The Effectiveness of Teaching Social Sciences With Using Questioning Strategies in Decreasing Question Anxiety Among Secondary School Students in Kuwait

Dr. Abdul Rahman Jaber Al-MutairiD

Abstract

This study aimed to know the effect of questioning strategies to study psychology in the State of Kuwait in reducing the purposes of question anxiety among secondary school students. The number of study individuals reached (83) students from the eleventh grade, distributed among four classes in two schools that were intentionally chosen , The number of students of the experimental group reached (21) students, and the students of the control group (19) students, while the number of students of the experimental group reached (21) students, and the number of students of the control group was (22) students. The study tool was prepared by the same researcher, namely: the test Innovative thinking skills, and the scale of reducing the symptoms of question anxiety, after verifying their validity and reliability.

The results showed that there are statistically significant differences in favor of question-posing strategies by combining the associative / focused probe question strategies, the summit question, and the plateau question in reducing the symptoms of question anxiety.

The interaction between them had no effect in that, and there were also no statistically significant differences due to gender or the interaction between them in reducing the symptoms of anxiety in the question.

The study background and its problem

Introduction

Social studies is one of the humanities curricula that deals with the study of relationships, and its goal is to prepare people for the future and develop their skills. And this preparation is not for temporary knowledge, but preparation for life. Therefore, these studies sought to develop perception and social thought.

Social subjects are taught, like any other subject, with multiple strategies, methods and methods, and among these strategies are questioning strategies. The process of asking questions is an important teaching skill, and it requires adequate knowledge of the types of questions, their objectives, preparation, method of asking, and how to receive answers. Here, Rayan (2006) indicated that asking the question is a technical process that requires smart practices to transform the cognitive aspect into an educational skill. Barakat (2005) mentioned that questions are among the important tools that work to prepare the stage of learning and start it, and sponsor educational activity, and raise its effectiveness. They are also direct catalysts for student learning. The teacher must know here the most important purposes and principles for the use of questions in classroom education.

Qutami and Qutami (2001) stated that the question is an interrogative sentence that requires an answer, but it requires great skill from the teacher, whether in formulating it or in the way it is posed. Because the question is a medium that links the performance of the teacher to the performance of the student. Hence the question became one of the tools for sharpening thinking. This required specific strategies that would make the teacher, if he followed them carefully, caress at every moment of the lesson the minds of his students. Here, the student experiences different mental aspects, and explores his creativity and potential.

The strategy in asking questions, or in any other educational event, as mentioned by Swartz (2003), plays an effective role in improving the learning environment and achieving advanced educational outcomes. Question strategies, as indicated by Hussain (2005), lead to the emergence of a positive relationship between what the student thinks and what the processes he uses, and then examines and criticizes what he answered. In addition, the strategies of the art of asking questions qualify the student to face difficulties, to play a positive role in the learning process, and to gain experiences by which his thinking is judged, and then to increase control over the generation of creative ideas.

Among the strategies of asking questions are posing questions, asking the summit questions and asking questions of the plateau. These three strategies can be combined into one strategy. As for probing into the proverbial question, as mentioned by Ryan (2006), it is a form of presumed knowledge, as any form of it is actually considered in order to obtain additional information. The most comprehensive.

The probe question is based on principles the most important of which are: reinforcement by using appropriate verbal phrases, directing the question to all students, being calm in asking the question and not suggesting its difficulty, and not exaggerating in probing, by turning the question into talismans, avoiding the participants to answer in confusion, avoiding the teacher to answer himself, and developing skills Thinking about the proverbial question (Nabhan, 2008).

As for the strategy of the summit in asking questions, it was referred to by Makhlouf (1999) and Ayyash (2002). This strategy is based on the teacher asking a question to one student, and then continuing to ask the same student a set of questions on the same topic and at different levels, Before moving on to another student. Such questions arise when there is an issue in which there is direct communication between the teacher and the student, given that the student is fixed and the tasks are changing. And the students' role here is to pay full attention to the questions, and to the answers of their colleagues, because every one of them will stand in such a position.

In the strategy of the plateau in asking questions, the teacher chooses a group of students, directs the question to them, then one of them is chosen to answer, and if he fails, then his group may provide

assistance, and the question is about a specific task, then the transition to the other task, and so on. In this strategy, both students and assignments are subject to change (Makhlouf, 1999; Ayyash, 2002).

As for anxiety, including the anxiety of the question, it is at the core of mental health. It may be the cause of many mental illnesses, or it may be the basis for all positive life achievements (Moses, 2001). Al-Basateen (2002) stated that a person's fear of a non-existent threat is caused by a feeling of helplessness regarding the demands of life. In school, types of anxiety can be observed, including: interpersonal anxiety, fear of rejection, exam anxiety, and anxiety fear of failure. If the researcher did not find a kind of anxiety in the name of question anxiety, he will adopt the test anxiety scale after developing it, to become appropriate to measure the question's anxiety.

The anxiety arising in directing classroom questions to students is one of the most common psychological phenomena among students that have different forms, some of which are related to the mental aspect, which relates to ideas and beliefs, including those related to the emotional aspect, and includes feelings and sensations, such as tension, for example, and the physiological aspect, such as tension and increased heart rate. The heart, including what is related to the behavioral aspect, and includes the behavior of the individual towards a specific situation, such as moving away from that situation. What increases anxiety is asking questions in a way that leads to humiliation of the student, as the questioning process becomes a harmful process that impedes the correct response (Burns, 2004; Cause, 2001).

Adas and Qutami (2000) pointed to a number of reasons that lead to anxiety, including: the threat of harm, the various frustrations and conflicts caused by teachers and parents, the threat of lack of self-respect, and the pressure on the student to achieve a superior result. As for the guarantor (2003), he mentioned that among the causes Test anxiety: lack of preparation, or preparation for the exam the day or night before, and sometimes incorrect thinking, such as focusing on the past, or being influenced by what colleagues do.

And in view of the students 'low level in various thinking skills, including innovative thinking skills, and because of the anxiety that many students have when they are asked questions, whether they are exam questions or others, the

researcher decided to conduct this study that deals with questioning strategies to develop innovative thinking skills on the one hand And alleviate the symptoms of anxiety question on the other hand.

The study Problem

The researcher noticed from his experience in teaching psychology that students suffer from weakness in thinking skills, and also suffer from some types of anxiety, especially test anxiety, and question anxiety, whether that question is part of the exam, or those questions that are raised in the classroom. This concern undoubtedly has negative effects on students' achievement, or on their continuation in studies. Nasrallah's study (2004) showed that students who suffer from high anxiety suffer from various disorders that lead to a decrease in their academic achievement.

Study questions

The study answers the following question:

Are there statistically significant differences at the level of significance (a = 0.05) in reducing the symptoms of question anxiety between students of the control and experimental groups due to the teaching method (questioning strategies, the usual method) according to gender and the interaction between them?

The importance of the study

The importance of the study appears in the following:

1- Theoretical importance: This importance appears in the teaching of social subjects with questioning strategies to identify their effect in reducing the symptoms of question anxiety.

2-Application importance: he can benefit from the findings of the study from the results of the authors of social materials. It will also benefit the teachers of these subjects, which will be prepared from the lesson notes on the teaching of social subjects with questioning strategies throughout the study. And other researchers are also using the study to conduct other studies that complement the current study.

The limitations of the sudy:

1-Human Frontiers: A sample of eleventh grade students in the secondary stage

2-Spatial boundaries: Two secondary schools, one for boys and the other for girls, from the Capital Educational Region, which is Aqab Al-Khatib Secondary School for Boys and Fatima Bint Al-Walid Secondary School for Girls.

3-Temporal limits: The study took place in the second semester of the 2018/2019 academic year.

4-Objective boundaries: - It was limited to three strategies of questioning strategies, namely: the associative proxy question strategy, the summit question strategy, and the plateau question strategy, as these three strategies were merged in the teaching.

-It was confined to teaching the unit of psychological growth and psychosocial compatibility from the scheduled Psychology topic

Scale of reducing the symptoms of question anxiety-

5-The results of the study are determined by the accuracy and seriousness of the study personnel in dealing with its tool.

Definition of terms

The terms of the study conceptually and procedurally, as follows:

1-Social subjects: Khadr (2006: 27) defined social subjects as "human subjects concerned with studying relationships and events going on around humans, confronting life's problems, providing adequate knowledge about human experiences, and developing human concepts, beliefs, judgments and skills." Khader (2006) also mentioned that these subjects include history and geography, civic education, philosophy, logic, psychology, sociology, anthropology, economics, and political science.

The social subjects are defined procedurally as the subjects prescribed by the Kuwaiti Ministry of Education, and psychology is one of the subjects taught in the eleventh grade, and also conducted on the unit of psychological development and psychological and social compatibility.

2-Strategies for asking questions: Defined by the friend (2011: 19) as "the practices that the teacher follows in order to achieve educational goals that help the student in developing his personality and deepening his thinking. It also shows the teacher's skill in preparing questions, the quality of giving

them, and employing them to investigate and investigate ideas. And get to its core".

Procedural questioning strategies are defined as the combination of three questioning strategies: the proxy strategy, the summit question strategy, and the plateau question strategy.

The proxy question is known as relational, and it is the question that relates to linking previous experience with new experience, linking ideas with what they indicate, and linking parts together, leading to generalization.

The summit question is defined as the question that is directed to a specific student to answer it, and then other questions are asked to the student himself at different levels.

The plateau question is defined as a question that is directed to a group of students, who chooses one of them to answer, and his colleagues have the right to help him.

3-Reducing the symptoms of anxiety The question: Ayyash (2002: 103) defined anxiety as "the unpleasant emotions that the individual senses to different degrees. It represents a type of an individual's reaction to school and non-school subjects and situations, and is represented by discomfort and tension".

Procedurally, reducing the symptoms of question anxiety is defined as reducing the emotional experience of students (the study sample) accompanied by tension towards the questions raised, and fear and hesitation in answering them. It is measured by the response of the student or the student on the anxiety scale of the question prepared for the purposes of the current study.

4-Secondary stage: It is the last stage of public education in the State of Kuwait, and includes eleventh grade students whose ages range from 15-17 years.

Chapter Two

Theoretical framework and previous studies

This chapter reviews the theoretical literature, which is the philosophical background of the study, and related previous studies.

First: the theoretical framework

The modern cognitive trend adopts the philosophy that learning is an interaction process, in which the student interacts with structured, or perhaps unstructured, situations with experience. The student uses here different thinking strategies, and different mental processes, such as understanding, interpretation, prediction, analysis, inference and conclusion. The teacher devotes himself to teaching different subjects, including social studies, and a variety of strategies to achieve effective learning. Among the strategies used in teaching social subjects more than others are strategies: Direct teaching, which is a series of activities that include: lecture, demonstration exhibitions, workbook, question and answer, visiting guest, direct reading activities, a seminar, work on the course book, training and rehearsal , And more.

There is also a problem-based learning strategy and investigation strategy, which are important strategies for teaching social subjects, especially psychology. There is the strategy of learning based on cooperative work, learning by activities, as well as strategies based on thinking (Touq, 2001; Al-Hashemi and Al-Dulaimi, 2008).

Questioning strategies

The question in the educational curriculum is one of the important tools in the learning process. It is one of the most important educational processes by which the student becomes aware of facts and information, stimulates the mind and develops thinking. This approach in education is in fact working to elevate the status of the mind, and to activate its role in research and evidence-based consideration. The question was mentioned in the Holy Qur'an 130 times, to demonstrate its importance in leading a person to faith based on evidence, evidence and proof. (Olive, 2003).

The bottom line is that we all shape our lives by means of questions, whether the questions we ask, those that we are reluctant to ask, or those that we never think to ask. People actually respond to those who don't hesitate to ask the question. The one who does not come close to achieving what he aims at is the individual who does not ask enough, and the truth is that the question needs nothing but courage, self-confidence, and accuracy of presentation, so that the student and others find that he has achieved his goal (Al-Hawamdeh, 2012).

Questions occupy an important place in all teaching methods, methods and strategies, and they differ in those methods and strategies according to the goal for which they were set. Hence, questions have become an important tool adopted by the teacher in achieving educational goals. It helps to develop the student's personality, as it keeps him away from the superficial and automatic thinking, but that depends on the teacher's skill in preparing the questions, the quality of their delivery, and employing them in investigating ideas, and the teacher here should not ask the question just to lead the student towards the answer, but rather to direct him towards research. And to come up with arguments, and evidence that justify the views, and prove the opinion, because questions are a means by which the teacher relates to his students, to awaken their attention, stimulate their understanding, and reach the place of the truth inherent in them, to discover it through thinking, contemplation and narration, in order to be able to recall the eternal truths in the mind (Richie, 2002).

Questioning skills are the basis of modern strategies, especially inquiry-based strategies. The question is an interrogative sentence or a request that includes another verb, and its goal is to reach a verbal answer, which leads to another question or questions, to induce obtaining answers or reactions, and the intention behind all of this is the success of the investigation process, or any other strategy based on the structural approach, and from Then the students respond to everything that is being presented, to activate their role in active participation in the lesson, to stimulate and guide their thinking, to strengthen the bonds between the teacher and the student, and to acquire the skills of dialogue, discussion and tact in speaking (Zaitoun, 2006).

It is justified to raise and ask classroom questions: the question's contribution to stimulating motivation, increasing classroom interaction, expressing opinions freely, understanding and absorbing academic content, confronting mental stimuli, developing the skill of interacting with new ideas, developing students 'skill towards formulating and posing questions, and developing the teacher's ability to examine comprehension. Students, helping to grow the student's personality, facing situations, and developing the skill of communicating with others (Mahmoud, 2005).

The choice of the level of the questions asked is related to the function of those questions. Happiness (2011) classifies the questioning into: questions that are according to the type of answer, which are questions related to facts, questions with limited answers, and questions with open answers. There are questions according to sounding and depth, which are the type of questions that are asked in light of students' answers to take many types. There are questions according to the nature of the question, such as hypothesis questions based on making an assumption that motivates the student and challenges his experiences, by placing the student in an unfamiliar frame, and these questions are one of the types that attract most attention, and also the prediction questions, which are important questions that stimulate thinking, and are concerned with developing The student is in anticipation of what will happen at a later stage. There are other types of questions, such as expansion questions, and summary questions.

The associative questioning strategy

The importance of asking successive questions that are profound lies in revealing the correct or incorrect understanding that students have in their experiences, finding interconnectedness between the ideas mentioned in their answers, and strengthening the building of their knowledge based on their previous knowledge, and this lies at the core of the function that the proverbial question performs. Hence, the proxy question occupied an important place in the educational process in general, and the method of education in particular, and here the student is not satisfied with answering the question, but defends the answer, evaluating it and presenting the reasons that enhance his health (Rady, 2008).

Summit strategy

Ayyash (2002) stated that the strategy of the summit is based on asking a question to a specific student, followed by another group of questions to the same student on a specific topic, and the set of questions that follow the first question is at different levels. In this strategy of asking questions, direct communication is between teacher and student. The philosophy of this strategy is that the student who is assigned the tasks to answer questions is fixed, and the tasks are variable.

Plateau strategy

Makhlouf (1999) also mentioned that the plateau strategy in asking questions in which the teacher chooses a group of students to answer a question revolving around a specific task, and here the communication is direct between the teacher and the group of students, and then a student from this group is selected to answer the question. Intervention to help him answer, in other words the students are different and the tasks are also different.

Question anxiety

By reviewing the various literature and related previous studies, it became clear that these literature and studies did not address the anxiety related to the question, but rather dealt with exam anxiety, which can be reported, because the exams are based on certain questions, which are the cause of anxiety for the student.

Test anxiety is a characteristic of personality in a specific situation, consisting of discomfort and excitement, which are two of the most prominent elements of exam anxiety. Disturbance is a cognitive concern for the fear of failure, while an emotion is a reaction of the nervous system (Al-Dahri, 2005).

Exam anxiety is sometimes called achievement anxiety and is associated with an exam situation that provokes a feeling of worry and fear, and it is also the student's arrival in a state of tension accompanied by a disturbance of emotion, knowledge, and physiological aspects. The symptoms of exam anxiety appear when the student's experience is provoked by an experimental situation (Mahmoud, 2017).

There are many reasons that lead to exam anxiety or test anxiety, and they can be the same reasons for question anxiety, and these reasons are: fear and fear of testing, psychological pressure, surprise the student with the test, psychological conflict accompanying the test, psychological and physical disorders accompanying the test, lack of knowledge In test subjects, low desire to succeed and excel, difficulty in recalling information during the test situation, the test's association with the student's experience of failure, especially when this experience is repeated, the low level of self-confidence, the negative perception of the tests from teachers, parents and students themselves, and family pressures on the son To achieve a certain superiority that the student does not possess, and the test is coupled with repulsive

stimuli such as negative social evaluation, the student's helplessness, expectation of failure, and lack of control (Zahran, 2000; Shuaib, 2000).

Corrie, referred to in Al-Muqbali and Dhadha (2016), stated that one of the most important strategies for reducing exam anxiety is the progressive sensitivity strategy, in which many pathological concerns can be addressed, as the stimuli that caused the student's anxiety are summoned, and this is by imagining -After muscle relaxation to remove anxiety. The visualization helps in arousing anxiety so that there is a great similarity between the real situation and the imagined situation. A set of cognitive therapeutic methods are used here, in which a logical philosophical analysis of irrational ideas takes place, as well as an analysis of teaching, direction and refutation of unrealistic ideas, then stopping these ideas and replacing them with rational ideas.

Second: Previous studies

Abdullah (2000) conducted a study aimed at identifying the effectiveness of preparation questions in engineering achievement and reducing test anxiety among first and second middle school students in Bahrain. The number of study individuals reached (115) students, and a test was prepared in achievement and a ready scale was used to measure selection anxiety. The results showed an effect of preparation questions on achievement, and had no effect in reducing test anxiety.

And Veenman (2000) conducted a study aimed at identifying the role of metacognitive skills in exam anxiety, and the study sample consisted of (30) students in the Netherlands, who were divided into two groups of low anxiety and high anxiety, and metacognition was used in solving mathematical problems, And applied the test anxiety scale prepared by (Morse). The results indicated that those with a low level of anxiety showed a higher level of performance in solving academic problems, compared to those with a high level of anxiety.

Ayyash's study (2002) aimed to uncover the effect of questioning strategies on engineering thinking and reducing anxiety about it among ninth grade students in Palestine. A sample of 176 students was selected. They were divided into four groups, three experimental and one control, and a test was prepared in engineering thinking. And a measure of reducing concern about engineering. The results

showed a statistically significant effect of the summit and plateau strategies and the combination of them in thinking and reducing anxiety.

As for Al-Rashidi (2014), he conducted a study aimed at identifying the effectiveness of a counseling program in reducing exam anxiety and its relationship to psychological compatibility among a sample of people with learning difficulties, and the sample consisted of (15) students. A scale was prepared to reduce test anxiety, and the (Randy) scale of psychological compatibility was adopted. The results showed an effect of the counseling program in reducing test anxiety in the post application of the compatibility scale.

In the study (Umaru, 2014), the aim was to know the effect of education by training on metacognitive skills in exam anxiety and interest in mathematics for those with low academic achievement. The sample consisted of (129) high school students in Nigeria, who were divided into two control and experimental groups, and the study applied an anxiety scale Exam and mathematics interest list. The results showed that training in metacognitive skills helped reduce test anxiety in mathematics, and contributed to increasing interest in the subject among those with low achievement in the subject itself.

The study of Al-Muqbali and Dhadha (2016) aimed to know the effectiveness of a group counseling program in reducing exam anxiety among eleventh-grade students in the Sultanate of Oman, and the study sample reached (40) students, that is, those with high achievement, and a measure of test anxiety was prepared. The results showed an effect of the counseling program in reducing test anxiety among students of the experimental group, compared to students of the control group.

Mahmoud (2017) conducted a study aimed at identifying the effectiveness of a cognitive-behavioral program for developing metacognitive thinking skills in reducing academic procrastination and exam anxiety among a sample of undergraduate students. The study sample reached (57) students in the third stage of special education students, in Qassim, Saudi Arabia. A measure of academic procrastination and a measure of test anxiety were prepared. The results resulted in the effect of the program in reducing exam anxiety and academic procrastination in the post-test, compared to the pretest.

Chapter Three

Method and procedures

This chapter deals with the methodology of the study, the study personnel, its two tools, the procedures followed for its implementation, and the necessary statistical treatment.

Study Approach

In this study, he adopted the quasi-experimental method of research, being the appropriate approach to achieve its objectives.

Intentionally, the (Eqab Al-Khatib Boys' School) was chosen for the Capital Education District, and the (Fatima Bint Al-Walid Girls) School for the Capital Educational District, due to the cooperation of the two schools 'management with the researcher, and the presence of sufficient divisions for the eleventh grade in them, as one division was randomly selected from the Boys' School, representing the experimental group. And there were (21) students, and the other division was represented, which was also randomly chosen, and the control group included (19) students. An experimental class was chosen from the girls 'school in the same way, and there were (21) students, and another officer, and there were (22) students. Thus, the number of the sample members reached (83) male and female students.

Study tool

One tool prepared for this study is the measure of reducing the symptoms of question anxiety.

A measure of reducing the symptoms of question anxiety

A measure or measures of question anxiety was searched for, and the researcher did not find any measure in question anxiety, but rather found many measures in test anxiety or test anxiety. Therefore, the researcher benefited from these measures to develop a new scale called the Question Anxiety Scale. Among the studies that the researcher has benefited from in this aspect is the Ayyash study (2002), which dealt with engineering anxiety, and the Abdullah study (2000), which dealt with test anxiety. The number of paragraphs of the scale in its initial form is (39) paragraphs.

Validity scale of reducing the symptoms of question anxiety

The validity of the question anxiety symptom reduction scale was validated in two ways:

1- face validity

The researcher verified the apparent validity of the scale by presenting it to the jury, who judged the paragraphs of the innovative thinking test, and the experts deleted some of the scale paragraphs, and modified some others, and the scale took its final form consisting of (35) items.

Statistical treatment

To answer of study question, the arithmetic averages and standard deviations were extracted,

and the accompanying two-way ANCOVA analysis to identify the significance of the differences on developing thinking skills, innovation and a measure of reducing the symptoms of question anxiety between the control and experimental groups.

2-constructive validity

The structural validity of the scale was verified by calculating the Pearson correlation coefficient between the score of the paragraph with the total score of the scale, and the following table shows the results

Table No. (1) Constructive Validity of the Scale of Reducing the Symptoms of Question Anxiety

Item No.	correlation coefficient with the total score	Item No.	correlation coefficient with the total score
1	.330**	19	.358**
2	.373**	20	.381**
3	.381**	21	.317**
4	.416**	22	.339**
5	.414**	23	.373**
6	.317**	24	.330**
7	.602**	25	.414**
8	.744**	26	.389**
9	.582**	27	.416**
10	.535**	28	.647**
11	.644**	29	.418**
12	.586**	30	.481**
13	.563**	31	.493**
14	.776**	32	.538**
15	.407**	33	.602**
16	.535**	34	.744**
17	.531**	35	.582**
18	.311**	36	.535**

 **Correlation coefficient D at level (0.01(

It is noticed from the previous table that the correlation coefficients of the test items with the total score were positive and statistically significant, which indicates the existence of the structural validity of the scale.

Stability scale reduced symptoms of question anxiety

To verify the reliability of the scale, it was presented to the same pilot sample that was selected to verify the reliability of the innovative thinking test. It was applied to that sample twice,

with an interval of two weeks, and the number of students who were selected for this was (30) male and female students, by (15) male and (15) female students. And by using the Pearson correlation coefficient, the reliability coefficient was (0.82), which is a suitable reliability coefficient for the current study.

The fourth chapter

Results

This chapter deals with a presentation of the results of the study, which aimed to investigate the impact of teaching social subjects with questioning strategies in developing innovative thinking skills and reducing the symptoms of question anxiety among secondary school students in the State of Kuwait, by answering the following question:

Results related to the question: Are there statistically significant differences at the level of significance (a = 0.05) in reducing the symptoms of question anxiety between students of the control and experimental groups attributable to (questioning strategies, the usual method), according to gender and interaction between them?

To answer this question, the arithmetic averages and standard deviations of the performance of the two study groups were calculated according to the different teaching strategy (asking questions, the usual method), and gender (males and females) on the scale of reducing the symptoms of anxiety in the post question, and the following table illustrates this:

Table (2) Arithmetic averages and standard deviations of the performance of the two study groups on the scale of reducing the symptoms of post-question anxiety and their tribal scores according to the different teaching strategy (asking questions, the usual method), and gender (males and females(

Group	Gender	No	Pre-test		Post-test	
			Arithmetic mean	Standard Deviation	Arithmetic mean	Standard Deviation
Experimental	Male	21	4.06	0.21	2.54	0.29
	Female	21	4.03	0.21	2.57	0.30
	Male	42	4.05	0.21	2.56	0.30
Control	Female	19	4.01	0.21	4.04	0.21
	Male	22	4.02	0.22	4.07	0.23
	Female	41	4.02	0.21	4.05	0.22
Total	Male	40	4.04	0.21	3.29	0.25
	Female	43	4.03	0.22	3.32	0.27
	Total	83	4.04	0.22	3.31	0.26

Table (2) indicates the existence of apparent differences between the arithmetic averages of the performance of the two study groups on the scale of reducing the symptoms of post-question anxiety according to the difference in teaching strategy (asking questions, the usual method), and gender (males and females). The arithmetic mean of the experimental group students who studied using Questioning questions (2.56), while the arithmetic average of the control group students who studied using the standard method was (4.05), the arithmetic mean of the females was (3.32), while the arithmetic mean of males was (3.29), and the females in the control group got the highest

average arithmetic as It was (4.07), while the males in the experimental group got the lowest arithmetic mean of (2.54), and to determine whether the differences between the arithmetic means of the performance of the two study groups were statistically significant at the level of significance (0.05 = α) on the scale of reducing the symptoms of the question anxiety The dimensional difference according to the teaching strategy (asking questions, the usual method), and the gender (males and females), the accompanying two-way analysis of variance (ANCOVA Two Way) was applied, and the results of the analysis came as shown in Table (3):

Table (3) Two Way ANCOVA analysis of the performance of the two study groups on the scale of reducing the symptoms of post-question anxiety according to the difference in the teaching strategy (asking questions, the usual method), gender (males and females) and the interaction between them.

The source of variances	Sum of squares	Degree of freedom	Mean Squares	Calculated F	Statistical Signficance	Effect size Eta Squared
Pre-test	0.174	1	0.174	2.654	0.107	
The strategy	44.212	1	44.212	674.016	*0.000	0.896
Gender	0.006	1	0.006	0.096	0.758	.
The interaction between strategy and gender	0.006	1	0.006	0.090	0.765	
The error	5.116	78	0.066			
Total Corrected	49.787	82				

:A function at the level of significance (0.05) or less*

It is evident from Table (3) that the value of (P) calculated for the strategy reached (674,016), with a level of significance equal to (0.000), which indicates the existence of a statistically significant difference between the two study groups 'averages according to the different teaching strategy (asking questions, the usual method). Dimensional question anxiety symptom reduction scale.

It is evident from Table (3) that the value of (P) calculated for gender reached (0.096), with a level of significance equal to (0.758), which indicates that there is no statistically significant difference between the average performance of the two study groups of males and females on the scale of reducing symptoms of anxiety in the question. Dimensional.

Table (3) shows that the value of (P) calculated for the interaction between the teaching strategy and gender reached (0.090), with a significance level equal to (0.765), which indicates that there are no statistically significant differences between the performance averages of the two study groups attributable to the interaction between the teaching strategy and gender. Social on the scale of reducing anxiety symptoms of the post question.

In order to know in favor of who the difference was, the modified arithmetic averages for the performance of the two study groups were extracted on the scale of reducing the symptoms of post-question anxiety, according to the different teaching strategy (asking questions, the usual method), and gender (males and females), and Table (4) shows those averages.

Table (4)

The adjusted arithmetic means and standard errors of the performance of the two study groups on the scale of reducing symptoms of anxiety in the post question according to the difference in the teaching strategy and gender

Group	Gender	Arithmetic mean	Standard Deviation
Experimental	Male	2.54	0.056
	Female	2.57	0.056
	Male	2.55	0.040
	Female	4.01	0.059

Control	Male	4.02	0.055
	Female	4.02	0.041
Total	Male	3.28	0.06
	Female	3.30	0.06
	Total	3.29	0.06

Table (4) indicates that the adjusted arithmetic mean of the experimental group students who studied using questioning was the highest on the scale of reducing symptoms of anxiety in the post question, reaching (2.55), while the arithmetic average of the control group students who studied using the regular method reached (4.02) This means that the difference was in favor of the average of the experimental group students who studied using questioning when compared with the average of the control group students in reducing the symptoms of question anxiety, and the size of the effect of the teaching strategy according to the value of the ETA square was (0.896), and thus the effectiveness of the questioning strategy (89.6) %), That is, (89.6%) of the variance that reduces the symptoms of anxiety in the question is due to the strategy, while the remainder of the variance (10.4%) is unexplained and is due to other factors that are not controlled. This means that there is an effect of teaching social subjects with questioning strategies in reducing the symptoms of question anxiety among secondary school students in the State of Kuwait.

Chapter Five

Discuss findings and recommendations

This chapter discusses the findings of the study, and the recommendations and proposals that are formulated in light of these results. The results are discussed according to the results of the study question.

The results of the study showed that the experimental group students who studied questioning strategies were superior to the control group students in reducing the symptoms of question anxiety, meaning that the indicated strategies had a positive effect in reducing these symptoms. This can be explained in principle that the teaching, with its various activities in the experimental group, was based on asking questions, meaning that the question and the consequent questioning transformed the lesson into questions and answers that entailed other questions, and the emergence of many questioning processes, that is, students ask in turn, which is why It led to the lesson becoming based on the processes of questions and answers, questions and inquiries, all of which revolve around questions. This led to the student's coexistence with the question, and a relationship between them that led to the elimination or relief of the students 'anxiety regarding general questions and test questions in particular.

The reduction in anxiety symptoms may also be attributed to the fact that questioning strategies made students more focused on the material, bringing them closer to and understanding of it. The student who understands the material becomes more familiar with it and closer to it, and a desire to learn it, all of which greatly alleviated the anxiety that students had as a result of superficial understanding, and the shallowness of dealing with the questions that revolve around it.

The student deals with the questions, which are questions that carry a diversification in form, content and proposition, through the combination of the associative proxy question, the summit question, and the plateau question, as this diversification led to the student giving an acceptable and logical justification for each answer he participated in, and here the student felt its value. With its capabilities, the result is anxiety relief.

The questioning strategies put the student in the center of attention, and gave him the full pivot in learning, and this may have pushed him to actively participate in the lesson, engage in self-affirmation, self-pride, and confidence in it, away from what causes boredom, boredom and anxiety.

There is another reason related to the questions, as the questions themselves are a problem before the student that challenges his thinking, and since the modern approach to learning is based on problem solving, the student must be more positive in dealing with problems, which are questions that represent attractive problems that drive the student. To the active contribution to solving it, in

other words he put aside his anxiety, fear and hesitation.

The decrease in anxiety among the experimental group students may also be attributed to the fact that the questioning strategies achieved their goals, the most important of which is to get the student to actively participate in the lesson, without hesitation, fear, or son. In addition, the strategies included teaching methods and skills that addressed a lot of students 'hesitation and reluctance to participate in the lesson, and positive interaction with the teacher and colleagues.

As for gender and interaction with the experimental variable, it appeared that there are no significant differences in that, and this may be attributed to the fact that the strategies played an effective role in reducing the symptoms of question anxiety for all students, regardless of their gender. It may also be because boys and girls interacted positively with the strategies, and reported similarly to them in reducing their anxiety.

By comparing the results of the current study with the results of previous studies, with regard to reducing test or test anxiety, it is clear that the current results are in agreement with the results of all previous studies that found their independent variables a statistically significant effect in reducing test or test anxiety, according to what the previous study called. The current results differed only from those of Abdullah's (2000) study, which found no effect of preparation questions in reducing test anxiety.

Recommendations

In light of the results, the researcher recommends the following:

1-Encouraging psychology teachers to use questioning strategies.

2-Designing the psychology curriculum in a way that allows the use of questioning strategies.

3-Conducting other studies to know the effect of using questioning strategies to teach other subjects on achievement and other types of thinking, and to reduce other types of anxiety.

References

Caus, K.(2001)."A Teachers" guide for developing student skill in responding to essay questions, **Journal in- Survive Education**, 28(1), 131-161.

DeBono (2003). Creative thinking. Retrieved January 25.

Swartz, R.(2003**). Infusing critical and creative thinking into content instruction.** Washington, the National Center of Teaching Thinking.

Umaru, Y.(2014). Effect of instruction in meta cognitive skills on Mathematics Test Anxiety and Interest of Low-Achieving Students in Senior Secondary Schools. **Global Journal for Research Analysis**, 3(2), 74-78.

Veenman, M.(2000). Test anxiety and meta cognitive skillfulness: Availability versus production deficiencies. Anxiety Stress and Coping: **An International Journal.** 13(4), 391-412.

Barakat, Ziyad (2005). The relationship between reflective thought and achievement in light of some variables, **Journal of Educational and Psychological Sciences**, University of Bahrain, 4 (6), 23-61.

Touq, Mohieddin (2001). Foundations of Educational Psychology, Dar Al Fikr for Publishing and Distribution, Amman.

Hussain, Muhammad (2005). Introduction to the theory of multiple intelligences, University Book House, Gaza.

Al-Hawamdeh, Haifa (2012). **Building an educational program based on an improved reading strategy and measuring its impact on the development of creative reading and functional writing among students**, unpublished PhD thesis, Amman Arab University.

Khader, Fakhry Rashid (2006). Methods of Teaching Social Studies**, Al Falah Library,** Amman.

Al-Dahri, Saleh (2005). Mental Health, **Wael House for Publishing and Distribution**, Amman.

Radi, Ahmad Jabbar (2008). **The use of probing questions in teaching grammar and its effect on achievement among students of the Department of Arabic Language in the College of Arts**, Ahl al-Bayt University Journal, Issue (8), 298-314.

Richie, Robert (2002). Teaching Planning, translated by Muhammad Amin, **Cagrohill Publishing**, New York.

Al-Rashidi, Muhammad (2014**). The effectiveness of a counseling program in reducing test anxiety and its relationship to psychological compatibility among a sample of people with learning difficulties**, Reading and Knowledge Journal, Issue (15), 167-207.

Rayan, Muhammad (2006). Teaching Strategies for the Development of Thinking, **Al Falah Library**, Amman.

Zahran, Hamed (2000). General Psychology**, the world of books**, Cairo.

Zaitoun, Hassan (2003). Teaching Thinking: An Applied Vision in the Development of Thinking Minds**, The World of Books**, Cairo.

Zaitoun, Hassan (2006). Teaching skills: a future vision in the implementation of teaching, **The World of Books**, Cairo.

Zaitoun, Ayesh (2006). Constructivist Theory and Strategies for Teaching Science**, Al Shorouk Publishing and Distribution House,** Amman.

Zaitoun, Kamal (2003). Teaching: his models and skills**, The World of Book**s, Alexandria.

Al-Suroor, Nadia (2002). An Introduction to Creativity**, Wael Publishing and Distribution**, Amman.

Saadeh, Jawdat (2011). Teaching thinking skills, **Dar Al Shorouk for publishing and distribution**, Amman.

Shoaib, Mahmoud (2000). Exam anxiety among female students, **The Gulf Message Magazine**, (25), 95-118.

Al Siddiq, Karim (2011). High-level Questioning Strategies**, Jamahiriya House**, Libya, Tripoli.

Guarantor, Munther (2003). Psychological Counseling: Its Technical and Theoretical Foundations**, Al-Falah Library**, Kuwait.

Abdullah, Ramadan (2000). **The effectiveness of using preparation questions in achieving engineering and reducing test anxiety among female students of first and second grades of preparatory stage,** Journal of the College of Education, Mansoura University, Issue (16), 17-47.

Abdul Majeed, Mamdouh (2008). **The effect of using higher-level questions in teaching on developing students' scientific thinking skills**, Journal of Scientific Education, 1 (4), 115-151.

Al-Atoum, Abdel Nasser and Bishara, Mwafaq (2011). Development of thinking skills: theoretical models and applications**, Dar Al Masirah for publishing and distribution**, Amman.

Adas, Abd al-Rahman and Qatami, Nayfeh (2000). Principles of Psychology, **Dar Al Fikr for Printing and Publishing**, Amman.

Ayyash, Hassan (2002). **The Effect of Questioning Strategies on Thinking about Geometry and Reducing Concerns About It among Ninth Grade Students in Gaza**, Unpublished MA Thesis, Islamic University, Gaza.

Qatami, Nayfeh (2008). Creative thinking**, Al-Quds Open University publications**, Amman.

Qatami, Nayfeh (2013). Schwartz Model and Teaching Thinking**, Dar Al Masirah for Publishing and Distribution**, Amman.

Qatami, Yusef and Qutami, Nayfeh (2001), Teaching Psychology**, Dar Al Shorouk for Publishing and Distribution,** Amman.

Mahmoud, Hanan and Bazzo, Ansam (2017). **The effectiveness of a cognitive-behavioral program for developing cognitive thinking skills in reducing academic procrastination and test anxiety among undergraduate students, Arab Studies in Education and Psychology**, Issue (87), 113-158.

Mahmoud, Salah El-Din Arafa (2005). Individualization of teaching skills between theory and practice, **the world of books,** Cairo.

Makhlouf, Lotfi (1999). **The effect of using a strategy of questioning middle school students in solving engineering problems and reducing their mathematical anxiety,** Journal of Educational Studies, 5 (21), 205-228.

Musa, Rashad (2001). Basics of Mental Health, **Abandoned for printing and publishing**, Cairo.

Mecalco, Michael (2011). How to Become a Creative Thinker: The Secrets of Creative Genius, translated by Ola Ahmed Salah, **Egyptian General Book Organization,** Cairo

Nabhan, Yahya (2008). Predicting questions and feedback**, Al-Yazuri for Publishing and Distribution**, Amman.

Nasrallah, Omar (2004). Low level of school achievement and achievement: its causes and consequences, **Wael Publishing and Distribution**, Amman.

Al-Hashemi, Abdul-Rahman and Al-Dulaimi, Taha (2008). Modern Strategies in the Art of Teaching, **Dar Al Shorouk for Publishing and Distribution**

, Amman.