



The Effect of Philosophical Inquiry Program in Improving Academic Participation Among Secondary Graders in Malaysia Arabic School

Dawood A. Al-Hidabi

Professor of Science Teaching Methods, Faculty of Education, International Islamic University Malaysia, Malaysia

Mohammed H. Al-Arrja

Faculty of Education, International Islamic University Malaysia, Malaysia

Mohammed F. Abu owda (Corresponding Authors)

Assistant Professor of Science Teaching Methods, Faculty of Education, Islamic University of Gaza, Palestine

Email: modaa@iugaza.edu.ps

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Abstract

This study aimed to identify the effect of a philosophical inquiry program in improving Academic participation among secondary graders in Malaysia Arabic School. Quasi-experimental approach was followed in this study. To achieve the study aim, the tool of the study were a philosophical inquiry (PI) and an academic participation questionnaire. The sample of the study was Twelfth graders in Saudi Arabia Schools in Kalu Lampour who were 39 students. The results of the study showed that there were statistically significant differences between the mean scores of the secondary graders in improving Academic participation in favor of the post application of the tools.

Keywords: Philosophical inquiry program (PI); Academic participation; Secondary graders.

1. Introduction

Academic Participation is considered as a new concept. Yet, it has several meanings in Arabic such as: relation, participation, combination or engagement. Literature shows that the Academic participation is dealt as one concept which includes several types such as, cognitive, behavioral, emotional and social participation.

It can be concluded that the concept of the academic participation has two or three components as shown in (Appleton *et al.*, 2006; Appleton *et al.*, 2008).

Academic participation is shown as a united accumulative construction of various components, (Fredricks *et al.*, 2004). However, there is a variety of definition's which forms a challenge when comparing the results in the different studies. The participation is shown largely in the literature especially; the behavioral, emotional, and cognitive participation, (Fredricks *et al.*, 2004). The behavioral participation indicates the integration with the non-curricula participation and the school activities. The participation is a practice of the use of one scale which connects all the types of participation in different levels, this may develop in the adultery age (Fredricks *et al.*, 2004).

Researchers ensure that Participation is multi dimension construction, and it often consists of two or three components that special for the student, teacher, school and families (Appleton *et al.*, 2008; Fredricks *et al.*, 2004).

The world witnesses several events and rapid in information technology as the person faces a lot of contradicting information. Thus, the educational institutions should adopt unified policy that encourages participating, discussion and dialogue in schools (Abu Gado, 2006).

The researcher explains what the academic participation ensures, where it is made from its essential areas and forms a suitable school climate that allows different views, discussion and tolerant class environment. This is agreed with Matthey Lipman curriculum, philosophy for children and philosophical Inquiry (PI) through studies that are connected with Academic participation concept. The researchers refer that the educational process has been continuously developed for the learner, the curriculum, the teaching methods and means.

Matthey Lipman contributions were an example for developing the educational process in his though which are based on philosophy for children or philosophical Inquiry.

Reasoning is the presence of contemplations experiences between the student and the educator. The point of philosophical Inquiry is to build up the capacity to surpass data, manage messages in its truly significance and its ideas in examining. The instructor acquaints more than one introduction with training, composing and perusing so as to urge the students to have an independent perspective. In addition, they can get ready appropriate methods for students in conversation, posing inquiries, testing.

Considerations and empowering singular reasoning, co-activity through inquiries are incorporated with the theory as opposed to focusing on retaining by students theory. Additionally, the inquiries are appropriate for all understudies so as to accomplish correspondence and help them to get aptitudes and upper reasoning propensities (Fisher, 1995;1998).

Philosophical request program comprises of eight philosophical books notwithstanding the educator control for every novel. These books are particular for various ages. They have an exceptional qualities for kids which is

presented in philosophical exchange to examine dynamic and new ideas. Moreover, it's a piece of philosophical books to upgrade interest, and cause kids to pose inquiries. Also, it contains activities, games and conversation recommendations to show reasoning instead of the standard in conventional classes on work paper or the instructive materials.

Philosophy for children program doesn't concentrate on producing answers only but also open philosophical questions (Matthew, 1980;1982).

Matthye suggested that exercises and discussion proposals should be a part of primary curriculum in teaching philosophy for children. Training and discussion proposals should be prepared to teach philosophy form different knowledge which is provided from children behavior and P4C program application in the class by improving thinking skills instead of concentrating on direct answers in the class, (Vansielegheem and Kennedy, 2011). Some Arabic references ensured that the subject of teaching philosophy for children or philosophical Inquiry, such as: rich studies and researches from Morocco related to Blhamr (2013). Also, there are many methodology signs for teaching children and philosophical inquiry in several Arabic works like: teaching thinking for children (Qutami, 2005), thinking teaching (Ganim, 2009).

The researchers indicate that Academic participation is advanced, developed, comprehension and more general than the scientific achievement, because the achievement in Arabia countries means whatever the student has in the exam.

This was concluded from the previous studies during the period (1997-2011) as Lolo (1997) study.

Most of the studies identified the achievement which ae represented by the final grade which the student achieved in the achievement test. On the other hand, it's the quantity of information, experiences (skills-knowledge) that the student understood, and it's measured by the grade which the student achieves. Similarly, the academic participation means increasing in the achievement. Several studies show that there were no studies treat or deal with academic participation subjects from different study among secondary graders in Arabic schools in Malaysia or any Arab country because of the importance of secondary grade, where the student transmits to university education, and the necessary to improve Academic participation effectively, the current study studies the effect of philosophical Inquiry program on improving Academic participation among secondary graders in Malaysia Arabic School, this study is characterized by seriousness and modernization on Arabia society.

2. Research Problem

This study aims to answer the study questions which are represented in the main question:

What is the effect of philosophical Inquiring program in improving Academic participation among secondary graders in Malaysia Arab Schools?

Accordingly, the following sub-question is considered:

- Are there any statically significant differences at the level ($\alpha \leq 0.05$) between the estimates averages of Tawjihi students in improving Academic participation pre-post implementing the training program?

3. Research Hypothesis

- There is no statically significant differences at the level ($\alpha \leq 0.05$) between estimates averages of Tawjihi students in improving Academic participation pre-post implementing the training program.

4. Research Objectives

The research seeks to achieve the following goals:

- Identifying the effect of philosophical Inquiry program in improving Academic participation among secondary graders in Malaysia Arabia Schools.

5. Research Importance

The importance of this study is shown in the following:

- 1- The study helps in putting perception about Academic participation level among secondary students.
- 2- The study benefits the designers of educational curriculum in organizing, presenting scientific content stands on improving and developing Academic participation among students.
- 3- The study seeks to enhance Academic participation concept which has many kinds such as behavioral, knowledge, and emotional participation, and it considers more comprehensive than the achievement concept in Arabic World.
- 4- The study enriches the Arabia environment and library with researchers and studies that deal with Academic participation.
- 5- The study opens fields among researchers and interested people in Academic participation study from several sides.
- 6- The study presents applied samples and suggestions benefit in developing Arab education systems through philosophical Inquiry.

6. The Limits of the Research

- This study is limited on purposive sample of Arab students, (twelfth grade according to the educational ladder).

- The study is applied in Malaysia in (2014-2015).
- The study is limited to present philosophical Inquiry program (PI) then applying the Academic participation questionnaire in pre-post way.

7. Definition of Terms

The researchers define the research terms operationally as:

7.1. Academic Participation

It contains several dimensions concern on learners such as: behavioral, knowledge, emotional aspects and the attitude in the educational institutions. Also, it concentrates on the students' participation in systematic and extra-curricular activities and his/her relation with the teacher and peers. Its measured though students response on participation questionnaire.

7.2. Philosophical Inquiry

The program that stands on (PI) contains group of teaching methods use several strategies like: using images, bronchial style, dialogue and videos. It aims at improving Academic participation among secondary graders.

7.3. Secondary Grade

They are the upper level of the essential education according to the educational ladder (3 classes in three years, from the age (15 to 18 year), other education systems are tenth, eleventh and twelfth (Tawjihi) and it's called Bachillerato as in Syria.

7.4. Arab Schools in Malaysia

Schools in Malaysia follow the education of Arab countries and systems according to ministry of education (home country), also they serve and educate emigrant communities living abroad (host country). Also, they are schools that follow the educational systems in their original country, provide curriculums, and follow evaluation, exams and school holiday.

8. Methodology

The researchers followed quasi-experimental method. They adopted one group design, which is one of quasi-experimental designs that depends on (pre-post) testing to the same group. The study sample represented in twelfth graders or eleventh graders as the educational system in Arab countries. The number of participants is (39) students from one class of Saudi Arabia Schools in Kuala Lumpur in scientific purposive method because it is the researcher environment so he can apply the study easily.

8.1. Data Collection Instruments

8.1.1. Philosophy Inquisitive Program (PI)

The researchers conducted a training program (PI) according to the operational research steps: preparation step from preparing the tools, lessons and activities then implementing the applied lessons step after that formative and summative evaluation step. Finally, having results and writing research report. Also, the researchers make the training program (P4C-PI) for three continuous months, started in Feb.2014 as one hour weekly, (16) times in the second term of (2014-2015). (P4C-PI) program is applied to develop the curriculum and improve Academic participation among twelfth students in Saudi Arabia Schools-Kuala Lumpur- in addition to answer the research questions. The researchers adopt kort lowin sample for the application of operational research as it's the most suitable and the easiest sample. The researcher made a list of lessons after consultations with experts of philosophical learning, all of them are form education department in the International Islamic University, in order to access them on the subject and benefit from their experience in this applied side.

8.1.2. Academic Participation Questionnaire

After the researchers investigation on the educational literature, previous studies and the opinions of some specialists by personal interviews in unsystematic way, they found that they conduct the study tool which consists of six fields: the relationship between the teacher and the student field. It consists of 9 paragraphs. - Supporting peers for learning field, it consists of 6 paragraphs. - Supporting family for learning field, it consists of 4 paragraphs. - Controlling and relations with school work field, it consists of 9 paragraphs. -Future access and goals field, it consists of 5 paragraphs, external motivations field, it consists of 2 paragraphs.

Also, every paragraph was given a value as likert scale. (Highly agree, agree, disagree, highly disagree) and it was shown to a number of specialists and took their opinions and modifications.

8.2. Scale Validity

Internal consistency to the questionnaire paragraphs on exploratory study sample was calculated, and it was (30) persons, by calculating correlation coefficient between every paragraph and the total degree of its field. It was shown that correlation coefficient was significant at the level (0.01 or 0.05), as the significant level for every paragraph was

less than (0.05), so paragraphs questionnaire consider valid. Also correlation coefficient between every field and the questionnaire total degree was calculated and it's shown that all fields are statically significant at the level (0.05).

8.3. Scale Reliability

The researcher performed a reliability steps on the same exploratory sample by two ways: Alfa kronbakh and half segmentation, correlation coefficient by Alfa Kronbakh was between (0.92 - 0.86) and the total reliability coefficient was (0.902) and it's a high value, but in half segmentation method, reliability value was between (0.872 - 0.799) and the total reliability coefficient was 0.828, so the two researchers are insured of that the scale is correct and suitable to analyze the results.

8.4. Data Analysis

The questionnaire was analyzed through SPSS program, "T" test to compare between the estimates averages of the students in improving the Academic participation pre & post implementing the training program.

9. Findings

The results related to the first question:

Are there any statically significant differences at the level ($\alpha \leq 0.05$) between the estimates averages of Tawjihi students in improving Academic participation pre and post implementing the training program?

To answer this question, the first hypothesis was tested and analyzed which provides for:

There are no statically significant differences at the level ($\alpha \leq 0.05$) between the estimates averages of Tawjihi students in improving Academic participation pre & post implementing the training program.

To test this hypothesis, "T" test was used for two connected samples (paired samples t-test) to compare between the estimates averages of Tawjihi students in improving Academic participation pre and post implementing the training program, and the results were as the following **Table (1)**:

Table-1. T-test results to compare between the estimates averages of Tawjihi students in improving Academic participation pre and post implementing the training program

| Dimensions | Test | No | Means | S.D | T-test | Sig | η^2 | Effect Size η^2 |
|---|------|----|-------|-------|--------|-------|----------|----------------------|
| Teacher relation with student | Pre | 39 | 3.54 | 0.597 | 2.876 | 0.007 | 0.178 | Large |
| | Post | 39 | 3.82 | 0.712 | | | | |
| Peer to peer learning | Pre | 39 | 3.69 | 0.692 | 3.004 | 0.005 | 0.191 | Large |
| | Post | 39 | 4.06 | 0.673 | | | | |
| Peer to family learning | Pre | 39 | 3.55 | 0.626 | 3.117 | 0.003 | 0.203 | Large |
| | Post | 39 | 3.75 | 0.728 | | | | |
| Control & the Relation with school work | Pre | 39 | 3.79 | 0.655 | 3.027 | 0.004 | 0.194 | Large |
| | Post | 39 | 4.09 | 0.534 | | | | |
| Future aspirations & goals | Pre | 39 | 3.69 | 0.645 | 3.003 | 0.005 | 0.191 | Large |
| | Post | 39 | 3.98 | 0.696 | | | | |
| External motivations | Pre | 39 | 3.82 | 0.889 | 2.555 | 0.015 | 0.156 | Large |
| | Post | 39 | 4.17 | 0.746 | | | | |
| Academic participation | Pre | 39 | 3.75 | 0.561 | 3.881 | 0.000 | 0.283 | Large |
| | Post | 39 | 4.26 | 0.569 | | | | |

T value at the degree of df (38), and at the significant level ($\alpha \leq 0.05$) is ± 1.68 .

T value at the degree of df (38), and at the significant level ($\alpha \leq 0.01$) is ± 2.43 .

From the table, contingency value was (0.000) and it's less that the significant level (0.000) so there are statically significant differences at the level (0.000) between the estimates averages of Tawjihi students in improving Academic participation pre & post implementing the training program in favor of the post application. According to sub-fields, the contingency value was statically significant at the level (0.000) in favor of the post application.

From the table above, the effect size value and (η^2) in general was (0.283). This means that philosophical inquiry program led to improve Academic participation ver largely among secondary students in Malaysia Arabia Schools.

10. Discussion

The study aimed at identifying the effect of philosophical Inquiry program on improving Academic participation among secondary graders in Malaysia Arabia schools. The results showed that the program led to improve the Academic participation very largely, and the reflection of the program on the students general performance in the class and the school, through their participations, dialogues and interaction inside the class. The researchers consider, through the application, observation and students responds, that these responds reflect on the following: the seriousness and the modernization of the program. The program is nice and exciting, it is praised in the presentation method, the application and mechanism of the program. It's different and distinct from the normal and daily systemic classes in the school, integration many students in participation and dialogue and the interaction with their peer, in

addition to the distinctive session and the variety questions, motivate the student each other by analyzing and continuous questions which were enhanced and reflected on the students' performance.

The current study agrees that the students' performance in the schools can be observed practically better than theoretically, as students participation in the classes was affected by Academic supputation from teachers and families. The researchers ensure that participation is multidimensional construction and it often consists of two or three components that involving the students, the teacher, school and families. Appleton *et al.* (2008); Fredricks *et al.* (2004).

The study agrees with the previous studies that provide for: Inquiry philosophy can be achieved from participation, philosophical practice as it considers life style that express the educational goals deeply (Murriss, 2000)

Recommendation

The current study recommends on the following:

- 1-Preparing a few exercises and activities that help on improving Academic investment among understudies in various levels from essential to auxiliary training.
- 2- Activating the role assigned with philosophy program and inquiry learning in the schools.

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