Student’ self-assessment of asking questions in class

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Abstract

Student questions are key to classroom interaction. Two-way communication encourages the active participation of teachers and students, contributing to their joint educational process. By asking questions, students seek new knowledge, express interest in education, and provide feedback on lessons. Creating a stimulating environment enables the development of creativity, curiosity, and critical thinking. The research conducted on 187 high school students aims to analyze attitudes about the importance and frequency of student questions, as well as anxiety related to asking questions. The results show neutral attitudes towards questions, with a more favorable attitude among male students. In terms of the frequency of asking questions, students estimate a lower frequency and the orientation of questions to seek explanations. Anxiety is below average, and gender differences indicate a lower level in male students. The importance of asking questions was rated above average, with differences according to educational attainment. Students with lower achievement consider them less important. Further research could investigate the connection between students' attitudes and the reasons why they do not choose to ask questions, contributing to the improvement of learning.

Key words

questions in class, students, teachers teaching

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