This study was conducted to determine the relationship between the cognitive levels of teachers’ questions in High School Biology classes and the students’ science skills development. Specifically, it determined the levels of questions the teacher asked during the recitation and in the summative and periodical tests, the level of performance of the students in the tests on basic and integrated processes and the relationship between the teachers’ cognitive levels of questions and students’ level of performance in the tests on basic and integrated processes.

This is a descriptive-correlational study which made use of quantitative and qualitative techniques of analyzing data. It determined the cognitive levels of the written and oral questions asked by the teachers and the relationship between the levels of questions and the achievement of the students in the tests on basic and integrated science processes.

The study involved biology teachers in the 4 government secondary schools in Laoag City. The instruments used by the researchers to gather data include a checklist to determine the levels of questions the teachers ask and the tests to determine the performance of the students in the tests on basic and integrated science processes. Actual classroom observation was also done by the researcher to record the interactions between the teacher and the students in the different classes. Classroom exchanges were documented through the use of a video recorder.

Descriptive statistics, i.e. frequency, percentage and mean were used to determine the cognitive levels of teachers’ questions and the quality of performance of students in the test on science processes.

The results of the investigations showed that the questions asked by the science teachers during recitation are predominantly knowledge and comprehension questions.
Majority of the questions asked by the teachers in their periodical tests are also knowledge and comprehension questions. Only a few questions in the application, evaluation and synthesis levels were asked by the teachers. The teacher who exhibited high level of mastery of the basic and integrated science processes. The cognitive levels of questions asked by the teacher affects the quality of students thinking skills in science.

The following are double recommendations to improve the teachers questioning skills:

A seminar-workshop must be conducted to equip the science teachers with adequate knowledge of Blooms Taxonomy of Objectives and to develop their skills in constructing and categorizing based on the taxonomy.

The results of the investigation should be presented by the researcher in a forum involving science teachers.

An item bank-pool of validated test items that develop the cognitive skills must be prepared not only in science but also in the other tool subjects.

A similar study involving more samples and in a wider area should be conducted to verify the results of the investigation.