

The impact of philosophy for children on social skills, metacognition And tolerance of ambiguity in the junior high school students

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Abstract

Purpose: This research is aimed at The effect of social skills training philosophy, beliefs and tolerance of ambiguity in the junior high school students was conducted. The aim of the present study, the use and the collection of data for quasi-experimental, pretest and post-test with group The control and testing Respectively. **Methodology:** The statistical population consists of all Secondary school students of Tehran Region 3 in the first semester of the academic year 98-1397 Was (N = 6500) A sample of 30 patients were considered for sampling random cluster sampling was used. Data were collected, Wells' metacognitive beliefs questionnaire (1997), the ambiguity tolerance questionnaire that Lin (1993), Matson Social Skills Inventory (1983) and a philosophy training course for the group Experiment for 13 sessions 60 min. That by "design philosophy lessons for children" was formulated participated. To analyze data Statistical analysis of covariance analysis Was used. **Findings:** The results obtained showed that social skills training philosophy, beliefs and tolerance of ambiguity impact There. Apply this training method Improve social skills, beliefs and was ambiguity tolerance. **Discussion:** So you need to improve social skills, beliefs and tolerance of ambiguity that the purpose of their business flourish of mental Is used and useful means of teaching philosophy in the educational system, he said.

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1. Introduction

Today's students are tomorrow's future, in a world so complex and full of live dynamics. A world in which all of life has been affected by technology and be sure to individuals in a society, to be decorated with a variety of skills to accept the changes. One of the important features that contribute to the success or failure of individuals in this age of the power in the name of tolerance of ambiguity. Tolerance of ambiguity in the sense that if a person is in a situation of unknown Graf faced with a problem, mental balance and he did not have the patience to understand the obscure situation and find the right solution to pay (Babaei,2016).

Tolerance of ambiguity refers to the process that the information processed in ambiguous situations and reactions to this information with a set of cognitive, emotional and behavioral responds. From the point of view Ladosoro share significant structural ambiguity tolerance, among other variables involved in education can give teachers the knowledge that in spite of all conditions to personality structure learners must also be considered. When a person with a set of procedures unfamiliar, complex and obscure faces obscured, in these conditions and personality characteristics that determine to what extent he can end a situation that is uncertain Coping is successful (Saeedi Mobarakeh and Ahmadpour, 2012). Norton believes that when the information is not parsed and is threatening conditions ahead, makes some people feel anxious and eventually work quickly to avoid. People have less tolerance for ambiguity, usually experience more stress and ambiguous assignments, fail, while those with relatively good tolerance for ambiguity ambiguous act more tasks and enjoy it (Shaterian & Mohammadi, 2013).

Metacognitive beliefs The concept of a multifaceted concept, which has brought its new concepts into emotional disturbances, is defined as consciousness and self-control, which means knowing itself as a thoughtful being, and this awareness plays an important role in the precision of problem solving, self-control, self-education and behavior change is in appropriate circumstances (Yardln - Damar,2015). Two broad areas of content are positive and negative beliefs. Positive beliefs about the benefits and usefulness of engaging in cognitive activities, such as "focus on the threat is" concerned about the future and help me to avoid the risk that ". Negative beliefs are beliefs that are uncontrollable, meaning, importance and risk of cognitive thoughts and experiences are relevant. Such as "If I have hostile thoughts may act contrary to their desire" (Farnam,2011).

On CD researches Committed in Show These data are Which the defects in cognitive abilities, causing problems with social functioning, lower quality of life and psychological damage (Smrarty,2012). Persons who have beliefs are more strategic and compared to those unaware, show better performance. This is an advantage because it allows the individual beliefs in addition to confidence, negative beliefs aside and be positive (belt and Gaven,2011) Metacognitive strategies are based on objective, informed and motivated to further their individual efforts (Panalea and Filippo,2012).

2. literature Review

Social process in which norms, skills, motivations, attitudes and behaviors are shaped to a current or future role in society becomes appropriate. In this process, the acquisition and use of social skills and how to communicate and interact with others, one of the main components of social development, particularly among children and adolescents is (Toresresearch, 2007). Social skills, coping with skill sets that facilitate social life and friendship and improves a person's social approval (Avzvkv, 2017). In other words, more generally,

the ability to establish social skills Relationships between Somebody with Others Is to Syntax that from Opinion Acceptable, valuable, customary society and Yet for a person, family and society Beneficial Been and Have a mutual interest. One Among the signs of health Mental and social The existence of these relationships social Is. to have Such warm relationships and Friendly with humans other Source safety, Trust, comfort and Comfort of every human being Organization and society Is. Social Skills Learnable, Inclusive Behaviors Verbal and non-verbal They Are with intent Intent Reactions and Response S Fits along They require Fit time and behavior control Specific, affected from Factors The environment And they are Enhancements The social of others Take Maximize (Harjy,Beigi translation, 2010).

Social skills, including skills such as initiating and maintaining social interaction, leadership skills and the ability to set limits with peers, interest and other benefits in social interaction and impairment in social skills, leading to dissatisfaction peer victimization in the relations (Grout,2017). According to studies, many students Skills social Suitable Take Did not get And This is the case Leads To Development of problems Psychological Like unsuccessful communication With Peers Performance Inappropriate education, lack of company the door Side activities And Isolation, Exclusion By peers Anxiety, depression And anger the door The era Childhood And Ages higher will be And in fact, the consequences And outcomes From Levels Inappropriate Your social skills To Lack of health Behavioral And the right social In adulthood will be (Garmaroudi and unitary Nia,1385; Sgryn,2000 ;lad,2009).

The school is the first device which is responsible for knowledge transfer and knowledge accumulated student is responsible. In addition to formal training programs, something that some sociologists have called it the hidden curriculum that students learning the subject. Students are expected to learn, be quiet in class, school discipline to follow rules, to accept the authority of teachers, teachers' reactions to the expectations of their children are affected (Giddens,Sabouri translation, 2013). Basically, the growth and development of all aspects of personality is the basis of the philosophy of education today. In order to have a healthy, creative and useful human being in society, it is necessary and necessary for him to be developed along with the development of the intellectual and intellectual powers of his individual, his social and emotional forces. One of the most important factors for the compatibility with the environment, his social skills. People throughout their lives are constantly solving problems. Problem-solving to help people to deal effectively with the problems and challenges of life. When an issue is not clearly defined tolerance for ambiguity and interpretation solutions for the construction and reconstruction work comes. Students need to tolerate ambiguity and reach a skill in life by providing detailed instructions about Chgvnky acts solve the problem. Students during their study to solve many dilemmas. But often Do not get the necessary skills to solve the real world problem. Real world issues are very different from the ones that are written in books. If the real-world issues in all of the courses to be included, a significant impact in improving the tolerance of ambiguity students head properties. Moderate level of uncertainty can have very positive effects on human life. Everyone has a lot of ambiguity in his or her understanding. Therefore, some ambiguity is needed in order to promote personal development and human development. Hence, instead of being ambiguous, you should be embraced openly. People who have low tolerance for ambiguity and conflict situations vague anxiety are mental. Hard committed to preconceived ideas and new evidence processing fail intolerance of ambiguity is an essential characteristic trait of psychological disorders in adolescents (Karvrt,2006).

Research in the field of beliefs, social skills and tolerance of ambiguity suggests that each of these variables. Students in low or moderate (Sharif and Islamiyah, 2012;Ahmdpvrmbarkh, 2009; Narimani, 2009) and since

these structures play an important role in the lives of students and overall personality in learning, the jobs and mental illnesses, the need to address this issue in addressing concerns and building a healthy personality and behaviors just right when faced with ambiguous situations with practical training, problem-solving as a group for students as an important element of the future. The instrument is very necessary. As researchers have acknowledged that social skills most essential skills to create positive interaction with others (Avzvkv, 2017) or a tolerance for ambiguity, is an incentive for entrepreneurial orientation (Heidari, 2013).

According to the researchers, teaching philosophy by Matthew Lipman American philosopher with the aim of raising the level of skills in children and adolescents was established, effective methods to improve students' needs in the areas of cognitive, emotional and psychological (Karykv, 2016) and the results show that teaching philosophy positive results of student achievement tests in school, respect, and confidence as thinkers and learners, fluency and quality of questions from students, the quality of creative thinking and verbal reasoning, ability to listen to others and have engaged in class discussions (Fisher, Translation Safai front and Najarian, 2011) and improve the ability to reason, creativity, critical thinking, foster understanding of moral and artistic values, citizenship education and the development of interpersonal and intrapersonal skills (social) impact is (Worley, 2016). Many researchers have emphasized the necessity of teaching philosophy to children (Karykv, 2016; Di Olimpio and Tschrz, 2016). Another advantage of classes teaching philosophy is that in the course of dialogue, negotiation, brainstorming, critical reasoning and perceptual skills to achieve reasonable judgments used in learners (Abbasi, 2017). Essentially, the method of teaching philosophy to children and youth work approach, by exploring rings (community management) is. Training philosophical approach to education that is based on dialogue and deep reflection, so it gives an opportunity to people to solve social problems rather than coercion argument. Philosophical Inquiry in the ring, learning environment where students have to study mental questions and express ideas, thoughts and beliefs are associated with the test. In such an environment, rather than omniscient teacher is the facilitator of learning and intellectual growth of the student and any idea can guide people in achieving detectable response (s guidance and May, 2015). Given the benefits, features and necessity of the philosophy of education was important to note that with all the emphasis that philosophy has been to educate, influence That kind of training The variables in this study (except navigation and month of birth (2016), tunic (2015), Khurram supernatant (2013) that studies have been univariate and not at the same time) as well as other the countries Do Is not present article tries to answer this question is to what extent the social skills of teaching philosophy, beliefs and tolerance of ambiguity impact?

3. Methodology

This study is the use and the collection of experimental data, From Pretest and post-test with group Is the control. The statistical population of this research is all Secondary school students of Tehran Region 3 in the first semester 98-1397 Yale is a fire ($N = 6500$) For example, random cluster sampling method was used. So that the area was selected Tuesday Tehran two secondary school (due to interference caused by variable experiment, two separate school was intended to test the effect of variable overlapping there is not), then 30 The first class of high school students both cluster (students who have different social classes) were selected and participated in the research. The following questionnaire was used to collect the data of the three is:

1- Metacognitive Belief Questionnaire: This questionnaire was prepared by Wells (1997) and a self-monitoring scale of 30 Matter is Which in A four-point Likert scale Calculated. This scale has five sub-scales of positive beliefs about concern; trust Cognitive, cognitive self-awareness, negative beliefs about uncontrollability of thoughts, beliefs about the need to control thoughts Yi Is. Shirin Zadeh Arrested in the (1385) Wales beliefs questionnaire translated and prepared for the population and Cronbach's coefficientLfay a whole scale in the Iranian sample 0/91 Has reported. In this research, the faculty and content validity of the approved faculty questionnaires and related experts. Overall reliability is also based on alpha "alpha" and each subscale 0/87 respectively combined ratio 0/79, 0/80, 0/74, 0/76, 0/84 was calculated.

2. Ambiguity tolerance questionnaire: the questionnaire by inadequate Lane (1993) and has a 22-item scale was 5 degrees. One study in Iran, and its final 0/83 and 0/78 validity of this scale has been reported (Ariapour, 1384). In this study, the faculty and content validity of the questionnaire was approved by the professors, experts and relevant experts. Its reliability by Alpha "Alpha" 0/84 respectively.

3. Social Skills Questionnaire to assess social skills questionnaire Matson (1983) has been used. The questionnaire used to assess social skills has been developed 4 to 18 years, with 56 questions and assessment Social skills of various dimensions (appropriate social skills, antisocial, aggressive and impulsive behavior, domination and have great confidence in their relationship with peers) is. The questionnaire based on 5 Likert scale You can Is. In this study, Shah Mohammadi (2014) general index Matson Social Skills Inventory equal to 83/0 and for any later reported as follows: appropriate social skills equal to 0/74, antisocial behavior equal to 0/71, aggressive and impulsive behavior equivalent to 71.0, its supremacy and great confidence in having equal to 0/72, peer relationships, equal to 0/74. In this study, face and content validity of the questionnaire approved by teachers, specialists and experts were concerned. Overall reliability is also based on alpha "alpha" coefficient vary from 850 and each subscale respectively 0/78,0/79, 0/73,0/80, 0/77 respectively.

4- Conducting a philosophy for children group Experiment: teaching philosophy for 13 years 60-minute sessions for the experimental group. It should be noted that the above is derived from the method of teaching philosophy course on "Philosophy for Children lesson plans, appropriate classes and research thinking and thinking and lifestyle "by Michael Burroughs and translator Reza Barati (2016) is (conducting training in two Months) and describes this period as Table 1 Is. To Purpose Decomposition and analyze Data from covariance analysis Was used.

Table 1. Description of the philosophical course for the group the experiment

Session	Summaries of meetings
1	Introduction of People, Rules and Objectives To hold a training course and run a pre-test
2	What is philosophy?
3	Leadership (cleaning up types of leadership)
4	Ethics (what makes an action right or wrong?)
5	Justice (What is Economic Equality in Justice?)
6	Freedom and social contract theories (Who can limit your freedom?)
7	Justice (What is political justice?)
8	Friendship (identify attributes / aspects of a friend / good friend)
9	Discrimination (Ethical Permission of Model Imagery)
10	Free (you can choose freely their relationship with the world?)
11	Leadership (what makes a good leader?)
12	Epistemology (how do you know what you know?)
13	Run the test

4. Findings

Table 2. The results of Kolmogorov-Smirnov and Shapiro

Variable	the experiment				Control			
	KS		Shapiro–Wilk		KS		Shapiro–Wilk	
	KS	Sig	SH-W	Sig	KS	Sig	SH-W	Sig
Tolerance of ambiguity	.173	.062	.897	.067	.146	.100	.940	.093
Appropriate social skills	.166	.033	.911	.016	.116	.200 *	.955	.225
Antisocial behavior	.116	.200 *	.948	.147	.080	.200 *	.976	.708
Aggression and impulsive behavior	.111	.200 *	.936	.072	.169	.029	.940	.094
Superiority and self-confidence	.168	.051	.921	.058	.186	.009	.921	.028
Relationship with peers	.102	.200 *	.944	.119	.105	.200 *	.980	.815
Social Skills	.170	.067	.917	.063	.128	.200 *	.954	.219
Positive beliefs about worry	.120	.200 *	.964	.393	.125	.200 *	.929	.056
the trust Cognitive	.135	.171	.936	.070	.170	.026	.894	.006
Cognitive self- awareness	.148	.093	.960	.317	.206	.002	.882	.053
Negative beliefs about the uncontrollability of thoughts	.195	.005	.936	.069	.193	.006	.918	.024
Yi beliefs about the need to control thoughts	.136	.167	.958	.278	.111	.200 *	.936	.071
Metacognitive beliefs	.119	.200 *	.952	.193	.085	.200 *	.969	.510

According to the results of the Kolmogorov-Smirnov test and Shapiro Table 2 shows the significant level. The results for More Variance greater than 0/01, and it can be safely said that the data distribution Details will follow the normal and thus can be used analysis of covariance to analyze the research hypotheses.

Table 3. Test results "Loon"

Variable	The Lone Story	Degree of freedom1	Degree of freedom2	Significance level
Tolerance of ambiguity	1.655	1	28	.187
Proper social skills	1.019	1	28	.391
Antisocial behavior	1.782	1	28	.059
Aggression and impulsive behavior	1.213	1	28	.313
Superiority and self-confidence	1.317	1	28	.056
Relationship with peers	1.352	1	28	.267
Social Skills	.787	1	28	.506
Positive beliefs about worry	.081	1	28	.970
the trust Cognitive	1.275	1	28	.292
Cognitive self-awareness	1.364	1	28	.055
Negative beliefs about the uncontrollability of thoughts	.887	1	28	.453
Beliefs Yi about the need to control thoughts	1.904	1	28	.53
Metacognitive beliefs	1.151	1	28	.337

According to Table 3 Test results "Lon" indicates that the means have obtained greater than 0/01 and confidently be stated that the variance of the Group of the assumed homogeneous. test zero, "Loon" which means that the homogeneity of variance between the two groups has been approved to be and the assumption of homogeneity of variance have been complied with, the analysis of covariance can be used to analyze the hypothesis of research.

Table 4. The results of my test box based on the similarity matrix of variance - Kvvayans

Level	The statistics	The statistics
Meaning you	Test F	My test box
.196	1.041	40.749

According to the results presented in Table 4 significant level of my test box of 749/40 would be. Since this value is greater than the significance level (0/01) needed to reject the null hypothesis can be assumed to be zero covariance matrix consistency approved to be. The assumption of homogeneity of covariance matrix, as a multivariate analysis of covariance established assumptions are.

The results of the regression slope in Table 4. 12 is provided.

Table 5. Regression line tilt homogeneity results

Variable	Source of change	Sum of squares	Df	Average squares	The statistics F	Significance level	ETA squared (effect size)	Statistical power
Tolerance of ambiguity	Group * before test	8454.31	2	4227.157	73.414	.000	.845	1
	Error	1554.65	27	57.580	-	-	-	-
	Total	181621	30	-	-	-	-	-
Skills Social	Group * before test	34074	2	17037	37.183	.000	.734	1
	Error	2942.71	27	108,989	-	-	-	-
	Total	193917	30	-	-	-	-	-
Metacognitive beliefs	Group * before test	1684.65	2	842.328	7.729	.002	.364	1
	Error	12371.2	27	458.195	-	-	-	-

Total	125566	30	-	-	-	-	-
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**** P < 001/0**

According to the results presented in Table 5 interaction Group (independent) pre- test (covariate) to tolerate ambiguity equal to 0/845 and skills Social equal to 0/734 and for the beliefs of 0/364 that any Tuesday resulting amount is larger than 0/01 will be, so the assumption of homogeneity of the slope of the regression acceptance will be.

* The main hypothesis of the research: education philosophy on skill social, beliefs and ambiguity tolerance among students of secondary impact is.

Table 6. Results of four statistics of covariance analysis for the main effect of the group on dependent variables

Test	the amount of	df Hypothesis	df Error	F	Level meaningful P
Pulse effect test	.995	3	27	3457	.000
Wilkes Lambda Test	.301	3	27	3457	.000
Test hotel effect	192.098	3	27	3457	.000
Test the biggest root of zinc	192.098	3	27	3457	.000

**** P < 01/0**

According to the results presented in Table 6 results of each test the effect of Play (0/995) , Wilks Lambda (0/301) , the Hoteling and the largest root (098/192) showed that the effect of group on skills, social , beliefs and tolerance of ambiguity knowledge of students about study significant is (01/0> P And F=3457) The above analysis of covariance analysis of several variables is permitted in other words it can be concluded that the teaching of philosophy on skill social , beliefs and ambiguity tolerance among students of secondary impact is .

Table 7. Break down results for covariance analysis of total variables

Source of change	The dependent variables	Sum of squares	Df	Average squares	The statistics F	Significance level	ETA squared (effect size)	Statistical power
group	Tolerance ambiguity of	12659	1	4219.689	119.144	.000	.865	1
	Skills Social	52995	1	17665.20	56.111	.000	.750	1
	Metacognitive beliefs	2285	1	761.911	9.837	.000	.345	1

**** P < 01/0**

According to the results of Table 7 the value F B is obtained for the variable tolerance for ambiguity equal to 144/119 is for changing skills Social equal to 111/55 and for changing beliefs equal to 837/9 that every Tuesday quantity, at 0/01 meaning of will be the d. So assuming the null hypothesis is rejected and confirmed research takes place. Accordingly, one can conclude that Teaching Philosophy on skills, social, beliefs and ambiguity tolerance among students of secondary impact is, so that would improve the level of skill social effect size 75 and improve the level of metacognitive beliefs as a result of 5/34 and improve the level of tolerance ambiguity effect size 5/86 in science school Junior high school has been.

* Hypothesis first partial: teaching philosophy on the skills of social science students of secondary impact is.

Table 8: Results of covariance analysis in grades pre and post skills, social

Variable	Source Changes	Sum of squares	Df	Average squares	The statistics F	Significance level	ETA squared (effect size)	Statistical power
Skills for social good	Before the test	208388	1	208388	6503.4	.000	.991	1
	Group Effect	5609.33	1	1869.778	58.352	.000	.758	1
	Error	1794.40	28	32.043	-	-	-	-
	Total	215792	30	-	-	-	-	-
Behavior social	Before the test	77616	1	77616	3427.47	.000	.984	1
	Group Effect	1779.80	1	593.267	26.198	.000	.584	1
	Error	1268.13	28	22.645	-	-	-	-
	Total	80664	30	-	-	-	-	-
Aggression and impulsive behavior	Before the test	90714.8	1	90714.8	2768.50	.000	.980	1
	Group Effect	2873.25	1	957.750	29.229	.000	.610	1
	Error	1834.93	28	32.767	-	-	-	-
	Total	95423	30	-	-	-	-	-
Superiority and self- confidence	Before the test	22504	1	22504	1553.28	.000	.965	1
	Group Effect	576,600	1	192.200	13.266	.000	.415	1
	Error	811.333	28	14.488	-	-	-	-
	Total	23892	30	-	-	-	-	-
Relationship with peers	Before the test	57103.3	1	57103.3	2816.27	.000	.981	1
	Group Effect	1264.18	1	421.394	20.783	.000	.527	1
	Error	1135.46	28	20.276	-	-	-	-
	Total	59503	30	-	-	-	-	-
Skills Social	Before the test	203136	1	203136	6452.27	.000	.991	1
	Group Effect	52995.6	1	17665.20	56.111	.000	.750	1
	Error	17630.4	28	314.829	-	-	-	-
	Total	210198	30	-	-	-	-	-

** P < 01/0

According to the results of Table 8 in the experimental group after training philosophy significant difference between the scores of the skills Social compared with the control group gained (by $0/01 > P$ And $F=352/58$, $F=198/26$, $F=229/29$, $F=226/13$, $F=783/20$, $F=111/56$) So teaching philosophy on the skills of community in the knowledge of students of secondary effects , and according to Chi Eta can be said that the effect of teaching philosophy to improve the skills of social science students study 75 will be the effect of education philosophy on each of the variables skills, social as well as the following :

1. The effect of teaching philosophy to improve the skills of social good, and in the knowledge of students of the junior high school under study, 8/75 would be.
2. The effect of teaching philosophy to improve the behavior of social science students in secondary first period under study 4/58 would be.

3. The effect of teaching philosophy to improve aggressiveness and impulsive behaviors among students of the junior high school under 61 will be.

4 - The effect of teaching philosophy to improve supremacy and confidence to have the knowledge of students in secondary first period under study 5/41 it is.

5. The effect of philosophy on improving peer relationships among students in secondary first period under study 7/52 it is.

Hypothesis except E. Second: teaching philosophy, beliefs and metacognitive knowledge of students of secondary impact is.

Table 9. Results of covariance analysis in pre and post scores of meta-cognitive beliefs

Variable	Source Changes	Sum of squares	Df	Average squares	The statistics F	Significance level	ETA squared (effect size)	Statistical power
Beliefs of positive concerns	Before the test	15073.3	1	15073.3	4037.50	.000	.986	1
	Group Effect	72.583	1	24.194	6.481	.001	.258	1
	Error	209.067	28	3.733	-	-	-	-
	Total	15355	30	-	-	-	-	-
Cognitive trust	Before the test	15168.6	1	15168.6	2134.27	.000	.974	1
	Group Effect	81.400	1	27.133	3.818	.015	.170	1
	Error	398	28	7.107	-	-	-	-
	Total	15648	30	-	-	-	-	-
Cognitive self-awareness	Before the test	13801.6	1	13801.6	1463.81	.000	.963	1
	Group Effect	84.333	1	28.111	2.981	.039	.138	1
	Error	528	28	9.429	-	-	-	-
	Total	14414	30	-	-	-	-	-
Negative beliefs about the uncontrollability of thoughts	Before the test	14260.4	1	14260.4	1874.60	.000	.971	1
	Group Effect	84.583	1	28.194	3.706	.017	.166	1
	Error	426	28	7.607	-	-	-	-
	Total	14771	30	-	-	-	-	-
Beliefs Yi about the need to control thoughts	Before the test	12098.4	1	12098.4	947.832	.000	.944	1
	Group Effect	142.800	1	47.600	3.729	.016	.167	1
	Error	714.800	28	12.764	-	-	-	-
	Total	12956	30	-	-	-	-	-
Metacognitive beliefs	Before the test	350829	1	350829	4529.74	.000	.988	1
	Group Effect	2285.73	1	761.911	9.837	.000	.345	1
	Error	4337.20	28	77.450	-	-	-	-
	Total	357452	30	-	-	-	-	-

** P < 01/0

According to the results presented in Table 9 the experimental group Education Philosophy significant difference between the scores beliefs compared with the control group gained (by $01/0 > P$ And $F=481/6$, $F=818/3$, $F=981/2$, $F=706/3$, $F=729/3$, $F=837/9$) So teaching philosophy metacognitive beliefs among students of secondary effects, and according to Chi Eta can be said that the effect of philosophy on improving metacognitive beliefs among students about study 5/34 it is the role of education The philosophy of each of the variables of metacognitive beliefs is as follows :

1. The effect of philosophy on improving the beliefs of positive concern among students of high school I studied 8/25 would be.
 2. The effect of teaching philosophy to improve the reliability of cognitive science students of the junior high school under 17 will be.
 3. The effect of teaching philosophy to improve their knowledge of cognitive science students of the junior high school under 8/13 can be.
 4. The effect of teaching philosophy to improve negative beliefs about uncontrollability of thought among students of high school I studied 6/16 would be.
 5. The effect of philosophy on improving beliefs Yi about the need to control thoughts among students in secondary first period under study 7/16 would be.
- Hypothesis except E. Third: teaching philosophy of tolerance for ambiguity knowledge of students of secondary impact is.

Table 10. Results of covariance analysis in pre and post test scores Tolerance of ambiguity

Variable	Source Changes	Sum of squares	Df	Average squares	The statistics F	Significance level	ETA squared (effect size)	Statistical power
Tolerance of ambiguity	Before the test	274185	1	274185	7741.71	.000	.993	1
	Group Effect	12659	1	4219.689	119.144	.000	.865	1
	Error	1983.33	28	35.417	-	-	-	-
	Total	288828	30	-	-	-	-	-

** P < 01/0

According to the results presented in Table 10 the experimental group teaching philosophy significant difference between the scores of ambiguity tolerance compared with the control group gained ($01/0 > P$ and $F=144/119$) The philosophy of ambiguity tolerance among students of secondary effects, and according to Chi Eta can be said that the effect of teaching philosophy to improve tolerance of ambiguity in the knowledge of students about study 5/86 it is.

5. Conclusion

The results from original hypothesis that teaching philosophy on skill social, beliefs and ambiguity tolerance among students of secondary impact is. In explaining the above findings can be stated that the teaching philosophy for people, especially high school age, education leading to collaborative thinking, collective wisdom, analytical thinking, creativity, responsibility, accountability, the Nta F c Zyry, and many of the features of personality believing effective they can be. As defined according to Lipman, the philosophy, the philosophy of mind to force a person to attempt to meet the need and desire to make sense of the range (Lipman, translation Nagy, 2003). In other words , and according to Haines said, philosophy due to the desire on the physical characteristics of the systems, tools and frameworks exchange of ideas and beliefs, philosophy for everyone in its internal fit (Haynes, the translation of the New Year, 2007) Prazh is due to the influence of philosophy on skills, social , Beliefs and tolerance of ambiguity among students of secondary schools in line with the results obtained will be used for research only and Ahmadi (2017) , Tabari (2017) guidance and month of birth (2016) , tunic (2015) , buy supernatant (2013) , diamond Hosseini (2012) , Worley (2016) , to ping and tricks (2014) pointed out . According to this teaching in all courses of study that should be considered educational system and any of Interest in this matter, the amount of growth that

people should have at least three areas of skill social, beliefs and tolerance of ambiguity (which in this study were), they can them.

The results of the first partial hypothesis showed that the experimental group teaching philosophy significant difference between the scores of the skills Social compared with the control group gained ($01/0 > P$) In the above explanation it can be stated that fundamentally the Philosophy of Education program is an interactive way in which the teacher carries out the role of guidance and students, as thinkers, are trying to engage in conversations and interactions. The same thing causes the social skills of the student to be strengthened and he can communicate with others, control his behavior in different situations, his ability to learn with others and Increase the way of others. According to the results, the effect of teaching philosophy on recovery Skills Social proper knowledge of students in secondary first period under study 8/75 it is. The amount, at a high level and can be concluded that teaching philosophy, a good way to improve skills of social science students of the junior high school. The results are in line with you the research only and Ahmadi (2017), robe, Ann (2015), Worley (2016), who in his studies came to similar conclusions, pointed out and noted that Teaching philosophy to children can improve and develop the skills of the individual and of the individual (social) work is. As a result, the effect of philosophy on improving the behavior of social an important factor in the move away from individual people, among students in secondary first period under study 4/58 can be shown that the education philosophy, the way conflicts people down and leads to a revision in their behavior and prevent anti-social behavior and values of ethics Institutionalize yourself. As a result, the effect on the improvement of teaching philosophy aggressive and impulsive behaviors among students in secondary first period under study 61 is that it proves that a good way to control aggression teaching philosophy and according to past reports such as Tabari (2017) that in examining the impact of the training program " philosophy and children ," the spirit of inquiry and anger of students to positive results teaching philosophy to anger in them have been admitted, the Concluded that the teaching of philosophy can be used to control aggression . Or as the result, the effect on the improvement of teaching philosophy supremacy and confidence to have the knowledge of students in secondary first period under study 5/41 it is. This means that the knowledge students receive education in philosophy, you learn self- esteem and self-improvement in emotional crisis on the control that the findings of this study diamond Hosseini (2012) which showed Run Thinking training program will be on promoting self- esteem and skills of social science students Dorud city influenced significantly affect, is consistent. As a result, the effect of philosophy on improving peer relationships among students in secondary first period under study 7/52 it implies that knowledge of students by teaching philosophy, the behavior of social, harmony and balance show This finding is consistent with the results of the 2014 Taping and Trend Studies. Showed that the teaching of philosophy, aspects of social - emotional learning and the ability to dialogue among students Scots improved, and supports the line taken.

The results of the second partial hypothesis showed that the experimental group teaching philosophy significant difference between the scores compared with the control group received metacognitive beliefs ($01/0 > P$) So teaching philosophy metacognitive beliefs among students in the first year of secondary effects have had. According to the results, teaching philosophy metacognitive beliefs among students of secondary effects have had. In explaining the above findings can be stated that this result means that the knowledge students with the help of teaching philosophy, the ability to find that negative thoughts like superstition, punishment, worry missed the away and instead replace those positive and rational thoughts and loads. The result obtained by conducting research results and the month of birth (2016), which showed participation in the program resulted in improved teaching philosophy to children for making negative and also for making positive the problem is, there is a parallel. As a result, the effect of teaching philosophy to improve the reliability of cognitive science students of the junior high school under 17 will be. This result means that the knowledge students with the help of teaching philosophy, the ability to find that the labeling Wireless about yourself like I'm a bum, I do not have the ability to learn, my memory is poor hand-drawn and based on facts

and away from obsessions species, their life. As a result, the effect of improving the teaching philosophy of self-consciousness, cognitive science students of the junior high school under 8/13 can be. Between the results obtained with the results Khorram supernatant (2013), which shows that teaching philosophy to children to enhance metacognitive awareness, metacognitive strategies and self-regulation on the knowledge of students in Hamedan impact Meaningful, there is a consistency. As a result, the effect on the improvement of teaching philosophy beliefs Yi about the need to control thoughts among students in secondary first period under study 7/16 it is. This result Means that the knowledge students with the help of teaching philosophy, ability and skills to find out the results of the working and progress of them evaluates and objections and seek to resolve their outcome and Indeed, they use their monitoring and control strategies. Because essentially, teaching philosophy to children and adolescents is a successful method of thinking in education and training philosophy, learn to take that knowledge and insight about the ability and skills to promote their own personal belongings, and to use it in order to have a life based on rationality, and to offer a positive performance in the field of education and personal life and even the future career.

The results of the third partial hypothesis showed that the experimental group teaching philosophy difference between tolerance of ambiguity in scores compared with the control group gained (01/0> P) According to researchers such as Jansen and Grubovsky (2011) The learners are tolerant of ambiguity in the situation S learning new and Complex Performance Top have the door but what? Learners Without Tolerance Tendency ambiguity have That from Location vague and new Avoid. From Bye other, Persons with Tolerance Ambiguity Down Because the stimulus. The or Location ambiguous including Stimulus S New or complicated Take threaten The You see, For Many questions answered fast in Available Take to Speed May Accepted. As the results of this study show that, teaching philosophy of ambiguity tolerance among students of secondary effects have had. reaction and may be inappropriate to issue started to show. But teaching philosophy to help people to the position of tense and ambiguous created reactions Positive ones, as well as negative thoughts. Basically , someone who is trained by teaching philosophy can be, just thinking about the challenges and coping and mastery efficient at dealing with them will strengthen him and such a person, the more confidence in their thoughts, feelings and their behavior in situations of change is made and the kind of creative reasoning, any action that is to the results Worley (2016) noted that concluded found that teaching philosophy to children It can be very effective in improving the ability of reasoning, creativity, and developing critical thinking .

The study results positive for effective teaching philosophy on skill social, beliefs and ambiguity tolerance among students of high school I was. The results showed that teaching philosophy on skill social, beliefs and ambiguity tolerance among students of secondary effects of positive to have. So the method of teaching philosophy that a new approach in the educational system and yet transformative in new developments fundamental transformation document A Training and Education It is, however, the educational system for teaching philosophy to their learners to some extent the resistance , and to improve the skills of social , beliefs and tolerance of ambiguity that the purpose of the acquisition of blossoming of the mind is, using the method of teaching Philosophy A useful tool in the educational system of the country.

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