

# Questioning Strategy of the Faculty Members: Input to Modified Exemplar in Social Science

**Virginia Pinca-Atutubo (PhD)**  
Sorsogon State College, Philippines  
drvipinca@gmail.com

**Asia Pacific Journal of  
Multidisciplinary Research**  
Vol. 5 No.1, 193-202  
February 2017  
P-ISSN 2350-7756  
E-ISSN 2350-8442  
www.apjmr.com

*Date Received: December 7, 2016; Date Revised: January 29, 2017*

**Abstract** - *This study looked into the social science instructors' questioning strategies. Specifically, determines the types of questions in the level of cognition asked by the instructors as perceived by the students and themselves, determines the effectiveness of the questioning strategy as perceived by students and instructors themselves, and tests the perceptions of the respondents on its effectiveness and develop a lesson exemplar. Descriptive method and cluster sampling were used. The findings were students perceived the instructor's' type of questions in terms of level of cognition as lower order thinking skills and always asked by their instructors; and instructors' perceived those as higher order thinking skills and always practiced by themselves. Its effectiveness in the classroom discussion was less effective to students and very effective to teachers while in periodical test, under lower order thinking skills was more effective and higher order thinking skills appeared less effective to students. The difference of perceptions on the level of cognition in the computed t-value of 7.825 is higher than the tabular value of 2.101 which means the rejection of the null hypothesis at 0.05 levels at the p-value of 0.034 is significantly different. The study concluded that the type of questions of the social science instructors are classified as lower order thinking by the students and higher order thinking for the instructors, there is a significant difference between the perceptions of both students and instructors and there is a need to develop a modified exemplar in social science subjects.*

**Keywords:** *Social Science, questioning strategies, lesson exemplar*

## INTRODUCTION

The Higher Education all over world today has taken on broader meaning and new urgency due to global economy experiencing a worldwide scarcity as far as the need of the world market employment is concern. Countries around the world, there is the occurrences of the bane and boon of economic activities that is a natural cycle of an economy. The other side of the issue is that the world markets do not coincide with what the school is doing or vice versa. Not all schools are responding to the needs of the world market employment [1].

Some countries recognized public education as a national priority. Politicians at every level have voiced out their opinions concerning the strengths and weaknesses of our educational system. Likewise, critics have pointed accusing fingers to the direction of teachers, students, families, legislators and others, blaming each of them for the ills which currently plague education. The renaissance of national attention on education has contributed to widespread debate on improvements needed in the system. The

problems raised were pointing on the strategies used by the teachers in development of the knowledge and skills of the students. But in recent researches shown critical thinking among students could enhanced when teachers ask questions addressing for the higher mental operations such as application, analysis, synthesis, evaluation. However, studies on questioning reveals that teaching students how to respond and how to ask higher level questions is positively related to their voluntary participation in the cognitive processes in the classroom [2].

Section 2, Article 14 of the 1987 Constitution emphasizes that all educational institutions are encouraged to do their job to develop critical thinking on students. Basically, the classroom questioning is the best encountered by both students and teachers. To expect teachers should be skillful in posing or throwing questions to students. It is also a must that teacher adopts the use of questioning processes to accommodate both student diversity. Learning by asking and responding to questions in a classroom discussion is an essential empowering

learning process that one may underwent and imbibed to prepare them questions that will be upcoming to their lives in the future [3].

The questions of the teachers have the interrogative functions which are the instructional cues to convey students to the contents of the lesson set in the objectives of the lesson. Planning and developing a potential sequence of the key questions and activities that the student can focus their thinking in a specific direction establish the framework for kinds of verbal behavior the teacher will perform in actually teaching process in the classroom. The effective classrooms full of interesting questions posed by the instructors and student arise most often around topic of the subject matter studied. Classroom teachers through their knowledge of the subject matter, their familiarity with the valued discourses and activities of the classroom, and their awareness of competing perspective and ideas within this field, ask many different types of questions found to have inadequate training in developing questioning strategies. In this context, the researcher, a Social Science major and has been teaching social science courses in tertiary level for several years was prompted to undertake this study.

Questioning comes in different forms and purposes. Deep questions drive our thought underneath the surface of things; force us to deal with complexity. Questions of purpose force us to define our task. Questions of information compel us to look at our sources of information as well as at the quality of information. Questions of interpretation require us to examine how we are organizing or giving meaning to information. Questions of assumption need us to examine what we are taking for granted. Questions of implication necessitate us to follow out where our thinking is going. Questions of point of view force us to examine our point of view and to consider other relevant points of view. In like manner, questions of relevance demand us to discriminate what does and what does not bear on a question. Questions of accuracy order us to evaluate and test for truth and correctness. Questions of precision force us to give details and be specific. Questions of consistency oblige us to examine our thinking for contradictions. Questions of logic force us to consider how we are putting the whole of our thought together, to make sure that it all adds up and makes sense within a reasonable system of some kind [4].

Teachers use questions to stimulate thinking about a concept and challenge students to attend to higher levels of thinking appropriate to the content and learning outcomes. Instructional pacing can be accelerated during questioning related to facts and decelerated for more complex material and open-ended questions. But the findings of the general investigations on the role of classroom questioning and have drawn insights such as instruction which includes posing questions during lessons is more effective in producing achievement gains than instruction carried out without questioning students; students perform better on test items previously asked as recitation questions than on items they have not been exposed to before; oral questions posed during classroom recitations are more effective in fostering learning than are written questions and questions which focus student attention on salient elements in the lesson results in better comprehension than questions which do not [5].

In an experiment on wait time in relation to development of the higher level cognitive achievement found out as the wait-time extended there was no significant advantage on either low-level knowledge questions or higher level application and synthesis questions. On the other hand, there was also a study on extending wait-time up to 6 seconds which was conducted to younger students and actually lowered higher level cognitive achievement. The findings of the two studies are essential to the present study since it also points out the wait-time however, the difference is that the present study had an attempt to use it but since teachers are compelled of time and no preparation it was not considered a success [6].

Stevens in his study as cited by Rosin [7] on the role of questions found out the kind of questions Social Studies and English teachers asked. Two-thirds of the teacher's questions required a direct recall of textbooks information and noted a dominant emphasis on memory questions in both types of classes with a large portion of this type of questions existed in Social Studies. Also in the study of Pina et al. [8] on student-generated questioning, she conducted an experiment to test whether teacher-generated or student-generated questions facilitated recall of low (factual) and high order conceptual factual information. The post-tests were to examine whether or not the sixth grade students could retain certain information. Prior to the post-tests, students were given instruction on how to generate both high

and low order questions. Thus, the students were divided into two groups and practiced and generated 12 questions with answers [9].

This framework presents the educational theories by famous philosophers, psychologists and educators whose assumptions, theories and ideas contributed to the development of the critical thinking. These educational theories are convergent with respect to student's development of their level of cognition through questioning strategy of the faculty. A scaffold describes the social and instructional support to students in learning new concepts. It is a temporary framework that is put up for support and access to meaning and taken away as needed when the student secures control of success with a task. Scaffolding represents the helpful interactions between adult and child that enable the child to do something beyond his or her independent efforts. Similarly, Vygotsky claimed in his scaffolding instruction that teachers are considered as knowledgeable others who provide scaffolds or supports to facilitate in the development of student's development. The construction of a scaffold occurs when students engage in a classroom discussion where there is a process of thinking. The teacher, as the knowledgeable other sees to it that student's skill are properly assessed and guided in terms of students' level of knowledge [10].

As the scaffolds continues to be provided and considered as the classroom environment of the students it is expected that the questioning environment sets for the students by the teacher and expose them gradually to the development from their level of knowledge to next level of thinking. In the process, the teachers frequently use questions as scaffolds such as the higher and lower cognitive level questions such as knowledge, comprehension and applications, analysis, synthesis, and evaluation are a must. The discussion in the classroom cannot be sustained without recalling of the past lesson and cannot understand what student learned previously unless questions are asked. The lower level questions are used as scaffolds to develop the lower order thinking skills of the students. As the students developed the lower order thinking skills these paved the way to the development of high order thinking skills. Therefore, the development of the level cognition always originates from the development of the lower order thinking skills. The levels of thinking required in the cognitive domain of objectives are applied to the level of questions that teachers asked in

class discussion. This is best articulated by Bloom in his taxonomy of objectives and also useful to teacher in planning question as well as to motivate students' participation.

The theory above is backed by Jane Lave's in his situated learning theory describes learning that takes place in the real and authentic task [11]. Learning requires participation. Knowledge exists because of the participation of learning. Learning and knowledge take place in a community of practice is a concept emerging from situated cognition that emphasizes questioning and answering, sharing of ideas and doing and constructing meaning in a social unit. Situated learning is a general theory of knowledge acquisition. It has been applied in the context of classroom deliberation of issues and can help the teacher to set the students in condition and the right mood by way of providing time to wait before answering the posed questions by the teachers. Moreover, Gardner argues that there is a wide range of cognitive abilities and that there are only very weak correlations among them.

In the classroom discussion, this questioning strategy defines the role of the teacher as stimulator, questioner and provider of the experiences environment for the students to be stimulated and motivated to participate, to inquire and decide by way of answering teacher questions constructively at a higher level. In the classroom encounter of the teacher and the students it is significant that these questions are well planned and employed with the uses of questioning techniques so that students would follow this model when generating their own ideas and questions. In time, teacher would gradually decrease the number of questions and motivate students to provide questions relevant to the discussion of an issue.

Finally, to understand fully this development, from the theories cited the researcher was able to formulate theory that the students' development is attained when social science instructors identify and use type of questions in both the classroom discussion and periodical test that promote the high level of cognition of the students.

#### **OBJECTIVES OF THE STUDY**

The purpose of this study is to look into the classroom questioning strategies of social science teachers as input to the development of module. The following are the specific objectives: determine the

types of questions in terms of level of cognition asked by the college instructors as perceived by the students and themselves; determine the effectiveness of the college instructors' questioning strategy as perceived by the students and faculty; test whether there is a significant difference between the perceptions of the two groups of respondents on the effectiveness of the questioning style; and develop a module based on the result of the study.

The expected output and derivable of the study is the module for social science covering the topics in selected Social Science subjects focusing on the different levels of cognition. The modified exemplar intends to scaffold college students along with their weak areas in questioning and answering. It has parts the engage, explore, explain, elaborate and evaluate that may help the user to understand the development of the cognition skills. The questions prepared for the modified exemplar are ranging from the development of knowledge to evaluation.

#### METHODS

This part of the study presents the research design. It includes sources of data and the instrument used for the collection of data and procedures, the method for analysis of the data collected and the statistical treatment utilized by the researcher to answer the questions in this study. [12](Travers, 1978) clearly defines descriptive-survey method which is a type of research that aims to describe the nature of situation, as it exists at the time of the study and to explore the cause of the phenomena. Descriptive method of research was utilized in the study. It is descriptive in the sense that it describes and interprets the level of cognition of students in terms of the types questions used in discussion and periodical test.

The research instrument used in this study is a questionnaire. The first part consisted with twelve questions based from Bloom's Taxonomy on the level of cognition [13]. These are determined by the respondents whether these questions were asked by their instructors in instruction and classroom discussion through checking the column of the appropriate options such as always asked; sometimes asked; and never asked. The second part of the instrument was comprised with the indicators on the effectiveness of the questioning strategy in the classroom discussion and periodical test and determined by the students and instructors themselves by checking the options such as the very effective

(VE)-4.5-5.0, more effective (ME)-3.5-4.49, effective (E)-2.5-3.49 less effective (LE)-1.5-2.49 and not effective-1.0-1.49 (NE)

This questionnaire underwent a dry run and validation which was participated in by some faculty members who were not teaching social science subjects and students who were in the third and fourth year levels to determine the strengths and weaknesses of the indicators such as duplication of the entries of the type of questions and the options used to determine the type of questions and the effectiveness of the questioning strategy. The primary sources of data of this study are the respondents which are composed of the students who already took the social science courses and the instructors teaching social science subjects from the three departments of Sorsogon State College, Sorsogon City Campus. Each group of respondents of students was allotted thirty-five (35) per department and there were twenty (20) Faculty members assigned to teach social science. This study has a total of one hundred twenty-five (125) respondents. Stratified random sampling was used to determine the responses.

Table 1. The Respondents

<b>Respondents</b>	<b>f</b>	<b>%</b>
Education Students	35	28
Technology Students	35	28
Eng'g & Arch Students	35	28
Social Science Instructors	20	16
<b>Total</b>	<b>125</b>	<b>100</b>

As reflected in Table 1, there were 105 students who already took social science subjects and 20 instructors who are currently teaching social science subjects in the three departments of Sorsogon State College, Sorsogon City Campus.

Before the instrument was conducted to students and faculty, an approval was granted by the deans and the president of Sorsogon State College. The results were analyzed and interpreted using various statistical treatment and tools like the frequency count was used to determine the type of questions based on the level of cognition, the weighted mean to assess the effectiveness of the type of questioning strategy by the students and instructors themselves and the Chi Square was used to determine the significant difference between the perceptions of the respondents on the effectiveness of the questions. T-test is the statistical tool used to find the significant difference between students and teachers perceptions. This means that the standard deviation of the pooled

sample was first to find and use to get the standard error. The two sample t-test simply tests whether or not the two independent populations have different mean values on some measure. From the result of the statistical analysis and interpretation, the identified degree of effectiveness of the indicators for questioning strategies was used by the researcher to design a modified example that is part of a module for the enhancement of the level of cognition of the students.

**RESULTS AND DISCUSSION**

Table 2 presents the type of questions asked by the instructors in terms of level of cognition as perceived by the students and instructors themselves. These types of questions are patterned according to Bloom’s Taxonomy which are the lower and higher level of cognition. Questions with the stems of who are, what do we, do you know of, what are the advantages and disadvantages, what is, and why do you think are classified as lower order thinking while the stem questions such as what do you think, what would happen if, what is your stand on, can you think of an example to fit this definition, how sound is the proposal and given the facts of the case, how would you and how successful will be are categorized as higher order thinking.

The questions under lower order thinking are perceived by the students as always asked by their instructors in giving instruction and classroom

discussion. However, on the part of the instructors these questions were recognized by themselves as sometimes asked in the classroom discussion whereas the questions under higher order thinking are recognized by the students as sometimes asked by their instructors. It is noted in one of the questions under the lower order thinking which is the “what do you think” was recognized by the students as always asked by their instructors which means that they have recognized that their instructors had an attempt to ask questions which may arouse their consciousness on the question, however, according to some of the instructors, they tried to limit the use of this question since it requires more time for the students to frame their ideas and opinion needed to answer the question which consumes the time allotted for the subject. It is pointed out that as the instructors are conscious on the time allotted for the discussion it reflects on their preparation which means that students are not used to wait-time mental activities. Commonly, students are needed to respond immediately to teachers’ question by way of stating facts, memorized rules and principles. Whereas, the questions under higher order thinking are perceived by the students as sometimes asked and the instructors recognized as always asked by themselves in the classroom discussion. This means that students and instructors both recognize that these questions were part of the instructors’ questions in giving instruction and classroom discussion but only in passing-time manner.

**Table 2. Types of Questions Asked by Instructors in Terms of Level of Cognition**

Type of Questions	Level of Cognition	Students			Faculty		
		Always	Sometimes	Never	Always	Sometimes	Never
Who are . . . . .?	<b>Lower Order Thinking Skills</b>	98	7	0	5	20	0
What do we . . . . .?		60	45	0	3	22	0
Do you know of . . . . .?		60	45	0	3	22	0
What are the advantages and disadvantages of . . . . .?		60	45	0	5	50	0
What is . . . . .?		75	30	0	0	25	0
Why do you think . . . . .?	<b>Higher Order Thinking Skills</b>	75	30	0	2	23	0
What would happen if . . . . .?		45	60	0	25	0	0
What is your stand on . . . . .?		50	55	0	25	0	0
Can you think of an example to fit this definition?		45	60	0	25	0	0
How sound is the proposal . . .?		35	70	0	25	0	0
Given the facts of the case, how would you . . . . .?		40	65	0	25	0	0
How successful will . . . . .?		45	60	0	25	0	0

The result revealed that these cognitive domains of the questions asked by the instructors are categorically grouped into knowledge, comprehension, application, synthesis and evaluation respectively. These five (5) cognitive skills are classified into lower thinking skills (LOTS) and the higher thinking skills (HOTS). It was evidential on the data that there was a take-off development for the higher order thinking since students recognized the question “why do you think” as part of the instructors’ questions in the classroom discussion. This question why do you think is an application question that may lead to the development of higher order thinking skills since this type of question offer several options to students because each one in the classroom may be given the chance to ride from the ideas presented, rethink from the opinion presented and have the chance to present new thought about the topic presented. Generally, the levels of cognition that students are used to understand from their instructors in the classroom discussion are grouped only as knowledge to application. The skills that developed in students form part of the lower order thinking skills according to Bloom in his Taxonomy of objectives. However, the data shows that this type of questions asked by the instructors is differently perceived by both students and instructors. Also, noted from the data the reasons of the different perception is based on the manners of questioning experienced by the students from their instructors in the classroom discussion.

The result implies that teacher needs to plan questions essential to the development of students learning based on the objectives, time allotted and the topics of the course as specified in the course syllabus. If the questions are planned and provided before, within the discussion and in the in-depth part of the

classroom discussion student’s interests are commensurately developed. Likewise, teachers, in the conduct of the lesson need to determine students’ difficulties in a given lesson by giving them adjustment like follow-up and clarification questions and allow students to use their dialect in responding teachers’ questions. As Sustento [14] analyzed and proved that the questions of teachers in the upper elementary grade level in Science classes revealed that the predominant type of questions asked was memory questions and routine questions. Least asked were questions on application, analysis, synthesis and evaluation. Thus she recommended that programs be designed to help teachers improve their questioning skills and to increase the frequency of questions on the higher cognitive levels.

Shown in table 3 are ten (10) indicators for the questioning strategy for classroom discussion. There are seven (7) indicators such as teacher poses questions with a follow up yes or no-query; teacher clarifies students point of view; teacher shows interest attitude to students’ answer whether right or wrong; teacher interrupts when students answering and teacher provides questions according to objectives appear to be more effective to students during classroom discussion but to instructors; these appear to be very effective. There are three (3) indicators such as topics and objectives of the lesson are introduced in the class, questions are designed to motivate students to catch their attention for the lesson of the day, wait -time is provided for the teacher and students to paraphrase their questions for further understanding appear less effective to students and more effective to their instructors. On the other hand, all the ten (10) question indicators appear to be very effective to instructors.

**Table 3. Perceived Effectiveness of the College Instructors’ Questioning Strategy**

Questioning Strategy	Students		Faculty	
	WM	VI	WM	VI
1. Topics and objectives of the lesson are introduced in the class.	1.38	LE	3.00	VE
2. Questions are designed to motivate students to catch their attention for the lesson of the day.	1.30	LE	3.00	VE
3. Questions are planned to allow students translate from one medium to another.	2.19	ME	3.00	VE
4. Questions are encouraged students to apply information to produce some result and use facts, rules and principles.	2.19	ME	3.00	VE
5. Wait -time is provided for the teacher and students to paraphrase their questions for further understanding.	1.30	LE	3.00	VE
6. Questions are encouraged students to solve problem; apply information to produce results from an issue.	1.79	ME	3.00	VE
7. The teacher during discussion uses sparingly praises and makes certain sincere, credible and directly connects to the students’ responses.	2.44	ME	3.00	VE
8. Teacher allows students to clarify gray areas about the topic; to ask questions as a result of the discussion.	2.52	VE	3.00	VE
9. Discussions ended with an in-depth clarification and understanding of the topic and end up students questioning.	1.84	ME	3.00	VE
10. Questions used by the teacher are what, how and why.	1.83	ME	3.00	VE

This means that the question indicators which appear to more effective to students may be familiar to them but they are not used to answering them at once. Students may find them challenging and engaging in them to stimulate their higher level of ideas in the classroom discussion however, just like with one of the findings of this study, teachers tend to question in passing in an almost already time for the students to frame their answers. While, question indicators that appear to be less effective to students since the teachers are adopting reporting, they would missed up to motivate and encourage their students to engage more in framing their answers. This implies that teachers may develop their good questioning skills in a gradual manner to expose their students on a well-directed series of questions. The development of good questioning may be grounded on clarity of purpose anchored on the objectives set for the subject matter of the day. The sequence of the questions may also consider and establish an essential catch to a well-rounded grasp of a problem in a topic and teachers need to prepare and formulate questions that may guide them to assess the students' level of cognition. These questions need to be tried out to their very own self first and by posting them on the board and later to be asked to their students. Students need to be familiarized, clarified and guided as to what the instructors' questions all about.

**Table 4. Difference of the Perception on the Effectiveness of the type of questions based on the level of cognition**

Respondents	Mean	Variance	t stat	p value
Students	1.878	0.206	7.825	0.034*
Faculty	3.000	0.000		

\* Significant; *t-critical (0.05)=2.101*

Table 4 shows the difference of perceptions of the instructors and students on the effectiveness of questioning strategy based on the level of cognition ask by the instructors in the classroom discussion and periodical test. As reflected in the table, the computed t-value of 7.825 is higher than the tabular value of 2.101 which lead to the rejection of the null hypothesis at 0.05 levels. This result could be supported by the p-value of 0.034 which means that the perception of the two groups of respondents is significantly different.

Moreover, the weighted mean of the perception of the students on the effectiveness of the questioning strategy is 1.878 which is lower than instructors'

perception on the effectiveness of the questioning strategy as revealed at 3.00. Results signify that there is a need for the instructors to improve the questioning strategy by way of planning and implementing them based on the topics, objectives and time requirements as specified in the course syllabus. This is supported by one of the findings of this study that teachers put limit when they were motivated to ask these questions in the classroom discussion. This means that instructors may find an opportunity to ask these questions based on how these are specified in the course syllabus. It is also equally need that teachers need to let their students practice and familiarize the lower thinking skills as take-off practice in the development of the higher thinking skills. The level of cognition may be developed side by side with how teachers' instructions be strengthened by the students in the classroom.

Results of this study is similar to Ramirez [15] who investigated the relationship among cognitive level of teacher's questions students' response and questioning lapse level. It was noted that approximately 61% of the questions given by the teachers were on memory level. This type of questions helped in the development of cognitive skills among students.

#### **The Developed Modified Social Science Exemplar [16]**

##### **Lesson exemplar in SOCIAL SCIENCE 4 (Society, Culture and Family Planning)**

**Topic: Culture (Ethnocentrism)**

**Year level: \_\_\_\_\_**

##### **Benchmark:**

The rationale behind this modified lesson exemplar is to acquaint our students with how the Philippine society regard and preserve the sanctity of our family as stated in Article XV of the 1987 Constitution. Moreover, it is evidently articulated in section 1 that the state recognizes the Filipino family as the foundation of the nation. Accordingly, it shall strengthen its solidarity and actively promote its total development.

This exemplar helps us understand the reality of the influences of the foreign culture to the preservation of our family culture as the result of acculturation and enculturation (ethnocentrism) as the different life processes.

This exemplar gives us also the total picture of the family culture nurtured in the Philippines at the same

time to give us the knowledge how our responsibility be shared in its development. Likewise, this uses questioning strategy and eclectic approach to carry out the objectives of the lesson as well the important peace concepts.

**Duration:** Three (3) hours meetings in a week: One (1) meeting is good for two (2) hours (this is good enough to cover the 1-3 objectives from Engage to Elaborate A&C and the other meeting for the week has only one (1) hour and this is intended for the Elaborate part C but presentation of the result of survey questions up to Evaluation.

**Objectives:** After the session, the students will be able to:

1. Understand the link between the significant role of the family and the development of culture.
2. State the cultural practices that promote simplicity of raising family life.
3. Synthesize the insights from the meaning of interconnectedness of family and cultural differences.
4. Create a slogan to cultivate the cultural/family practices.

**Materials:**

- Manila papers, markers or crayola and used bond papers
- Books, modules and pamphlet

**References:**

- De Leon, Hector S. Philippine Constitution: Textbook. 2008 Edition. Rex Book Store Inc. Manila Philippines.
- Salcedo et. al. Social Issues. Katha Publishing Co., Inc. Quezon City, Philippines
- Zulueta et al. General Psychology. National Book Store, Mandaluyong City, Philippines

**Peace Concepts taught:**

- Responsiveness
- Altruism
- Humility
- Respect other's uniqueness
- Interconnectedness of life

**Procedure:**

The following steps will be done to carry out the lesson of the day.

**Engage:**

- In order for the students to be engaged in the discussion, the teacher as facilitator must:

a) Lead the students to analyze and answer the following questions.

1. What do you think are the miniature societies that held responsible for the human development? (The teacher will instruct the students to give their answers orally and draw circles connecting each other on the board and write their answers inside the circle.)
2. How does each one consider as accountable in the human development? What important role does a family share to human development? Are the processes that present in the stages of development form part of our culture?

**Explore:**

- In order for the students to go further they are asked to act out according to issues as stated below (of course with the help of the instructor). First, they will organize themselves into 2 groups. It is followed up with a presentation of the role play and group discussion. The presentation has allotted 5-10 minutes per group.

**Act 1.** Maria grew up in a far flung barrio. She will be studying in Manila soon after her graduation this year. It will be her first time in Manila. What would be her situation if she will pursue it? If you were her parents/sister, how will you help her?

**Act 2.** Child disciplining/rearing, RH bill and divorce bill are some of the issues that hampered the sanctity of family.

- After the presentation, students are still expected to participate as the discussion progresses by answering questions below. The Wait time should be provided in order for the students to be properly stimulated regarding the topic.

**Questions:**

1). How do members of the family respond to each other's needs in terms of:

- a) Life nurturance
- b) Personal habits,
- c) Values, attitudes and ambitions?

From responses elicited from the questions, it is expected that peace concepts such as altruism and humility must be mentioned.

2). As a family continuously exchanging gestures and actions, can these be considered form part of man's culture? Are these also part of Filipino culture?

3). How do we maintain or sustain such gestures and actions of good will to one another?

4). Is it only the family has the sole accountability in the development of the individuals in terms of life nurturance, a personal habit, attitudes and ambition,



how do members of the family respond to each other's need?

**EXPLAIN:**

- **Think-pair-share** (This is a modified dyad form, in order for the students to continue and engage in the discussion, the students are instructed to stay within the group.)

**A). in situation #1,**

- 1).
  - a) What is being extended to Maria by her family?
  - b) Why did the family have to support her?
  - c) How did the family support Maria?
  - d) Is it the responsibility of the family to support her?
- 2). How does each one in the family support in times of problem? (Form part of the students responses is the peace concept such as responsiveness and altruism)
- 3). Is the support system that we have mentioned in the first and second questions have been part of our cultural practices?
- 4). what are the values which are common to all Filipino family?
- 5). In terms of closeness, how are Filipinos affected by this?
- 6). How do family members participate in uplifting one's state in life? (Students are expected to mention the real practical life situations that manifest the interconnectedness of life)
- 7). In pursuing any development by members of the family, what kinds of attitudes do they manifest towards the members who are pursuing development?
  - a). Do couples expect standards for being a wife and a husband?
  - b). What about the children and parents? What sibling to sibling?
  - 8). How do we regard our own culture of rearing our family? Where do you think these emanate from?

**B) situation #2,**

- 1). What are the present issues that hampered the sanctity of the family?
- 2). How do we define/observe the interconnectedness between the family and the development of the culture?
- 3). As a member of the family at same time as a student, how will you show you sentiment to the congress regarding issues on RH and divorce bill?
- 4). Do we follow the same pattern of cultural practices?
- 5). Do we have the same way of preserving the sanctity of our family?

**C).In here, in order to achieve the time allotted, the discussion should end by asking these concluding questions:**

- 1). How do you think we Filipino families can sustain our cultural as well as family life practices? (To answer the question, the instructor will lead them to make a slogan that promotes cultural and family life practices.
- 2). What insights did you get from the 1<sup>st</sup> and 2<sup>nd</sup> situation?

**Elaborate:**

**A. The teacher will further discuss two of the following:**

1. Family as stated in the Family Code and 1987 Constitution.
2. Concept of values according to Filipino Personality Theory.
3. Areas of Conflict by Dr. Lourdes V. Lapuz
4. Psychosocial Crisis/stage of development.
5. Key values that dominate in the Philippine way of life.

**B. With the recent issues and problems encountered by Filipino family, how do you think will they upgrade their relationship and dignity?**

The activity will be facilitated by the instructor. The teacher will ask only one or two set of questions however he/she has the option to ask more questions; time is to be considered.

The answers are filling in the matrix form:

Issues/ Problems	Method to confront Problem	Implication to the family
1)		
2)		
3)		

- Group the students into 6 and let them go out from the classroom and conduct an ambush survey question to at least 5 students for each group. They have to present a simple statistics.

Survey questionnaire:

1. Do you believe that the new roles of men (husbands as the care taker of the home) and women (wives as provider of the home) today strengthen the family life or harm family life? Yes or No

2. Do you believe that Filipino family has changed and can withstand the cultural changes taking place in our country?  
Discussion of the survey questionnaire with the application of the theories should be done in the ELABORATE part.
3. What does each result imply? What theory can support to the result?
4. What are implications of the result to the preservation of our family?

**Evaluation:**

Think Pieces: This is a group quiz and the teacher will divide the whole class into 6 groups. Every group will take one (1) question with them. Every answer will be supported with theories (to be submitted)

- 1). what are the areas of conflict that family has to work on? Relate your answers to the Filipino Personality Theory.
- 2). As a member of your family, how will you change the areas of conflict into areas of development?
- 3). What are the social issues that affect the family?
- 4). How are these issues affecting the family?
- 5). How did the family manifest its role in the socialization process? Consider Eric Erikson’s psychosocial stage of development.
- 6). In terms of different cultural practices, how can we reconcile such differences to solidify our very own culture in raising our family?

**Rubrics**

The rubrics will be used to score the above questions (think pieces). It has only three (3) scores 5 which is perfect score and other scores are three (3) and one (1). Below are the corresponding meanings of the scores.

Score	Criteria
5	The answers are suggesting new paradigm or ideas that enhance both cultural and family life practices. Support theories that are significantly related to the suggestions.
3	The answers simply relate to the content of the questions but not implying suggestions. There is at least one theory mentioned in support to the claims.
1	The answers have nothing to do with question but simply answer to the questions.

**CONCLUSION AND RECOMMENDATION**

The type of questions of the social science instructors are classified as the lower order thinking and higher order thinking as perceived by the students

and higher thinking order by the instructors themselves.

The effectiveness of questioning strategies perceived by the students as less and more effective and more effective as perceived by the instructors themselves.

The teachers should use scaffolding theory by identifying the weakness of the student in answering questions so that it would be easy for both of them to get into the teaching-learning process especially in questioning-answering aspect.

There is a significant difference between the perceptions of both students and instructors. There is a need to develop a modified exemplar in social science subjects in order to scaffold students in answering teachers’ questions.

It is recommended that questioning strategy in-service training for the Social Science instructors may be given priority. Teachers may help students develop more deeply into answering teacher’s questions by way of providing a prepared combination of types of questions based on Bloom’s taxonomy. A module may be considered and utilized by the teachers to enhance student’s critical thinking. Social science instructors may be given a long calendar year of training on questioning strategy. Researchers may utilize the findings of the present study to undergo studies on questioning strategy and answering of the students.

**REFERENCES**

- [1] News Week. Corporate Learning. September 2010
- [2] Birkenholdz, R. J. & Johnson, D. M .(1996)., Perceptions of the Levels Of Cognition Required In Undergraduate Course. Available R. Birkenholdz February 17, 2014
- [3] De Leon, H. S. (1994). Textbooks on the Philippine Constitution., Rex Book Store, Manila, Philippines
- [4] Role, E. M. (2007). The Art of Questioning – Roletch UEAB
- [5] Reed, Jennifer H., (1998)., Effect of Model for Critical Thinking on Student Achievement In Primary Source Document Analysis and interpretation, Argumentative Reasoning Critical Thinking Discussion, And History Content In A Community College History Course. Unpublished Dissertation. College of Education, University of South Florida.
- [6] Duell, O. K. (1995). Asking Questions in College Classroom: Is there a need to wait? Journal of Adolescent and Adult Literacy; 39 (3) pp. 251-253

- [7] Rosin, Ruby A. (2001). The Art of Questioning of the teachers in teaching Reading. Unpublished Master's Thesis. Bicol University, Legaspi City.
- [8] Pina, A & Richmond,(1993)., Effects of Two Practice Strategies on Two Types of Recall., Annual conference of the Association for Educational Communications and Technology.
- [9] Rosin, Ruby A. The Art of Questioning of the teachers in teaching Reading. Unpublished Master's Thesis. Bicol University, Legaspi City 2001
- [10] Vygotsky. S. (1978) Mind in Society: The Development of Higher Psychological Processes. Cambridge, MA Harvard University Press
- [11] Lave, Jean & Wenger E.(1990) Situated Learning: Legitimate Peripheral Participation. Cambridge University Press
- [12] Travers, R. (1978)., Introduction To Educational Research(4th Ed.) McMillan, London
- [13] Bloom, B.S(Ed), Englehart, M.D., Furst, E.J., Hill, W. H. and Krathwohl, D. R.,(1956). Taxonomy of Educational Objectives: Handbook 1, Cognitive Domain.. New York. Mckay, David. Co. Inc
- [14] Sustento, S. A. (1972). Questioning Practices of Elementary Science Teachers. Unpublished Thesis University of the Phil, Quezon City
- [15] Ramirez as cited by Rosin, Ruby A., The Art of Questioning of the teachers in Teaching Reading., Unpublished Master's Thesis. Bicol University, Legaspi City, 2001
- [16] Modified Exemplar. Adopted from 7es of Lesson planning/ <http://geordiescience.blogspot.co.uk/2012/09/planning-using5esor7es-of-lesson.html/learningmatters/just> as the WordPress.com site & 5es Teaching and Learning Model. 2017 Australian Academy of Science. All rights reserved.

#### **COPYRIGHTS**

Copyright of this article is retained by the author/s, with first publication rights granted to APJMR. This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (<http://creativecommons.org/licenses/by/4>).