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The Effect of Teaching Philosophy-Oriented on Academic Motivation and Self-Monitoring among Students

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ABSTRACT

The whole purpose of this research is to study the effect of philosophy on academic motivation and self-control among students. Research method is “Quasi-experimental” with two groups: control and test groups that are selected randomly. Statistical population consists of girl students of middle-grade-school in Rasht city (Iran) that their number is1283. 27 students are selected randomly as test group and 28 students are selected as control group purposely from the school. Theoretical pattern is design of educational philosophy-oriented schedule for girl teenager students. Research instrument are: academic motivation questionnaire (Ams) belongs to" Valerland” et al (1989) and self-control questionnaire of snider and ganisters (1986). The method for analysis data is descriptive and deductive method and also multi-variant co-variance analysis is to test hypotheses. Research findings show that philosophy-oriented education for girl teenager students in middle-grade-school affected on their academic motivation and self-control. The result of co-variance analysis of research variables shows that the difference among test group and control group is significant and also based on the final result of "Lambda Vilkz" test in studding combinational effect of independent variable on despondent variant and additionally, in regard to calculated "F" ($p<0.001$, 17.52) the hypothesis of research is not be significant; moreover, the severity of the effects of independent variables on the dependent variable is very high and equal to 0.28. In addition, significant differences test and control groups and severity of impact In terms of desirability to separate were confirmed in effects of teaching philosophy on academic motivation and self-monitoring.

KEYWORDS: Teaching Philosophy-Oriented, Academic Motivation, Self-Control, Teenagers.

1. INTRODUCTION

Philosophy for children or educational thinking for children is one of branch of teaching philosophy that examine to foster reasoning ability and philosophical thinking in the children. Lipman (1998), from 1969 to design and implement a program entitled "Philosophy for children" has tried to return philosophy to its real position. In his opinion, philosophy isn’t just for adults and children can also address it. He defines application of philosophy as what children and adolescents can it do are inherently prone to do (Skandari, 2007, p76).

Studies and researches show that educational period is good for the training of mind and reasoning skills of people and this should be start from period of childhood and adolescence. Thus, a new program entitled "Philosophy for children" was developed and philosophy entered into schools through it. Philosophy for children is an attempt to develop a philosophy and it is education that uses the philosophy to cause students mind in trying to respond to the need and desire to concepts. Philosophy for learner by providing a large number of exercises and problems to find good reason of critical and judgment, the learner will be trained that their vision makes wider. This program will teach them how to think. Philosophy for children is a program that involved teenagers in classroom discussions in the field of philosophical issues. Compared with adults, children are able to learn philosophy. Process of philosophy-oriented is specific types of fundamental training. For philosophy-oriented is required to asking and criticism and induce that children have all of them naturally (Rashtchi, 2009, p29). This research reviews designing curriculum of philosophy-oriented in an educational course to teenagers of middle-grade-school. Research aim is to investigate the effect of philosophy-oriented on learner’s academic motivation and self-monitoring. Indeed, the ultimate goal of this study is promoting and scientific development and education of teaching philosophy in schools.

2. Theoretical Foundations

Philosophy-oriented have been emphasized study thinking by analysis, reasoning and on the use of logic. Program of philosophy for children includes a feature that some of them are as follows: Reading skills for understanding, the search for problem, understanding of adjustment and decrees issued, problem, creating a coherent thought, observing the appropriateness, to connect between affairs studied, focused on the issue

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under discussion, classify, offering reason, to reformulate criteria and use them, to look at things from a broader perspective, using examples, the analysis of sentences and phrases and perception of assumptions, discover succession, receiving implies, generalizing, active listening, being neutral, seeing the problem from the perspective of others and respecting others (Fischer,1995; Chen,2007; Quoting ghaedi,2003,p59).

Structure of academic motivation is referred to behaviors that are related to learning and development in education. Generally academic achievement motivation as one of the motivations for developing is the internal force that leads learner to evaluate the overall their performance according to the highest standards, striving for success in the performance and having of the pleasure with success in performance (Seyf, 2008, p385).

Structure of self-monitoring states that people are differs from each other through monitoring self-review and self-restraint and self-expression behavior. People who have high self-monitoring are more sensitive than significantly situation and act in accordance with it. People who have low self-monitoring are less sensitive to indicators of environmental and status and behave more in response to emotions, attitudes and values themselves (Azizi & Soleymanpour, 2007, p31).

Program of philosophy for children consists of several key elements that include:" community of inquiry", "story books" and "teachers with changing role". But community of inquiry is an ideal methodology for the application of three elements crucial as follows:

1. Education and training as a reconstruction.
2. Learning as studentship or cognitive apprenticeship.
3. Classroom as a community of justice-based (Kendi, 2009; quoting Naghibzadeh, 2009, p12).

Lipman says that if we want our child in the future to become thoughtful adults, we should encourage them to thinking and for this purpose we would like to encourage them to discuss. Therefore, an important part of the philosophy for children and teens include thoughtful dialogue and aspirational. For this purpose is formed philosophy for learner in loop called community of inquiry that in the loop, children sit side by side as circular and also coach will be on their side. Sitting this way also helps children to easily talk to each other eye to eye and unlike regular classrooms exchange ideas with each other. This kind of relaxed classroom makes to encourage participants more interaction and bilateral dialogue (Rashtchi, 2009, p97).

Implementation of philosophy-oriented curriculum with research social approach can transfer several skills to students. Here refers to some of the achievements of this program (Naji, 2009, p126).

- formulating questions: students know with some of the disadvantages of the questions that are frequently affected. Formulating questions is very fundamental inquiry. Questions to enable students to understand the meaning of article yet that is said or read, students may also clarify other potential issues. However, not all of these are good questions.
- Avoid generalizations of free accuracy (and some famous generalization): casually Generalizations are this way that For example, what about some of the class members is true, as is true for the whole class.
- Proof and evidence for the claims of others: people who provide claims directed to reality, should be ready in the evidence to support their claims, or at least they should know how it can be achieved by the evidence.
- Processing and developing explanatory hypotheses: often there is some evidence, however, does not explain them satisfactorily or perhaps these evidences be dispersed and disconnected from each other. Presented hypothesized will coordinate them and what has happened, makes seemingly or emerges to be discussable.
- To formalize the differences related to current situation: very small differences related to fields and context can allow to another strong inductive reasoning.
- Taking advantage of others' ideas: people do not have rely on just their thoughts and ideas, but consider be usable the ideas of others and strengthen them.

Accepting justifiable criticism: subjective people avoid defensive about their ideas. They provide reasons for their votes, but at the same time accept constructive criticism.

- Welcome to hearing other aspects of the topic studied: in hers unprejudiced is as being fair or righteous. It means that are described the will of the other aspects or other different opinions about the subject.

Respecting others as a person: in community of inquiry loop, person respects others as persons. The person knows negative criticism of person as a unique argument, not just someone who presented the argument.

Availability of appropriate analogies or examples: allegories representing similarities, not about the characteristics of person, but similarities about whole system of these characteristics.

- Seeking clarification of vague concepts: students' well-defined problems that are often uninteresting and non-critical cede to others. They prefer to start obscure and complex concepts that require clarification and analysis.

To find differentiation and relationships suit to subject: in community of inquiry, if someone tried to establish a distinction must be the differences consistent with differentiation.

- Supporting opinions with convincing proof: in order for satisfactory of a belief, person accepts that provided argument to justify the belief. This means providing reasons that are strong and related to the topic

- providing examples and examples of contradictory: bringing an example, cited a particular instance of a general principle. Providing a controversial example is cited the example that rejects a principle or general argument.

- Seeking clarification and extraction of assumptions: claim or legal presented is based on the assumptions that are often hidden.

- Obtain the appropriate deduction until possible: person effort to obtain inferences that are not inconsistent with the applicable rules.

- Providing appropriate evaluative judgments: appropriate evaluative judgments are needed balance between different types of criteria.

From what Pears (2001) has stated, supporters of philosophy for children have used two points: the first research society and second definitions of research. A word of research society is given for the first time by Pears (1995) in an article entitled "fixation of belief" (quoting Sperod, 2001). Course this term for Pears has been limited to students of scientific research and all those who are committed to using the same procedures and compliance purposes such as scientific method. Philosophy for children, this term has been developed for any kind of research - scientific or unscientific – (Lipman, 1991; Quoting Skandari, 2007).

Pears (1995) defines, research include "stimulus uncertainty which is trying to earn a mode of belief". In his view, effort is called the research that begins with doubt and ends with a stop doubt. Thus, the sole purpose of research is transmitting or providing a comment (Spilter, 1991). Spilter (1995) adds a component to Pears definition and it is to realize:" research is scientific that by do it, we wish to understand why and reasons of Affairs" (Safaei Moghadam, 2009, p118).

Philosophy for children has clear recognition goals. It is forcing the mind to works. This work performs through challenging, methodical thought and structure interaction. This program also has a social purpose and it is education of democratic decision-making process. This program in breeding regularly participates and raising awareness of Person has certain contribution (Heinz, 2002). Teaching way of thinking can be the most general and common of this curriculum. According to Lipman (1980) the main objective of this program is that to help children to learn how thinking for themselves (Azizi, 2007, p59).

The basic goals in the curriculum of philosophy-oriented include: 1) Improvement of reasoning Ability, 2) development of Creativity,3) personal and inter personal growth, 4) development of ethical understanding, 5) development of the ability to find meaning in experience (Lipman,2003,p14).

Because academic motivation is linked directly to the learning and academic achievement of learners, thus dynamic and successful educational system is necessary to more attention to this important and unfortunately, one of the common problems of educational systems in many countries is low levels of academic motivation among learners that annually families found many losses of the scientific, cultural, economic and educational system the country is faced with educational failure (Bleazby,2007,p17).

Since most of the research done in the area of teaching philosophy is related to children, therefore, the aim of this study was to investigate the effect of teaching philosophy on the level of academic motivation and self-monitoring of middle school girls.

Naji & Ghazinejad (2007) in a qualitative study examine results if philosophy program for children on reasoning skills and behavioral functioning of children. Results obtained confirmed promotion and further strengthen children's intellectual skills expected. Strengthened skills include reasoning, distinguishing same affairs, correct judgment, critical thinking, creative and responsible. Confidence and problem solving in children was significantly raised.

Result of Chan Yuk Kong research (2007) in Singapore has shown that students participating in the philosophy curriculum for children showed better performance in the skills of critical thinking and creative. They also showed the ability to express thoughts and respect for the opinions of others.

Research was done by Pigler, Strofer and et al (2006) in Austria. In the study programs of philosophy for children and adolescents is implemented in cyberspace and by computer. The results indicate that in this education program is individualized, students have progressed in the field of social and moral development. Teriki (2006) in study showed that teaching philosophy to children created significant changes in reasoning verbal and nonverbal of children (Marashi, 2008).

In another study Sanjana (2005) in India has done, seventh grade students have participated in curriculum of philosophy for children. The aim of this study was to investigate the influence of the philosophy curriculum for children in the development of moral reasoning skills and motivation of the students. Results of this study have been confirmed effect of teaching philosophy on motivation and reasoning (Sanjana, 2005).

Mire (2001) show that in addition to available difference in behavior expressing monitoring and self-introduction, individuals with high and low self-monitoring capabilities in its approach to creating and

managing their interpersonal relationships differ. Individuals with high self-monitoring functionality use never their social relationships as a way to control their emotions (Gangstd and Snider, 2000), they tend to behave more pragmatic and profit orientation and necessarily have to spend less feelings in relationships (Snider, 1984; quoting Noroozi, 2007).

Individuals with low self-monitoring tend to drive with self-validate motivation. They their relationships select based on shared values, tend create strong and effective relationships and it will keep for a long time (Davis, 2007, p27).

Safaei Moghadam & et al (2006) show that performing method of research society in the classroom can positively affect students' reasoning skills. In a way that by the teaching philosophy to children can be explained approx 40% of the variance of their reasoning skills.

Jahani (2006) in a research found that teaching philosophy is caused training reasoning skills and the development of creativity among learners. Results also showed that if teaching philosophy and research approach is implemented in the classroom, better than teaching philosophy to the normal way and fosters reasoning skills and creativity in students.

Ghaedi (2009) meanwhile evaluates these programs states that fostering students' ability to reason and to move towards a specialized understanding of the philosophy are the most important goals in higher levels of primary school. These objectives are presented in the context of educational content and skills is also included in the program that includes exchanges constitute an exploratory, ethical, scientific and social.

Marashi (2006) with studying on 60 male students in secondary school, by using experimental methods and practical test of office software reasoning skills concluded that execution of this program in the classroom has a positive effect on students' reasoning skills. The results of this study have also been coordinated with findings of previous research in other countries.

Marashi (2009) in the field of research social dynamics says, research society is a process that in cases such as listening to others, to develop and use criteria, welcoming diverse perspectives, respecting others, having faculty of imagination and attention to search techniques are practiced. So by using this method in school programs can be a good alternative to traditional methods of education. Rashtchi and Keyvanfar (2009) to evaluate the theoretical foundations of research society as a methods of teaching philosophy to children, have concluded that research society in way of education is based on a participatory approach, because based on cooperative learning in loop explored are given the opportunity to all children to freely exchange ideas and respect each other's views (Marashi, 2008).

Teriki and Taping (2004) with review of ten researches during the years 1970 to 2002 refer to the positive impact of Philosophy programs for adolescents in the fields of reading, critical thinking, reasoning skills, self-esteem, cognitive abilities and mathematics. Simpson (2002) show that use of discussion, written assignments, discussion, role playing and learning in small groups, there are significant effects on subjects' reasoning skills.

Montes and Maria (2001) in a research reported that with the implementation of the philosophy curriculum for elementary school children in Mexico City and by using reasoning test of New Jersey, students participating in the program in the field of reasoning and critical thinking skills have higher performance than students who had not participated in the program

Morein (2000) in research in field of programs of teaching philosophy for children reported that implementation of this program to improve general cognitive ability experimental group and also in reading and comprehension have a positive effect (Trickey, 2004).

Research Questions

Does philosophy-oriented affect motivation factors?
Does philosophy-oriented affect self- monitoring?

RESEARCH METHODOLOGY

a) The method of research is quasi experimental that is with the implementation of the pretest and posttest test group and control group randomly. Because in this research approach, although human studies, the researcher are not able to control all the conditions but at least controls the following operating:

1- When does independent variable implement and which group is used as experimental?

2- When does observation or measurement occur? (Seyed abbaszadeh, 2012, p194)

b) Statistical population of research consisted female students in middle-grade-school in Rasht city in the academic year 2012-2013 that their numbers are 1283 people. Based on simple random sampling, a school was selected. Test group are27 people and a control group are 27 people, a total of 52 people were tested. Therefore theoretical model based on components of philosophy-oriented to teenagers, after providing educational package from curriculum of Ghaedi (2009), Skandari (2007) and Noroozi (2007) were developed

periodic and daily lesson plans that after studying and confirming the supervisor and advisor to three sessions per week for 3 consecutive months a total of 36 sessions were conducted.

c) Instrument of research was questionnaire of academic motivation scale (Robert, Valrand, Beliz, Berrir, Pltir, 1989) and self-monitoring questionnaire (Snider, Ganjested, 1986). Content and face validity of both instruments were reviewed and approved by supervisor and advisors and the reliability of academic motivation instrument is obtained 0/88 and self-monitoring is calculated 0/91.

d) Data analysis methods in addition to descriptive statistics such as frequency, percentage, mean, standard deviation, and diagrams required was used inferential statistics of multivariate analysis of covariance (MANCOVA).

Research Findings

According to the data obtained and charts drawn, there is a linear relationship among the dependent variables. On the other hand slopes of the regression lines are almost parallel and there is the homogeneity condition of Regression because the assume homogeneity of variance were tested with Baks test and by Leven test is also shown f calculated Equality of variances. Consequently MANCOVA test was accepted and executed. Covariance analysis results with regard to the main hypothesis of this study are presented in the following tables:

Table 1. Modified mean, standard deviation and result of covariance analysis (**MANCOVA)**

Dependent variable	Test group				Control Group				MANCOVA	
	Pretest		Posttest		Pretest		Posttest			
	M	SD	M	SD	M	SD	M	SD	F	ή
Extrinsic motivation	64/33	6/51	74/81	7/52	66/13	4/24	65/56	8/89	18/21**	0/28
Intrinsic motivation	60/21	4/39	68/78	8/81	61/33	7/34	59/15	5/19	20/09**	0/30
Lack of motivation	9/76	3/51	6/96	2/23	9/34	3/32	9/93	4/64	15/57**	0/25
Self-Monitoring	9/17	3/48	5/7	1/77	10/22	2/59	8/33	1/92	30/32**	0/39

**P<0/01

As seen in Table 1 after adjustment scores of test group and the control group according to the results of the above table and based on Bonferroni correction (0/0125) teaching philosophy on the level of academic motivation and self-monitoring has been effective (p<0/001).

Table 2. Combined effect size based on Lambda' Wilk test

	Value	F	df_1	df_2	sig	ή
Effect of Lambda' Wilk	0/391	17/25	4	45	0/001	0/61

Lambda' Wilk test examines the combined effect of independent variables on the dependent variables; based on the results in table 2 and based on Bonferroni correction (0/0125) effect of teaching philosophy on the level of academic motivation and self-monitoring in combined variable with partial ή=0/61, s=0/391 Lambda and wilk, F (4,45)=17/52 has a significant effect (p<0/001). Means that the teaching philosophy has been effective on academic motivation and self-monitoring of students and the square of contribute ETa shows the severity of this effect (0/61) that indicates intensity of effect is very high; effect sizes higher than (0/14) is considered high effect size .

Teaching philosophy is effective on students' extrinsic motivation

Table 3. The test results of effect of teaching philosophy on extrinsic motivation

Sources of variation	SS	D.F	MS	F	sig	ή
Extrinsic motivation	756/67	1	756/67	18/21	0/001	0/28
Error	1994/09	48	41/54			

According to the results in table 3 based on Bonferroni correction (0/0125) Teaching philosophy on the level of external motivation F (1, 48) =18/21 has been effective (p<0/001). Therefore conclude that research hypothesis based on teaching philosophy is effective in increasing students' external motivation, will

be confirmed. The square of contribute ETa shows the severity of this effect (0/28) that indicates intensity of effect is very high.

Teaching philosophy is effective on students' intrinsic motivation

Table 4. The test results of effect of teaching philosophy on intrinsic motivation

Sources of variation	SS	D.F	MS	F	sig	ή
Intrinsic motivation	868/08	1	868/08	20/09	0/001	0/30
Error	2073/9	48	43/21			

According to the results in table 4 based on Bonferroni correction (0/0125) teaching philosophy on the level of Intrinsic motivation F (1,48) =20/09 has been effective (p<0/001). Therefore conclude that research hypothesis based on teaching philosophy is effective in increasing students' intrinsic motivation, will be confirmed. The square of contribute ETa shows the severity of this effect (0/30) that indicates intensity of effect is very high.

Teaching philosophy is effective on students' general motivation.

Table 5. The test results of effect of teaching philosophy on lack of motivation

Sources of variation	SS	D.F	MS	F	sig	ή
Lack of motivation	161/26	1	161/26	15/57	0/001	0/25
Error	497/25	48	10/36			

According to the results in table 5 based on bonferroni correction (0/0125) teaching philosophy on the level of Lack of motivation F (1,48) =15/57 has been effective (p<0/001). Therefore conclude that research hypothesis based on teaching philosophy is effective in decreasing students' intrinsic motivation, will be confirmed. The square of contribute ETa shows the severity of this effect (0/25) that indicates intensity of effect is very high.

Teaching philosophy is effective on students' Self-Monitoring.

Table 6. The test results of effect of teaching philosophy on Self-Monitoring

Sources of variation	SS	D.F	MS	F	sig	ή
Self-Monitoring	92/22	1	92/22	30/32	0/001	0/30
error	145/98	48	3/04			

According to the results in Table 5 based on Bonferroni correction (0/0125) teaching philosophy on the level of self-monitoring F (1,48) =30/32 has been effective (p<0/001). Therefore conclude that research hypothesis based on teaching philosophy is effective in increasing students' self-monitoring, will be confirmed. The square of contribute ETa shows the severity of this effect (0/39) that indicates intensity of effect is very high.

Conclusion Based on the Research Hypotheses

Main hypothesis: Teaching philosophy-oriented to adolescents is effective on academic motivation and self-monitoring.

Data obtained from the study shows that there is a linear relationship between the dependent variables. Slopes of the regression lines are almost parallel and there is the condition of homogeneity of variances (p<0/005). According to test of Baks & Leven f computed has been established assumption of homogeneity and equality of variances. Considering that in main dependent variable are presented academic motivation subscales such as extrinsic motivation, intrinsic motivation, lack of motivation and self-monitoring (the dependent variable) and in scale of the independent variable (teaching philosophy) were studied, thus are used analysis of covariance with statistical presuppositions.

Therefore, after adjusting scores of test and control groups and the alpha obtained Bonferroni (p<0/001,0/025) is concluded that in difference between test and control groups teaching philosophy effect on the level of academic motivation and self-monitoring is significant and is confirmed. At the same according to Lambda' Wilk test that examines the combined effect of independent variables on the dependent variables, according to F calculated (17/52),p<0/001 Its effect has been confirmed with 99% confidence. According to results obtained of the test, effect intensity of teaching philosophy on the dependent variables is high means is obtained 0/28.

The main conclusion of this study is the alignment and coordination with previous research such as Sanjana (2005) and Yuk Kong (2005) and Ghaedi (2009) and Marashi (2009) that mentioned in theoretical foundations, because result of philosophy-oriented curriculum for students have a significant impact on reasoning skills and behavioral and motivational performance of people in education.

Because philosophy-oriented enables students to build a connecting bridge among the various issues learned. Therefore curriculum will be more meaningful for them. Also collaboration skills and thinking skills in program promote and foster and will be improved more communications and social responsibility of academic motivation. In fact participation of children in a search for meaning and develop strong understanding, and self-monitoring and their understanding of the subjects increased their thinking reasoning and abstract and will be improved their self-esteem, it help to people that improve the quality of their judgments in daily life and thus establish a healthier interpersonal relationships.

According to studies by Fisher (2000) Philosophy for children and teens raises the opportunity to develop skills such as information processing skills, inquiry, reasoning, creative thinking and evaluation. All of these skills include highest critical thinking skills. But skill is not only enough. Ready to use those skills should create for effectiveness it. This issue requires two sets of readiness or attitude that also this research has emphasized on it including conversational nature of the process and the development of individual skills through cooperative activities. This thought in terms of responsibility for our thoughts is care; and in term of ready to accept the ideas of others, and to connect to think of other people, it is collaborative. Collaborative experience provides lean thinking to internalize appropriate communication skills to the child. Philosophy for children integrates all of thought dimensions in a process.

Teaching philosophy-oriented has effect on internal and external motivation and general motivation of students.

A) According to data obtained, alpha Bonferroni (p<0/001,F=18/21,0/0125) effect of independent variable on academic motivation (external) was also significant and intensity of Its effect (0/28) has been very strong.

B) According to data obtained, alpha Bonferroni (p<0/001,F=20/09,0/0125) effect of independent variable on academic motivation (internal) was also significant and intensity of its effect (0/30) has been very strong.

C) According to data obtained, alpha Bonferroni (p<0/001,F=15/6,0/0125) effect of independent variable for has shown that the minimum feature of motivation to study and intensity of the effect is desired and is equal to 0/025.

Safaei Moghadam (1998) while introducing and evaluate programs of teaching philosophy to children, citing research has been done on the impact of this program on the development of moral judgment and motivation emphasized.

Ghaedi (2009) while evaluating these programs, states that growing students' ability to reason and to move towards a specialized understanding of the philosophy is the most important goals of higher levels of primary school. The objectives are presented in the context of the educational content and skills are included in the program that includes exploring exploratory of ethical, scientific and social.

Rezaeipour (2010) is focused on analysis of thinking skills development in Iranian children and adolescents. He states that program of teaching philosophy to children of Iranian children have the ability to develop reasoning skills. Since this program for can help strengthen students' moral manner through research motivation.

Teaching philosophy-oriented is effective on female students' Self-Monitoring.

According to data obtained, alpha Bonferroni (p<0/001,F=15/6,0/0125) show independent effect on self-monitoring and so intensity of its effect is good and has been 0/39 .

According to the results obtained in previous studies are examined and explained and analyzed. Montes and Maria (2001) in a study reported that students participating in programs of teaching philosophy for children in the areas of reasoning and critical thinking skills have higher performance because self-assessment and self-monitoring were achieving more favorable. Morion (2000) in research in the field of evaluating programs of teaching philosophy for children, reported that implementation of this program to improve general cognitive ability of experimental group and also in reading and comprehension has had a positive effect and surveying value of studies and self-monitoring had a positive effect. Sperod(1997) show

when was used the method of research society in science education, the experimental group was showed significantly better performance than the control group in science reasoning test.

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