

ASSESSMENT OF CLASSROOM QUESTIONING BY TEACHERS ON STUDENTS' ACADEMIC ACHIEVEMENT IN SECONDARY SCHOOLS IN DELTA STATE

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Abstract: Education in general assist both the teachers and students to become independents learners and thinkers through the act of questioning in the classroom; The aim of this study was assessment of classroom questioning by teachers on students' academic achievement in secondary schools in Delta State. Four point scale questionnaire consisting of ten items statement was constructed and administered, to six hundred (600) students from sixty (60) schools in Delta State by means of stratified random sampling techniques from the three senatorial district. Mean and standard deviation was used to answer the research question, which t-test statistics was used to test the stated hypothesis at 0.05 level of significance. The results showed that there was significant difference between urban and rural students assessment of classroom questioning by teachers on academic achievement in Delta State. It was recommended that teachers should use classroom norms to help students understand the role of questioning in the teaching – learning process and teachers should use structured questions to scaffold new students behaviour when responding to questions.

Keywords: Assessment, Classroom, Questioning and Academic Achievement.

Introduction

Assessment of learning involves an ongoing process of recognizing and responding to the students learning in order to enhance their development. For the teacher, it is the process which involves engaging students in their own learning by providing rich feedback when using effective questioning. Classroom questioning by teachers refers to the instructional cues that direct students on the content to be learned and what one need to do or how one

should do it (Cotton, 1988). Classroom questioning by teachers is the nature of questions been asked by teachers to be higher order or lower order or convergent or divergent cognitive questions that allowed students to manipulate learnt information by creating an answers or required students to recall facts that they have leave learnt (Cotton, 2001). The function of a teacher is to encourage ideas and improve students' views in arriving at a concrete conclusion through the act of questioning in the classroom. Caram and Davis (2005), stated that classroom questioning by teachers, when applied correctly improve students' learning by providing critical thinking skills, guiding students misunderstanding and feedback to the teachers. Classroom questioning by teachers are essential for instructional functions that challenges students learning and engagement in school.

Cotton (2001) noted that classroom questioning by teachers, motivate students by involving them actively in the lesson, stimulate their imagination to seek for new knowledge, evaluate their preparation by checking homework or seatwork completion in the class and assessing achievement of instructional goals or objective of the lesson. Classroom questioning by teachers are used in improving students academic achievement progress by allowing them to exhibit their understanding of the concept (Danielson, 1996).

However, for teaching to take place in the classroom, urban and rural teachers should be able to pose good questions to the learners in order to foster interactions between both the learners and teachers. Urban and rural teachers should use good classroom questions designed to develop the cognitive skills, facilitates learning and promote reasoning skills of the learners. Tan (2007), noted that classroom questioning by teachers has been for thousands of years and one of the most popular modes of teaching when properly applied, make a significant contribution to improve teaching-learning which determine preservice teachers thought in effective teaching process by making contribution to research, education, stake holders in education and teachers education programme. McNamara (1994), revealed that classroom questioning by teachers are used to encourage students to express themselves orally. Classroom questioning by teachers plays a skillful role in helping students to

identify thinking processes, to see interrelationship between ideas and to build new understanding as they work to a solution that make sense to them (Small, 2008). Classroom questioning by teachers include stating concise questions, considering students cognitive abilities when applying the level of questioning, maintaining logical and sequential order of the questions, encourage extension to a response, allowing sufficient time for a students to answer a question and encourage students to ask questions (Bonwell & Eison, 1991).

Classroom questioning by teacher is an essential part of instruction that encourages students to reason and draw conclusion from their prior knowledge than accepting yes or no Responses (Stiggins, 2008). Classroom questioning by teachers incorporate intelligence questions that extend their lesson to a wider range to students by increasing participation through individualized questioning where students are required to respond personally on their own opinions (Bark, 2009). Brualdi (1998), stated that classroom questioning by teachers fulfill multiple agenda such as, helping teachers to ascertain the level at which the students understand or misunderstand concept during teaching; engaging or encouraging students active participation in the class; allowing students to express their thought; hearing explanations offered by their classmates and keeping students alert on task during class time.

Ross (1995), Suggested that successful classroom questioning by teachers could use different techniques when asking good questions. These techniques include.

1. Phrase the question in his/her own language where the students could comprehended the responses expected of them.
2. Adapt the questions being asked in order to fit the language and ability level of students.
3. Ask the question in a sequential order by showing a purposeful questioning strategy.
4. Use both convergent and divergent questions at an appropriate levels to achieve the objectives of the lesson.
5. Use questions to encourage a wide range of students' participation, stimulating responses from volunteering and non-volunteering students by redirecting initially asked questions to other students.

6. Probe initial students answers by encouraging them to complete, clarify, expand or support their answers.
7. Pause for three to five seconds after asking a question to allow students time to think.
8. Require students to generate questions on their own.

Kerry (2002) noted that classroom questioning, by teachers plays a significant role in the teaching- learning processes towards student academic achievement and the level of engagement which depends on the types of questions teachers formulate. Croom & Stair (2005), revealed that classroom questioning by teachers are diagnostic tools used in helping students to achieve their academic progress or to evaluated students critical thinking Vogler (2005), noted that classroom questioning by teachers help in monitoring students understanding of what has been taught, stimulate cognitive growth, enable the transfer of factual knowledge and conceptual understanding made in the class.

However, classroom questioning by teachers use various techniques to assist students in improving their academic achievement by evaluating, assessing and providing for students with special needs.

Statement of the Problem

Teaching – learning processes are incomplete in our school system when a classroom teacher fails to ask his /her students questions in the class. Classroom questioning by teachers direct students understanding of the lesson contents, which arouse the interest, stimulate their imagination and motivation in order to seek new knowledge. The problem of the study is to assess classroom questioning by teachers on students academic achievement in secondary school in Delta State.

Research Question

What is the difference between urban and rural students assessment of classroom questioning by teachers on academic achievement in secondary school in Delta State?

Hypothesis

There is no significant difference between urban and rural students assessment of classroom questioning by teachers on academic achievement in secondary schools in Delta state

Method and Procedures

Descriptive survey design was used in obtaining information from students on the assessment of classroom questioning by teachers on academic achievement in secondary schools in Delta state.

Population

The population of the study comprised of all the students in secondary schools in Delta State.

Sample

The sample for the study comprised six hundred (600) students randomly selected from the three senatorial districts in sixty (60) secondary schools in Delta State by means of stratified random sampling techniques, two hundred (200) students each from the senatorial districts were taken from Delta central, Delta North and Delta south .

Research Instrument

The instrument for study was a questionnaire developed by researcher and validated by two experts in measurement and evaluation in Faculty of Education Delta State University, Abraka: The instrument was made up of two sections. Section: A was the demographic data of the students. Section: B was on the classroom questioning by teachers on students academic achievement in secondary schools in Delta State, which was made up of strongly agree (4 points) Agree (3 points), Disagree (2points) and strongly disagree (1 point)

Data collection

The researcher and one assistant researcher visited the selected school to administer the questionnaire to the respondents. The 600 questionnaires administered were collected from the respondents on the spot

Method of Data Analysis

Mean and standard deviation was used to answer the research question. A mean of 2.50 and above was taken as agreed and a mean below 2.50 was taken as disagreed, while t-test statistics was used to test the hypothesis at 0.05 level of significance.

Results

Data collection were analyzed and presented in the tables below:

Research Question

What is the difference between urban and rural students assessment of classroom questioning by teachers on academic achievement in secondary schools in delta state?

Table 1: Mean and standard deviation of urban and rural students assessment of classroom questioning by teachers on academic achievement in secondary schools.

S/N	Statement	Urban students (320)			Rural students (280)		
		Mean	SD	Decision	Mean	SD	Decision
1	Classroom questioning by teachers stimulate students thinking abilities in all subjects.	2.88	1.16	Agree	3.13	1.02	Agree
2	Class questioning by teachers encourage students to pay attention during lesson.	3.20	0.96	Agree	1.64	0.57	Disagree
3	classroom questioning by teachers help students to pass test/examination in school	2.99	0.81	Agree	2.86	0.77	Agree
4	Classroom questioning by teachers help students in assessing achievement in instructional objective after the lesson	3.50	0.76	Agree	2.12	1.18	Disagree
5	Classroom questioning by teachers help students in reviewing – summarizing previous lesson.	2.44	1.25	Disagree	2.60	1.21	Agree
6	Classroom questioning by teachers always make students active during the lesson period	3.31	0.69	Agree	1.34	0.77	Disagree
7	Classroom questioning by teachers enable students to express themselves freely in the	2.22	1.21	Disagree	1.99	1.09	Disagree

	class.						
8	Classroom questioning by teachers empower students to do well after the lesson.	2.62	1.30	Agree	2.60	1.37	Agree
9	Classroom questionnaire by teachers always have impact on students academic achievement in school.	2.38	1.25	Disagree	3.14	0.92	Agree
10	Classroom questioning by teachers provide useful feedback to both the teacher- students in school	2.98	0.80	Agree		0.56	Disagree

From table 1, items 2,4,5,6 and 9 revealed the difference between urban and rural students assessment of classroom questioning by teachers on students academic achievement in secondary schools.

Hypothesis

There is no significant difference between urban and rural students assessment of classroom questioning by teachers on students academic achievement in delta state.

Table 2: t- test analysis of urban and rural students assessment of classroom questioning by teachers on students academic achievement in Delta State.

Variable	N	Mean	SD	DF	t-cal.	t-crit.	Decision
Urban students	320	28.52	1.17	598	17.665	1.96	Significant (Rejected)
Rural students	280	25.13	2.53				

Table 2, indicated that the t- calculated value of 17.665 was greater than the t- critical value of 1.96. However, the null hypothesis was rejected. This revealed that there was significant difference between urban and rural students assessment of classroom questioning by teachers on students academic achievement in Delta State.

Discussion

The result in table 2, indicated that there exist a significant difference between urban and rural students assessment of classroom questioning by teachers on students academic achievement in Delta State. These difference that existed between urban and rural students assessment of classroom questioning by teachers include: encourage students to pay attention during lesson; helping students in assessing achievement in institutional objective after the lesson, helping students in reviewing – summarizing previous lesson, always make students active during the lesson period and always have impact on students academic achievement in school. These difference were as a result of some classroom teachers questioning techniques that are not used effectively during the teaching – learning process in schools. This finding is in line with the study of Ross (1995) who stated that successful classroom questioning by teachers could use different techniques when asking good questions for students to responds.

The finding is also in support of Kerry (2002), who noted that classroom questioning by teachers plays a significant role in the teaching – learning processes towards students academic achievement and the level of engagement which depends on the types of questions teachers formulate.

Conclusion and Recommendations

Classroom questioning by teachers is one of the most popular modes of teaching- learning in Nigeria secondary schools, which make a significant contribution between urban and rural students academic achievement in various subjects.

Based on the study, it was recommended that;

- i. Teachers should use classroom norms to help students understand the role of questioning in the teaching-learning process.
- ii. Teachers should use structured questions to scaffold new students' behaviour when responding to questions.

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