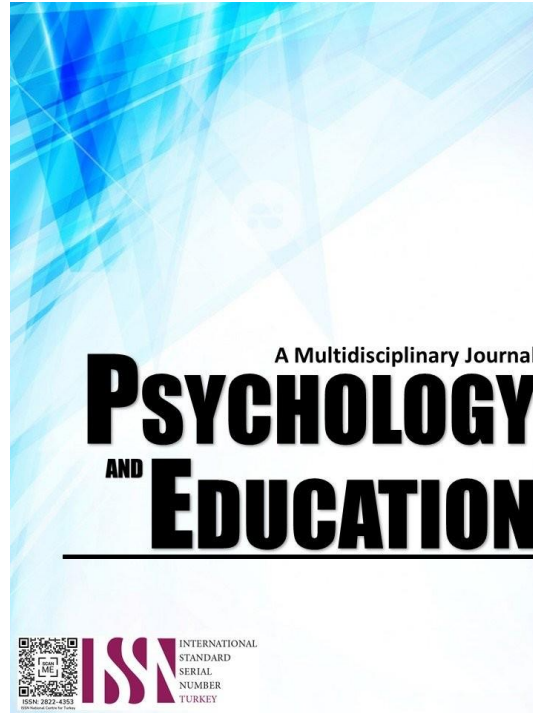


# TEACHERS' ART OF QUESTIONING: A RESPONSE TO RAISING ACADEMIC PERFORMANCE OF RETICENT LEARNERS



## PSYCHOLOGY AND EDUCATION: A MULTIDISCIPLINARY JOURNAL

Volume: 41

Issue 3

Pages: 346-362

Document ID: 2025PEMJ3959

DOI: 10.70838/pemj.410303

Manuscript Accepted: 05-12-2025

## Teachers' Art of Questioning: A Response to Raising Academic Performance of Reticent Learners

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### Abstract

A common problem encountered by many teachers is the learners' reluctance to speak and participate in classroom activities. The art of questioning may change learners from passive into an active participant of information in the learning process. This study determined the art of questioning in response to raising the academic performance of reticent learners of Momungan Elementary School. A descriptive-correlational method was used in this study. The instrument used was the Reticence Scale with six dimensions: anxiety, knowledge, timing, organization, delivery, and memory (adapted from Keaten, Kelly, and Finch, 1997). The respondents' perception of the teachers' art of questioning was based on the level of art of questioning (adapted from Ligan, Calanoga, Julian, and Frutas, 2019). The results revealed that the respondents were "reticent" in terms of anxiety, timing, organization, and memory. Learners rated "often" for teachers in the art of questioning in relation to the quality of questions, techniques of questioning, handling learners' responses, and handling learners' questions. Other findings of the study showed no significant relationships between teachers' art of questioning and respondents' level of reticence to their academic performance. Further, socio-economic profile in relation to age is a predictor of the respondents' reticence in terms of anxiety, and sex is a predictor of respondents' level of reticence in terms of anxiety, and delivery. Furthermore, the results recommended conducting further research on the Art of Questioning to refine the quality and relevance of the questions.

**Keywords:** *art of questioning, level of reticence, reticence, reticent learner, academic performance*

### Introduction

The art of questioning changes learners from passive recipients into an active participant of information in the learning process. It helped teachers and learners engage in meaningful conversations, develop relationships, and build confidence. However, the teacher's technique and style of asking questions may influence the development of reticent behavior among the learners.

A problematic phenomenon faced by many teachers today is the learners' reluctance to speak and engage in classroom activities. Learners' reticence not only prevents learners from sharing what they know but also dispossesses the teacher and classmates from benefiting from it. Most teachers use questioning as an assessment tool to promote and assess learner's knowledge and understanding.

Reticence can be hypothesized as individual and willing communicative behavior that is frequently related to disengaged behavior, responses, feelings, and body language that prevents individuals from engaging in public and social settings that might get possible attention for negative reviews from others. Learners who have reticent behavior are too anxious to express their ideas in words because even though they may know the answer, they are still frightened of being mistaken. Thus, the reticent learner's problems ascend as they improve through school, where they are likely to display more openness, verbalization, and confidence. In chance, the reticent learner pains in his lack of communication and pulls back even further.

According to Department of Education (DepEd) Order No. 42, series of 2017, entitled National Adoption and Implementation of the Philippine Professional Standards for Teachers, a quality teacher in the Philippines needs to apply developmentally appropriate and meaningful pedagogy grounded on content knowledge and current research. This implied that educators must demonstrate proficiency in English, Filipino, and Mother Tongue to facilitate the teaching and learning process, as well as the necessary skills in the application of communication strategies, teaching strategies, and technologies to achieve high-quality results.

Moreover, reticent learners not only withhold from social activities but restrain words when they speak. They stay completely quiet in groups where everybody speaks and holds their own views and ideas. This problem may control learners' cognitive, affective, and behavioral characteristics of communication, which might affect their academic performance.

Reticence is a behavior characterized by individuals refraining from speech, behaving on the assumption that silence is preferable to the potential of appearing foolish (Keaten & Kelly, 2000). The outcome arises from a communication breakdown or a deficiency in perceived communicative competence, ranging from a deliberate avoidance of interactions to an utter incapacity to engage in communicative activities. This communicative behavior is frequently regarded as an issue encompassing mental, emotional, and behavioral dimensions, as individuals experiencing this condition often believe it is preferable to remain silent rather than risk appearing foolish (Sumilong, 2022).

Reticent learners have apprehension regarding unfavorable assessments and the perception of foolishness, having developed an association between worry and communication, which reinforces their tendencies toward avoidance and withdrawal. Communication apprehension encompasses fear or worries in various circumstances, akin to reticence, although it excludes erroneous beliefs or skill deficiencies (Communication, 2019).

As a teacher, it is important to offer each learner an opportunity to speak in class. The change in learning modalities resulting at the beginning of the COVID-19 pandemic from traditional learning to modular learning impacted the teachers and learners and many instructional communication-interrelated challenges that the researcher observed.

This study determined the teachers' art of questioning in response to raising the academic performance of reticent learners of Momungan Elementary School. This study was conducted in the 2nd quarter of the S.Y. 2024-2025. The researcher has been a public-school teacher for three (3) years and observed that reticence among the learners in Momungan Elementary School is one of the challenges encountered by the teachers.

### Research Questions

This study determined the teachers' art of questioning in response to raising the academic performance of reticent learners in Momungan Elementary School for the school year 2024-2025. Specifically, it sought to answer the following questions:

1. What is the socio-economic profile of the respondents in terms of:
  - 1.1. age;
  - 1.2. sex; and
  - 1.3. monthly family income?
2. What is the respondents' level of reticence in terms of:
  - 2.1. anxiety;
  - 2.2. knowledge;
  - 2.3. timing;
  - 2.4. organization;
  - 2.5. delivery; and
  - 2.6. memory?
3. What is the level of teachers' art of questioning in terms of:
  - 3.1. quality of questions;
  - 3.2. techniques in questioning;
  - 3.3. handling learners' responses; and
  - 3.4. handling learners' questions?
4. What is the academic performance of the respondents based on the curriculum management support system (CMSS) during the School Year 2023-2024?
5. Is there a significant relationship between the teachers' art of questioning and the academic performance of the respondents?
6. Is there a significant relationship between the level of reticence and the academic performance of the respondents?
7. Which of the respondents' demographic profiles best predicts their level of reticence?
8. What action plan can be proposed based on the findings of the study?

### Methodology

#### Research Design

This study used a descriptive-correlational research design. Descriptive since the study would try to describe the demographic profile of the respondents on account of their age, sex, monthly family income, level of reticence, and teacher's practices in the art of questioning. This is correlational since the study would determine the relationship between the demographic profile, the teacher's art of questioning, and the level of reticence towards learners' academic performance.

#### Respondents

The key stage 2 learners from Momungan Elementary School served as the respondents of the study. Momungan Elementary School (MES) was chosen since the researcher is currently teaching in the said school. Using purposive sampling allowed the researcher to select a sample by taking the respondents that are not based on the level or area but it is taken based on the definite purpose. The researcher approached the teachers and explained the respondents that would be chosen for the study. By giving an overview of reticence to ensure fairness and relevance, teachers selected those identified reticent learners who have shown reticent behavior, like being less participative during communicative activities and avoiding communication because they become too nervous to say a word. They fear their answer to be mistaken and better choose to remain silent than to risk appearing foolish.

#### Instrument

The researcher used an adapted questionnaire from Keaten, Kelly, and Finch (1997) and Ligan, Calanoga, Julian, and Frutas (2019). The Reticence Scale from Keaten, Kelly, and Finch (1997) focused on how individuals assess their skills and feelings regarding communication in social settings. The Reticence Scale measures six dimensions of communication skill deficiency, including anxiety, knowledge, timing, organization, memory, and delivery (1997). The questionnaire was divided into two (3) parts. Part I focused on the demographic profile of the respondents in terms of age, sex, and monthly family income. Part II of the instrument included the level of

reticence among the respondents. A six-point Likert Scale was used for the scoring range of the questionnaire where (6) strongly agree, (5) agree, (4) mildly agree, (3) mildly disagree, (2) disagree, and (1) strongly disagree.

All twenty-four (24) questions of the Reticence Scale were modified to measure the reticence and communication skill deficiencies of the respondents. There are four questions for each of the six dimensions, for a total of twenty-four (24) questions. Questions are answered using a six-point Likert-type scale ranging from (1) very reticent through (6) very reticent. Scores for each of the six dimensions range from 1 to 21 where a low score indicates less anxiety, fewer problems with knowledge, organization, etc.

Part III of the instrument included thirty-two (32) questions that were modified from the study of Lingan, Calanoga, Julian, and Frutas (2019), "The Art of Questioning and Its Relationship to Academic Performance". This was adapted in nature to answer the necessary details about teachers' practices on the art of questioning. The questionnaire was grouped by categories in terms of quality of questions, techniques of questioning, handling learners' responses, and handling learners' questions. It has corresponding 8 questions for each of the categories for a total of thirty-two (32) questions. For the scoring procedure for the thirty-two (32) item questionnaire, a Four-Point Likert Scale was employed, which is as follows: 4 – always, 3 – often, 2 – sometimes, and 1 – never.

The questionnaires were presented to the adviser and experts in the field for further comments and suggestions and were pilot-tested at Basagad Primary School.

### Procedure

Data were gathered in the following manner. The researcher observed protocol and asked permission to appropriate authorities to conduct the study in the said school. First, all correspondence, such as letters of approval by the respective authorities like the Dean of Graduate Studies and the researcher's thesis adviser were accomplished.

After the approval from the different authorities in the Graduate Studies, the researcher personally approached the respected school administrators of the Division of Lanao del Norte to give and wait for the approval of the letter, such as the Schools Division Superintendent and School Principal of the chosen school where the study would be conducted. Secondly, the researcher personally approached the respondents to participate in the data gathering of the study. The researcher introduced herself explained the purpose of the study, and gave assurance of the confidentiality of the respondent's identity. The researcher explained the survey questionnaire to the respondents in Meranaw translation to fully understand the statements. After gathering data, it was then checked, tabulated, and analyzed.

### Data Analysis

The following statistical tools were employed to answer the different problems presented: Frequency and Percentage, Weighted Mean, Pearson's Correlation Coefficient, and Regression Analysis.

For problems 1, 2, and 4, Frequency and Percentage were used in determining the profile, level of reticence, and academic performance of the respondents.

For problem 3, Weighted Mean was used in determining the teachers' level of art of questioning.

For problems 5 and 6, Pearson's Correlation Coefficient was used to determine the relationship between the teacher's practices on the art of questioning and the respondent's level of reticence to their academic performance.

For problem 7, Regression Analysis was used to determine which of the demographic profiles best predicted respondents' level of art of questioning and their level of reticence.

## Results and Discussion

This section discusses the data that are shown in the tables. The data were analyzed, interpreted, and supported by related literature or studies.

### *Problem 1. What is the socio-economic profile of the respondents in terms of age, sex, and monthly family income?*

Table 1. Age of Respondents

Age	Frequency Count	Percentage (%)
9-10 years old	30	75.00
11-12 years old	10	25.00
Total	40	100.00

Table 1 shows the respondents' demographic profile in terms of age. The data revealed that 30 out of 40 respondents, representing 75%, fall within the age bracket of 9 to 10 years old. In contrast, 10 respondents, or 25%, are aged between 11 and 12 years. This distribution aligned with typical educational progression; students who enrolled in kindergarten at ages 5 and 6 are expected to be in the 9 to 10 age range by the time they reach Grade 4. Thus, the age demographics of the respondents reflect a standard developmental trajectory within the educational system. According to DepEd Order No. 21 s. 2019, an elementary education is specifically

characterized by elementary grades. Elementary grades refer to grade levels in elementary from Grade 1 to Grade 6, which are composed of two key stages of the K to 12 Curriculum, namely, Key Stage 1 (Kindergarten to Grade 3) and Key Stage 2 (Grade 4-6). The learners in the elementary grades are generally from six (6) years old to twelve (12) years old.

Table 2. *Sex of the Respondents*

<i>Sex</i>	<i>Frequency Count</i>	<i>Percentage (%)</i>
Male	26	65.00
Female	14	35.00
Total	40	100.00

Table 2 presents the respondents' demographic profile in terms of sex. It can be gleaned that 65 percent or 26 out of 40 were male while 35 percent or 14 were female. It implied that males outnumbered females in the grade four population in the school where the study was conducted. The Philippine Statistics Authority figures supported the result that there has been a persistent tendency in the Philippines of a higher proportion of male births than female births. For example, the sex ratio at birth was 109 males for every 100 females in 2021 due to the fact that there were 711,434 male births (52.1%) compared to 653,305 female births (47.9%). In 2022, there were 697,355 female births (47.9%) and 758,038 male births (52.1%), continuing this tendency. According to the data released by the Philippine Statistics Authority (PSA), more specifically, 81.4% or 42.185 million Filipinos in that age bracket attended school, with 40.8% being male and 40.5% female.

Additionally, the result is supported by the total current enrollees of Momungan Elementary School, where the study was conducted. Based on the Learners Information System (LIS), out of 356 current enrollees in the said school, 186 (52.2%) were male, and 170 (47.8%) were female. This implied that males have a larger population than females.

Table 3. *Monthly Family Income of Respondents*

<i>Monthly Income</i>	<i>Frequency Count</i>	<i>Percentage (%)</i>
5,000.00 and below	2	5.00
5,001.00 – 10,000.00	14	35.00
10,001.00 – 15,000.00	13	32.50
15,001.00 – 20,000.00	4	10.00
20,001.00 and above	7	17.50
Total	40	100.00

Table 3 displays the monthly income of parents, which was bracketed into different groups. It was evident that 5,000.00 to 10,000.00 pesos got the highest percentage, with 35% or 14 out of 40, followed by an income of 11,000.00 to 15,000.00 pesos, which is 32 percent of the total respondents. The lowest percentage was below 5,000.00 pesos, which garnered 5% or 2 out of 40. This meant that most of the respondents had low monthly incomes.

In the report of UNICEF (2019), the poverty incidence among Filipino families was recorded at 16.6%. This means that approximately 17.6 million Filipinos were living below the poverty threshold, which was an estimated average monthly income of PHP 10,727.00 for a family of five. Families with a monthly income of PHP 5,000.00 or less were considered to be living in extreme poverty in the Philippines.

Research by Jabar et al. (2020) reported that the majority of school children are from economically challenged families since only 10% reached above the poverty line. The result indicated that most of the respondents of the study are from low-income households. The Philippine Statistics Authority (PSA) (2019) released a report in 2018 that a family of five needs to have at least a monthly income of PhP10,481.00 to sustain its food and non-food essentials. Given such a standard, about 89% of the families involved in the study would fall under the poverty threshold.

### ***Problem 2: What is the respondents' level of reticence in terms of anxiety, knowledge, timing, organization, delivery, and memory?***

Table 4. *Respondents' Reticence in Terms of Anxiety*

<i>Level of Reticence</i>	<i>Frequency</i>	<i>Percentage</i>
Very Reticent	9	23.00
Reticent	22	55.00
Mildly Reticent	6	15.00
Mildly Irreticent	2	5.00
Irreticent	1	2.00
Very Irreticent	0	0.00
Total	40	100.00

Table 4 presents the level of reticence among the respondents in terms of anxiety. For the respondents' level of reticence in terms of anxiety, the table above revealed that the majority, 22 out of 40 or 55 percent of the respondents, were reticent. While 9 or 23 percent were very reticent, 6 or 15 percent were mildly reticent, and 2 or 5 percent were mildly irreticent. The least number of respondents, which is 1 out of 40, was irreticent in terms of anxiety. This implied that most of the respondents were anxious during class activities,

especially when they were called to answer inquiries from the teacher. Thus, the respondents are reserved and do not have the confidence to express their ideas since they are anxious. Anxiety was one of the utmost contributors to learners' reticence. Many learners choose to remain silent because they feel nervous when speaking. Anxiety made the learners unwilling and afraid to speak in the classroom.

The findings of Ahmad (2021) regarding the causes of the respondents' reluctance to participate in classroom discussions indicated that there were moderately prevalent causes that hindered the participation of some learners in the classroom. Being compelled by teachers to respond to a query, becoming anxious and tense when speaking in front of the entire class, and having poor English pronunciation are the three most common causes. It showed that anxiety was the main cause of students' reluctance to participate in the classroom (Gushendra & Aprianti, 2019). The research of Harrewijn (2023) indicated that social reticence in early childhood is characterized by shy and anxiously avoidant behavior, and it confers risk for pediatric anxiety disorders later in development.

Sumilong (2022) stated that learners who have reticent behavior are too anxious to express their ideas in words because even though they may know the answer, they are still frightened of being mistaken. Indeed, anxiety was a crucial factor in learners' reticence. The learners were nervous and anxious when speaking in front of the whole classmates in the classroom, responding to the teacher's questions, and even asking questions.

Table 5. *Respondents' Reticence in Terms of Knowledge*

<i>Level of Reticence</i>	<i>Frequency</i>	<i>Percentage</i>
Very Reticent	7	17.50
Reticent	10	25.00
Mildly Reticent	15	37.50
Mildly Irreticent	6	15.00
Irreticent	2	5.00
Very Irreticent	0	0.00
Total	40	100.00

Table 5 displays the reticence level of the respondents in terms of knowledge. It can be gleaned that the highest number of respondents were mildly reticent which is 15 out of 40 or 37 percent, followed by the number of reticent respondents which is 10 or 25 percent. It also showed that 7 or 17.50 percent were very reticent and 6 or 15 percent were mildly irreticent and the least number of respondents which is 2 or 5 percent only were irreticent. This meant that very few of the respondents knew what to say and what to discuss during classes. The rest were unaware of what to say and unfamiliar with the topics being discussed. The learners have apprehension about what to share with the class or discuss about the lesson objective; thus, they prefer to be uncommunicative and reserve or keep their ideas to themselves.

Another crucial factor for student's reticence was unfamiliarity with the topics or materials. The students remain silent because they do not have any ideas about the materials. They have lack of knowledge. Because of that, they choose not to participate in the discussion. They did not know how to speak in the class discussions. They get anxious to raise their hand since they do not know how to say something (Gushendra & Aprianti, 2019). Other factors that have contributed to reticence in speaking in English include a lack of proficiency in the English language (Nagodavithana & Premarathne, 2023). The research of Nety (2022) reported that learners' reluctance to speak in speaking class was caused by two factors, namely linguistic problems, which were lack of vocabulary, grammar, and pronunciation.

Table 6. *Respondents' Reticence in Terms of Timing*

<i>Level of Reticence</i>	<i>Frequency</i>	<i>Percentage</i>
Very Reticent	3	7.50
Reticent	18	45.00
Mildly Reticent	11	27.50
Mildly Irreticent	7	17.50
Irreticent	1	2.50
Very Irreticent	0	0.00
Total	40	100.00

Table 6 denotes the level of reticence in terms of timing. The result showed that 45 percent of the respondents, or 18 out of 40, were reticent, and only 3 or 7.50 percent were very reticent. The least number of 1 or 2.5 percent was irreticent while 11 or 27.5 percent were mildly reticent and 7 or 17.5 percent were mildly irreticent. This implied that most respondents were hesitant to say what was in their minds or ideas they wanted to share, and it took too long for them to do so. Only a few of the respondents can readily express what they want to say or do not hesitate to say the ideas they want to convey on time.

Giving more students talk time as a teaching strategy in English-speaking activities can be done to reduce students' reticence (Aripin & Umam, 2019). According to Ahmad's (2021) research, learners' most prevalent approach to engaging in classroom discussions is to meticulously consider their message before participating. Tang et al. (2020) found that reticence in higher education classrooms was frequently identified as a habitual behavior. Studies (e.g., Zhou & Chen, 2020) indicated that approximately 50% of the students



attributed their silence to the long-standing habit of passive listening and the face. In a sense, students acquire the ability to remain mute as a result of their prior educational experiences.

The findings of Bao and Ye (2020) suggested that learners' thinking time or rehearsing time cannot be undermined as a non-constructive phase; rather, it should be viewed as an individual's approach toward L2 learning. While there may be other micro or macro factors ranging from individual differences to larger cultural ones, teachers, as classroom facilitators, ought to help learners with appropriate instructions while executing speaking tasks in their language sessions.

Table 7 displays the level of respondents' reticence in terms of organization. Findings revealed that 19 out of 40, or 47.5 percent, are reticent, and 3, or 7.5 percent, are very reticent. This meant that one-half of the respondents had thoughts that were not organized, and their ideas were jumbled. On the other hand, there are 5, or 12.5 percent were mildly irreticent, and 13 out of 40, or 32.5 percent were mildly reticent. The results showed that in terms of organization, the majority of the respondents were very poor in organizing their thoughts. This also meant that the respondents may have organized thoughts in their minds but find it hard to communicate or express what is in their minds.

*Table 7. Respondents' Reticence in Terms of Organization*

<i>Level of Reticence</i>	<i>Frequency</i>	<i>Percentage</i>
Very Reticent	3	7.50
Reticent	19	47.50
Mildly Reticent	13	32.50
Mildly Irreticent	5	12.50
Irreticent	0	0.00
Very Irreticent	0	0.00
Total	40	100

Some of the factors that impede the development of learners' speaking skills include a lack of opportunity to practice their skills outside the classroom, as well as reticence in speaking due to their fear of making mistakes and using the language incorrectly outside the classroom. Furthermore, numerous other variables contribute to language learners' hesitation to communicate in the target language. There are numerous reasons why even learners with higher levels of proficiency are occasionally hesitant to communicate in the target language.

The study of Safitri and Misdi (2021) indicated that the factor that influences speaking ability is the cognitive factor, which involves conceptualization, formulation, and articulation when to speak and learners still not yet do it well. This is also supported by the study of Ariyanti (2019) that some of the factors are known through the interview with several learners, and the English teacher proves that it caused the learners to be afraid to make mistakes when they tried to speak by using English, they did not understand the teacher's talk, they are confused how to organize their idea, and they are difficult to use the suitable vocabulary and grammar.

*Table 8. Respondents' Reticence in Terms of Delivery*

<i>Level of Reticence</i>	<i>Frequency</i>	<i>Percentage</i>
Very Reticent	3	7.50
Reticent	14	35.00
Mildly Reticent	14	35.00
Mildly Irreticent	7	17.50
Irreticent	2	5.00
Very Irreticent	0	0.00
Total	40	100

In terms of delivery reticence, table 8 displays the results. It revealed that 14 out of 40 or 35 percent were reticent, as well as the number of mildly reticent respondents. The least number of respondents which is 2 or 5 percent, were irreticent, while 7, mildly irreticent or 17.5 percent, and 3 or 7.5 percent, were very reticent. This implied that when it came to delivery, only 2 respondents could clearly and fluently say what they wanted to say. The rest of the respondents experienced muddling with words and stumbling over their words along the process of delivering something in their minds. These findings mean that respondents have difficulty delivering answers, explanations, and the like during class discussions.

In the research of Wu (2019), learners remarked that they were devoid of the required lexical resources and speaking fluency, which are inseparably intertwined with other factors, such as being unconfident and anxious. Although teachers adopt various approaches in their teaching to improve the language skills of the learners, the reticent behavior of the learners in speaking lessons often frustrates teachers. Research by Shakoor (2020) investigated the factors contributing to the reticent behavior of learners in ESL classrooms; the findings of the researcher showed that fluency is one of the that make learners reticent in ESL classrooms.

Moreover, speaking reticence has three fundamental factors in the English teaching and learning process, and it is an annoying factor for both teachers and learners. These are learners' lack of language competency represented in insufficient vocabulary, weak grammar, mispronunciation of some words and poor fluency, the teacher's cause of reticence in terms of controlling the classroom and dividing participation equally, and low motivation shown in the lack of preparation and interest in the speaking topics (Murad & Jalambo, 2019).

Table 9. *Respondents' Reticence in Terms of Memory*

<i>Level of Reticence</i>	<i>Frequency</i>	<i>Percentage</i>
Very Reticent	1	2.50
Reticent	16	40.00
Mildly Reticent	12	30.00
Mildly Irreticent	9	22.50
Irreticent	2	5.00
Very Irreticent	0	0.00
Total	40	100

This portion shows the level of reticence of the respondents in terms of memory. It revealed that the majority or 40 percent of the respondents, which is 16 out of 40, were reticent, and only 1 or 2.5 percent were very reticent. On the other hand, only 9 or 22.5 percent of the respondents were mildly irreticent and 2 or 5 percent were irreticent. This meant that less than one-fourth of the respondents could remember or recall the ideas they wanted to share when talking, while more than three-fourths of the respondents easily forgot or were not able to recall ideas learned when talking.

To substantiate this assertion, Jungco et al. (2022) conducted a study on the lived experiences of Teacher Education students at the Northern Iloilo Polytechnic State College in Estancia, Iloilo, Philippines, with respect to their reluctance to speak English. The researcher determined that learners' hesitation to communicate in English was precipitated by numerous factors, such as inadequate memory and concentration.

**Problem 3. What is the level of teachers' art of questioning in terms of: quality questions, techniques in questioning, handling learners' responses, and handling learners' questions as perceived by the learners?**

Table 10 discusses the teachers' level of art of questioning in terms of quality questions. It revealed that the average weighted mean of 2.92 implied that teachers often pose questions that were asked: 3.00, direct to the point; 2.85, appropriate for the learners' grade level; 3.18, has definite answers; 2.90, objective in nature; 3.10. Further, respondents rated that teacher often asked challenging questions, requiring learners to compare, evaluate, and draw inferences, 2.70, questions are not copied from textbooks or modules, 2.83, and are interesting and thought-provoking, 2.80. The mean weighted average of 2.92 implied that learners rated often for teachers in these statements about the quality of questions.

Table 10. *Quality of Questions*

<i>Quality of Question Statements</i>	<i>Weighted Mean</i>	<i>Remarks</i>
QQ1. Questions asked are clear.	3.00	Often
QQ2. Questions are direct to the point.	2.85	Often
QQ3. Questions are appropriate to the student's year level.	3.18	Often
QQ4. Questions have definite answers	2.90	Often
QQ5. Questions are objective in nature.	3.10	Often
QQ6. Questions are challenging, requiring learners to compare, evaluate, and draw inferences	2.70	Often
QQ7. Questions are not copied from textbooks or modules.	2.83	Often
QQ8. Questions are interesting and thought-provoking.	2.80	Often
Average	2.92	Often

Legend: 1.00–1.49 – Never; 1.50–2.49 – Sometimes; 2.50–3.49 – Often; 3.49–4.00 – Always.

Research by Van Tuyen and Linh Phuong (2021) showed that context-related factors such as the textbook and the class environment caused more speaking reticence for non-English major students than the other factors. Johnson (2022) suggested that good question invites discussion or debate. A well-posed query facilitates a more profound comprehension of an issue or, at the very least, a more profound appreciation of its intricacy. A well-posed inquiry encourages additional inquiry and ongoing learning.

Table 11. *Techniques in Questioning*

<i>Techniques in Questioning Statements</i>	<i>Weighted Mean</i>	<i>Remarks</i>
TQ1. Ask questions in a modulated voice.	3.00	Often
TQ2. Ask sufficient number of questions for every lesson discussed.	2.78	Often
TQ3. Allows students to organize their answers before calling anyone to answer.	2.88	Often
TQ4. Adjusts his questioning to the students' relative familiarity with the topic	3.08	Often
TQ5. Repeats questions only for legitimate reasons.	2.60	Often
TQ6. Fairly distributes questions.	3.10	Often
TQ7. Gives clues to help underachievers to make a correct answer.	2.80	Often
TQ8. Encourages students to answer questions with kindness and patience	3.18	Often
Average	2.93	Often

Legend: 1.00–1.49 – Never; 1.50–2.49 – Sometimes; 2.50–3.49 – Often; 3.49–4.00 – Always.



Table 11 presents the teachers' level in the art of questioning in terms of quality questions. Findings revealed that respondents perceived their teachers as often asking questions in modulated voices, as indicated in the weighted mean of 3.00. Likewise, teachers often ask a sufficient number of questions for every lesson discussed, 2.78, allows students to organize the answer before calling anyone to answer; 2.88, adjust his questioning to the learners' relative familiarity of the topic; 3.08. In addition, teachers often repeat questions only for legitimate reasons; 2.60, fairly distributed questions; 3.10, give clues to help underachievers to make a correct answer; 2.80, and encourage students to answer questions with kindness and patience (3.18). The mean weighted average of 2.93 implied that learners rated often for teachers in these statements about techniques in questioning.

Classroom interaction requires learners to get involved actively so that the classroom interaction can go well. Research by Ariyanti (2019) indicated that the problem that is often faced by the teacher in conducting classroom interaction is that the learners are reluctant and shy to deliver and express their ideas. He suggested that the English teacher analyze the learners' characteristics before implementing several teaching techniques. This is because the strategies that are going to be used should be matched by the learners' characteristics. Especially to make the learners are willing to speak more by choosing the suitable techniques to overcome the learners' reluctance. The chosen techniques which are going to be applied should give more chance to the learners to speak more and make them enjoy delivering their ideas. The most important thing is that the chosen techniques should be able to solve the problem and factors that make them unwilling to speak.

Allowing the learners to organize their answers before calling anyone to answer is supported by the study by Aripin and Umam (2019) that giving more learners talk time as a teaching strategy in English-speaking activities can be done to reduce learners' reticence. As a result, learners will have more time to explore the materials they are learning. Literature supports this, with Gushendra and Aprianti (2019) emphasizing that some speakers have negative characteristics in the teaching and learning process. These negative speaker characters make learners remain soundless rather than participate verbally in the classroom to avoid the teacher's roughness, strictness, and negative signals. The learners get more anxious when their teacher is very strict. At the same, they feel at ease when the teachers respond in a friendly manner.

Table 12 displays the teachers' level of art in questioning in terms of handling learners' responses. The findings revealed that teachers often made every effort to show an appreciative attitude towards learner's answers, as evidenced by the weighted mean of 3.05, giving encouraging remarks to learners who answer correctly, 3.30, rephrases questions for learners who cannot answer questions correctly, 2.70, rephrases questions for learners who cannot answer questions correctly, 3.13. The teachers also often never allow wrong answers to slip away, as demonstrated by the weighted mean of 3.03, check wrong answers on the spot, 2.93, do not embarrass learners who cannot answer correctly, 3.18, and never insult students with funny ideas or reasons different from his/her idea, 3.00. The mean weighted average of 3.04 implied that learners rated often for teachers in these statements about handling learners' responses. This indicated that the teachers try every effort to show an appreciative attitude and encouraging remarks toward learners' answers and never insult learners with funny ideas or reasons different from teachers' ideas.

**Table 12. Handling Learners' Responses**

<i>Handling Learners' Responses Statements</i>	<i>Weighted Mean</i>	<i>Remarks</i>
HLR1. Makes every effort to show an appreciative attitude toward students' answers.	3.05	Often
HLR2. Gives encouraging remarks to students who answer correctly.	3.30	Often
HLR3. Rephrases questions for students who cannot answer questions correctly.	2.70	Often
HLR4. Uses a variety of positive words whenever students answer correctly his or her question.	3.13	Often
HLR5. Never allow wrong answers to slip away	3.03	Often
HLR6. Checks wrong answers on the spot.	2.93	Often
HLR7. Does not embarrass students who cannot answer correctly	3.18	Often
HLR8. Never insult students with funny ideas or reasons different from his/her ideas.	3.00	Often
<b>Average</b>	<b>3.04</b>	<b>Often</b>

*Legend: 1.00–1.49 – Never; 1.50–2.49 – Sometimes; 2.50–3.49 – Often; 3.49–4.00 – Always.*

Studies (e.g., Steinarsson, 2022) stated the importance of awareness that reluctant speakers are present and suggested that teachers should work for a secure and predictable class environment where learners feel safe. Additionally, the study provided tips on how to adapt to reluctant speakers in the EFL classroom, and that can contribute to the research on reluctant speakers, especially regarding the importance of establishing a secure class environment. Jungco et al. (2022) suggested that English instructors should provide constructive criticisms and feedback, rather than ridiculing and embarrassing students, to maintain students' interest and enhance their speaking abilities. The research of Gushendra and Aprianti (2019) indicated that the students get more anxious when their teacher is very strict. At the same, they felt at ease when the teachers responded in a friendly manner. Studies (e.g., Van Tuyen & Linh Phuong, 2021) suggested that teachers should create more motivation for students to improve their speaking confidence in several effective ways, such as providing students with some authentic materials to expand not only their vocabulary but also their topical ideas. Therefore, students can have more knowledge and essential words to easily explain their opinions in English.

Table 13 presents the teachers' level of art of questioning in terms of handling learners' questions. It revealed that teachers often welcome learners' questions as depicted on the weighted mean of 3.08, before answering learners' questions, he/she throws them to the class, 2.78, clearly answers learners' questions that quite enlighten them, 2.93, allows learners to present their points of view about their question, 3.05, and does not allow indiscriminate learners' questions, 3.08. Further, the teachers often help learners rephrase the question as indicated in the weighted mean 2.83, require learners to form grammatically correct questions, 2.80, and do not scold students whose questions seem to test their capability, 3.38. The mean weighted average of 2.99 implied that learners rated often for teachers in these statements about handling learners' questions.

Table 13. *Handling Learners' Questions*

<i>Handling Learners' Questions Statements</i>	<i>Weighted Mean</i>	<i>Remarks</i>
HLQ1. Welcomes students' questions.	3.08	Often
HLQ2. Before answering students' questions, he/she throws them to the class.	2.78	Often
HLQ3. Clearly answers students' questions that quite enlighten them.	2.93	Often
HLQ4. Allows students to present their points of view about their question	3.05	Often
HLQ5. Does not allow indiscriminate students' questions.	3.08	Often
HLQ6. Helps students rephrase the question	2.83	Often
HLQ7. Requires students to form grammatically correct questions.	2.80	Often
HLQ8. Does not scold students whose questions seem to test his capability.	3.38	Often
<b>Average</b>	<b>2.99</b>	<b>Often</b>

*Legend: 1.00–1.49 – Never; 1.50–2.49 – Sometimes; 2.50–3.49 – Often; 3.49–4.00 – Always.*

Research conducted by Hamasaid et al. (2021) indicated that classroom teaching methods can be adjusted to accommodate the requirements of learners. To mitigate learners' uncertainty regarding appropriate responses to various circumstances, it is feasible to compile and distribute a list of straightforward and prevalent methods of communication. This may assist learners in becoming more prepared to engage in conversations. Guidance in sentence structures and expressions is indispensable to producing fluent output, and encouraging, creating a favorable climate, and being friendly can be incorporated into teaching practice, and these are of help for classroom interaction (Wu, 2019).

A critical thinking skill that can be taught is the ability to pose good questions, as highlighted in Johnson's (2022) research study. The majority of students likely have received minimal instruction on the art of asking questions, and they are often hesitant to ask open-ended questions, particularly on controversial topics. It is frequently necessary for the instructor to adopt a new perspective to emphasize the importance of students' ability to pose thoughtful questions, in addition to their ability to respond to questions.

#### **Problem 4: What is the academic performance of the respondents based on the curriculum management system (CMSS) during the School Year 2023-2024?**

This section discusses the respondents' academic performance based on the curriculum management support system (CMSS) in the school year 2023-2024. Findings revealed that the majority of the respondents fall on the satisfactory grade range from 80 to 84, which is 67 percent or 27 out of 40. 17 percent or 7 out of 40 falls on the very satisfactory grade range, and 12 percent or 5 out of 40 falls on the outstanding grade range. Further, 1 out of 40 or 2 percent falls on the fairly satisfactory, and none of the respondents have below 75 or did not meet the expectations grade range. This implied that most of the respondents' academic performance fell in the satisfactory grade range according to their average grade following DepEd standards.

Table 14. *Respondents' Academic Performance*

<i>Grade Scale</i>	<i>Frequency</i>	<i>Percentage</i>	<i>Descriptive Rating</i>
90-100	5	12.50	Outstanding (Passed)
85-89	7	17.50	Very Satisfactory (Passed)
80-84	27	67.50	Satisfactory (Passed)
75-79	1	2.50	Fairly Satisfactory (Passed)
Below 75	0	0.00	Did Not Meet Expectations (Failed)
<b>Total</b>	<b>40</b>	<b>100.00</b>	

The results from OECD (2019, 2020), DepEd (2019), and the World Bank (2020) reports showed that the Philippines is among those that have the highest share of low achievers in all three assessment areas (below Level 2) at 71.8 %; the proportion of students considered as a top performer in at least one subject (level 5 and above) accounts for only 0.2 %. The Department of Education (2019) described that low performers or low achievers demonstrate low levels of skills and knowledge in the assessment domain. Their proficiency level is too low to enable them to participate effectively and productively in everyday life.

Intending to broaden our understanding of the sources of inequities and the variation in academic achievement, (Alinsunurin, 2021) estimated an econometric model of academic achievement consistent with the design of the PISA. The study of econometric specifications took into consideration the role of learning mindsets, learner profiles, teaching tasks, and other contextualized educational

variables. The critical contribution of this approach using the PISA data is to bridge how learning mindsets can act as actionable levers to improving the quality of learning in the Philippines. The study found that cultivating a growth mindset or personal belief about the malleability of intelligence is an actionable mechanism for improving the academic achievement of most Filipino students.

The Philippines, once again, ended up among the countries that produced the lowest proficiency for 15-year-old students in reading, mathematics, and science, as indicated by the PISA rankings. The country ranked 77th out of 81 countries globally. Research by Brew et al. (2021) highlighted that academic performance is affected by many factors, including parents' education levels and income, teachers' knowledge of the subject, truancy, textbook availability, and accessibility, libraries, practical laboratory, meals provision, and many others. The findings of the study of Albarico et al. (2023) revealed that school-related aspects, home-related aspects, and personal condition are the factors that affect poor academic performance. Furthermore, students encounter several challenges academically.

Within school settings, prior work has also shown that when students are taught that their intellectual abilities can be honed or developed, they tend to display higher achievement performance. One growth mindset intervention resulted in improved grades among lower-achieving students and increased enrolment in advanced mathematics courses (Yeager et al., 2019)

**Problem 5: Is there a significant relationship between the teachers' art of questioning and the academic performance of the respondents?**

**Table 15. Relationship1 Respondents' Academic Performance and Teachers' Art of Questioning**

Variables	Academic Performance		Remarks	Decision
	r-value	p-value		
Quality of Questions	0.196	0.226	Not Significant	Failed to reject Ho
Techniques in Questioning	0.185	0.254	Not Significant	Failed to reject Ho
Handling Learners' Responses	0.205	0.205	Not Significant	Failed to reject Ho
Handling Learners' Questions	0.202	0.212	Not Significant	Failed to reject Ho

Note: 1-based on Pearson's Correlation \*\* $P < 0.01$  \*\*\* $P < 0.001$   
Ns- $P > 0.05$  \* $P < 0.05$

This portion discusses the significant relationship between the level of teachers' art in questioning in terms of quality questions, techniques in questioning, handling learners' responses and handling learners' questions, and the respondents' academic performance. The findings revealed that none of the variables mentioned influenced the respondents' academic performance as indicated in the p-values, 0.226, 0.254, 0.205, and 0.212, shown in Table 15, which are greater than 0.05 level of significance. It implied that learners' academic performance was not associated with the teachers' art of questioning. This is contradictory to the study of Albarico (2023) that indicated that study habits and teachers-related aspects are considered factors affecting the poor academic performance of the learners. Additionally, a good or poor rapport with fellow students and the teacher was also a crucial factor in students' willingness for class participation, apart from cultural attitudes and classroom atmosphere (Zhou & Chen, 2020). Teachers with poor communication skills may cause the failure of learners to learn and promote their academics.

Research by Gangavarapu et al. (2022) suggested that teachers should stir up learners' interests and create as many chances as possible for learners to produce the target language by implementing various activities for classroom interaction. Learners should be often provided with motivation and inspiration to present themselves in front of the class linguistically. Teachers monitoring the class and directing the learning process have a great effect on learners' in-class performance. Therefore, teachers should encourage learners to ask questions, organize them to collaborate to get answers, and always be ready to support them, which is beneficial for nurturing learners' interaction abilities.

Indeed, a supportive environment in which learners feel valued and motivated is fostered by educators who actively listen, provide constructive feedback, and communicate empathy. A sense of belonging is fostered by positive teacher-learner relationships, which in turn enhance learner engagement and academic achievement.

**Problem 6: Is there a significant relationship between the level of reticence and the academic performance of the respondents?**

**Table 16. Relationship2 Respondents' Level of Reticence and Academic Performance**

Reticence Variables	Academic Performance		Remarks	Decision
	r-value	p-value		
Anxiety	0.524	0.001	Significant	Reject Ho
Knowledge	-0.069	0.672	Not Significant	Failed to reject Ho
Timing	0.343	0.030	Significant	Reject Ho
Organization	0.051	0.754	Not Significant	Failed to reject Ho
Delivery	0.008	0.962	Not Significant	Failed to reject Ho
Memory	0.370	0.020	Significant	Reject Ho

Note: 1-based on Pearson's Correlation \*\* $P < 0.01$  \*\*\* $P < 0.001$  Ns- $P > 0.05$  \* $P < 0.05$

This section deals with the relationship between the learners' level of reticence and their academic performance. The results revealed that anxiety reticence, timing reticence, and memory reticence influence the academic performance of the learners as shown by their p-values of 0.001, 0.30, and 0.20 as reflected in Table 16, which are lesser than 0.05 level of significance. It implied that respondents'

level of anxiety, timing, and memory can affect their academic performance. The study by Mauldin (2024) shows conclusion of students' speaking anxiety was communication apprehension including nervous, shyness, and not being accustomed to presenting in front of the class, fear of negative evaluation including afraid got a bad score from the teacher, and afraid if there were someone who spoke better than her, fear of making mistakes, etc. They admitted knowing about speaking English correctly, and low English proficiency and low vocabulary, low pronunciation, and low grammatical structure in arranging sentences.

On the other hand, learners' reticence in terms of knowledge, organization, and delivery is not associated with their academic performance as indicated by the p-values of 0.672, 0.754, and 0.962, respectively, which are greater than 0.05 level of significance. It implied that respondents' level of reticence in terms of knowledge, organization, and delivery had no significant relationship with the respondents' academic performance.

This is contradictory to the study of Gushendra and Aprianti (2019) that showed that English proficiency, such as vocabulary, pronunciation, speaking fluently, and responding quickly, influenced the participation of students in the classroom. Normally, the more talented students tended to be more confident, less nervous in oral English lessons, and more active in replying to their teachers as well. The less talented students, on the other hand, often became worried and nervous when speaking English in class, especially when they had a lack of vocabulary and insufficient knowledge of grammar. Because of the lack of vocabulary, students find it hard to express ideas or find suitable words to express themselves. So that, they choose to keep quiet. They were concerned about their vocabulary, grammar, and pronunciation when speaking English.

The importance of establishing good communication at a young age is critical to a child's development and future learning. The communication skills that learners learn at school are fully transferable and essential across all aspects of life. Furthermore, it has been proven that supportive teacher-learner relationships have a positive impact on class participation, engagement, and, ultimately, a learner's achievements (Hanifan, 2022).

#### **Problem 7: Which of the respondents' demographic profiles best predicts their level of reticence?**

**Table 17. Anxiety Reticence**

<i>Socio-economic Profile</i>	<i>t-value</i>	<i>p-value</i>	<i>Remarks</i>
Age	-3.308	0.002	Significant
Sex	-3.416	0.002	Significant
Monthly Income	1.090	0.095	Not Significant

*Note: ANOVA for Regression: F=13.894, Significant at 0.01 level, R<sup>2</sup>=0.537*

Table 17 shows the regression analysis between the socio-economic profile and level of reticence in terms of anxiety of the respondents. The findings revealed that age and sex are predictors of anxiety reticence of the respondents as shown in the p-values of 0.002 for both variables which is lesser than 0.05 level of significance. The negative t-value of the age profile implies that younger respondents have a higher level of reticence in terms of anxiety.

Studies (e.g., Clarkson et al. (2019) explained that early childhood social reticence and preadolescent social anxiety symptoms may increase the risk for more severe social anxiety in later adolescence. Yet, not all at-risk youth develop more severe social anxiety. The emergence of distinct patterns of neural response to socially evocative contexts during pivotal points in development may help explain this discontinuity. The research of Harrewijn (2023) indicated that social reticence in early childhood is characterized by shy and anxiously avoidant behavior, and it confers risk for pediatric anxiety disorders later in development.

For the sex profile, the negative value of t implies that males have higher reticence levels in terms of anxiety than females. This is contradictory to the findings of Oren-Yagoda et al. (2024) that social anxiety disorder may impact women's experience of shame more than men. Additionally, Mexican female students experience a higher level of anxiety than their male counterparts (Tao et al., 2024).

On the other hand, monthly income is not a predictor of reticence in terms of anxiety as indicated by the p-value of 0.095 which is greater than 0.05 level of significance. This means that no matter if the parents of the respondents have high or low income, it cannot affect the level of reticence of the respondents in terms of anxiety.

The result is contradictory to the study of Bin Chowdhury et al. (2022) which aimed to investigate whether the tertiary level students' reticent behavior is influenced by parents' socio-economic factors as well as by cognitive and affective factors. The research concluded that the reticent behavior of learners is similarly influenced by the Socio-Economic Status (SES) of the learners and their parents. This study follows the mixed research approach. The findings reveal the fact that the students' reticent behavior is mostly due to their anxiety created by financial stress.

**Table 18. Knowledge Reticence**

<i>Socio-economic Profile</i>	<i>t-value</i>	<i>p-value</i>	<i>Remarks</i>
Age	-1.227	0.228	Not Significant
Sex	0.71	0.865	Not Significant
Monthly Income	0.573	0.570	Not Significant

*Note: ANOVA for Regression: F=0.822, Significant at 0.01 level, R<sup>2</sup>=0.064*



Table 18 shows the relationship between the level of reticence in terms of knowledge and the socio-economic profile of the respondents. It revealed that age, sex, and monthly income are not predictors of the respondents' reticence in terms of knowledge as evidenced by the p-values 0.228, 0.865, and 0.570 which are greater than 0.05 level of significance. This means that whether younger or older, male or female in sex and low or high parents' income will not affect the level of reticence among the respondents. According to literature, in classroom observations, most of the female students would look down after being asked a question. But when one girl stood up to answer the question, other girls would become followers. In summary, the diffusion of responsibility has an equal impact on the likelihood of male and female pupils opting to remain silent in class (Zhou & Chen, 2020). According to Wu (2019), there is a robust correlation between students' reticence and their lack of language proficiency.

Research by Gushendra and Aprianti (2019) highlighted that the dominant factor that caused the learners' reticence in English classrooms is individual factors which means the learners were underprepared and unfamiliar. The learners felt nervous and not confident speaking English without preparation.

Table 19. *Timing Reticence*

<i>Socio-economic Profile</i>	<i>t-value</i>	<i>p-value</i>	<i>Remarks</i>
Age	0.720	0.476	Not Significant
Sex	0.430	0.670	Not Significant
Monthly Income	0.631	0.532	Not Significant

Note: ANOVA for Regression:  $F=0.536$ , Significant at 0.01 level,  $R^2=0.043$

For the relationship between the level of reticence of the respondents in terms of timing and the socio-economic profile, table 19 showed that sex, age, and family income are not predictors of the level of reticence of the respondents in terms of timing as indicated by the p-values of 0.476, 0.670, and 0.532 which are greater than 0.05 level of significance. The findings imply that whether younger or older, male or female in sex, and low or high parents' income will not affect the level of reticence among the respondents in terms of timing. Research by Al-Ahmadi and King (2023) highlighted the complexity of Saudi Arabian female learners' silence and emphasized the need to view language learner silence as a multi-dimensional phenomenon.

Aripin and Umam (2019) suggested that giving more students talk time (STT) as the teacher's strategy can help teachers reduce reticent. As a result, learners will have more time to explore the materials they are learning. As Bao and Ye (2020) suggested, learners' thinking time or rehearsing time cannot be undermined as a non-constructive phase, rather, should be viewed as an individual's approach toward L2 learning.

Maher (2021) the results established that silence is a consequence of self-doubt. Increased self-doubt and silence promote anxiety among learners in language classes. Therefore, understanding the reasons for these behaviors through learners' reflections enriches teachers' understanding of classroom needs as well.

Table 20. *Organization Reticence*

<i>Socio-economic Profile</i>	<i>t-value</i>	<i>p-value</i>	<i>Remarks</i>
Age	0.386	0.702	Not Significant
Sex	-1.492	0.144	Not Significant
Monthly Income	-0.991	0.328	Not Significant

Note: ANOVA for Regression:  $F=1.115$ , Significant at 0.01 level,  $R^2=0.085$

Table 20 displays the relationship between the level of respondents' reticence in terms of organization and socio-economic profile in terms of sex, age, and monthly income. It can be gleaned that none of these socio-economic profiles is a predictor of respondents' reticence in terms of organization. This implies that their organization of ideas is not affected by whether they are male or female, young or older, and whether their parents are high- or low-income earners.

The research of Bell (2020) indicated that learners keep being reticent because of Poor English proficiency and worried about English proficiency when speaking English. They tended to be silent because they felt worried and unconfident about their vocabulary, grammar, and pronunciation. Overall, the research did not find meaningful gender differences in communication. Furthermore, King et al. (2020) proposed that students' deliberate silence may provide them with an invaluable opportunity to revise and reformulate their ideas, potentially alleviating their anxiety. While there may be other micro or macro factors ranging from individual differences to larger cultural ones, teachers, as classroom facilitators, ought to help learners with appropriate instructions while executing speaking tasks in their language sessions (Bao & Ye, 2020).

Table 21. *Delivery Reticence*

<i>Socio-economic Profile</i>	<i>t-value</i>	<i>p-value</i>	<i>Remarks</i>
Age	-0.523	0.604	Not Significant
Sex	4.140	0.001	Significant
Monthly Income	-0.434	0.667	Not Significant

Note: ANOVA for Regression:  $F=6.474$ , Significant at 0.01 level,  $R^2=0.350$

Table 21 shows the relationship between the socio-economic profile of the respondents and their level of reticence in terms of delivery. Findings revealed that sex is a predictor of the respondents' reticence in terms of delivery as indicated in the p-value of 0.001 which is



lesser than a 0.05 level of significance. It implies that females are more likely to have higher delivery reticence than male respondents.

Research by Zhou and Chen (2020) stated that in classroom observations, most of the female students would look down after being asked a question. But when one girl stood up to answer the question, other girls would become followers. And women do ask more questions, and speak up more, in different settings (Weingarten, 2019). On average, females performed better than males across all subject areas but the difference is statistically significant only in math and reading proficiency. Additionally, the proportion of males falling below level 2 proficiency in reading, mathematics, and scientific literacy is greater than that of females (Aripin & Umam, 2019).

Contrary to the results in terms of sex, age, and monthly income are not predictors of respondents' level of reticence in terms of delivery as evidenced by the p-values of 0.604 and 0.667 respectively which are greater than 0.05 level of significance. It meant that whether the respondent is younger or older or has parents who are earning income sufficiently or insufficiently, has nothing to do with the level of reticence among the respondents in terms of delivery.

In addition, discussion in class activities with the teacher or with classmates makes the learners speak more often and practice the materials being learned. Motivating students can also done by the teacher during the discussion activities.

Table 22 discusses the relationship between the respondents' level of reticence in terms of memory and their socio-economic profile. Findings revealed that sex is a predictor of the respondents' reticence in terms of memory as indicated in the p-value of 0.001 which is lesser than a 0.05 level of significance. It implies that sex, age, and monthly income are not predictors of respondents' level of reticence in terms of memory as evidenced by the p-values of 0.109, 0.994, and 0.586 respectively which are greater than 0.05 level of significance.

Table 22. *Memory Reticence*

<i>Socio-economic Profile</i>	<i>t-value</i>	<i>p-value</i>	<i>Remarks</i>
Age	-1.643	0.109	Not Significant
Sex	0.008	0.994	Not Significant
Monthly Income	-0.550	0.586	Not Significant

*Note: ANOVA for Regression: F=1.215, Significant at 0.01 level, R<sup>2</sup>=0.092*

It means that whether the respondents whether male or female, younger or older, or have low or high parents' income would not affect the level of reticence among the respondents in terms of memory. Studies (e.g., Jungco, et al., (2022) concluded that students had difficulty recalling and retrieving information. However, one student experiences this memory gap due to her stage fright. Furthermore, students must concentrate and improve their memory. The English instructors are then responsible for devising a strategy to enhance the students' memory.

## Conclusions

Reticent individuals indeed avoid communication because they fear negative outcomes. Learners have this subject's belief that it is better to remain silent than to risk appearing foolish. In light of the findings of this study, it is concluded that the teacher's styles and techniques of asking questions have an impact on the development of reticent behavior among the learners. Some of the reasons for a learner to have a reticent behavior are the difficulty of the question being asked and because of their natural behavior either they are introvert or extrovert. It also was revealed that learners' anxiety reticence, timing reticence, and memory reticence influence the academic performance of the learners of why they tend to avoid oral participation in the classrooms. Additionally, it was found that the learners' academic performance is not associated with the teachers' art of questioning and their level of reticence. Moreover, in relation to the socio-economic profile of the respondents and their level of reticence in terms of anxiety, findings revealed that age is a predictor of the respondents' reticence. Similar to the relation between the socio-economic profile of the respondents and their level of reticence in terms of anxiety and delivery, findings revealed that sex is a predictor of the respondents' reticence.

Indeed, learners' reticent behavior is mostly due to their anxiety, difficulty in recalling and retrieving information, and difficulty in delivering answers, explanations, and the like during class discussions. Classroom teaching techniques can be modified according to learners' needs. Choosing suitable techniques to overcome the learners' reluctance makes the learners willing to speak more and enjoy delivering their ideas. The most important thing the chosen techniques should be able to solve the problem and factors that make them unwilling to speak.

Based on the results and findings of the study, there is a need for the researchers to forward the following recommendations to the concerned individuals and institutions:

School Administrators may inform every elementary teacher that as a teacher it is vital to offer each learner the opportunity to speak in class. To those learners who do not actively participate in classroom discussions and those learners who are reticent in classrooms. The school should encourage their teacher to focus their efforts on promoting effective methods of teaching oral communication for teachers to undergo and should establish oral communication seminars and workshops. Teachers may regularly assess the speaking skills of their learners in order that they can design activities to address their learner's unwillingness to speak. This will eliminate anxiety on the part of the reticent learners, which boosts his/her confidence in future class discussions. Teachers may create a safe and supportive learning environment in which learners can feel at ease to speak about their ideas during the classroom discussion.

Parents may be aware of their children's needs in order to help their children decrease their reticent behavior. They should cooperate with the school in programs intended for the enhancement of their children's skills, particularly in speaking. To practice speaking in order to make their children fluent in speaking, parents should have time with their children. Future researchers may use this study as one of their related studies in their investigations, especially regarding shyness or reticent behavior. A replication of the present study in other campuses of the university may be undertaken to confirm the findings of the present study. Future researchers may also conduct studies regarding reticence but in a different location, race, and culture and with more respondents. Since the art of questioning is not associated with a learner's academic performance, future researchers may conduct further research on the Art of Questioning to refine the quality and relevance of the questions.

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