

## Investigating philosophical thought in gifted third grade high school students

Aleme Keikha\* <sup>1</sup>, Alireza Rezaee Abgholi<sup>2</sup>

1. Faculty Member, department of management, Zabol University, Zabol, Iran
2. Faculty Member, educational sciences department, Farhanghiyan University, Ghom, Iran

### Article history:

Received date: 23 September, 2016  
Review date: 5 October, 2016  
Accepted date: 20 November, 2016  
Printed on line: 5 January, 2017

### Keywords:

philosophical thought , third grade high school gifted student

### Abstract

**Purpose:** The aim of the current research was investigating the rate of philosophical thought in gifted third grade high school students of Zahedan on the basis of Smith Theory. **Materials and method:** Research methodology was deceptive-correlational. 180 students were selected employing random cluster sampling method among a Statistical population including 360 students and Smits (1998) philosophical mind questionnaire with a 97 percent Cronbach alpha was applied for data collection as a research instrument. One sample t test was employed for analyzing the data. **Findings:** Findings reveal that students were in desirable and acceptable position in 4 components of Smith's Theory which was released from inflexibility, evaluating theories and thoughts free from their source, having a multidimensional view and patience in temporary augment. Also results reveals that flexibility of gifted third grade high school students of Zahedan was higher than mean score of normal students. **Discussion:** it was as a result of high intelligence capability of gifted students.

**Please cite this article as:** Investigating philosophical thought in gifted third grade high school students. *Interdisciplinary Journal of Education*, Volume 1, Number 2, 35-40.

- Corresponding author      Email: [Aleme.keikha@yahoo.com](mailto:Aleme.keikha@yahoo.com)

## 1. Introduction

Education is one of the main mankind activities in all societies (Jazayeri & etall, 2012). Development of social construct and the need for education, making people ready for developed society, lets the authority to concentrate on the base on education and organizing the instructional processes (Khazaei, 2006). In fact, rapes societies change, different view toward mankind in new word, and need for correct feedback to this development makes it necessary to have valid educational system and analyze and judge capability and ability to confront difficulties (Wilgis, & McConnell, 2008).

In this regard it is necessary to take some fundamental characteristics into consideration which play a guidance role in this way. Smith believes that a thoughtful person has got three characteristics including Collectivity, Deepness and flexibility (eskandari and kiani, 1386). The manager of developing philosophy for children by considering these three characteristics stated that teaching philosophical skills in adulthood is very late. It is better to teach these skills during adolescence to let them turn these skills into a habit in adulthood. Lipmann (1988) believes that if the curiosity sense was reinforced in adolescence period they would be a thoughtful and creative person (Ramazani, 1389).

## 2. Research Background

In the current research due to broad area of philosophical thought the researcher investigates the potentiality for inflexibility in philosophical thought in gifted third grade high school students Zahedan. One of the main goals of every educational system is educating gifted and highly talented people (Abutorabi & Rozita, 2008). In this regard it is necessary to consider this goal within educational curriculum. It would be better considering thinking and philosophical thought in children mind(s) rather than reinforcing them to memorize some information in their mind. In fact, successful educational systems should have this capability to recognize valid and invalid thoughts. Otherwise students will live according to customs and they will never think and create (Zarghami, 1387).

Around 4 decades ago, Lipman thinks to low level student's skill after deep investigation he came to this conclusion that this lack relates to lack of flexibility and thinking and having critical mind. So he tried to design a program to make students think, create and judge deeply about the phenomena (safae moghadam and najariyan).

In 1970s after witnessing political upheaval taking place on university campuses nationwide in 1960s, Lipman realized that philosophical and critical thinking should be encouraged much earlier in the academic setting. He founded the Institute for the Advancement of Philosophy for Children in 1974. Lipman's method involves reading philosophically stimulating narrative to children and encouraging them to come up with philosophical questions in response.

The questions set the agenda for a collaborative inquiry where the teacher acts as both facilitator and co-inquirer. The lessons are dialogue based with students usually sitting in a circle and taking turns at suggesting solutions, expressing opinions, putting forth arguments and counter arguments, providing examples, constructing criteria and building on each other's ideas with the aim of coming to a settlement regarding the initial philosophical questions that stimulated the dialogue. Lipman's ideas about learning, pedagogy and curriculum are heavily influenced by the educational and philosophical ideas (eskandari & kiani, 1386).

Smith (2008) recommend three components for philosophical mindset in a research conducted by Smith, he compared principals together in terms of three features of the philosophical features and reached this conclusion that a principal who is comprehensive, cogitative and flexible in his/her thinking possesses a different influence compared to a principal whose thinking lacks such a quality (Zaki, 1999, page 92). For philosophical mind, smith (1992) has maintained three dimensions, and for each dimensions, he has believed in four signs or characteristics as following...?

According to (Buckingham, 2012) signs of Comprehensiveness are as follows: 1- An individual relates the specific cases together in an extensive background. In other words, he/she tries to see the big picture. 2- In confrontation with problems, he/ she consider their relationship with basic targets or ideals which their achievement is possible in the future. 3- He/she tries for the theories which can be generalized, but he/she doesn't extract such theories from study of all details and collection of their common characteristics. But, through study and analysis of a few cases, he/ she make general rules explicating all aspects of these affairs extensively. 4- He/ she shows broad- mindedness versus different beliefs and thoughts.

Signs of Cogitation/ deep thinking according to Robbins & Stephen (2014) include 1- An individual questions the affairs which are supposed to be certain for others. 2- Through cogitation (deep thinking), he/she discerns the basic aspect of problems and specifies their principles and foundations in confrontation with each theory.

3- From what he/she sees, he/ she extract the imperceptible things and is sensitive to the implicit meanings and relation of affairs. 4- In enforcement of cogitation, he uses hypothetical comparative method instead of inductive method. It is in such a manner that an individual, while confrontation with one case or a few cases, deals with compilation of the hypothesis and generalizes the hypothesis, as a total affair, to various cases.

Ruona, Wendy & Lurham (2011) believes that Flexibility Signs are as follows : 1- An individual doesn't get involved in psychological stiffness. 2- He/she evaluates the beliefs and thoughts without he/ she is affected by their resources. 3- He/ she studies the problems from several respect and differentiate among the opposed and contradictory affairs. 4- He/she observes aspect of precaution in the judgments and avoids from making the beliefs to be absolute and certain. (Page of 72-92).

Generally, Wilgis & McConnell (2008) asserts that an individual with philosophical mentality tests and assesses all his/her actions and behaviors by above indices. By logical thought, the principal must go ahead from identification of the problem to finding of appropriate solutions for difficulties, and this task is not possible unless he/ she is of characteristics of the logical thought. As the concentration of the current research is on flexibility, so the component of flexibility will be recommended in gifted student.

Getting rid of psychological rigor The person who has philosophical mind has less undesirable feedback in new occasions. (Smith, 1382). In order for increasing the flexibility, the person should behave in a way that they have readiness for encountering problems (marashi 1386) they have to learn that in every part of their life have the best challenge and through controlling themselves in specific occupation in order to access their goal (ghaedy, 1383).

The value of opinion polls and opinions separate from their source. Those who (have philosophical mind can judge thoughts without considering the source. The person should have this capability to be free from emotional feedbacks which affect augment. (Smith, 1998). A naturally gifted person is affected by thoughts and deeds of important people. (Smith 1988). In this regard (Lipmann believes that a philosopher is a person who thinks philosophically exactly like secrete. So having flexibility is a recommended skill for gifted students. In relation to this, students should be able to analyze thoughts without paying attention to the teller and see issues with multiple ways to create alternative directions for the hypothesis.

A person with a philosophical mind has the ability to consider issues from multiple directions. Such a person can make careful distinction between contradictory issues and for this purpose a relatively large number of hypotheses for this aspects is considered (Smith, 1982). In this program, students will be able to examine the various alternatives, in order to understand the relationship between them and to finally, consider the outcome of this communication and understand the distinct issues related to both. (Lipmann, 1980). It is also attempts to provide students with the ability of presenting assumptions, coordination's) and coherence and considering contradictions and inconsistencies (jahani, 1386).

A person with a philosophical mind, avoids emotional anxiety and tries to resolve ambiguities (through) intellectual curiosity (smith, 1382). Philosophy is a program for gifted students to help them to(omit) go beyond the available information and with curiosity, unbeknownst to deal with (ghaedee, 1383).

### 3. Method

The current study was a descriptive – correlational study.180 gifted female students were selected applying multi cluster sampling among 360 population members who were studying in the third grade of education. At the first step all state female schools of Zahedan (18 schools) city were selected and at the second part 8 schools were selected randomly among all students. At the next step, third grade classes were selected then all students who had a higher than 18 mean score were selected as gifted students. 230 students were included in this framework. In The next step Wechsler intelligence test were committed to find out if these students were gifted or not. From the entire students only180 students could be in the framework of the study and the remaining other 50 students were omitted from the study. At the next step Smith’s philosophical mentality questionnaire were presented to the students.

#### 1. 3. Measurement

Smith’s philosophical mentality questionnaire was used as the survey instrument. This questionnaire comprises of 30 items related to three dimensions of the construct, including, getting rid of psychological rigor, flexibility, measuring the value of thoughts and ideas regardless of their source, seeing issues with multiple ways and avoiding prejudice and judgment. Creativity was measured by the standard questionnaire of creativity developed by Rend sip. The answers were quantified on Liker-type scales (1 = “Complete agreement”; 2 = “Agreement”; 3 = “Neutral”; 4 = “Disagreement”; and 5 = “Complete disagreement”). Reliability of the questionnaires was calculated using Cronbach alpha coefficient to be0.73 and 0.77, respectively [15]. Content validity of the questionnaires was insured after introducing the opinion of experts.

#### 2.3. Data Analysis

data gathering was done through questionnaire and it was performed on the same setting, place and method for all. Uncompleted questionnaires were Omitted and remained questionnaires were analyzed employing spss number 23. In order to test the hypotheses, on samples, t test was employed.

### 4. Findings

Descriptive statistic concerning the (population studies shows that mean age of female gifted students was (15 years old) and the mean score of their intelligence was (120). In order to use parametric statistic Kolmogorov Smirnov test should be performed to test the normality of data distribution.

Table. 1 Kolmogorov Smirnov result for normality of variables

Variables	Number	KS	Significance	Result
flexibility	180	2/57	0/195	Normal
Getting rid of psychological rigor	180	0/156	0/097	Normal
measuring the value of thoughts and ideas regardless of their source	180	1/49	0/254	Normal
seeing issues with the multiple ways	180	0/845	0/078	Normal
Avoiding prejudice and judgment	180	0/846	0/126	Normal

The result of table 1 shows that the distribution of data in all variables is normal. So the parametric statistic will be employed for data. In order to test philosophical thought in third grade high school gifted students

with standard score of gifted student on sample t test was performed and the results is described in table 2.

Table 2. The result of one sample t test

Variables	N	M	SD	t	Df	Sig
flexibility	180	96/35	16/19	77/33	179	0/001
Getting rid of psychological rigor	180	12/03	2/44	49/57	179	0/001
measuring the value of thoughts and ideas regardless of their source	180	16/01	2/73	63/89	179	0/001
seeing issues with multiple ways	180	16/20	2/21	55/06	179	0/001
Avoiding prejudice and judgment	180	16/27	2/96	60/13	179	0/001

The results show that flexibility variable ( $t=77/33$ ,  $df=179$ ,  $sig =0/001$ ) and its sub variables ( $df=179$ ,  $sig =0/001$ ) are higher than standard score. So it can be concluded that flexibility of gifted third grade high school students of Zahedan is higher than mean score of normal students in getting rid of psychological rigor, measuring the value of thoughts and ideas regardless of their source, seeing issues with multiple ways, avoiding prejudice and judgment. So this difference is significant.

#### 4. Discussion

Given that curiosity and thinking about people have pre-eminence and a very long history of two thousand years and probably getting back to a time when people were keen to see why people are different (from each other (Afroz, 1374). As the pre-eminence curiosity and thinking about gifted individuals has a long and history around two thousand years (afroz.1374)., by reviewing history we will understand that world was changed by creative people and the majority of people are curious. Due to these facts many educated experts believe that the current changes in the world of education, creativity and thinking in learners, are the heaviest and most important goal of any educational system. (Baba Ali, 1387).

As mentioned, Smith believes people have three characteristics of philosophical thinking, integrity, meditation and flexibility. From the view of flexibility components) in this study the researcher's flexibility in thinking and its components, provides gifted students. Considering the findings related to the four features of flexibility in terms of philosophical thought in Smith's view, which set forth in (Table II), it seems that the gifted third year high school students in Zahedan, have acceptable flexibility in their thoughts and judgments. These findings are in relationship relation with Madeira (1393), ezheae (1383), Ramazani, 1389, mahbobi, (1394).

In line with Kennedys view (2011) it has to be mentioned that the purpose of education should be that students develop general issues with a broad vision and outlook. The curriculum for gifted students on the basis of Pilgeren (2013) be set in a way that will enable them to issues they encounter in classroom and school n general). They must learn to ask fundamental questions about what they do not know. They must learn to create their ideas and opinions that are presumed to a question. Ability to control and correct selection as well as other things that need for flexibility in thinking should be considered in gifted student's curriculum. As well as other things needed for flexibility in thinking, the ability to control and correct should also be considered in gifted student's curriculum.

Finally, according to Eezazi, Alishiri & Talaghani (2015) gifted students who have better efficiency are to be encouraged and to be introduced to one another. Since the issues and the various functions of school are associated with each other, and classroom is a philosophical thinking area so that apply appropriate solutions in dealing with education issues and avoid hasty decisions and find deep issues in solving problems of students (learning, emotional and educational). Also Teachers should show appropriate behaviors in emotional positions and make thinking as a priority in their behaviors and actions.

## References

- Abutorabi, R, (2008), *studying the effects of philosophical mind training on Organizational climate*, master's thesis, Ferdowsi University of Mashhad.
- Afroz, G. (1374). *Introduction to the psychology and education of children* Tehran: Tehran University Press.
- Agee, J. (1383). *Gifted student's characteristics: the publication of sampan*.
- Amirtash, A.A, Abkar, A & Mozaffari, A. (2011), *The Relationship Between Philosophic-Mindedness And Academic Performance Of Physical Education Faculty Members*, *World Applied Sciences Journal* 15 (6): 885-889.
- Baba Ali, F. (1384). *Compare the style of thinking and its relationship to creativity among students in humanities and arts at Tehran University*. Master's thesis. Al-Zahra University.
- Buckingham, H.A. (2012). *A study of the relationship between headmasters 'independent schools as perceived by teachers*, Southern Connecticut state university New Haven, CT.
- Eezazi, M., Talaghani, B. (2015). *Investigating the Challenges of Program p4c (Philosophy for Children) In Teaching Science in Iran*. *Journal UMP Social Sciences and Technology Management*. 3. 3.
- Ghaedi, y (1382). *the principles, approaches and methods of teaching philosophy to children*. A thesis of PhD of Philosophy of Education, Teacher Training University.
- Ghaedi, y (1383). *Teaching philosophy to children, considering the theoretical base*. Tehran Dvavyn press
- jahani, J. (1386). *investigating effects of teaching philosophy to children in developing moral character of students*. *Studies curriculum*. 7. 37 to 59.
- Jazayeri N.N, Heidari T, Gh. N Aminimogh, f (2012) *A Study of the Relationship Between Philosophical Mindedness of Managers and Organizational Climate in Bojnurd Schools*, *European Journal of Scientific Research*, Issn 1450-216x Vol. 70 No.3 (2012), Pp. 450-457.
- Kennedy, D. (2011). *From Outer Space and Across the Street: Matthew Lippmann's Double Vision*. *Childhood & philosophy*, Rio de Janeiro, v.7, n. 13.
- Khazaei, H. (2006). *Studies the relationship between philosophical minds of educational managers and rate of enjoying the participation of school teachers in high schools of Ardabil*, MS Thesis, and Tehran University of Teacher Education.
- Lipman, M (1988). *Philosophy Goes to School*. Temple University Press.
- Lipman, M, Sharp. A.M and Oscanyan. F. 1980. *Philosophy in the Classroom*. Philadelphia: Temple University Press.
- Mahbobi T; Abdollahzadeh, A and Mahbobi, h. (1394). *Investigate the relationship between philosophical mindset with critical thinking and irrational beliefs in elementary and secondary school principal's city Buchanan*. *Journal of analytical psychology - cognitive*. Sixth year. 23.64 to 57.
- Marashi, M. (1386). *brsry research community on the growing influence of Mhrathay argument grade female students*. *Journal of Curriculum Studies*. 2. 7.95 - 122.
- Mhdyar, F. (1393) *Compare selected managers' thinking styles Vantsaby Sistan Baluchistan University*. Master's thesis, University of Sistan and Baluchistan
- Naghizadeh, M. (1377). *Statement in philosophy and philosophy of education*. Tehran: Tahoori
- Pilgeren, A. (2013). *Socrates in the classroom, Rational & Effect of philosophizing with children*. Diss. Stockholm University.
- Ramezani, M. (1389). *Philosophy for Children curriculum in order to consider the various aspects of philosophical mindset thinking and children*, *Institute for Humanities and Cultural Studies*. 1. 21-35.
- Robbins, Stephen. P., (2014), *Fundamentals of Organizational Behavior*, Tehran, Publications Office of Cultural Research.
- Ruona, W, E.A. & Lurham, S.A. (2011). *A philosophical framework for thought and practice in human resource development*, Germany: University of Georgia.
- Smith, P.G. (1965). *What is philosophy education?* U.S.A.: McMillan.
- skandari, H Kiani, J. (1386). *The impact of the story telling on the skills of philosophy and questioning students*. *Journal of Curriculum Studies*. No. 7. 1-36.
- Smith, P. (1382). *Philosophy mindset in educational management*. Translation: MR Behrangi. Tehran: Perfection Training press
- Wilgis, M., & McConnell, J. (2008). *Concept mapping: an educational strategy to improve graduate nurses critical thinking skills during a hospital orientation program*. *The journal of continuing education in nursing*. VO 139. No3.
- Wilgis, M., & McConnell, J. (2008). *Concept mapping: an educational strategy to improve graduate nurses critical thinking skills during a hospital orientation program*. *The journal of continuing education in nursing*. VO 139. No3.
- Zarghami, S. (1387). *Investigating comparative philosophy and logic fusion and separation High School*. Ministry of Education. *Research organizations and educational modernization*.