



Intuitive Thinking Styles and the Art of Questioning Practices among Public Secondary School Teachers

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Authors' contributions

This work was carried out in collaboration between both authors. Both authors read and approved the final manuscript.

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ABSTRACT

This study aimed to determine the significant relationship between intuitive thinking styles and the art of questioning practices among public secondary school teachers in Mati Central District, Division of Mati City. A descriptive-correlational research design was employed, with a sample of 137 public secondary school teachers in Mati Central District, Division of Mati City. Data were gathered through standardized questionnaires administered via face-to-face surveys. The data were analyzed using mean, standard deviation (SD), Pearson product-moment correlation, and multiple linear regression analyses. The findings revealed that teachers' intuitive thinking styles and their art of questioning practices were very extensive. Correlation analysis revealed a positive significant relationship between teachers' intuitive thinking styles and their art of questioning practices ($r=0.60$; $p=0.000$). Additionally, the study found that teachers' intuitive thinking styles

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significantly influenced their art of questioning practices ($r=0.62$; $p=0.000$). It is recommended that school administrators and teacher training programs emphasize the development of intuitive questioning techniques through targeted professional development initiatives. Providing teachers with training and resources to enhance their intuitive thinking will enable them to create more engaging and effective classroom discussions, ultimately improving student learning outcomes.

Keywords: Intuitive thinking styles; art of questioning practices; public secondary school teachers; descriptive-correlational; education.

1. INTRODUCTION

The art of questioning is essential for fostering a classroom environment that encourages critical thinking, student engagement, and deeper learning. Effective questioning techniques challenge students to analyze, reflect, and engage with the material, helping them develop higher-order cognitive skills. However, research indicates that many educators struggle with the use of effective questioning practices, often relying on low-level questions that promote recall rather than stimulating critical thought.

In international settings, teachers across various countries are encountering difficulties in mastering the art of questioning, with factors such as limited professional development opportunities, lack of exposure to effective questioning strategies, and a focus on standardized testing hindering their ability to pose challenging, thought-provoking questions. Teachers in California and Idaho, United States of America, may find it difficult to incorporate culturally responsive questioning techniques (Cruz et al., 2020). Additionally, teachers in Ghana lack training to ask questions that explore global issues, ultimately limiting students' engagement with critical topics such as climate change and human rights (Kuyini et al., 2020).

Moreover, several research studies have explored the relationship between intuitive thinking styles and the art of questioning practices, emphasizing how teachers' cognitive approaches influence their questioning strategies in the classroom. Intuitive thinking, characterized by decision-making based on patterns, insights, and instinct rather than detailed analysis, plays a critical role in shaping how educators ask questions to promote student learning and engagement (Ushioda, 2023). Teachers who embrace intuitive thinking often rely on gut feelings and immediate impressions to craft questions that guide student reflection, foster critical thinking, and stimulate problem-solving (Pherson & Pherson, 2020). These teachers tend

to use open-ended questions that encourage students to explore concepts beyond factual recall, fostering a deeper understanding of the subject matter (Oliveira et al., 2021).

Furthermore, intuitive thinking styles play a significant role in shaping the art of questioning. Teachers with strong intuitive thinking styles tend to use instinctive, dynamic questioning that challenges students to think critically, explore multiple perspectives, and engage deeply with content (Norton, 2024). Intuitive teachers are better able to adapt their questions in real-time to suit the needs and abilities of their students, fostering a classroom environment that values thoughtful inquiry and collaboration (Piirto, 2021).

In the Philippine context, public secondary school teachers often face challenges in integrating advanced questioning techniques into their instruction. While the K-12 curriculum encourages critical thinking, many teachers struggle to create question-based activities that promote higher-level thinking. The pressure to adhere to curriculum standards and focus on preparing students for exams often reduces opportunities for engaging, open-ended questioning (Madco, 2024). Teachers in Cebu and Manila have been reported to lack the necessary resources and professional development to employ effective questioning strategies that enhance student learning (Alvarez, 2020).

However, there are challenges associated with integrating intuitive thinking with effective questioning practices. Teachers with a dominant intuitive style may struggle with balancing spontaneity and structure, potentially leading to inconsistencies in questioning techniques (Bradford, 2023). Without adequate professional development or training, teachers may also face difficulties in finetuning their questioning strategies to align with diverse student needs and learning objectives (Liu et al., 2025). Furthermore, while intuitive thinking can promote creativity in questioning, it may also lead to

questions that lack sufficient focus or clarity, which could hinder student understanding (Suyundikova et al., 2021).

Ultimately, research suggests that when intuitive thinking styles and effective questioning practices are aligned, they create a classroom environment that enhances student engagement, fosters deeper learning, and encourages critical thinking (Lasekan et al., 2024). By embracing intuitive thinking and refining their questioning techniques, educators can help students develop problem-solving skills, expand their critical thinking capabilities, and engage in more meaningful learning experiences (Alsaleh, 2020).

In Mati Central District, Division of Mati City, the art of questioning practices among teachers is an essential aspect of classroom dynamics, influencing the depth of student engagement and learning outcomes. However, many teachers still employ basic questioning techniques that rely heavily on factual recall rather than encouraging higher-order thinking. This practice limits the ability of students to critically analyze concepts and apply them in real-world contexts. Effective

questioning, such as using open-ended and probing questions, allows students to reflect on their understanding and promotes intellectual engagement. Despite the potential benefits, teachers in Mati Central District, Division of Mati City, face challenges such as large class sizes and limited professional development opportunities, which can make it difficult for them to use effective questioning strategies consistently.

To establish quality learning assessment, this study aims to explore the relationship between intuitive thinking styles and the art of questioning practices among public secondary school teachers in Mati Central District, Division of Mati City. By examining this relationship, the study seeks to provide insights that can inform teacher training and professional development, ensuring that educators are equipped with the skills to foster critical thinking and inquiry-based learning through effective questioning. The findings will be valuable for policymakers, school administrators, and educators in designing strategies to enhance questioning practices and improve student engagement in the classroom.

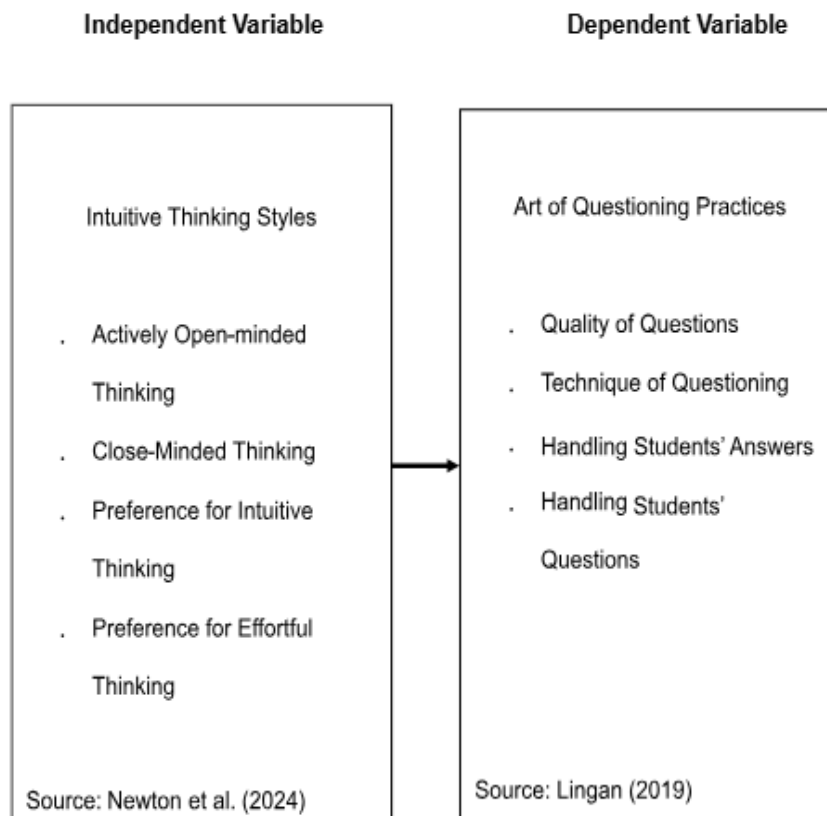


Fig. 1. Conceptual framework of the study

1.1 Statement of the Problem

This study aimed to determine the significant relationship between intuitive thinking styles and the art of questioning practices of public secondary school teachers. Specifically, it sought to answer the following questions:

1. What is the degree of the intuitive thinking styles of public secondary school teachers in terms of:
 - 1.1. actively open-minded thinking;
 - 1.2. close-minded thinking;
 - 1.3. preference for intuitive thinking; and
 - 1.4. preference for effortful thinking?
2. What is the level of art of questioning practices of public secondary school teachers in terms of:
 - 2.1. quality of questions;
 - 2.2. technique of questioning;
 - 2.3. handling students' answers; and
 - 2.4. handling students' questions?
3. Is there a significant relationship between intuitive thinking styles and the art of questioning practices of public secondary school teachers?
4. Which domains of intuitive thinking styles significantly influence the the art of questioning practices of public secondary school teachers?

1.2 Hypotheses

Ho1: There is no significant relationship between intuitive thinking styles and the art of questioning practices of public secondary school teachers.

Ho2: None of the domains of intuitive thinking styles significantly influence the quality and the art of questioning practices of public secondary school teachers.

2. METHODOLOGY

2.1 Research Design

The study employed a quantitative research design, specifically utilizing a descriptive correlational approach. Quantitative research involves the systematic collection of numerical data, with statistical, mathematical, or computational techniques to ensure objective,

accurate, and measurable results (Mohajan, 2020). To achieved reliable findings, the study used standardized and controlled data collection methods, such as surveys, to quantify variables and test hypotheses (Rassel et al., 2020).

Additionally, the research followed a non-experimental framework, which focuses on observing and analyzing naturally occurring relationships between variables (Roberts, 2021). Unlike experimental research, which manipulates variables to explore cause-and-effect relationships, non-experimental research aimed to understand and described relationships as they naturally unfold in real-world settings (Gamage, 2025).

Furthermore, a descriptive correlational research approach was applied to explore and describe the connections between two or more variables without altering them. The primary goal of this approach was to identify and understand patterns, relationships, or associations between variables (Mertler, 2024). Unlike experimental research, which seeks to establish causality by manipulating conditions, descriptive correlational research focuses on measuring the strength and direction of relationships as they naturally occur (Seeram, 2022).

In the context of this study, the descriptive-correlational research design was considered appropriate as it aimed to describe the extent to which intuitive thinking styles influence the art of questioning practices. Additionally, the study sought to determine the significant relationship between intuitive thinking styles and the art of questioning practices of public secondary school teachers.

2.2 Research Respondents

This study was conducted in Mati Central District, Division of Mati City. It included five public secondary schools within the district. A total of 137 teachers participated as respondents, selected from a population of 208 using Slovin's formula. These respondents rated the Intuitive Thinking Styles and Art of Questioning Practices among public secondary school teachers. The study was carried out during the school year 2024–2025.

To select the respondents, the researcher employed simple random sampling using the lottery or fishbowl technique. Each teacher in the population was assigned a number, and these

numbers were placed in a container large enough to allow the rolled pieces of paper to move freely when shaken. The researcher then randomly drew the desired number of participants. Only teachers with at least three years of service were considered eligible as respondents.

The inclusion criteria were as follows: first, the teacher must have been currently employed in a public secondary school within Mati Central District, Division of Mati City during the 2024–2025 school year. Second, the teacher must have had at least three years of teaching experience in any subject. Lastly, the teacher must have attended training or a seminar on the art of questioning. Teachers who did not meet these criteria were excluded from the study.

2.3 Research Instrument

The first part of the questionnaire was based on the Intuitive Thinking Styles Inventory by Newton et al. (2024). The scale includes items that focused on evaluating various dimensions of intuitive thinking styles including actively open-minded thinking, close-minded thinking, preference for intuitive thinking and preference for effortful thinking. Its overall Cronbach's alpha coefficient is 0.700, which supports the reliability of the questionnaire for measuring the variable of intuitive thinking styles. In this study, the intuitive thinking styles inventory demonstrates excellent reliability, with a Cronbach's alpha value of 0.929.

The second part of the questionnaire was developed by Ligan et al. (2020) to assess the art of questioning practices. The Art of Questioning Practices Scale, assessed the quality of questions, technique of questioning, handling students' answers and handling students' questions. The overall Cronbach's alpha coefficient for the scale is 0.800, indicating that the questionnaire was reliable for measuring the art of questioning practices. Additionally, the art of questioning practices questionnaire demonstrates good reliability in this study, with a Cronbach's alpha value of 0.933.

2.4 Data Gathering Procedure

In order to collect data for this study, the researcher followed the following processes and procedures:

The data collection procedure for this study was carried out in a systematic manner to ensure

ethical adherence and to obtain the necessary approvals. Initially, formal permission was requested from the Dean of the Graduate School. Once granted, the request was forwarded to the Schools Division Superintendent for further evaluation. This step-by-step approval process ensured that all institutional and educational guidelines were followed.

The next phase involved gathering data by creating and distributing survey questionnaires that were thoughtfully designed to meet the study's objectives. Coordination with school officials ensured the smooth distribution of the surveys to public school teachers, along with a clear explanation of the study's purpose. During the data collection phase, the confidentiality and anonymity of participants were prioritized to encourage candid responses.

After data collection, the retrieval process involved carefully organizing and analyzing the collected information. The completed questionnaires were counted, and responses were systematically recorded for statistical evaluation using tools such as the mean, standard deviation, correlation analysis and multiple linear regression.

2.5 Data Analysis

In analyzing and interpreting the data gathered for this study, the following statistical tools were utilized:

Mean was used to assess the extent of implementation of intuitive thinking styles and the art of questioning practices among public secondary school teachers.

Pearson r-moment correlation analysis was applied to examine the strength and direction of the relationship between intuitive thinking styles and the art of questioning practices of public secondary school teachers.

Multiple linear regression analysis was employed to identify which domains of intuitive thinking styles significantly influence the art of questioning practices among public secondary school teachers.

3. RESULTS AND DISCUSSION

3.1 Extent of Intuitive Thinking Styles of Public Secondary School Teachers

Presented in Table 1 is the summary of indicators in the extent of intuitive thinking styles

among public secondary school teachers, including close-minded thinking, actively open-minded thinking, preference for intuitive thinking, and preference for effortful thinking, based on the mean scores and standard deviations. The indicator "close-minded thinking" has the highest mean of 4.34, categorized as "very extensive," followed by "actively open-minded thinking" and "preference for intuitive thinking," both receiving a mean of 4.32, also categorized as "very extensive." Lastly, "preference for effortful thinking" received the lowest mean of 4.30, still categorized as "very extensive." The overall mean of 4.32 is described as "very extensive," indicating that public secondary school teachers exhibit a highly developed level of intuitive thinking styles in their cognitive processes.

The overall standard deviation of 0.65 suggests that the ratings were closely clustered around the mean.

This implies that teachers strongly demonstrate intuitive thinking styles, balancing both open-minded and close-minded tendencies, while also showing a preference for intuition and analytical thinking. Their strong inclination toward intuitive thinking styles suggests that they can effectively integrate both instinctive and reflective thought processes in their decision-making, problem-solving, and instructional approaches.

This finding supports the research of Sajja (2023), who emphasized that strong intuitive thinking styles among teachers enhance their ability to make quick yet effective instructional

decisions, particularly in dynamic classroom settings. Similarly, Sipman (2021) highlighted that teachers who rely on intuition can adapt their questioning techniques to engage students better and foster spontaneous discussions. Additionally, Lepe (2024) argued that intuitive thinkers are more likely to recognize patterns in student responses, allowing them to formulate follow-up questions that deepen understanding and promote critical thinking.

3.2 Extent of Art of Questioning Practices among Public Secondary School Teachers

Presented in Table 2 is the summary of indicators in the extent of the art of questioning practices among public secondary school teachers, including handling students' answers, quality of questions, handling students' questions, and technique of questioning, based on the mean scores and standard deviations. The indicator "handling students' answers" has the highest mean of 4.32, categorized as "very extensive," followed by "quality of questions" and "handling students' questions," both receiving a mean of 4.31, also categorized as "very extensive." Lastly, "technique of questioning" received the lowest mean of 4.30, still categorized as "very extensive." The overall mean of 4.31 is described as "very extensive," indicating that public secondary school teachers exhibit a highly developed level of questioning practices in their instructional approach. The overall standard deviation of 0.65 suggests that the ratings were closely clustered around the mean.

Table 1. Extent of intuitive thinking styles of public secondary school teachers

Indicators	SD	Mean	Descriptive Level
Actively Open-minded Thinking	0.70	4.32	Very Extensive
Close-Minded Thinking	0.75	4.34	Very Extensive
Preference for Intuitive Thinking	0.73	4.32	Very Extensive
Preference for Effortful Thinking	0.68	4.30	Very Extensive
Overall	0.65	4.32	Very Extensive

Table 2. Extent of art of questioning practices among public secondary school teachers

Indicators	SD	Mean	Descriptive Level
Quality of Questions	0.80	4.31	Very Extensive
Technique of Questioning	0.72	4.30	Very Extensive
Handling Students' Answers	0.68	4.32	Very Extensive
Handling Students' Questions	0.74	4.31	Very Extensive
Overall	0.65	4.31	Very Extensive

This implies that teachers are highly skilled in managing students' answers, formulating effective questions, encouraging student inquiry, and applying varied questioning techniques. Their strong art of questioning practices ensures that students are engaged in meaningful discussions, challenged to think critically, and given ample opportunities to express their ideas, leading to an interactive and stimulating classroom environment.

This finding underscores the research of Okolie (2022), who highlighted that strong art of questioning practices among teachers enhances students' critical thinking and engagement in discussions. Likewise, Stokhof et al. (2020) emphasized that teachers who employ effective questioning techniques create a more interactive learning environment, allowing students to explore ideas deeply. Additionally, Pan et al. (2024) argued that well-structured questioning practices contribute to improved formative assessment, enabling teachers to gauge student understanding and adjust instruction accordingly.

3.3 Significant Relationship Between Intuitive Thinking Styles and the Art of Questioning Practices of Public Secondary School Teachers

Presented in Table 3 is the correlation analysis between intuitive thinking styles and the art of questioning practices among public secondary school teachers. The relationship between intuitive thinking styles and the art of questioning practices has a correlation coefficient of 0.60 with a p-value of 0.000, which is less than the 0.05 significance level.

This indicates a high and statistically significant positive relationship between intuitive thinking styles and the art of questioning practices. The R^2 value of 0.36 suggests that approximately 36% of the variation in the art of questioning practices can be explained by intuitive thinking styles. Given that the p-value is less than 0.05, the null hypothesis (H_0) is rejected, supporting the claim that intuitive thinking styles are significantly related to the art of questioning practices.

This suggests that public secondary school teachers who exhibit a high level of intuitive thinking styles are more likely to demonstrate strong questioning practices. Their ability to rely on intuition, analytical thinking, and cognitive flexibility allows them to craft effective, engaging, and thought-provoking questions that enhance

student learning. The positive relationship underscores the importance of intuitive thinking in shaping teachers' questioning strategies, ensuring that they foster critical thinking, encourage student participation, and facilitate meaningful classroom discussions.

This finding corresponds with the research conducted by Sipman et al. (2024), who explored how intuitive thinking styles influence teachers' ability to formulate effective questions that stimulate student engagement. Teachers who rely on intuitive thinking are more adept at generating spontaneous and thought-provoking questions that encourage deeper discussions. Similarly, Wilson and Conyers (2020) highlighted that intuitive educators tend to craft questions that align with students' cognitive processes, making lessons more interactive and meaningful. Moreover, Tsai (2024) found that a strong connection between intuitive thinking and questioning practices allows teachers to adapt their inquiries dynamically, fostering a classroom environment that promotes critical thinking and active learning.

3.4 Domains of Intuitive Thinking Styles that Significantly Influence Art of Questioning Practices of Public Secondary School Teachers

Presented in Table 4 is The t-statistics for each domain (ranging from 4.20 to 4.35) and the p-values (all 0.000) confirm that these influences are statistically significant. The regression equation, the art of questioning practices = $3.25 + 0.74$ (actively open-minded thinking) + 0.70 (close-minded thinking) + 0.75 (preference for intuitive thinking) + 0.78 (preference for effortful thinking), indicates that the overall model explains 38.4% of the variance in questioning practices ($R^2 = 0.384$). Additionally, the model's F-value of 72.15 and its p-value of 0.000 indicate that the model is statistically significant.

These findings highlight that intuitive thinking styles, particularly preference for effortful thinking and preference for intuitive thinking, play a crucial role in shaping teachers' questioning practices. Teachers who engage in effortful and intuitive thinking are more likely to construct well-structured, thought-provoking, and engaging questions that enhance classroom discussions and critical thinking. Strengthening these cognitive styles can, therefore lead to more effective questioning techniques, ultimately fostering deeper student engagement and meaningful learning experiences.

Table 3. Significant relationship between intuitive thinking styles and the art of questioning practices of public secondary school teachers

Variables	Mean	SD	R	R ²	Degree of Relationship	p-value	Decision
Intuitive Thinking Styles	4.30	0.68					
			0.60	0.36	High	0.000	Reject Ho1
Art of Questioning Practices	4.31	0.65					

Table 4. Domains of intuitive thinking styles that significantly influence art of questioning practices of public secondary school teachers

Domains	B	BE	Beta	t-stat	p-value	Decision
Constant	3.25	0.80		4.30	0.000	Significant
Actively Open-minded Thinking	0.74	0.60	0.60	4.28	0.000	Significant
Close-Minded Thinking	0.70	0.62	0.50	4.20	0.000	Significant
Preference for Intuitive Thinking	0.75	0.65	0.55	4.30	0.000	Significant
Preference for Effortful Thinking	0.78	0.70	0.62	4.35	0.000	Significant
Regression Model						
Art of Questioning Practices = 3.25 + 0.74 (Actively Open-minded Thinking) + 0.70 (Close-Minded Thinking) + 0.75 (Preference for Intuitive Thinking) + 0.78 (Preference for Effortful Thinking)						
R=0.62; R ² =0.384; F=72.15; p-value=0.000						

This finding is consistent with the research of Newton et al. (2024), who emphasized the impact of intuitive thinking styles on teachers' questioning techniques. Their study found that actively open-minded thinking, preference for intuitive thinking, and effortful thinking significantly enhance teachers' ability to pose insightful and thought-provoking questions in the classroom. Similarly, research by Soysal and Soysal (2023) demonstrated that teachers with strong intuitive and reflective thinking tendencies are more adept at formulating questions that promote critical thinking and student engagement. Additionally, the work of Walter (2024) highlighted that fostering intuitive thinking styles among educators allows them to adapt their questioning strategies dynamically, leading to deeper discussions and improved learning experiences.

4. CONCLUSIONS

Based on the findings of the study, the following conclusions were formulated:

Firstly, the extent of intuitive thinking styles among public secondary school teachers is always observed, with teachers demonstrating strong tendencies in close-minded thinking, actively open-minded thinking, preference for intuitive thinking, and preference for effortful thinking. This indicates that teachers consistently utilize various intuitive thinking styles in their decision-making and instructional practices.

Secondly, the extent of the art of questioning practices among teachers is always observed, with strong effectiveness in the quality of questions, technique of questioning, handling students' answers, and handling students' questions. This suggests that teachers actively engage students through well-structured and effective questioning strategies that promote critical thinking and participation.

Thirdly, a significant relationship between intuitive thinking styles and the art of questioning practices is observed. This indicates that teachers who exhibit strong intuitive thinking styles are more likely to implement effective questioning techniques in the classroom. Their thinking preferences influence how they construct and deliver questions, respond to student inquiries, and guide classroom discussions.

Finally, all domains of intuitive thinking styles significantly influence the art of questioning practices. This highlights the crucial role of teachers' cognitive approaches in shaping their questioning strategies. Teachers who effectively utilize their intuitive thinking styles are better equipped to foster meaningful classroom interactions, encourage student engagement, and promote higher-order thinking skills.

The findings of this study, exploring the significant influence of intuitive thinking styles on

the art of questioning practices among teachers, are in line with Cognitive Load Theory, Constructivist Learning Theory, and Dual Process Theory.

Cognitive Load Theory, as proposed by Sweller (2020), emphasizes that learners have limited cognitive resources, and effective educators manage task complexity to optimize learning. In this context, teachers with strong intuitive thinking styles simplify complex topics by asking questions that reduce unnecessary cognitive load while still encouraging critical thinking. Their ability to focus on the most relevant concepts allows them to craft questions that guide students in processing information more efficiently, leading to better comprehension and engagement. When cognitive overload is minimized, students can focus on meaningful learning, improving both their understanding and retention of knowledge.

Additionally, Constructivist Learning Theory, developed by Piaget (1970) and Vygotsky (1978), as cited by Nurhasnah et al. (2024), highlights the role of active learning through experience and interaction. Teachers who apply intuitive questioning practices foster an environment where students construct knowledge through thought-provoking discussions. These educators recognize when students are prepared for deeper inquiry and guide them in connecting new concepts with prior knowledge. By using intuitive questioning strategies, teachers create a dynamic, student-centered learning atmosphere that enhances critical thinking and problem-solving skills.

Furthermore, Dual Process Theory, introduced by Kahneman (2011), as cited by Grayot (2020), explains that human cognition operates through two systems: a fast, intuitive process and a slower, analytical process. Teachers with intuitive thinking styles often rely on the first system quick, instinctive decision-making—which influences their questioning techniques. They can sense when a question will spark deep reflection or when a more structured, analytical question is necessary. This theory underscores the role of intuitive questioning in engaging students in both rapid, creative thinking and slower, reflective analysis. By balancing these approaches, teachers create a more stimulating and effective learning experience that supports both immediate comprehension and deeper cognitive processing.

5. RECOMMENDATIONS

Based on the findings and conclusions of this study, the following recommendations were proposed:

Firstly, considering that intuitive thinking styles among public secondary school teachers is at a very extensive level, it is recommended that school administrators sustain and further enhance teachers' ability to apply intuitive thinking in their questioning practices. Teachers may engage in continuous professional development programs focused on intuitive decision-making, metacognitive strategies, and adaptive questioning techniques to strengthen their ability to formulate meaningful and thought-provoking questions. Additionally, teachers may collaborate with colleagues in reflective discussions to refine their intuitive thinking processes and enhance their questioning skills in the classroom.

Secondly, since the art of questioning practices among teachers is also at a very extensive level, it is recommended that school administrators continue fostering an environment that promotes high-quality questioning techniques. Teachers may participate in structured mentoring programs, peer observations, and professional learning communities to refine their questioning strategies. Furthermore, teachers may explore and integrate innovative questioning methods, such as Socratic questioning and inquiry-based learning, to encourage student engagement and critical thinking.

Thirdly, given the significant relationship between intuitive thinking styles and the art of questioning practices, it is recommended that school administrators regularly assess and update professional development programs based on teachers' needs. Teachers may provide feedback on questioning frameworks and request additional resources to enhance their classroom discussions. Additionally, teachers may actively engage in research-based training on questioning strategies, allowing them to develop more effective and purposeful classroom inquiries that align with students' learning needs.

Finally, considering the influence of intuitive thinking styles on the art of questioning practices, it is recommended that school administrators prioritize capacity-building initiatives focused on improving teachers' intuitive questioning techniques. Teachers may participate in

collaborative discussions and workshops on best questioning practices, ensuring that their approach aligns with student learning objectives. Teachers may also engage in self-reflection and lesson study groups to analyze and improve their questioning strategies. Future researchers may explore how specific intuitive thinking strategies impact student performance, providing deeper insights that can guide teachers in optimizing questioning techniques for better educational outcomes. Future studies may also examine other factors that influence teachers' questioning practices, such as cultural contexts, subject areas, and students' cognitive abilities.

DISCLAIMER (ARTIFICIAL INTELLIGENCE)

The author(s) hereby declare that generative AI technologies have been used during the writing and editing of this manuscript. The details of the AI usage are as follows:

1. Grammarly: Used for grammar and spellchecking, as well as suggestions for improving sentence structure and overall clarity.
2. Quillbot: Employed for paraphrasing and refining sentence flow to enhance readability and coherence.

CONSENT AND ETHICAL APPROVAL

The study was carried out in full compliance with established ethical standards to protect the rights, dignity, and well-being of all participants. Before commencing data collection, the researcher obtained the required approvals, including an endorsement from the Dean of the Graduate School of Rizal Memorial Colleges and ethical clearance from the institution's Ethics Review Committee. The procedures adhered to the framework of Pregoner et al. (2025), ensuring alignment with current protocols for research involving human participants in educational settings. Participation was entirely voluntary, with respondents fully informed of the study's purpose, scope, and their right to decline or withdraw at any time without consequences. Informed consent was obtained to confirm each participant's understanding and willingness to take part. To ensure confidentiality, no personally identifiable information was collected, and all responses were handled with strict privacy. The data collected were used solely for academic purposes. These measures guaranteed that the research was conducted with transparency, ethical integrity, and professional accountability.

COMPETING INTERESTS

Authors have declared that no competing interests exist.

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