

The Performance of WPU-Quezon Pre-Service Teachers in the Art of Questioning

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Abstract—The research entitled “The performance of WPU-Quezon Pre-Service Teachers in the Art of Questioning” was conducted from October, 2015-January 2016. It aimed to determine the performance of the student teachers in the art of questioning in terms of: quality of questions asked, techniques in questioning, handling students’ answers and handling students’ questions.

Complete enumeration was employed in identifying the respondents of the study. Only pre-service teachers of WPU-Quezon in the first semester SY 2015-2016 were considered. A total of 22 student teachers and 22 cooperating teachers served as respondents of the study.

Descriptive statistics was employed in the data analysis.

The results revealed that the overall level of performance of the student teachers in the art of questioning based on their self-ratings and the ratings of the cooperating teachers were found to be “very satisfactory”.

It indicates that the university is providing very good training to its student teachers

Despite of the very satisfactory performance of the pre-service teachers in the art of questioning this study recommends that the school should provide additional training in the areas where most of the student teachers encountered difficulties such as difficulty in formulating grammatically correct questions, lack of self-confidence and difficulty in formulating higher order thinking skills questions.

Keywords—art of questioning, cooperating teachers, performance, pre-service teachers.

I. INTRODUCTION

Merriam-Webster Dictionary (2016) defined question as a sentence, phrase, or word that asks for information or is used to test someone's knowledge. Good questions always elicit good answers.

In education, questions asked by teachers play important role in knowing whether the learners understand the lessons or not. According to Cast (2016) Teachers ask questions from the start of the lesson until the end. Asking questions forms part of any lesson because it invites the student to think, and even within a ‘lecture’ style lesson, rhetorical questions are used to invite silent agreement or begin the organisation of ideas to present a response. Research suggests teachers ask over 400 questions a

day. Teachers use questions to engage the students and sustain an ‘active’ style to the learning. The teacher also uses questions as part of the assessment of learning in order to determine how they best structure, organize and present new learning.

This was supported by Sockalingam, N. (2011). She said that questioning skills are essential to good teaching. Teachers often use questions to ensure that students are attentive and engaged, and to assess students’ understanding. She also added that it is important to note is that in addition to the intent of the question, the question itself matters. Lewis (2016) said that if a teacher utilizes questions effectively, students will discover that the question is a very valuable learning tool. It is a device through which they can organize their thinking to achieve certain objectives.

Corpuz and Salandanan (2015) said that the kind of questions teachers ask determine the level of thinking of the students. Low level questions demand low level of responses. They require responses of the simple recall or memory type of answers. According to them, high level questions call for higher-order of thinking ability “why” and “how” questions require analysis of observation. The authors also added that a daily lesson is seldom without even a single question. It is the question, stated in any form that unlocks thinking.

However many seasoned teachers have problems in formulating good questions that will promote good learning among students. Edutopia (2014) mentioned that according to Irving Siegel a renowned psychologist and expert in childhood development schools often do not ask the range of questions children need to grow to their potential.

In the study conducted by Kira et. al. (2013) on the questioning techniques of teachers teaching chemistry, their findings showed that 80% of the observed teachers had a moderate ability in using questioning techniques to measure students’ understanding. They have noted that in all schools was that teachers interacted frequently with active students and bothered less to involve the least active ones. Also, above 80% of all teachers had problems of promoting students’ thinking by maintaining a balance between the open-ended and close-ended questions or between convergent and divergent questions. Also, the teachers indicated severe weaknesses in guiding classroom discussions through effective questioning as their abilities in probing were low.

Tofade et. al (2013). mentioned in their summary that teachers in classroom and experiential learning environments frequently use lower-order, recall-type questions, and the

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overuse of this type of question hampers efforts to promote deeper, higher-order, critical thinking in students. They also stated that the clarity, sequencing, and delivery of questions, and the psychological safety of the learning environment influence student perceptions, motivation, and achievement of desired educational outcomes. Questions are among the most powerful teaching tools and adopting best practices can significantly enhance the quality of instruction.

Pre-service teachers, who are still in their teaching years preparation are more prone to commit these mistakes in asking lower-order and recall-type questions. The study conducted by Pakenhan (2002) on the categories of questioning by pre-service teachers during diagnostic mathematic interviews, showed that the questioning skills of pre-service teachers were a reflection of their status as novices but exhibit some important beginning characteristics of competent questioning.

There is a great need that intensive training must be done among pre-service teachers in developing good questioning techniques, thus equipping them of skills in the art of questioning and helping them become effective teachers someday.

This research was conducted for the following objectives:

- Determining the performance of WPU-Quezon pre-service teachers in the art of questioning.
- Enumerate the problems encountered by pre-service teachers related to art of questioning were also gathered for this study.

The findings of this study can provide information to the College of Education of WPU-Quezon Campus on how to enhance training provided to their pre-service teachers, specifically in developing skills in the art of questioning.

The College of Education can also make interventions in improving communication skills in using English as medium of communication particularly oral communication among its education students.

II. METHODOLOGY

A. Locale and Time of the Study

This study was conducted in WPU-Quezon campus and the six cooperating schools where the pre-service teachers were deployed during practice teaching namely: Quezon Central School, Alfonso XIII Elementary School, Tabon Elementary School, Reservation Elementary School, Panitian Elementary School and Malatgao Elementary School. The Western Philippines University-Quezon Campus and three cooperating Elementary Schools were located in Barangay Alfonso XIII namely: Quezon Central School, Alfonso XIII Elementary School and Reservation Elementary School. The study site was shown in Figure 1.

The study was conducted from October, 2015-January, 2016. The pre-service teachers of WPU-Quezon Campus were deployed in cooperating schools during the first semester of every school year.



Figure 1. The Map of Quezon, Palawan Showing Study Sites

B. Respondents of the Study

The Respondents of the study were WPU-Quezon Pre-service Teachers during the 1st Semester SY 2015-2016 and their cooperating teachers. Total enumeration was employed in identifying the respondents. There were 22 pre-service teachers and 22 cooperating teachers who served as respondents of the study. Figure 2 showed the distribution of the pre-service teachers as to their cooperating schools.

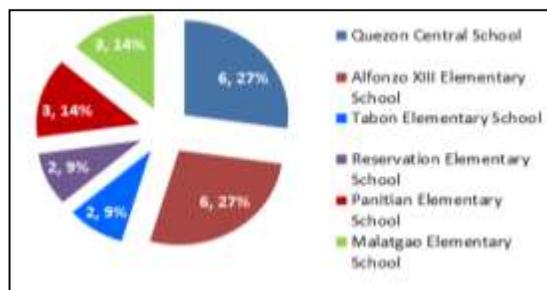


Figure 2. The Distribution of Pre-Service Teachers as to their Respective Cooperating Schools

C. Instrumentation and Statistical Procedures

The research instrument utilized was based on the instrument used by Patricia A. Bello (2013) in her study “The Art of Questioning of the Faculty in the College of Teacher Education in the University of Northern Philippine”. The questionnaire were personally distributed by the researchers to the respondents. Descriptive statistics was employed in the treatment of the data gathered wherein frequency count, averages and percentages were used. The rating scales used in describing the performance of pre-service teachers were shown below:

Rating Scale for the Performance of Pre-Service Teachers:

- 5-Excellent
- 4-Very satisfactory
- 3-Satisfactory
- 2-Unsatisfactory

1-not evident

Rating Scale Describing Performance of Pre-Service Teachers as to the computed mean:

- 4.50-5.00 -Excellent
- 3.50-4.49 -Very Satisfactory
- 2.50-3.49 -Satisfactory
- 1.50-2.49 -Poor
- 1.00-1.49 -Very Poor

III. RESULTS AND DISCUSSION

The performance of pre-service teachers in the art of questioning were rated in terms of: quality of questions asked, techniques in questioning, handling students' answers and handling students' questions. Based on the self-ratings and ratings given by their cooperating teachers, the performances of the pre-service teachers in the art of questioning in all four areas were very satisfactory with the over-all mean rating is 4.12. Table 1 showed the performance of pre-service teachers in the art of questioning.

TABLE I. THE PERFORMANCE OF PRE-SERVICE TEACHERS IN THE ART OF QUESTIONING

Criteria	Mean Rating		Over-all Mean Rating
	Pre-Service Teachers	Cooperating Teachers	
Quality of Questions Asked	3.99	3.9	3.95
Techniques in Questioning	4.14	4.09	4.12
Handling Students' Answers	4.3	4.28	4.29
Handling Students' Questions	4.14	4.12	4.13
Over all Mean	4.14	4.08	4.12

A graphical representation on the performance of the pre-service teachers in the art of questioning was also presented in Figure 2.

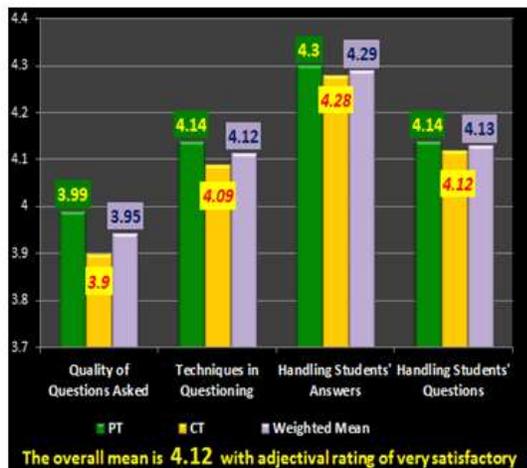


Figure 3. The Graphical Presentation of the Performance of Pre-Service Teachers in the Art of Questioning

The pre-service teachers were also asked of what are the problems they encountered related to art of questioning. Their most common problems were the following: lack of self-confidence in asking questions, difficulty in formulating grammatically correct questions, questions being ask during class discussions were not planned ahead of time and lack of lesson preparation (shown in Table 2).

TABLE 2. PROBLEMS ENCOUNTERED BY PRE-SERVICE TEACHERS RELATED TO ART OF QUESTIONING

Problems Encountered	F	%
Difficulty in formulating grammatically correct questions	19	86.36
Lack of initiative to learn techniques in art of questioning	7	31.82
Questions being asked during class discussion were not planned ahead of time	16	72.73
Lack of knowledge of the concept being taught	10	45.45
Lack of self-confidence	20	90.91
lack of preparation	15	68.18

The cooperating teachers were also asked about the problems they encountered related to their pre-service teachers' art of questioning. Their answers were the following: lack of self-confidence, difficulty in formulating grammatically correct questions, lacks preparation and lacks knowledge of the concept being taught (Table 3).

TABLE 3. PROBLEMS ENCOUNTERED BY COOPERATING TEACHERS RELATED TO THEIR PRE-SERVICE TEACHERS' ART OF QUESTIONING

Problems Encountered	F	%
Difficulty in formulating grammatically correct questions	18	81.82
Lack of initiative to learn techniques in art of questioning	8	36.36
Do not follow the suggestions given by the cooperating teacher	4	18.18
Questions being asked during class discussion were not planned ahead of time	8	36.36
do not follow the lesson plan	4	18.18
Lack of knowledge of the concept being taught	11	50.00
Lack of self-confidence	20	90.91
Lack of preparation	13	59.09

IV. SUMMARY AND CONCLUSIONS

The data gathered in the study showed that the performance of pre-Service Teachers in the art of questioning was very satisfactory with the over-all mean of 4.12. On the other hand the most common problems met by the pre-service teachers related to art of questioning as perceived by themselves and

their cooperating teachers were: difficulty in formulating grammatically correct questions, lack of self-confidence, lack of planning, lack of preparation and lack of knowledge in the concept being taught.

Based on the findings of the study, the following conclusions were drawn:

- The WPU-Quezon campus are providing quality training to its pre-service teachers in terms of art of questioning
- The problems encountered by pre-service teachers related to art questioning were associated to their ability to formulate grammatically correct questions, their lesson planning and preparation and their knowledge on the concept being taught.

V. RECOMMENDATION

Despite of the very satisfactory performance of the pre-service teachers in the art of questioning there were still areas that need to be polished in the trainings provided to the pre-service teachers to develop quality skills in the art of the questioning, hence this study recommends the following:

WPU-Quezon College of Education

- Provide training on developing the self- confidence of student teachers using English as medium of oral and written communication.
- Intensify classes in English subjects emphasizing on correct usage of grammar and reading comprehension.
- Deepen training on lesson planning and preparation with emphasis on the questions that will be asked during class discussion.

Future Researchers

- The Perception of Pre-Service Teachers Towards English Subjects and their Level of Confidence in Using it as Form of Oral and Written Communication

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