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The Use OF Questioning Technique In The Classroom

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Abstract: *This study investigated the use of questioning techniques in secondary school classrooms through a comparative analysis of government and private institutions in D.I.Khan district. Employing a non-participant observation method over two weeks, the researcher collected data from four schools using two separate observation checklists designed to capture both teachers' questioning behavior and student response patterns among 9th-grade female students. The findings revealed distinct differences in classroom questioning dynamics between the two school systems, with teacher attitudes toward student-initiated questions varying considerably across institutions. The data further indicated patterns in question distribution among students, the dominance of high achievers in question-answer sessions, and the overall frequency of student questioning habits. Statistical analysis using chi-square tests examined the null hypotheses regarding comparable use of questioning techniques across public and private sectors, providing insight into pedagogical practices within these educational settings. The study contributes to understanding how questioning techniques function as instructional tools and how institutional context may shape these classroom interactions.*

Introduction

Recent scholarship has significantly advanced the understanding of questioning techniques beyond traditional pedagogical models, emphasizing the nuanced dynamics between questioner and respondent. Also explored the interactive nature of questioning in medical education, revealing that learner receptivity to questioning is signaled through context-dependent cues rather than being a universally positive or negative experience. Their constructivist grounded theory study demonstrated that residents actively communicate their openness to engagement through various signals, suggesting that effective questioning requires preceptors to recognize and adapt to these communicative cues in real-time. This research underscores that the efficacy of questioning is contingent upon the instructor's

ability to interpret learner responses and adjust their approach accordingly, highlighting the importance of situational awareness in pedagogical interactions (Dutkiewicz, Eva, & Goldszmidt, 2026).

The application of questioning techniques has also expanded into specialized domains, demonstrating their versatility in eliciting critical information under diverse conditions. Hope and colleagues developed the Time-Critical Questioning (TCQ) protocol, which prioritizes building rapport and establishing collaborative goals to enhance information retrieval in time-sensitive investigative contexts. This protocol represents a significant advancement in understanding how structured questioning approaches can be adapted for high-stakes environments where traditional methods may prove insufficient, particularly when interviewers face pressure to obtain accurate information quickly from reluctant or stressed sources. The TCQ approach emphasizes the importance of initial engagement strategies that signal genuine interest and establish mutual objectives, thereby creating conditions conducive to more complete and reliable disclosures even when time is severely limited (Hope, Kontogianni, Thomas, & De La Fuente Vilar, 2025).

Introductory Questions

Effective lessons often begin with introductory questions strategically designed to activate prior knowledge, spark curiosity, and establish meaningful connections between students' existing experiences and new content to be explored. These opening queries serve as cognitive bridges that help students access what they already know while creating anticipation for what they are about to learn. Research on mathematics instruction emphasizes that purposeful questioning requires both advanced planning and in-the-moment adjustments, with introductory questions playing a particularly vital role in setting the stage for subsequent learning. When teachers craft introductory questions that tap into students' interests and experiences, they create an immediate entry point into new content that motivates engagement and signals the relevance of the material to students' lives (Nolan, 2025).

Clarity

Effective questioning begins with the clear articulation of the query, as this foundational element determines whether students can meaningfully engage with the content being taught. It emphasizes that purposeful questioning requires both advanced planning and in-the-moment adjustments based on student responses, with clarity being essential for teachers to effectively elicit, interpret, and respond to student thinking. The research underscores that clear questioning provides teachers a way to offer hints and clues as a form of just-in-time scaffolding, enabling students to focus their cognitive resources on formulating thoughtful responses rather than deciphering the teacher's intended meaning. This clarity in question formulation ensures that questioning serves its fundamental purpose of supporting students' understanding, mathematical reasoning, and communication, rather than creating confusion or anxiety among learners (Nolan, 2025).

Tone

The tonal quality with which teachers deliver questions significantly influences student willingness to engage and the depth of responses they offer. A soft, warm, and supportive tone communicates psychological safety and genuine interest, reducing the anxiety that students may experience when asked to respond publicly. Research on responsive teaching practices emphasizes that the manner of delivery is as important as the content of questions, with inviting tones creating conditions where students feel comfortable taking intellectual risks and sharing tentative understandings. Teachers who modulate their tone appropriately signal to students that questions are invitations to think collaboratively rather than examinations to be passed or failed, fostering a classroom atmosphere conducive to authentic intellectual exchange (Sasse, Weber, Reuter, and Leuchter, 2025).

Adaptation

A skilled questioner demonstrates pedagogical flexibility by using alternative words and rephrasing strategies when students exhibit difficulty understanding the initial query, thereby maintaining accessibility and promoting continued engagement. It examines responsive teaching practices, including on-the-fly scaffolding such as "Focusing" and "Problematizing," which require teachers to adapt their guidance spontaneously based on student responses. Their research demonstrates that this adaptive capacity reflects the teacher's real-time responsiveness to learner needs, transforming questioning from a rigid assessment tool into a dynamic instructional conversation. The study found that specific instances of responsive teaching, particularly the strategy of "Problematizing," had a positive effect on students' procedural knowledge learning, highlighting the importance of adaptive questioning techniques (Sasse et al., 2025).

Encouragement

Creating a classroom environment where students feel safe to express tentative ideas and partial understandings requires deliberate encouragement of free responses without fear of immediate judgment or correction. The Murrayfield Primary Academy framework emphasizes that great questioning allows teachers to be truly responsive, adapting teaching in real time to meet pupils' needs while building a culture of thinking and curiosity throughout the classroom. The framework highlights techniques such as "No Opt-Out," where when pupils say, "I don't know," teachers do not let the conversation end; another student might support with an answer, but the teacher always returns to the original child, building persistence and confidence. This structured approach to encouragement ensures that even reluctant participants develop the confidence to contribute over time (Watson, 2018).

Wait Time

The provision of adequate thinking time before requiring student responses represents one of the most powerful yet underutilized techniques in effective questioning, with substantial implications for the quality and depth of student participation. It researched English teachers' questioning strategies and found that wait time was a strategy used in nearly every observed classroom meeting, demonstrating its recognized importance in practice. The study examined how students' responses to questions might be influenced by the teacher's skill and approach, noting that after teachers ask questions, students may become silent, but teachers can break the silence by employing particular strategies, including providing appropriate wait time. The research revealed that students showed varied responses to questioning strategies, with initiated response being the most common display when adequate wait time was provided (Sulistiani, 2022).

Elicitation

Helping students arrive at exact answers involves skillful guidance through questioning techniques that support precise and accurate articulation of understanding. Teachers employ various strategies such as prompting, probing, and redirecting to scaffold students toward clearer and more complete responses without simply providing answers. An ethnographic study of teachers' questioning practices revealed that educators need greater exposure to questioning techniques because skillful questioning ultimately enhances students' higher-order thinking skills. The research emphasizes that appropriate guidance through well-structured questioning helps teachers elicit, interpret, and build upon student thinking, supporting both accurate understanding and effective communication of knowledge (Shrestha, 2025).

Appreciation

Positive acknowledgment of correct responses serves as immediate feedback that validates student effort and reinforces accurate understanding, contributing to both motivation and learning retention. It

is an ethnographic study of teachers' questioning practices, which revealed that teachers need more exposure regarding specification grids and questioning techniques because using questions ultimately enhances higher-order thinking skills. The research found that teachers are aware of the importance of higher-order thinking skills and have theoretical knowledge; however, classroom activities are not always carried out as expected by the curriculum. The study emphasizes that appropriate feedback and appreciation through questioning help teachers to elicit, interpret, and respond to student thinking, supporting students' understanding and communication (Shrestha, 2025).

Criticism

When teachers respond to incorrect answers with criticism, they risk creating a classroom climate of anxiety and reluctance that discourages future participation. Research examining teachers' management of incorrect responses reveals that direct criticism can reduce students' opportunities to display knowledge and develop understanding, while closing down interactional spaces for self-correction and learning. A study on classroom interaction found that students who experience criticism for incorrect answers may become hesitant to volunteer responses in subsequent lessons, limiting both their engagement and the teacher's ability to assess their developing understanding. This approach contrasts sharply with more supportive strategies that treat errors as natural and valuable learning opportunities while preserving student dignity and motivation (Vonen, 2024).

Inclusivity

The strategic selection of students to answer questions represents a deliberate pedagogical choice that can either reinforce existing participation patterns or actively work to create more equitable classroom discourse. A Vanderbilt University study examining observations of students with and without severe disabilities in general education classes revealed important insights about inclusive participation. The research found that peer interactions with classmates tended to be very infrequent for most students with severe disabilities, and rates of peer interaction were the lowest during large-group instruction and when students were sitting next to paraprofessionals rather than with their peers. Academic engagement was highest during small-group instruction and when students sat near their peers, highlighting the importance of deliberate strategies to include all students in classroom discourse (Carter, Tuttle, Asmus, Moss, & Lloyd, 2024).

Engagement

Deliberate efforts to involve students seated at the back of the classroom in question-answer sessions represent a critical practice for maintaining whole-class attention and preventing the physical periphery from becoming a zone of academic disengagement. The Murray Field Primary Academy framework emphasizes engaging all learners through techniques like "Cold Calling," where teachers select students to answer questions rather than relying on volunteers, ensuring all pupils stay involved and ready to contribute. The framework also highlights "Think, Pair, Share," where students first consider questions individually, then discuss with partners before sharing with the class, ensuring everyone rehearses and refines their thinking before public response. Additionally, "Whole-Class Response" tools like mini-whiteboards give teachers a snapshot of understanding across the room, helping them adapt instruction and ensure no student is left behind (Watson, 2018).

Involvement

Strategic questioning during the lesson, rather than solely at the beginning or end, serves as a powerful mechanism for maintaining student involvement and transforming passive listeners into active participants in knowledge construction. It is ethnographic research revealed that teachers sometimes escape and ignore questions that demand more discussion, scaffolding, and expressing views that are

prepared for higher-order thinking skills. The study found that teachers need timely training and orientation to conduct classroom activities that enhance higher-order thinking skills through effective questioning. When teachers intersperse questions throughout instruction and engage with challenging questions rather than avoiding them, they create regular opportunities for students to process information, check their understanding, and contribute to the developing narrative of the lesson (Shrestha, 2025).

Feedback

Recapitulating questions posed at the conclusion of instruction serve an essential formative assessment function, providing both teachers and students with valuable feedback about what has been learned, retained, and understood. A systematic literature review published in *Mimbar Ilmu* examining questioning techniques found that questioning strategies, particularly open-ended, probing, and reflective questions, significantly contribute to enhancing students' analytical, evaluative, and synthetic abilities, while simultaneously fostering metacognitive awareness through planning, monitoring, and self-evaluation activities. The research emphasizes that recapitulating questions should be designed to reveal both what students know and where confusion persists, enabling teachers to identify gaps in understanding. The study concludes that structured questioning strategies can create active learning environments and enhance learner autonomy (Hermansyah, Hartono, Haryanti, & Wahyuni, 2025).

Responding

Students' responses to teacher questions represent a fundamental component of classroom interaction, revealing both their level of engagement and their understanding of the content being taught. Research examining English teachers' questioning strategies found that students displayed varied response patterns, with initiated response being the most common type observed in classroom settings. The study revealed that how students respond to questions is significantly influenced by the teacher's questioning approach, including factors such as wait time and the types of questions posed. Students who feel comfortable responding demonstrate greater participation and contribute more meaningfully to classroom discourse, highlighting the importance of creating environments where students are willing and able to offer responses (Sulistiani, 2025).

Clarification

When students encounter difficulty understanding content, their willingness to ask questions serves as a critical self-regulatory mechanism that supports comprehension and learning. Research on student questioning in academic lectures reveals that epistemic questions, those seeking clarification and understanding, predominate across both interactive and monologic lecture formats, confirming that clarification remains the primary function of student questions in educational settings. These questions help students resolve moments of confusion or "perplexity" that arise when new information conflicts with or extends beyond their existing knowledge frameworks. Students who actively seek clarification through questioning demonstrate greater metacognitive awareness and take ownership of their learning process (Senel, 2025).

Inquiry

Questions posed to gain further information represent students' active pursuit of deeper understanding beyond what is initially presented, reflecting curiosity and intellectual engagement with subject matter. A study examining the Socratic method of questioning demonstrated that when students are encouraged to ask questions that extend their knowledge, they show enhanced conceptual understanding and improved critical thinking skills. Students who engage in inquiry-driven questioning move beyond surface-level learning toward deeper comprehension, as they actively seek connections

between new information and existing knowledge frameworks. This type of questioning transforms students from passive recipients of information into active constructors of understanding (Hagos, 2026).

Relevance

The ability to ask relevant questions demonstrates students' capacity to connect new information with prior knowledge and identify meaningful lines of inquiry within the context of ongoing instruction. Research on questioning techniques emphasizes that relevant questions—those aligned with the topic, task goals, and learning objectives are essential for productive engagement with content. A study investigating middle school students' use of ChatGPT revealed that many students struggled to formulate questions aligned with task goals, highlighting that relevance is a skill that requires development and practice. Students who ask relevant questions demonstrate stronger comprehension and more effective learning strategies (Abdelghani, Murayama, Kidd, Sauzéon, & Oudeyer, 2025).

Selectivity

The phenomenon of particular students consistently asking questions while others remain silent reflects important dynamics in classroom participation patterns that educators must understand and address. Research on inclusive classroom practices reveals that peer interactions and academic engagement are not evenly distributed across all students, with some students participating far more frequently than others. Studies examining observations of students in general education classes found that rates of interaction varied significantly, with some students rarely engaging in classroom discourse. This selectivity in question-asking has implications for equity and suggests the need for deliberate strategies to encourage broader participation (Carter, Tuttle, Asmus, Moss, & Lloyd, 2024).

Participation Pattern

The tendency for particular students to respond to teachers' questions while others remain silent reveals systematic participation patterns that can either support or hinder equitable classroom discourse. Research on language attitudes of Generation Z students in responding to teacher questions found that students employ diverse language strategies when responding, including short answers, humor, metaphoric appeals, and challenges. However, the study also revealed that participation is influenced by factors such as social media exposure, teacher-student relationships, and socio-cultural backgrounds. Understanding these patterns helps teachers recognize when certain students are dominating or avoiding response opportunities (Suyitno, Fawzi, & Arista, 2025).

Initiative

When students ask questions without first seeking permission, they demonstrate intellectual initiative and agency that transforms the traditional power dynamics of classroom discourse. Research analyzing student questions in academic lectures found that the frequency and nature of student-initiated questions differ significantly between interactive and monologic formats. In interactive lectures characterized by more egalitarian floor distribution, students ask more questions and use more varied pronominal choices, balancing 'I', 'you', and inclusive 'we' signaling greater personal and collaborative engagement. Student-initiated questions represent an important expression of learner agency and active participation in knowledge construction (Senel, 2025).

Invitation

Questions asked when students are explicitly invited to participate represent structured opportunities for engagement that can either encourage or inhibit student voice, depending on how invitations are extended. Research on empowering students to ask questions found that many students, particularly in large-enrollment courses, find it intimidating to ask questions in front of peers and will not participate without structured invitations. A study implementing anonymous Google Forms for student questions

revealed that when students are provided with alternative, low-anxiety channels for asking questions, explicit invitations to participate through technology, the vast majority find the approach useful and engage more fully. This demonstrates the importance of thoughtfully designed invitations to question (Iosub, Lovell, MacLean, & McIndoe, 2025).

Timing

Questions asked at inappropriate times when there is no designated session for them reveal important aspects of students' social awareness, impulse control, and understanding of classroom norms and expectations. Research on student questioning in whole-class interaction reveals that pupils develop sophisticated interactional competence that enables them to design appropriate answers that align with question expectations and classroom norms. This competence extends to knowing when it is appropriate to ask questions and when to wait. Students who ask questions at inopportune moments may still be developing this contextual awareness, suggesting the need for explicit instruction in the pragmatics of classroom discourse (Margutti, Urlotti, & Rossi, 2025).

Statement of the Problem

The persistent over-reliance on lower-order, a recall-based question in classroom discourse limits opportunities for students to engage in critical thinking and meaningful dialogue. This problem is often compounded by teachers' misconceptions regarding the effective use of questioning techniques and a failure to provide adequate wait time for student responses. Consequently, many learners remain passive participants, hindered by classroom climates that discourage thoughtful risk-taking. This study, therefore, seeks to investigate the specific questioning strategies teachers employ and the challenges they face in fostering a more cognitively engaging and inclusive learning environment.

Research Objectives

1. To know the use of the questioning technique by teachers during instruction.
2. To determine the response of students to these questions.
3. To examine the habit of questioning among students during instruction.
4. To identify the attitude of teachers in encouraging the students to ask questions.
5. To probe whether teachers direct questions to particular students.
6. To investigate whether high achievers remain dominant during the instruction.
7. To compare any difference between the attitudes of teachers and students of government and private schools towards questioning in the classroom.

Research Questions

1. Do teachers use questioning techniques during classroom instruction?
2. How do students respond to teachers' questions during instruction?
3. What is the habit of students regarding asking questions in the classroom?
4. Do teachers motivate and encourage students to ask questions?
5. Do teachers direct their questions to particular students only?
6. Do high achievers remain dominant in question-answer sessions?
7. Is there any significant difference between the attitude of teachers and students of government and private schools towards questioning?

Research Hypotheses

H_{01}: There is no significant difference in the use of questioning techniques by teachers of government and private schools.

H_{02}: There is no significant difference in the use of questioning techniques by students of government

and private schools.

Significance of the Study

The findings of this study will offer practical value to classroom teachers by equipping them with evidence-based strategies to enhance their questioning techniques, thereby fostering deeper student engagement and higher-order thinking. For students, this research promises to cultivate a more interactive and intellectually stimulating learning environment where their analytical and reflective skills can flourish. Curriculum planners and teacher educators may utilize the insights gained to refine professional development programs and instructional materials, ensuring that questioning is emphasized as a dynamic tool for learning. Furthermore, this study will contribute to the existing body of academic literature on pedagogical practices, potentially serving as a foundation for future research into the relationship between teacher questioning and student achievement.

Limitations

1. Female students could only be invited as data producing sample.
2. The observation method was used as the only data-gathering instrument.
3. Only the Government and private schools were involved in the study.

Delimitations

1. Only two government schools, i.e., girls of Higher Centurial school No.1 and Higher Secondary school No.2 of D.I.Khan
2. Only two private schools, i.e., the city school and the educators.
3. The students of 9th / Prep III level only.

Assumptions

1. 9th / Prep III level student is a good sample for producing data.
2. Observation is the best method of recording response of teachers and students.

Methodology

The population for the study included all 9th-grade students and teachers from Government and private schools of D.I.Khan district, from which a sample was randomly selected comprising two Government girls' higher secondary schools (No.1 and No.2) and two private schools (The City School and The Educators). Two observation checklists were developed as research instruments, with checklist No.1 containing 13 items related to teachers' attitude towards questioning and checklist No.2 comprising 9 items concerning students' attitude towards questioning and answering, each rated on a five-point scale from never to always. The researcher personally visited the schools for two weeks, spending one week in Government schools and one week in private schools, employing a non-participant observation method where teachers were aware of the investigation, while different 9th-grade sections were observed each day. After completing the observations, the data were arranged in tabular form with frequencies allocated to each response, and the mean, median, and mode were calculated for each parameter to determine central tendencies. Finally, chi-square tests were applied separately for teacher and student data to investigate the null hypotheses that questioning techniques are equally used by both teachers and students of the public and private sectors.

Results and Discussions

Table. 1: Consolidated Analysis of Teachers' Attitude Towards Questioning in Government and Private Schools.

Sr. #	Items Description	Mean		Median		Mode	
		Govt	Private	Govt	Private	Govt	Private
1	He/she asks introductory	2.3	4	2	3	1.4	3

	questions to motivate students.						
2	He/she clearly asks questions.	4	5	5	5	5	5
3	He/she asks questions in a clear, soft tone.	2.8	4.3	1	5	1	5
4	He/she uses alternative words in case the students have difficulty understanding questions.	3	4.6	1	5	3	5
5	He/she encourages his students to give a free response.	4.6	5	5	5	5	5
6	He/she gives proper time to the students for thinking before answering.	5	5	5	5	5	5
7	He/she helps his students in eliciting the exact answer.	2.6	4.3	1	5	1	5
8	He/she appreciates a correct response.	2.5	2.3	1	1	1	1
9	He/she criticizes the incorrect response.	2.3	3.8	2	3	2	1.6
10	He/she asks questions to some selected students.	4.6	5	5	5	5	5
11	He/she involves the backbenchers in question answer session.	1.8	3.2	1	4	1	4
12	He/she asks questions during the lesson to involve the students in the lesson.	4.3	5	5	5	5	5
13	He/she asks recapitulating questions to have feedback from the students.	2.5	3.2	1	4	1	5

Table 1 presents a comparative analysis of teachers' questioning attitudes in Government and private schools across thirteen parameters. The findings reveal that private school teachers demonstrated higher mean scores on most items, including asking introductory questions (4.0 vs 2.3), using a clear soft tone (4.3 vs 2.8), employing alternative words to clarify questions (4.6 vs 3.0), helping students elicit exact answers (4.3 vs 2.6), involving backbenchers (3.2 vs 1.8), and asking recapitulating questions (3.2 vs 2.5). Both sectors showed equally strong performance in asking clear questions (Govt 4.0, Private 5.0), encouraging free responses (4.6 vs 5.0), providing adequate thinking time (both 5.0), and involving students through questioning during lessons (4.3 vs 5.0). Government school teachers exhibited a higher tendency to criticize incorrect responses (2.3 vs 3.8, where a lower mean indicates more frequent criticism), while both sectors demonstrated minimal appreciation for correct answers (2.5 vs 2.3).

Median values further confirmed these findings, with private schools showing medians of 4 or 5 compared to Government schools' median of 1 or 2 on several parameters, indicating that private school teachers employ more effective questioning techniques in classroom practice.

Table. 2: Consolidated Analysis of Students' Attitude Towards Questioning in Government and Private Schools.

Sr. #	Items Description	Mean		Median		Mode	
		Govt	Private	Govt	Private	Govt	Private
1	They respond to the teacher's questions.	5	5	5	5	5	5
2	They ask questions when they do not understand the content.	4.3	4.3	4	4	5	3.4
3	They ask questions to gain further information.	4.5	4.6	4	5	3	5
4	They ask relevant questions.	5	5	5	5	5	5
5	Some particular students ask questions.	1	2.5	1	5	1	5
6	Some particular students respond to teachers' questions.	1	4.5	1	4	1	4
7	They ask questions without seeking permission from the teacher.	4	5	4	5	5	5
8	They ask questions when invited to.	2.2	4.8	1	5	1	5
9	They ask questions when there is no session for it.	3.3	5.0	3	5	5	5

Table 2 compares students' attitudes towards questioning in Government and private schools across nine parameters. The findings show that students from both sectors equally respond to teachers' questions (mean 5.0) and ask relevant questions (mean 5.0). Both types of students also demonstrate similar behavior in asking questions when they do not understand the content (mean 4.3 each) and seeking further information (Govt 4.5, Private 4.6). However, notable differences emerge in other areas. Private school students ask questions without seeking permission more frequently (mean 5.0 vs 4.0), ask questions when invited (mean 4.8 vs 2.2), and ask questions during unscheduled sessions (mean 5.0 vs 3.3). The most striking contrast appears in student dominance patterns. In Government schools, particular students consistently dominate both asking questions (mean 1.0) and responding to questions (mean 1.0), where a lower mean indicates higher dominance by a few individuals. In contrast, private schools show more equitable participation with means of 2.5 and 4.5, respectively.

Table. 3: Consolidated Chi-Square Analysis of Teachers' Attitude Towards Questioning in Government and Private Schools.

Teachers' Attitude

Schools	Frequency Ratings					Total	χ^2 cal	df	χ^2 tab (0.05)
	1	2	3	4	5				

Govt	20	11	8	5	34	78		
Private	16	2	9	4	47	78	8.92	4	9.49
Total	36	13	17	9	81	156		

Table 3 presents the chi-square analysis comparing teachers' attitudes towards questioning in Government and private schools based on frequency ratings from 1 (never) to 5 (always). The data shows that Government school teachers had 20 ratings at frequency 1, 11 at frequency 2, 8 at frequency 3, 5 at frequency 4, and 34 at frequency 5, totaling 78 observations. Private school teachers recorded 16 ratings at frequency 1, 2 at frequency 2, 9 at frequency 3, 4 at frequency 4, and 47 at frequency 5, also totaling 78 observations. The calculated chi-square value is 8.92 with 4 degrees of freedom, while the table value at a 0.05 significance level is 9.49. Since the calculated value (8.92) is less than the table value (9.49), it falls in the acceptance region.

Table. 4: Consolidated Chi-Square Analysis of Students' Attitude Towards Questioning in Government and Private Schools.

Students' Attitude

Schools	Frequency Ratings					Total	χ^2 cal	df	χ^2 tab (0.05)
	1	2	3	4	5				
Govt	19	0	2	8	25	54			
Private	6	5	2	5	36	54	12.44	4	9.49
Total	25	5	4	13	61	108			

Table 4 presents the chi-square analysis comparing students' attitudes towards questioning in Government and private schools based on frequency ratings from 1 (never) to 5 (always). The data shows that Government school students recorded 19 ratings at frequency 1, 0 at frequency 2, 2 at frequency 3, 8 at frequency 4, and 25 at frequency 5, totaling 54 observations. Private school students recorded 6 ratings at frequency 1, 5 at frequency 2, 2 at frequency 3, 5 at frequency 4, and 36 at frequency 5, also totaling 54 observations. The calculated chi-square value is 12.44 with 4 degrees of freedom, while the table value at a 0.05 significance level is 9.49. Since the calculated value (12.44) exceeds the table value (9.49), it falls in the rejection region.

Findings

1. The analysis revealed that private school teachers demonstrated higher mean scores on key questioning parameters, including asking introductory questions (4.0 vs 2.3), using a soft tone (4.3 vs 2.8), employing alternative words (4.6 vs 3.0), and involving backbenchers (3.2 vs 1.8), indicating more effective questioning practices. However, both sectors showed equally strong performance in asking clear questions, encouraging free responses, and providing adequate thinking time. Government school teachers exhibited a higher tendency to criticize incorrect responses, while both sectors showed minimal appreciation for correct answers. Despite these individual item differences, the chi-square value (8.92) was less than the table value (9.49), leading to acceptance of the null hypothesis and confirming no statistically significant difference in the overall use of questioning techniques by teachers of Government and private schools.

2. The analysis revealed that students from both Government and private schools equally respond to teachers' questions (mean 5.0 each) and ask relevant questions (mean 5.0 each), with similar behavior in seeking clarification when content is not understood (mean 4.3 each). However, private school students demonstrated more active participation by asking questions without permission (mean 5.0 vs 4.0), when invited (mean 4.8 vs 2.2), and during unscheduled sessions (mean 5.0 vs

3.3). A striking contrast emerged in dominance patterns, where Government school classrooms were dominated by particular students in both asking (mean 1.0) and responding (mean 1.0), while private schools showed more equitable participation with means of 2.5 and 4.5, respectively. The chi-square value (12.44) exceeded the table value (9.49), leading to rejection of the null hypothesis and confirming a significant difference in the questioning practices of students between the two school systems.

Discussions

1. The finding reveals a paradox where private school teachers excel in specific questioning areas like using introductory questions (4.0 vs 2.3) and employing a soft tone (4.3 vs 2.8), yet the chi-square analysis (8.92 < 9.49) confirms no significant overall difference between Government and private school teachers' questioning techniques. This aligns with Gholami, Sarkhosh, and Abdi (2016), who found that while public and private teachers differed in overall practices, they showed comparable approaches in specific techniques such as repetition and correction. This reinforces that, despite observable variations in isolated behaviors, Government and private school teachers demonstrate similar pedagogical approaches when examined statistically, suggesting contextual factors influence questioning practices more than school type alone.

2. Your finding reveals that private school students demonstrate more active participation in questioning compared to their government school counterparts, particularly in asking questions without permission (mean 5.0 vs 4.0), when invited (mean 4.8 vs 2.2), and during unscheduled sessions (mean 5.0 vs 3.3). The most striking contrast lies in participation equity, where Government school classrooms are dominated by particular students (mean 1.0 for both asking and responding), while private schools show more balanced involvement (means 2.5 and 4.5). This aligns with recent research by Coelho, Araujo, Caminha, & Falbo (2024), who found that dominant students, while often prepared and collaborative, tend to silence their peers and limit broader participation in classroom discourse. The significant chi-square value (12.44 > 9.49) confirms that private school environments foster more equitable student participation compared to Government schools.

Conclusions

1. The findings lead to the conclusion that while private school teachers exhibit more refined questioning practices in certain areas, such as tone, clarity, and student involvement, the overall pattern of questioning techniques does not differ significantly between the two school systems. Both Government and private school teachers demonstrate comparable strengths in fostering student engagement through clear questioning and providing adequate response time. However, the tendency of Government school teachers to criticize incorrect responses more frequently and the minimal appreciation for correct answers across both sectors highlight areas needing pedagogical improvement. Ultimately, the absence of a statistically significant overall difference suggests that teacher training and professional development regarding questioning techniques require equal attention in both Government and private school systems.

2. The findings lead to the conclusion that a significant difference exists between the questioning practices of students in Government and private schools. While students from both sectors demonstrate equal willingness to respond to teachers and ask relevant questions, private school students exhibit greater confidence and initiative in participating without formal invitation and during unscheduled moments. The most notable contrast lies in classroom participation patterns, where Government school classrooms remain dominated by a few high achievers, whereas private schools foster more inclusive and equitable student involvement. This significant difference suggests

that the learning environment and classroom culture in private schools may be more conducive to encouraging widespread student participation in questioning activities compared to Government schools.

Recommendations

- Teacher training programs should focus on appreciating correct student responses, as both sectors showed minimal appreciation for correct answers.
- Government schools must adopt strategies to ensure equitable student participation and reduce dominance by particular students in questioning activities.
- Government school teachers should be trained in constructive feedback techniques to reduce criticism of incorrect responses and encourage student confidence.

Guidelines for Future Researchers

1. Future researchers may include both male and female students as the sample population to explore gender-based differences in questioning practices across both school systems.
2. Future studies may employ additional data collection instruments, such as interviews or questionnaires, alongside observation to gain deeper insights into the reasons behind teacher and student questioning behaviors.
3. Future researchers may expand the sample size by including more schools from both sectors across different districts to enhance the generalizability of findings regarding questioning techniques in classroom settings.

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