (62) students representing 77.5%, showed a remarkable performance.

From the table above, the progress made has been indicated. It progressed steadily from 13.8% to 22.5% and then to 56.3 and 77.5%, respectively, from weeks one to four in the action research.

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**Table 3.0: Introduction to Essay Question Writing. This was taken for another Four Weeks, as shown below.**

No. of students/weeks	Week 5	Week 6	Week 7	Week8
Males	10	16	30	39
Females	7	10	25	31
Total	17	26	55	70
<b>%Equivalent</b>	<b>21.3</b>	<b>32.5</b>	<b>68.8</b>	<b>87.5</b>

The table above indicated that 17 students representing (21.3%) were able to introduce their essays in the fifth week. This number increased steadily from the sixth to the eighth week representing corresponding percentages of 32.5%, 68.8% and 87.5%, respectively.

This also shows that teachers must assist students in introducing their essays.

This will help them improve their essay writing in Social Studies.

***Table 4.0: Paragraphing of Essays: This was done for four weeks. The table below shows the progress made***

No. of students/weeks	Week 9	Week 10	Week 11	Week12
Boys	12	17	33	42
Girls	9	12	28	29
Total	21	29	61	71
<b>%Equivalent</b>	<b>26.3</b>	<b>36.3</b>	<b>76.3</b>	<b>88.8</b>

From the table above, it is clear that at the close of week nine, 26.3% were able to paragraph their essays. This trend continued to increase from 26.3% to 88.8% in the 12 weeks. This implies that students could be assisted in paragraphing their essays.

***Table 5.0: Conclusion of Essays: this was taken for another four weeks***

No. of students/weeks	Week 13	Week 14	Week 15	Week16
Boys	11	15	28	36
Girls	8	10	22	29
Total	19	25	50	65
<b>%Equivalent</b>	<b>23.8</b>	<b>31.3</b>	<b>62.5</b>	<b>81.3</b>

Assisting students in learning the technique of concluding their essays also dramatically improved their answering of essay questions in Social studies. This is evident in the table above. Here, 19 students representing 23.8%, did well in the 13<sup>th</sup> week regarding the conclusion of essays. This increased steadily in the subsequent weeks up to the 16<sup>th</sup> week, where 65 students representing 81.3%, were able to conclude their essays reasonably.

### ***5.1.1 Good Expression***

This was stressed, and students were guided right from the research's onset. Progress indicated 12.5% from the start of the 17<sup>th</sup> week to about 78% at the end of the 20<sup>th</sup> week.

### ***5.1.2 Examination Terminologies***

Guidelines involving the use of terminologies in examinations such as description, discussion, evaluation, comparison and so on were also looked at. This examination also went on for four weeks.

From the 22<sup>nd</sup> week, progress increased from 31.3% to 96.3% in the 24<sup>th</sup> week.

### 5.1.3 Frequent Class Test and Assignment

This formed one of the tasking aspects of the project since exercises had to be marked in good time for discussions. It formed part of the progress in-class tests and worked from start to end.

**Table 6.0: Effects of Regular Marking of Exercises. The table shows the progress made. This exercise was also done for four weeks.**

No. of students/weeks	Week 29	Week 30	Week 31	Week32
Boys	14	20	27	40
Girls	11	18	25	33
Total	25	38	52	73
%Equivalent	31.3	47.5	65	91.3

From the above table, 25 students representing 31.3% out of the total of eighty (80) students making up 100% of the population used in the study, showed improvement in students' performance through prompt and regular marking.

It is worth noting that throughout the implementation of the interventions, there has not been a single occasion where a hundred per cent (100) results were attained. This was probably due to the difference in the intelligence level of students.

Based on the interpretation of the data gathered, one can see that some success has been chocked. Students could confidently approach essay questions in Social Studies with confidence in future examinations.

Students were also motivated to practice answering essay questions on their own.

In conclusion, it was established that students did not only show improvement in their performance in class tests and a3 but were also more enthusiastic about studying the subject.

## **6.0 REFLECTIONS, CONCLUSION AND RECOMMENDATIONS**

The study helped the researcher to chock some achievements. The achievements are that students in the area of study acquired skills of answering essay questions in Social Studies. This finding helped to boost interest in the subject.

The study enabled the researcher to see teaching Social Studies beyond subject matter or pedagogy to teaching students to include the skill of answering essay questions in Social Studies.

Again, the study enabled the researcher to develop some concern for the students, like the biblical saying, "what shall it profit a man if he gains the whole world and loses his soul?" What profit or gain will students have if they have acquired all the knowledge in the world but cannot pass their final examinations? Any tutor, who neglects the teaching of skills in answering essay questions in Social Studies, will be doing students a great disservice.

When students fail to pass their final examinations, the school will be taken to task and be ranked low among the non-performing colleges, especially now that colleges are ranked according to their performance in the semester examination. Consequently, most students and parents will not patronise such schools. This study has therefore benefited students immensely.

## **6.1 Conclusion**

Based on the implementation of the intervention design, students now introduce their essays when answering questions in Social Studies. They now use paragraphs instead of putting columns and also numbering their points when writing their essays. Students can now use better expressions and link their paragraphs with the correct linking words in their essays.

They also now conclude their essays. The researchers also discussed with the subject tutors the need to teach students how to answer essay questions in Social Studies and to give them assignments regularly.

## **6.2 Recommendations**

Even though the problem of answering essay questions has been significantly reduced, the problem of large class sizes is hampering tutors' ability to give and mark essay assignments given to students.

Therefore, it is recommended that group assignments be given to students and tutors must ensure that all students participate in class and group discussions. Marked assignments should be read out to the hearing of fellow students for discussion.

Students should be encouraged to read story books, magazines, and journals and listen to radio and television programmes to improve their expressions and words in their books for inspection.

Furthermore, parents should be encouraged to buy their wards many story books and practice essay writing individually, and their scripts should be given to teachers to mark.

Finally, students should organise essay competitions based on Social Studies topics.

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APPENDIX I

McCoy College of Education, Nadowli, Ghana-West Africa

DEPARTMENT OF SOCIAL STUDIES

RESEARCH QUESTIONNAIRE

Dear respondent,

This questionnaire is designed to solicit your views on issues relating to assisting students in learning the techniques of writing essay questions in Social Studies at McCoy College of Education, Nadowli.

Kindly respond to the item below. Your response will be treated as confidential.

INSTRUCTION: **Tick** [  ] or fill gaps where appropriate.

1. Sex .....
2. Age .....
3. Occupation .....

SECTION A

*Questionnaires on whether studies are taught how to answer essay questions in Social Studies*

4. Do students find essay questions in Social Studies difficult?

YES [  ]

NO [  ]

5. If  yes,  why

.....  
.....

6. Do tutors give students essay questions in Social Studies to answer in class and at home?

YES [  ]

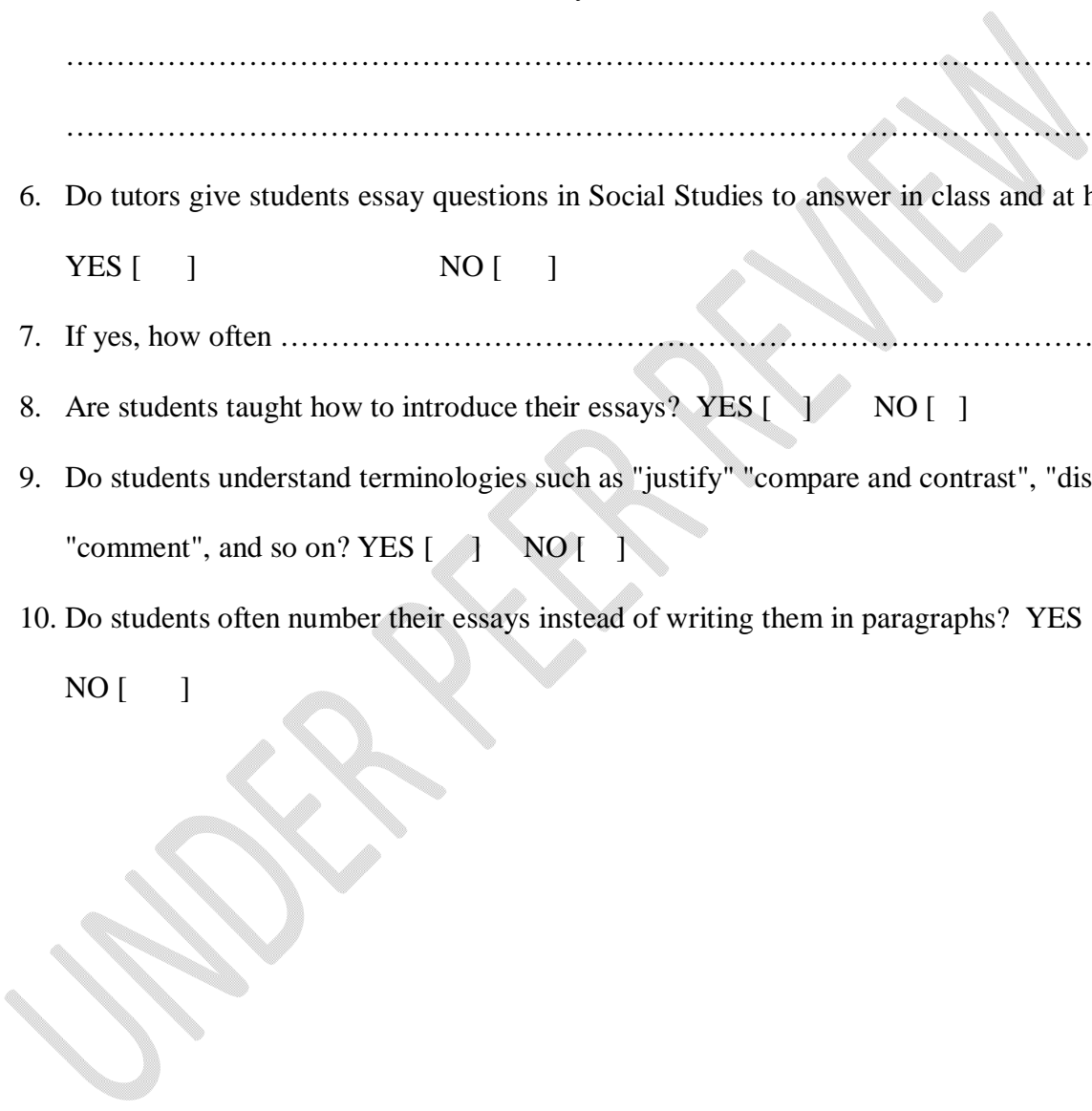
NO [  ]

7. If yes, how often .....

8. Are students taught how to introduce their essays? YES [  ] NO [  ]

9. Do students understand terminologies such as "justify" "compare and contrast", "discuss", "comment", and so on? YES [  ] NO [  ]

10. Do students often number their essays instead of writing them in paragraphs? YES [  ]  
NO [  ]



SECTION B

*Questionnaire on whether teachers often review students' essays with them.*

11. Do tutors often mark students' essays? YES [ ] NO [ ]
12. Do tutors go through students' essays with them after marking? YES [ ] NO [ ]

SECTION C

*Questionnaires on how students can be helped to answer essay questions correctly.*

13. How will students be helped to answer essay questions correctly?

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## APPENDIX B II

### List of tables

Table 1.0 Distribution of level 100 classes

Table 2.0: Progress Made in Writing Essay Questions

Table 3.0: Introduction to Essay Question Writing

Table 4.0: Paragraphing of Essays

Table 5.0: Conclusion of Essays

Table 6.0 Effects of Regular Marking of Exercises

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