

Paper 99 – Education

EFFECTS OF TEACHERS' CLASSROOM QUESTIONS ON STUDENTS' ACHIEVEMENTS IN MATHEMATICS

Hillmer Padir

Asia-Pacific International University

hjuman@yahoo.com

ABSTRACT

The purpose of this study was to investigate how students perceived the effects of teachers' classroom questions on their achievements in mathematics. A four (4) likert scale questionnaire consisting of forty statements was constructed and administered to thirty form three students of Sabah Adventist Secondary School in Sabah, Malaysia. The questionnaire consisted of statements on how they perceived the effect of their teachers' classroom questions in relation to their achievements in mathematics. That is, do teachers' classroom questions help them to achieve in mathematics?. The responses of these students were analysed statistically using SPSS frequency distribution analysis and percentages and independent t-test at 0.05 alpha level was used to find out if there were any gender significant difference in the students' perceptions on the effects of teachers' classroom questions in relation to mathematics achievements. Results showed that students perceived that their teachers' classroom questions do have a positive impact on their learning outcomes, performance and achievements in mathematics. The study also showed that there was no gender significant difference in their perception on the said effect. From the results it can then be recommended that in-service workshops should be provided for mathematics teachers and courses on how to use effective classroom questions to improve achievements or learning outcomes of students. The issue of good use of teachers' classroom questions for effective learning outcomes should also be incorporated in the training programmes at the various teacher training at Sabah Adventist Secondary School.