Research Paper

Impact of Teaching Philosophy on Self-Regulation and Social Skills among Female Junior High School Students

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Abstract

Aim: This study aimed to investigate the impact of teaching philosophy on self-regulation and social skills among female junior high school students of Qom city in the academic year of 2019-2020. This quasi-experimental study used a pretest - posttest design with a control group. The study population comprised all female junior high school students of Qom city in the academic year of 2019-2020. The sample comprised 30 (15 for each group) female students selected by convenience sampling, who were randomly assigned to to each group. Then, the participants in the experimental group participated in 12 sessions of 60 min on philosophy. Data collection tool included the Teenage Inventory of Social Skills (TISS and Self-Regulated Learning Strategies (1990). Then, the data were analyzed in SPSS.v21 software using statistical tests such as multivariate analysis of covariance (MANCOVA). The results indicate that the philosophy teaching program had significant impact on self-regulation and social skills. Based on the findings of this study, teaching philosophy improves self-regulation and social skills among female junior high school students.

Keywords: Teaching philosophy, Self-regulation, Social skill, Female students.

Introduction

Adolescence is the most active period for learning and education (Wilson & Hockenberry, 2014). For this reason, proper education and acquisition of

competencies in schools have always been of interest to those involved in education and researchers in the field of educational sciences (Asl-Mohamadalizadeh et al., 2018). Self-regulation is a part of one's effort to regulate thoughts, feelings, and actions to achieve goals, and is seen as an active process in which learners try to monitor, regulate, and control their cognition, motivation, and behavior (Palacios-Barrios & Hanson, 2019). Using this process plays an effective role in improving social functioning. Learning social skills, on the one hand, leads to high academic performance and on the other hand leads to positive behaviors that initiate, maintain, and expand positive interactions with peers (Adamou, et al., 2014).

In recent years, the philosophy teaching approach has been used to improve adolescents' self-regulatory and social skills. Teaching philosophy not only provides children with the opportunity to explore and practice cognitive and perceptual abilities, but also creates the ground for discovering and creating values and ideals that they consider important and respected (Cheraghzadeh, et al., 2019). A review of the literature shows that teaching philosophy has a significant effect on self-regulation and social skills (Fathiazar, et al., 2019; Banisi, et al., 2019). Therefore, the main question of the present study is whether the teaching philosophy has an effect on self-regulation and social skills of female junior high school students in Qom in the academic year 2019-2020.

Methodology

The present study is a quasi-experimental study with a pretest-posttest design and a control group. The statistical population included all female junior high school students in Qom in the academic year 2019-2020 (n= 28349). Samples were selected by convenience sampling method from Hazrat-Masoumeh High School. According to the research design and the inclusion and exclusion criteria, a sample of 40 girl students was selected. Samples were randomly divided into experimental and control groups, each with 20 individuals. Lucky bag was used to randomize allocating students to experimental and control groups. The main researcher taught philosophy to the experimental group in 12 sessions (two sessions of 60 minutes per week), but the control group received no intervention. Data collection tool included the Teenage Inventory of Social Skills (TISS and Self-Regulated Learning Strategies (1990). Data were analyzed in SPSS.v21 software using multivariate analysis of covariance (MANCOVA).

Results

The mean (standard deviation) age of the experimental and control groups was 14.20 (0.83) and 14.35 (0.67) years, respectively. The results of the student's t-test showed that the two groups were age peers (P = 0.534; t = 0.627). MANCOVA was used to determine the effect of teaching philosophy on self-regulation and social skills of female junior high school students.

Table 1: The effect of teaching philosophy on self-regulation and social skills

Variables	Source	df	MS	F	Sig.	Size effect
Self-regulation	Pre-test	1	1904.48	253.346	0.001**	
	Group	1	46.755	6.220	0.018*	0.367
	Error	35	7.517			
Social skills	Pre-test	1	85.351	41.739	0.001**	
	Group	1	8.540	4.177	0.049*	0.500
	Error	35	2.045			

P<0.01**, P<0.05*

According to the results in Table 1, the value of F is the effect of teaching philosophy on the variables of self-regulation, and social skills (P <0.01). As seen in Table 2, teaching philosophy significantly affected components of self-regulation: self-efficacy, internal evaluation, motivational beliefs, self-regulation, and cognitive strategies.

Table 2: The effect of teaching philosophy on components of self-regulation

Variables	Source	df	MS	F	Sig.	Size effect
Self-efficacy	Pre-test	1	145.482	231.336	**0.001	
	Group	1	5.214	8.424	**0.006	0.206
	Error	34	0.619			
Internal valuation	Pre-test	1	48.455	70.185	**0.001	
	Group	1	10.737	14.860	**0.001	0.380
	Error	34	0.723			
Exam anxiety	Pre-test	1	249.352	922.783	**0.001	
	Group	1	0.262	1.041	0.315	-
	Error	34	0.252			
Motivational beliefs	Pre-test	1	325.784	154.903	**0.001	
	Group	1	33.960	16.147	**0.001	0.304
	Error	34	2.103			
Self-regulatory	Pre-test	1	445.424	594.407	**0.001	
	Group	1	9.460	13.650	**0.001	0.304
	Error	34	0.693			
Cognitive	Pre-test	1	325.784	154.903	**0.001	
	Group	1	36.876	19.786	**0.001	0.383

strategies

	Error	34	1.864			
Self-regulatory learning	Pre-test	1	939.404	380.508	0.001[**]	
	Group	1	2.933	1.188	0.283	-
	Error	34	2.469			

P<0.01**, P<0.05*

As seen in Table 3, teaching philosophy significantly affected the component of desirable social behavior.

Table 3: The effect of teaching philosophy on components of social skills

Variables	Source	df	MS	F	Sig.	Size effect
Desirable social behavior	Pre-test	1	93.054	44.274	0.000[**]	
	Group	1	11.851	5.638	0.023[*]	0.135
	Error	36	2.102			
Anti-social behavior	Pre-test	1	55.987	610.860	0.000[**]	
	Group	1	0.147	1.600	0.214	-
	Error	36	0.092			

P<0.01**, P<0.05*

Discussion and conclusion

The findings of the present study showed that teaching philosophy had a significant effect on self-regulation and social skills of girl students. Limitations of the present study include failure to assess findings in a follow-up phase which prevents making conclusions about the permanence of intervention effects. As the result of the present study showed that the philosophy teaching program is a successful method for improving self-regulation and social skills, and somehow does principled thinking and structural interaction, it is suggested that the philosophy teaching program be included in the curriculum from the very beginning. Also, considering that the hypothesis test showed that the philosophy teaching program has a significant effect on students' self-regulation and social skills, it is suggested that this program be used in the form of extracurricular school sessions to improve the mentioned skills.

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