

On peculiarities of the moral self-awareness of socially and educationally neglected teenagersMadalieva Zabira¹, Maigeldiyeva Sharban², Hristoforova Valentina³, Chokusheva Aliya³¹Kazakh National University of a name of al-Farabi, 363683, Kazakhstan²Korkyt ata Kyzylorda State University, 120014, Kazakhstan³Institute professional development of pedagogical workers on Almaty area, 50019, Kazakhstan

Abstract. The article describes the results of empirical studies of psychological particularities of moral self-awareness of socially and educationally neglected teenagers. In the course of this study it was found that, firstly, moral self-awareness of teenagers is characterized by complex interrelationship with social and educational neglect, its levels and manifestations, secondly, the abnormal behaviour of a teenager is determined by immaturity of moral self-awareness of a teenager. Moral self-awareness of socially and educationally neglected teenagers is characterized by moral immaturity, instability of their subjective position, insufficient understanding of life purposes and values, and their behaviour is characterized by inclination to self-damage, addictions and delinquency.

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Introduction.

The development of the adolescent's personality, the formation of his moral self-awareness are influenced by the crisis of spirituality and morality in the modern society [1, 2, 3]. Under these conditions, on the way of moral formation of the teenager's personality the numerous situations are met that lead to shortcomings and abnormalities in the development of the moral sphere of a person, and in future, to various deviations in behavior.

One of the most common deviations in the development of children and teenagers related to the peculiarities of the social situation of their development and resulted by the psychological and pedagogical reasons as well is the social and educational neglect. In cases of neglect the objective psychological position of the adolescent's personality is formed, which is characterized by lack of the development of all properties of the subject's self-awareness, communication and activities.

In the psychological literature it is shown that, as a "core of personality" self-awareness influences all aspects of the human's life. The works of L.I. Bozhovich (Bozhovich L.I., 1997) [4], L.S. Vygotsky (Vygotsky L.S., 1999) [5], I.S. Kohn (Kohn I.S., 1987) [6], V.S. Mukhina (Mukhina V.S., 2004) [7], V.V. Stolin (Stolin V.V., 1983) [8] and a number of other authors reveal the various aspects of the self-awareness formation and its development. Self-awareness is an essential component of the ethics structure. In its origin it bears the moral principle due to the presence (importance) of another or others, so as the image of "Ego" initially contains the "ideal-I" or striving for perfection. The moral

self-awareness is considered as a person's realization of himself as an individual and his place in the social activities of people based on the morality requirements.

We should especially single out the researches of I.G. Bonk (Bonk I.G., 2006) [9], V.V. Dushko (Dushko V.V., 2008) [10], N.V. Svetlova (Svetlova N.V., 2003) [11], M.V. Pronin (Pronin M.V., 2004) [12], N.G. Tserkovnikova (Tserkovnikova N.G., 2004) [13] and others who have enriched the theory of moral development with knowledge about the formation of moral awareness in the adolescence [14]. In their view, *the moral self-awareness* involves the conscious attitude of a person to his moral qualities, needs, motives, principles, and the ratio of the real moral "I" of the personality and moral "ego ideal" as well. The scientists have established the structure of the moral self-awareness (affective, cognitive, voluntary components) and the levels of its development ("promoral", "moral", "ethical"). It is shown that the change of the dominant components and transition to the next levels determines the moral formation of the personality. Besides, it is found that to deviations observed in the process of the environmental adolescent maladjustment corresponds the immaturity of the moral self-awareness [15, 16, 17].

Studies that were carried out have greatly expanded the scientific ideas about the genesis of the moral development in the childhood and adolescence, about the content and peculiarities of the individual components of the moral sphere (moral awareness, feelings, emotions, behavior, etc.). However, the particular attention was not paid to identifying the

interrelationship of self-awareness, moral self-awareness and behavior of the socially and educationally neglected adolescents.

Based on the results of theoretical analysis of the problem of moral awareness of the socially and educationally neglected adolescents the some suggestions were formulated. At first, the moral self-awareness of a teenager is characterized by the complex relationship with the socio-pedagogical neglect, its levels and manifestations; secondly, the immaturity of the teenager's moral self-awareness will correspond to the disorders of his behavior

The aim of this research is the empirical study of psychological characteristics of the moral self-awareness of the socially and educationally neglected adolescents.

The characteristics of selection. In total 180 adolescents participated in this research: 100 girls and 80 boys. The experimental group consisted of 54 teenagers: 15 girls and 39 boys. They were socially and educationally neglected adolescents with an objective inside position of a person, undeveloped properties of the subject's self-awareness, communication and educational activities. They have been determined in terms of R.V. Ovtcharova's methods -MEDOS- 2. In addition, their selection was carried out with the help of teachers according to the following diagnostic criteria: general immaturity; being difficult taught; lack of interest to learning, low progress in study, being difficult educated, low activeness, low status in class, school maladjustment, inadequate self-esteem, inferiority complex or a complex of a clown, unfavorable family situation.

Accordingly, the adolescents without pointed above features and having had according to the methods MEDOS- 2 the developed subjective personality traits were included into the control group. To implement the objectives of the research and test the given hypotheses the structure of the moral self-awareness was classified and the methods appropriate to each of its component were selected as well. In addition, in order to determine the effectiveness of the moral self-awareness as a regulator of behavior there was investigated the moral choice of an individual in situations of the moral dilemmas and his actual behavior (socially desirable or deviating from the social norms)

Methods:

- A complex method of studying the socially- educational neglect of students in the adolescence (MEDOS-2) of R.V. Ovtcharova.
- Methods "Determination of propensity to the deviant behavior" of A.N.Orjol.
- Questionnaire of terminal values (QTV) of I.G. Senin.

- Test of life meaning orientations (LMO) of D. A. Leontyev
- Methods "Proverbs" of S.M. Petrova
- Test "Let's reflect on the life experience" of N.E. Schurkova
- Methods "Scale of conscientiousness" of V.V. Melnikov, L. T.Yampolskiy
- Methods of diagnosis of the socially-psychological person's identification in the motivationally required sphere of O. F. Potyomkina
- Test-questionnaire of self-attitude (MISA) of V.V. Stolin, S.R. Pantilev

Mathematical polishing of the empirical data was carried out with use of the computer statistical program STATISTICA 6. For further interpretation of the diagnosis results, the methods of primary descriptive statistics were used. In order to determine the significance of differences between groups, genders and ages the criteria T - Student's and H - Kruskal-Wallis's were applied. To determine the significant relationships between the studied variables (socially-educational neglect - moral self-awareness - deviant behavior) the correlational analysis has been conducted. To select the groups of variables closer connected with each other, and to consider more deeply the essential correlations there has been conducted the factor analysis of the relationships of the studied variables with the construction of the factor models, which reflected the structure of the moral self-awareness of the socially and educationally neglected adolescents. The typology of adolescents was made with the help of the cluster analysis.

The analysis and interpretation of the moral self-awareness of young people in the norm and with the socially- educational neglect have been made on the basis of the comparative analysis of the average values and finding out the differences in the level of the investigated feature using T-Student's criterion and the nonparametric criterion of H - Kruskal-Wallis.

The analysis of the average values showed that the development of the moral self-awareness in the norm and in the state of socially - educational neglect is caused by the general age tendency. The indicators of self-interest, self-acceptance, respect for the social norms and ethical standards (conscientiousness), ethical reflection (knowledge of what the moral qualities are desirable for a person and what are undesirable) have achieved the highest level of the development. The difficulties in the formation of the following parameters of the moral self-awareness are observed as well: the valuable attitude to life, people and himself, the locus of "Ego" control and life, spirituality, moral awareness in solution of different sorts of the moral dilemmas.

The obtained data concerning *the similarity* in the average values between the groups allow to speak that the socially and educationally neglected adolescents do not differ from their well-bred peers in having the moral norms and concepts in understanding. The valuable principles in regard to the prosperity, preservation of individuality, achievements, spiritual satisfaction, creativity and active social contacts were presented as well.

The common feature for all teenagers was the recognition of values in the sphere of the family and professional life, as well as the importance in the sphere of hobbies. In the study of respondents' self-relationship, no significant differences were found out on the parameters of self-esteem, auto-sympathy, self-comprehension, self-leadership and self-blaming.

The noteworthy fact is that, despite the existence of the factual differences in the degree of marking the socio-psychological orientations of altruism and egoism, the combination of these parameters in the experimental group is similar to the same combination in the control group – the public altruistic values prevail over the egoistic ones. However, the socially- educational neglect influences the formation of the teenagers' moral self-awareness in the experimental group. Table 1 shows the observed significant differences between the groups.

Table 1. The comparative analysis of the mean values of the teenagers' moral self-awareness parameters

#	Variables	Mean exper. group	Mean control group	Std.Dev. exper. group	Std.Dev. control group	t-value	Level
1	The level of moral consciousness	2,8	8,9	0,84	2,70	-15,1	0,001
2	Moral breeding	23,5	36,8	12,10	8,08	-19,8	0,001
3	Factor of conscientiousness	7,1	10,5	1,80	2,59	-8,1	0,001
4	Valuable attitude	35,2	54,9	7,45	7,73	-14,6	0,001
5	Aims at the process	5,3	6,4	1,80	1,48	-3,8	0,001
6	Aims at the result	4,8	5,8	1,46	1,69	-3,6	0,001
7	Egoism	3,8	2,8	1,95	1,33	3,9	0,001
8	Altruism	4,6	5,7	1,86	1,38	-4,0	0,001
9	Objectives	15,1	26,3	4,42	5,99	-11,5	0,001
10	Process	14,0	26,4	5,16	5,02	-13,2	0,001
11	Result	17,3	24,5	5,43	4,56	-8,4	0,001
12	LC - I	16,8	20,4	4,29	4,40	-4,6	0,001
13	LC - Life	18,0	27,7	5,36	4,65	-11,2	0,001
14	Meaningfulness of life	82,0	125,3	19,06	17,42	-13,7	0,001
15	Value of self-development	35,6	37,6	6,88	4,89	-2,1	0,05
16	Value of education and training	60,3	63,9	10,69	7,94	-2,3	0,05
17	Value of public life	53,3	57,8	10,76	8,24	-2,8	0,01
18	Self-interest	62,9	79,7	27,60	21,87	-4,0	0,001
19	Self-acceptance	56,8	68,7	27,19	26,05	-2,6	0,01
20	Level of subjectivity	63,0	106,0	12,72	11,52	-20,5	0,001

Let's analyze *the differences* in the moral self-awareness of teenagers. The socially and educationally neglected adolescents are characterized by the low degree of respect for ethical standards, lack of the development of the sense of duty and responsibility. In comparison with their peers they find it difficult to exercise the self-control and follow the moral principles.

According to the level of the development of moral awareness, they are at the pre-conventional level (according to L. Kohlberg) in contrast to their

peers who have attained the conventional level by their adolescence age. They are characterized by the external control of behavior: I obey the rules; I conduct in such way in order to avoid disapproval and feeling of guilt. The moral breeding at adolescents who belong to the experimental group is significantly different from their peers, as well as the level of the valuable attitude to life, people, themselves and their development.

Among the socially-educationally neglected children the meaning of values of learning and education, importance of the sphere of the social life are significantly reduced. Unlike their peers, among these teenagers their self-acceptance and self-interest have been reduced. It points out to the difficulty in approving of their plans and desires, the ability to be themselves. Characteristics of the subject self-awareness among the adolescents in the experimental group more than twice are behind their peers in the norm ($t = 16,1$ at $p \geq 001$). Also the significant reduction according to the generalized indicators of the life comprehension and level of subjectivity is observed in this group.

According to our theoretical ideas, the most important criterion of the moral self-awareness development of teenagers is its effectiveness. Therefore, along with investigation of peculiarities of the moral self-awareness the teenagers' behavior was studied as well.

The consideration of peculiarities of the moral behavior was based on the analysis of the mean values of the parameters of the method "Determination of the tendency towards the deviant behavior" (A. N. Oryol).

The following parameters are shown in table 2: mean values (Mean) and standard deviations (Std.Dev.) of the studied variables in the experimental and control groups, the calculation value of the Student's t- criterion (t-value), as well as the level of the statistical true fact of differences p (0,001; 0,01 or 0,05).

Table 2. The comparative analysis of the mean values of the parameters of the moral behavior among adolescents

#	Variables	Mean exper. group	Mean control group	Std.Dev. exper. group	Std.Dev. control group	T-value	P-level of sign. differ.
1	Direction to the social desirability	5,4	4,7	2,43	2,29	1,9	-
2	Tendency to the socially desirable behavior	5,3	5,0	2,08	2,35	0,6	-
3	Inclination to the addictive behavior	6,0	4,8	3,39	2,55	2,5	0,01
4	Tendency to the self-destructive behavior	9,1	7,1	2,95	2,99	3,7	0,001
5	Tendency to the aggression and violence	10,4	10,3	2,85	3,59	0,1	-
6	Voluntary control of the emotional reactions	7,4	7,1	2,95	2,93	0,5	-
7	Tendency to the delinquent behavior	6,5	5,3	3,04	2,94	2,2	0,05

The table shows that teenagers who are referred to the experimental group in the same degree as the subjects of the control group are guided by directives of the social desirability of their behavior and tend to it. There are not found the significant statistical differences between the groups according to the parameters of propensity for aggression and voluntary control of the emotional reactions.

The significant differences of teenagers' behavior are found according to three parameters: the propensity to aggressive, addictive and self-destructive behavior. The largest level of significance of differences (0,001) is found in the last parameter. The group of socially-educationally neglected adolescents are prone to self-destructive behavior largely.

In order to identify the typology of adolescents there was conducted the cluster analysis, which brings together all the subjects into similar groups based on the principle of close relationship. Because of hierarchical clustering, the obtained data suggest saying that in accordance with combination of the investigated parameters the selection is divided into two different groups. They are subdivided into three and two clusters respectively. Thus, while describing the typology of the teenagers' moral self-awareness we divide this selection into 5 clusters-groups, each of which is characterized by its own type of the moral self-awareness.

The general description of the structure of the clusters-groups is shown in the table 3. The first cluster includes 10.1% of the total number of subjects. According to the composition it is the least numerous cluster, in which all the teenagers are characterized by the state of the socially educational neglect. The age of the participants is predominantly 14 and 15 years old, mostly the boys are prevailing.

The second cluster includes 20.1% of the total number of the subjects. This cluster mainly united the socially and educationally neglected teenagers, most of them are under 14. In their majority, they are boys.

The third cluster consisted of 21.5% of the total number of subjects. This cluster as well as the second one mainly united the adolescents of the age 14. In the vast majority these children are characterized by the standard of moral development. This group mainly includes girls.

The fourth cluster combined 27.5% of the subjects. According to its structure it resembles the third cluster, but the difference is that 15 year-old teenagers are presented in this group to the larger degree.

The fifth cluster has united 20.8% of the subjects. This cluster entirely consists of adolescents

classified as the category "Norm", age and sex groups are presented here in about equal proportions.

Table 3. Frequency characteristics of the clusters structure (in %)

Cluster- Group	State		Age			Gender	
	SEN	Norm	13 years old	14 years old	15years old	B	G
Cluster 1	100	-	6,6	46,7	46,7	73,3	26,7
Cluster 2	96,7	3,3	10,0	53,3	36,7	80,0	20,0
Cluster 3	6,3	93,7	12,5	59,4	28,1	25,0	75,0
Cluster 4	2,4	97,6	4,9	56,1	39,0	22,0	78,0
Cluster 5	-	100	22,6	29,0	48,4	51,6	48,4

Thus, all clusters have the characteristics of different ages; moreover, each of them includes both boys and girls. The first and the second clusters involve the socially and educationally neglected adolescents, the third, the fourth and the fifth clusters include the adolescents classified as "Standard."

Data obtained in the result of clustering allow us to describe the typology of the moral self-awareness in adolescence age. The content of typology is the result of the comparative analysis of the moral awareness parameters of teenagers attributed to our highlighted clusters.

It should be noted that in the row of variables the significant differences were not found between the clusters. In particular, it is the ethical reflection, tendency to the self-destructive behavior, and the voluntary control of the emotional reactions. This fact suggests that these parameters are stable enough and are caused by the age specific development of the self-awareness regardless the state of neglect of a child's personality.

Let's characterize the variables on which the greatest differences between the clusters were revealed. These are the subjective characteristics of the communication, representation of the valuable sphere of values in the field of spiritual satisfaction and the parameter of self-blaming in the system of a person's self-attitude.

Table 4. The total comparative characteristics of clusters

Variables	Mean values of variables in clusters					Significance of differences between clusters			
	1	2	3	4	5	1 and 2	2 and 3	3 and 4	4 and 5
Properties of subject of communication	14,0	19,9	24,6	29,0	25,8	0,001	0,001	0,001	0,05
Value of spiritual satisfaction	33,3	39,2	42,2	39,7	33,7	0,001	0,01	0,01	0,001
Self-accusation	28,0	44,6	57,8	25,4	39,1	0,05	0,05	0,001	0,01

This suggests to become firmly convinced that types of the moral self-awareness in adolescence fundamentally differ on the degree of abilities manifestation to the communicative interaction, the importance of the spiritual values and the level of a child's self-criticism. Let's consider the combination of these parameters in each cluster.

We have identified two types of teenagers in the group of socially-educationally neglected children (1 and 2 clusters). The first type is characterized by the predominance of the values of the spiritual satisfaction over self-criticism, and the second type is characterized by prevailing self-criticism and the great level of raising the importance of values of the spiritual satisfaction. In the group of adolescents classified as "Norm" such combination of variables is observed as well but it is accompanied by a higher level of the development of the subjective communication characteristics (4 and 5 clusters). The third cluster is characterized by the largest gap in the degree of manifesting variables in dominating the parameter of self-blame. This type is some kind of intermediate stage.

The analysis of differences between 1 and 2 clusters allows to extend the idea of typology of the moral self-awareness of socially and pedagogically neglected adolescents. Table 5 shows that these differences are connected with representation in the comprehension of terminal values and a tendency towards the socially desirable behavior.

Table 5. The comparative characteristics of clusters

Variables	Mean values of variables in clusters		Credibility of differences between 1 and 2 clusters
	1	2	
Values of prestige	26,1	38,8	0,001
Tangible property	28,4	40,3	0,001
Value of creativity	27,7	38,6	0,001
Value of active social contacts	30,8	39,7	0,001
Value of self-development	28,3	39,1	0,001
Value of achievements	33,4	40,8	0,001
Value of spiritual satisfaction	33,3	39,2	0,001
Value of preserving individuality	30,5	36,5	0,01
Value of professional life	50,6	63,8	0,001
The value of training and education	49,7	65,1	0,001
Value of family life	44,7	61,4	0,001
Value of public life	41,8	58,4	0,001
Value of hobbies	46,5	62,0	0,001
Self-acceptance	46,0	63,1	0,05
Self-accusation	28,0	44,6	0,05
Tendency to the socially desirable behavior	4,3	5,8	0,01

The analysis of differences between the clusters that cover the adolescents of the category «Norm» allows us to make an idea of typology of the moral self-awareness at the adolescence age in absence of the socially - educational neglect. The table shows that between clusters 4 and 5, these differences are connected with the changes in the level of representation in the mind of terminal values and stabilization of the self-relationship parameters. In addition, between clusters 3 and 4 these differences are due to the changes in the principles of an individual, increasing the general essence of life, focusing on the process and outcome of their life, the qualitative leap in the development of the integrated sense of "Ego", interest to the own personality and self-acceptance.

The third cluster was referred to the intermediate, although according to its structure it

includes teenagers from the category 'Norm', so the interesting thing is to consider how it differs from the clusters, covering the socially and educationally neglected children. The comparative analysis of the variables in clusters 2 and 3 suggests that a qualitative leap in the development of the teenagers' moral self-awareness is reasoned by increasing the conscientiousness, good moral breeding, the development of the valuable attitude, as well as by the formation of directions on the process and the result of their activities. Besides, it is due to reducing the egoistic role and raising the altruistic role of directions, the growth of the life comprehension and the moral awareness and at last the development of subjective properties of self-awareness. The most prominent are the changes in the parameters of life comprehension and level of subjectivity.

Thus, the selected clusters allow us to give the generalized content description of different types of the teenagers' moral self-awareness.

The first type can be marked as "Morally contradictory". In its content, this type is a combination of self-esteem, self-understanding and integrated sense of "Ego" with the strong expressed egoistic principles against the non-formation of the subjective characteristics of communication and very low capacity for understanding the senses and values. The behavioral manifestations of this type are ambivalent: on the one hand, they contain the conformal attitudes towards the social desirability of behavior, on the other hand- the tendency to self-destruction.

The second type can be conventionally described as "Immoral." A combination of egoistic directions, self-understanding, self-confidence and values of prestige, tangible property, interests and self-development is fully presented in this type. In the behavior of the representatives of this type there is a tendency to the addictive and delinquent behavior against the background of non-formation of the valuable attitude, conscientiousness and moral awareness. And a lack of moral manifestations is combined with conformism and non-formation of the subjective characteristics of the activity.

The third type to some extent can be described as "Moral - affective." In its content, this type has a focus on the process, altruism, as well as the value of preserving their own identity and spiritual satisfaction. Moreover, the condition of the subjective properties development of self-awareness and moral awareness is combined with self-blame, lack of confidence, sympathy and respect for himself, difficulty in self-leadership. The behavior of the representatives of this type contains a propensity for aggression while decreasing the voluntary control over the emotional reactions.

The fourth type can be roughly named as "Moral- passive." In this type the intentions to build the self-relationships of a person in the process of interaction with other people are shown to full extent. The key parameters here become the subjective properties of communication and the expected attitude from others, self-interest and self-acceptance, self-leadership and self-confidence. As representatives of this type they preserve the tendency for aggression in their behavior while maintaining the voluntary control over the emotional reactions.

The fifth type can be conventionally marked as "Morally-active." The main meaningful parameters here are the life comprehension, focus on the life goals, life process and its result, locus of "I" control, ethical reflection, and conscientiousness. The important meaning belongs to the subjective properties of activities. The behavior is based on the moral breeding.

Thus, the moral self-awareness of the socially and educationally neglected adolescents is characterized by the moral immaturity, instability of the subjective position, insufficient comprehension of the life goals and values. In addition, the tendency to self- damage, addictions and delinquency is observed in their behavior. In the typology of the moral self-awareness of teenagers, we can single out five types, which represent the stages in the development of this phenomenon in overcoming the socially-educational neglect. They are immoral, morally- affective, morally - contradictory, morally- passive and morally -active.

Corresponding Author:

Dr. Madalieva, Kazakh National University of a name of al-Farabi, 363683, Kazakhstan.

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