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Research Article

Islamic Teachers' Perceptions of Using Questioning for Improving Saudi Secondary Students' Schools Learning Engagement

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ABSTRACT

The paper explores the Islamic teachers' perceptions of using questioning for improving Saudi high students' schools learning engagement. The research conducted with a total of 150 male students attending Saudi high schools. By using the mixed-method research approaches, the researcher will collect the study data by survey and observation. Findings revealed that questioning fosters a sense of student competences and provides students with autonomy support. Also, it establishes positive teacher-student relationships and improves students high-ordered thinking. However, questioning sometimes supports class disruptions. Finally, the study recommended investigating perceptions of teachers in other disciplines, such as language arts, social science, English, and math toward using questioning in the classroom setting. Moreover, it is essential to students the effect of questioning on students learning acquisition, and learning achievement in Saudi high-schools. This study is among the first to investigate, particularly, the Islamic teachers in enhancing Saudi Secondary School Students' Learning Engagement in the context of Arab countries.

Introduction

Researches on school effectiveness assert that instructional teaching methods do make a difference in students learning performances. Teacher instructional practices influence students learning in a variety of ways. Student outcomes such as achievement, motivation, and efficacy have been associated with multiple aspects of teacher instructional practices in the classroom. So, much work has concentrated on instructional teaching methods to encourage students to be more active and engaged learners. In the traditional approach, teachers mainly are concerned about the conveying and transmission the fundamental knowledge to students to achieve the learning goals and to pass the Saudi National Standardized Tests. Thorough elementary school to secondary school, teaching Islamic studies has been exposed to didactic teaching and influenced by teacher-centered teaching instruction. So, "this approach to classroom instruction does not lead to effective and meaningful learning. Knowledge thus acquired is fragmentary and easily forgotten, and cannot be readily transferable to a realistic or novel situation." (Yip,2004, p.76).

Beginning in the late 2016s, the Saudi Ministry of Education responded with efforts to reform and redesign the curriculum based upon problem-solving creativity, higher-ordered thinking skills, and student-centered teaching approaches. Also, it revised the Saudi educational system to enhance teaching excellence, particularly following the Saudi Vision 2030. Moreover, the Saudi Education and Training Evaluation Commission (2018) has heightened the pressure for teaching excellence by using effective teaching methods and learning strategies because the "reward and recognition of teaching excellence are a central element in the discourse of education" (Warnes,2020, p.2). Despite these changes, however, Alwadai (2014) stated that in traditional Saudi classrooms, students passively listen and follow their teachers' directions because it is still dominated by teacher-centered approaches. So, Saudi students become uncomfortable with answering questions during

classroom dialogues and share knowledge with their classmates and teachers in non-traditional classroom settings. This poses problems for Saudi educational decision- makers to achieve the Saudi Vision 2030 programs easily.

In fact, "classrooms are powerful places. They can be dynamic settings that launch dreams and delight minds or arid places that diminish hope and deplete energy" (Intrator, 2004, p. 20). Successful teachers create an effective and powerful learning environment by using different kinds of teaching methods for energizing students learning. According to research on teaching and learning, Parker and Hurry (2007) and Ma (2008) stated that meaningful and purposeful learning occurs when the learners participate in the learning process actively and construct their knowledge by using existing knowledge to shape the personal learning experiences and to make sense of life.

"Questioning has been considered as one of the most essential and important techniques during instructional processes since Socrates times" (Ma,2008, p.93). Moreover, "it is widely accepted that questioning is an integral part of the teaching role as it is a strategy that can assist students to apply their knowledge" in their lives (Philips & Duke,2000, p.523).

Moore (2009) indicates that questioning is the second only to lecturing in popularity as a teaching method. Teachers spend anywhere 30% to 50% of their instructional time conducting questioning sessions" (p.153). Also, Caram and Davis (2012) asserted that questioning is useful teaching methods due to its potential to motivate students. Therefore, teachers tend to ask questions for several reasons: to develop students' interests, to increase their motivations, to develop high-order thinking skills, to evaluate students learning performances, to review the previous lessons, and to assess student learning achievements. Beck et al, (1996) mentioned that researchers focused on promoting students learning engagements by encouraging students to respond actively to teachers' questions which allow students to share and challenge each other's students' ideas. Furthermore, Caram and Davis (2012) added that "effective use of questioning arouses curiosity, stimulates interest, and motivates students to seek new information. Students engaged in the questioning process benefit from the clarification of concepts, emergence of key points, and enchantment of problem-solving skills. Teachers assess students' knowledge, determine needs for focused reteaching, and encourage students to think at higher cognitive levels" (p.20). So, it is teacher responsibilities to shape the framework and tone of the classroom, and creating the learning environment for fostering students' motivations. The purpose of this paper is to identify the role of questioning skills in improving Saudi high Students' schools learning engagement based on Islamic teachers' perceptions.

Literature review

Background

Drawing on constructivist theories, researchers pointed out that the cognitive and social dimensions of learning play a key role in achieving successful learning. The cognitive dimension focus on the mental skills to allow students to develop the new knowledge and understanding its structures associated with metacognitive regulation during the learning process (Dole & Sinatra, 1998). For enhancing students' cognitive engagements, teachers use different learning strategies to motivate students during the learning process (Biggs, et al, 2001).

Another aspect is the social dimension which addresses the student's interactions in learning society. Classroom participations allow learners to exchange and share knowledge among them to cope with cognitive conflicts (Palincsar, 2003). The significant research found that students' engagements cognitively and socially is "generally considered to be among the better predictors of learning and personal development. The premise is deceptively simple, perhaps self-evident: the more students study or practice a subject, the more they tend to learn about it. Likewise, the more students practice and get feedback on their learning, the more adopt they should become. The very act of being engaged also adds to the foundation of skills and dispositions that are essential to living a productive and satisfying life" (Carini, et al,2006, p.2). Moreover, DeWaelsche (2015) found that there a positive correlation between student engagements and learning activities during the learning process. Also, students become more active and interested when emotional interaction is made. As result, teachers should be able to encourage students to implement cognitive skills such as analyzing, synthesizing, and evaluating given information for achieving learning goals with high quality and continuing the learning and personal development after school graduation (Anderson & Krathwohl, 2002).

The crucial part of the teaching- learning process is questioning because it helps students to identify the main ideas, to reorganize the structure of knowledge frameworks based upon what students are already known, to modify and use existing knowledge to develop new ideas. Also, it provides students with a great structure to examine ideas, perceptions, and thoughts. It encourages students to assess their knowledge understanding which leads to change and reform learning

strategies. For accomplish the questioning benefits, teachers must be skilled in formulating questions, but teachers should understand "how the dynamic of classroom activities, and then it may enable them to monitor and adjust the patterns of classroom communication to create an environment that is conducive to classroom learning" (Ma, 2008, p.92).

Questions must be asked at the appropriate level; teachers should choose the good type of questions and word them properly. Moreover, teachers should concentrate to fulfill students' needs, and to follow up on students' responses-or lack of response- to questioning. the teacher needs to take into account the level of questions asked, the word of questions, the way they are asked, the questions responses given affect students' intrinsic and extrinsic motivation and the self-esteem of them. (Smart & Marshall, 2013).

Teacher questioning is a potentially integral subcomponent to achieving effective classroom discourse. However, teacher questioning in inquiry settings often differs in form and function when compared to questioning in non-inquiry settings. (Roth, 1996). In non-inquiry contexts, questioning tends to focus on evaluating student knowledge in which the teacher asks a closed question. In this setting, the teacher is the source of knowledge, and students are expected to accept this based on the teacher's authority status (Van Zee and Minstrell, 1997). In contrast, teacher questioning in environments seeks to elicit students' thoughts and encourage students to elaborate on their ideas. Teacher questioning is characterized by flexibility as the teacher adjusts questioning based on students' responses to engage students in higher-order thinking. In this inquiry environment, teacher questioning tends to be more open, and teacher responses are neutral rather than evaluative. Lustick (2010) notes the value of utilizing specific focus questions during inquiry-based instruction; those questions are developed by the teacher with the intent of supporting student understanding as they participate in the process of scientific inquiry.

Within the inquiry environment, teacher questioning is intended to encourage students to elaborate on previous answers, not to judge the correctness of those responses. Instead of ending the questioning cycle in an evaluative statement, students are encouraged to self-evaluate their answers and justify their claims (Morge,2005). By re-directing the evaluative role back to the students, the teacher establishes a climate that values justification, conjecture, and the co-construction of knowledge. Furthermore, "Questioning has always been the most ubiquitous phenomenon observed in the classroom, as well as one of the most frequently-adopted devices favored by most of the teachers. It is one kind of teaching active procedure. It is one teaching behavior way through teachers' and students' interaction, checking to learn, promoting thought, consolidating knowledge, using knowledge, achieving teaching goals. It is usually used as one kind of mutual exchange teaching skills between the teacher and student. It has been used widely in teaching untill now.' (Ma, 2008, p.93).

Regarding questioning benefits for students, this classroom talk, or discourse often guides students in making meaning of subject concepts (Duit and Treagust,2003). When teachers facilitate effective discourse during instruction, they support the development of student understanding and provide a forum for the development of the conceptual understanding of subject constructs. Specifically, teacher questioning has been identifying as a critical factor in facilitating effective discourse in the classroom, especially in supporting students' cognitive engagement (Morge,2005). Also, Mahmud, et al,(2020) emphasized the importance of using oral questioning in increasing opportunities for student engagement, which then helps to expend high schools' high order thinking skills. Also, it helps to generate students' understanding of the value of the educational curriculum in line with the governmental educational curriculum framework guidelines. It is found that interactions among high school students and their teachers have the potential to shape their characteristics, to develop the degree of their attention, curiosity, interest, optimism, and passion toward learning, to extends to the level of motivation they have to learn and progress in their education (Duit and Treagust,2003). Moreover, it increases student learning engagements and shapes an effective and attractive learning environment (Smart & Marshall,2013).

Levels of questions

Moore (2008) states that questions may be categorized as being narrow questions usually ask for only factual recall or specific correct answers, whereas board questions seldom can be answered with a single word to prompt students to use the thinking process in formulating answers." (p.154). According to learning research, there are different classification for describing the levels of questions so to provide teachers the formwork of formulating questions within a classroom environment. Brown (2003) classify questions into three types: "conceptual context which provides teachers with multiple ways to assist students' understanding of the subject being learned, while empirical context is used to gather information from students during the learning process and activities. Also, it helps students to value the results of the learning process" (p.30).

The most common system categorizes questions in two types: either convergent or divergent questions. “Convergent questions allow for only a few right responses, whereas divergent questions allow for many correct responses. Convergent questions may also require students to recall and integrate or analyze information for determining one expected correct answer. Conversely, questions calling for opinions, hypotheses, or evaluation are divergent in that many possible correct responses” (Moore, 2008, pp..155-156). Essentially, the teacher should use convergent and divergent questions interchangeably to increase student’s engagements in the learning process and to build their knowledge.

Another question category is the mental operation questions which contain four types of questions: factual, empirical, productive, and evaluative. First of all, factual questions examine the students recalling abilities or appreciation of knowledge acquisitions. Secondly, empirical questions that allow students to combine or analyze memoizable information, to provide information and to correct predictable answer. Thirdly, productive questions are open-ended that allow them to develop a sense of students’ imaginations and to think creatively. Also, it boosts students to come up with a unique idea based upon exiting information. Finally, evaluative questions require students’ assessment skills, examine knowledge, and judge opinions and thoughts. However, it is hard for students to answer productive questions due to “some internal and external criteria must be used; that is, some criteria must be established for making the judgment. The responses to evaluative questions can often be predicted or limited by the number of choices.” (Moore, 2008, p.157).

Types of questions

For asking the right questions, teachers should identify the types of questions and adopt the appropriate one for achieving the purpose of asking questions. For example, when teachers tend to determine the level of students learning performance, to increase student’s classroom participations, to improve students’ interactions with others, to get some clarification of ambiguous information, and to stimulate students’ motivations. So, theses multiple purposes call for the right type of questions in the right time and understandable word.

There are different types of questions which include focusing questions, prompting questions, and probing questions. Initially, focusing questions use to arouse students’ interests at the beginning of the lesson by asking multiple questions either factual, empirical, productive, or evaluative. In some times, teachers use focusing questions to direct students’ attention to key points of the subjects and check their understanding during the lesson time. Essentially, this type of questions is a tool for teachers to get fruitful and valuable information about student’s works both assignments, reading and projects. Moore (2008) mentioned that teachers may ask factual questions to “check on basic knowledge at the beginning of or during lessons. Use empirical questions to have students figure out correct solutions for problems related to assignments or issues being discussed. Pose productive and evaluative questions for motivating and stimulating thinking and interest in the topic.” (p.159). Another type of question is the prompting questions that help teachers dealing with the students’ responses failure. Students sometimes answer question inaccurately due to the misunderstanding of the questions so teachers should reword it with clues added. As a result, students would answer the questions correctly then feel ambitious, patient and successful. The third type is probing questions which intent to improve initial responses by giving students several opportunities to refocus and to think deeply for correcting answers. The first glance, students sometimes answer question by giving incomplete answers which require follow up questions to elicit clarifications and to assure responses (Brown, 2003).

Questioning techniques

In classroom discourse and dialogue found school classrooms are dominated by teacher questions through sequential steps: teachers ask students direct and indirect questions; they answer questions and teachers evaluate answers thorough immediate feedback. Yip (2004) mentioned that “teachers initiate knowledge exchange, set the topic, control the direction of development, and decide which responses will count as the legitimate answer. In contrast, students have little or no opportunity for the initiative, for controlling the direction of the discussion, or for contesting teacher prerogatives under this pattern. They are discouraged from articulating their thoughts.” (p.77).

However, several techniques enhance the quality of questions and increase students’ interactions and involvements. The most popular technique is redirecting questions that allow nonvolunteering students to participate actively in classroom dialogue and discussion. By using this technique, teachers pose questions in light of other students’ responses, but they have to take into account the number of questions and correct responses. Moore (2008) pointed out redirecting questions require a specific level of questions that are divergent, productive, or evaluative. Consequently, students would lead in a sense of success when they finally answer questions right. Secondly, waiting time is a useful questioning technique because students

need ample time to think about responses and choose the right one. Brown's (2003) research revealed that, students usually face difficulties with response waiting time therefore teachers should give students from 3 seconds to 5 seconds to ponder the responses. So, Moore (2008) stated that if teachers provide students with 5 seconds for each question, the rate of student's participation will increase rapidly. Moreover, the correct responses will increase while the failure responses will decrease. Also, students' confidence is increased.

The third question technique is halting time which means teachers ask students complicated and complex questions then stop briefly so "students have time to consider the information or carry out the directions. During this pause, you visually check with the class to see whether they are with you and understand what you are trying to communicate." (Moore, 2008, p.163). Fourthly, reinforcement plays an important role in encouraging students to participate by rewards and praise. However, teachers should be aware of given students' reinforcements early because some students may hesitate to answer the question properly. Essentially, students should get reinforcement as possible to all responses.

The Focus of the study

The current study focuses on Islamic teachers' perceptions of using questioning for improving secondary school students' learning engagement.

Methodology

Research Objectives

This study intends to achieve the following objectives:

a. To investigate the of using questioning and implications of its utilization for improving Saudi high students' schools learning engagement.
b. To cast a new light on the importance of questioning as a teaching strategy for both teachers and students.
c. To provide knowledge about the perception of Islamic teachers' perceptions teachers of using questioning for improving Saudi secondary school students' learning engagement

Research Question

To meet the stated objectives, the following research questions were raised:
What are the perceptions of Islamic Secondary schools' teachers on using questioning for improving students learning engagements in Saudi Arabian high schools?

Research Design

In this study, the researcher used mixed methods research approach which defines as "those that include at least one quantitative method (design to collect numbers) and one qualitative method (design to collect words), where neither type of method is inherently linked to any particular inquiry paradigm" (Creswell & Plano Clark, 2011, p.2). Based on this definition, this type of research design with specific assumptions that identify and guide the direction of study and choose the appropriate quantitative and qualitative for collecting and analyzing data. As Creswell (2014) opined, the researchers use mixed methods because of "its strength of drawing on both quantitative and qualitative research and minimizing the limitations of both approaches" (p.218). Also, it consists of four basic designs which are the convergent parallel design, an explanatory sequential design, the exploratory sequential design, the embedded design. For conducting this study, the researcher used the explanatory sequential design called "a qualitative follow up approach" (Morgan, 1998, p.100). It illustrated as "the researcher begins by collecting a quantitative phase and follow up on specific results with a second phase. The second, qualitative phase is implemented to explain the initial results in more depth, and it is due to this focus on explaining results that are reflected in the design name" (p.82). The quantitative phase in this study came in from Islamic teachers' surveys while the classroom observations represented the qualitative phase to gain a greater understanding of the research problem.

Study variables

The independent variable included in this study was using questioning whereas the dependent variable included in this study improving secondary students' learning engagement.

Instruments

In this study, the researcher emailed an electronic survey to each participant of the study with the research goals. Also, it contained a request of answering questions and return it by a given date for analyzing data. The electronic survey helped the researcher to contact a large number of participants from different locations and educational backgrounds and experience.

The mailed survey "guarantee[s] confidentiality or anonymity, thus perhaps eliciting more truthful responses than would be obtained with a personal interview. The mailed questionnaire also eliminates the problem of "interviewer bias" (Ary et al., 2010, p. 284). To avoid the low return rate, the researcher designed a short survey with a cover letter detailing the research title and its sponsorship, and wording the survey questions easily. The study's survey included two sections. The first section was designed to gather demographic characteristics of the study's participants such as sex of participant, school location, educational background, and teaching experience. The second section was designed to examine teachers' perceptions of the effect of questioning for improving Saudi high students' schools learning engagement. The survey consisted of 20 items and was designed based on the literature review in terms of defining questioning, the value of improving Saudi high students' schools learning engagement. Participant responses to each statement were in the form of a five-point Likert scale that "assesses attitudes toward a topic by presenting a set of statements about the topic and asking respondents to indicate for each other whether they strongly agree, agree, are undecided, disagree, and strongly disagree" (Ary, Jacobs& Sorensen, 2010, p. 209).

For gathering qualitative data, the researcher uses observation to obtain a comprehensive description of the research problem in classrooms setting. As Ary, Jacobs& Sorensen (2010) mentioned, a qualitative observation often uses checklists and behavior observation tools developed before the observation to record or document observed behaviors. It relies on narrative words to describe the setting, the behaviors, and the interactions" (p.431) because of getting a clear and holistic of picture
the research problem. Therefore, the observation checklist was developed based on the survey results and in light of the study questions, which assisted the researcher in obtaining a holistic picture of their perceptions and thoughts about using questions for enhancing high schools' students learning engagements. Also, the researcher randomly selected a sample of Saudi Islamic secondary school teachers in the 2020 spring semester to observe them at their particular school sites. Those teachers represented different educational backgrounds and experience to determine whether or not questions enhance students learning engagements

Regarding the credibility and reliability of the observation, five professors from Saudi Universities reviewed the observation checklist to ensure it would help the researcher obtaining a deep understanding of the research problem so they provided him with meaningful suggestions. To gather accurate data, the researcher trained his assistant to be qualified in observing the study's subjects and in recording the observation data independently and separately, to be able to discuss the observation checklist, and to resolve any recording discrepancies. These procedures helped the researcher to produce 100% reliability, which is a high degree of agreement on the recording data among the observation.

Participants

The target population for this study was only male Islamic teachers in both rural and urban public high schools in Abha educational district. The appropriate and convenient type of sampling for the quantitative phase is cluster random sampling because it is "it is very difficult, if not impossible, to list all the members of a target population and select the sample from among them" (Ary et al., 2010, p. 154). So, the researcher chose all Islamic high schools' teachers in Abha and Khamis Mushayt which are located in the Southwestern region of Saudi Arabia which includes 210 male teachers and distributed in 75 schools during the 2020-2021 academic year. For a qualitative phase, the researchers selected subjects through purposeful sampling, which is "the process of identifying a population of interest and developing a systematic way of selecting cases that is not based on advanced knowledge of how the outcomes would appear" (Robert Wood Johnson Foundation, n.d). The purposeful random sampling included fifteen high school Islamic studies teachers. Their teaching experiences were ranged from 2 years to 30 years. Five participants held a master's degree in curriculum & instruction while the rest of the participants held a bachelor's degree in Islamic studies.

Data Collection Procedures

The researcher applied to the Abha educational district seeking permission to access the Abha and Khamis Mushayt schools. The researcher included all the male Islamic secondary schools' teachers in the study sample then study participants completed consent forms for their participation. The researcher sent an electronic survey to the selected participant with a letter that explained the study objectives and its future contributions toward developing the Islamic teachers teaching skills and the learning environments.

Formal observations were conducted in the classrooms of each of the participants beginning in early February and continuing through mid-March 2020. These observations were conducted by the researcher and his assistant and ranged in length from

35-45 min, depending on the length of class periods and subjects at each school. Before conducting observations, the researcher assistant received extensive training of observations and conducted paired trial observations to establish interrater reliability. This process of establishing interrater reliability began with a series of training sessions in the researcher and his assistant viewed a taped Islamic study class and coded the lesson independently. Following these periods of independent coding, they compered their ratings and discussed the point of discrepancy to establish a common interpretation of the instruments and their underlying constructs. This process of paired observation was repeated in the schools; observations were coded independently and then compared and discussed the researcher.

Data Analysis

Quantitative data was gathered by survey questionnaires and analyzed using descriptive statistics. The questionnaire data were analyzed to determine the Islamic teachers' perceptions about the of using questioning for improving Saudi high students' schools learning engagement. For obtaining the study purpose, the researcher used the descriptive statistics for calculating the frequency and percentage and mean scores of each survey statement and calculated the standard deviation for identifying the subjects' distributions in order to answer the research questions. In terms of the qualitative data, it was collected through observations. After observing Islamic teachers acting in classrooms, the researcher analyzed the observation data and computed the frequency and percentage and mean scores of each observation items.

Timeline of the Study

The researcher conducted the pilot tests for the questionnaires and the observation items from January 5 to 18, 2020. Between January 25 and February 8, 2020, he sent the electronic questionnaires to the selected participants. After that, the questionnaire data analyzed by the 15 of February 2020.After analyzing the quantitative data, the researcher observed the Islamic teachers acting in the high school classrooms between February 20-26, 2020. The write-up of the study's results was completed by March 27, 2020.

Limitations of the Study

This study had the following limitations:

1. The study's population is limited to Islamic teachers in the high schools within the Abha educational district.
2. The results of this study are generalized only to Islamic teachers' perceptions of using questioning for improving Saudi high students' schools learning engagement.

Results

The results obtained from the analysis of the questionnaire identify the Islamic teachers' perceptions teachers of using questioning for improving Saudi high students' schools learning engagement. This section is used to answer the following question:

What are the perceptions of Islamic high schools' teachers on using questioning for improving students learning engagements in Saudi Arabian Secondary schools?

Through this section, the researcher attempted to determine whether or not the Islamic teachers' perceptions of using questioning for improving Saudi high students' schools learning engagement are positive, whether or not they value questionings in general or not. In order to accomplish these goals, Islamic teachers are questioned to determine their degree of agreement or disagreement with the benefits of using questioning for improving Saudi secondary school students learning engagement.

Table 1: The Extent to Which Islamic Teachers Agree or Disagree with Statements on that with the benefits of using questioning for improving Saudi high students' schools learning engagement

Statement	Strongly agree (5)	Agree (4)	Undecided (3)	Disagree (2)	Strongly Disagree (1)	Mean *M*	Standard deviation *SD*
Questioning fosters a sense of student's competences.	52.9	44.9	0	2.2	0	4.48	.618
Questioning provides students with autonomy support.	68.1	11.6	2.9	8.7	8.7	4.21	1.344
Questioning establishes	52.9	44.9	0	2.2	0	4.48	.618

positive teacher-student relationships							
Questioning promotes mastery orientations	43.8	29.9	0	10.5	15.8	4.34	0.585
Questioning promotes student engagement through active learning	47.1	26.5	0	22.1	4.3	4.31	0.551
Questioning Leads to dynamic discussions	42.0	47.8	0	0	10.1	4.37	0.664
Questioning improves students high-ordered thinking	37.0	58.0	0	0.7	4.3	4.26	.737
Questioning reduces class disruptions	8.7	8.7	2.9	68.1	11.6	4.21	1.344
Questioning helps teachers to build an attractive learning environment.	68.1	11.6	2.9	8.7	8.7	4.21	1.344
Questioning encourage students to implement one solution with many benefits	30.4	42.8	14.5	12.3	0	3.91	.970

As shown in table 1, the questionnaire included ten items on whether questioning to improve Saudi high students' schools learning engagement. These items generated the strongest agreement with the positive effects that questioning plays an important role in fostering and promoting students' learning engagement. The first item concentrates on the positive effect development of a sense of student's competences by providing plenty of opportunities for asking questions (M= 4.48). The majority of respondents (94%) agreed with the role of questioning in fostering different kinds of students' competencies such as critical thinking, problem- solving, communication, information management, collaboration, innovation, creativity, and personal development and well-being. Furthermore, approximately 80% of the respondents reported that the questioning provides students with autonomy support in terms of teachers' involvement in students learning process and contributes to their academic achievement. Also, using questioning as teaching methods enhances students learning performance rapidly. During the classroom's observations, the researcher found allowing students to ask questions about whether right or wrong could lead to the improvement and promotion of learning competencies which was supported by the findings of Yip (2004).

Regarding the benefits of improving and practicing questioning in the classroom setting, it establishes positive teacher-student relationships. As presented in table1, more than (95%) of the student respondents valued using questioning in the high-schools because it leads to learning engagements and a better classroom environment. During the observation, it has found that wisdom teacher- student relationships and fruitful mentorship help students to accommodate their lives. This finding emphasized the literature that asserts that schools should provide students with skills and techniques to cope with life change and obstacles easily (Morge,2005; Moore,2008; Mahmud,Yunus, Ayub, & Sulaiman,2020).

Additionally, almost 80% of the teachers responded to the statement about the role of questioning in making class disruptions. To get clear understating, the researcher observed three high schools' teachers during the teaching process. He found that questions sometimes lead students to answer negatively then teachers feel angry. This study's findings coincide with Moore's (2008) findings teachers have the responsibility to prevent the classroom disruptions by setting a good lesson plan and choosing questions times. Finally, as displayed in Table 1, the majority of participants strongly agreed that questioning encourages students to implement one solution with many benefits through their discussions. This finding is consistent with Brown's (2003) finding that found asking questions lead students to understand the holistic picture of subject being study and use information in different ways.

Conclusion

The present study focused on Islamic teachers' perceptions about the of using questioning for improving Saudi high students' schools learning engagement. As discussed at length above. A traditional classroom dynamic still exists where teachers

convey information to students in a receptive learning environment which affects and hinders student classrooms participations. Considering that some study participants reported that questions help students to grasp all subject materials while they mentioned it is very important for teachers to direct students' questions in classroom discussions. In an attempt to further motivate students and generate greater interest, Islamic teachers may use different kinds of learning activities

Pedagogical Implications

This study has provided a meaningful recommendation for future research which includes the following:

1. It is important to investigate perceptions of teachers in other disciplines, such as language arts, social science, English, and math toward using questioning in the classroom setting.
2. It is essential to students the effect of questioning on students learning acquisition, and learning achievement in Saudi high-schools.

Recommendations for further research

It is recommended that further research be carried out using a larger geographically dispersed sample in order to increase the generalizability of such results.

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