



Evaluate the Efficiency of Life Skills Training, Utilizing the Probe Technique, to Enhance Social Tolerance, Wisdom, and Emotion Regulation among Adolescent Male Students Attending Junior High School

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Abstract

Background and Objective: This study aimed to investigate the effectiveness of life skills training by investigating the effectiveness of probe technique on social tolerance, wisdom, and emotion control among junior male high school students.

Materials and Methods: The present quasi-experimental study was conducted on all first-year high school male students (n=5,000) in Hamedan, Iran. The samples (n=50) were selected using a multi-stage cluster sampling method and divided into two groups (n=25 each). The intervention group received training on the manner of the probe method on social tolerance, wisdom, and emotion control. The required data were collected using the social tolerance, wisdom, and emotion control questionnaires. The gathered data were analyzed using MANCOVA multivariate analysis of covariance and Scheffe post hoc test.

Results: According to the data obtained from the Scheffe test, the mean post-test scores of anger control, positive emotion control, depressed mood control, and adolescent anxiety control were respectively 11.32, 32.08, 6.4, 5.56, 4.68, and 7.84 higher in the intervention group than in the control group.

Conclusions: Teaching life skills through an intervention of the manner probe method had an effect on social tolerance, wisdom, and emotion control among male adolescents and was significantly different from traditional methods.

Keywords: Emotion control, Life skills, Social tolerance, Wisdom

Background

Life skills mean creating appropriate and effective interpersonal relationships fulfilling social responsibilities, making correct decisions, and resolving conflicts without resorting to actions that harm oneself or others. The requirement for success in life and the continuation of effective and useful life in personal and social life is to acquire life skills. The World Health Organization (2010) defined "Life Skills" as acquiring multiple abilities for adaptation and positive behaviors that are considered to enable a person to achieve great effectiveness and success in their daily life and the future in challenging the problems and realities of life. The most important life skills are 1- decision making, 2- problem-solving, 3- creative thinking, 4- critical thinking, 5- effective communication, 6- self-awareness, 7- coping with stress, 8- empathy, 9- daring to say no, and 10- anger control [1].

A technique used to study the role of the attention demands of movements of subjects performing a primary task while presented with an occasional stimulus (usually auditory) to which the subjects must respond. The reaction time to the stimulus is used as a measure of the attention demands of the primary task; low reaction times are assumed to indicate that the amount of attention required for the primary task is relatively small. The probe technique assumes that there is a fixed capacity for attention. The members of the society need to understand the current basic issues and participate in the formulation of the policy. The method of investigation is considered a tool at the students' disposal, which helps them in analyzing and discussing social issues, thereby seriously participating in redefining social values [2, 3].

Galeotti considers tolerance a social virtue and a

political rule that allows the peaceful coexistence of people and groups with different views to live in a single society with different customs [4].

The search for wisdom is almost as old as human life. The pursuit of wisdom can be traced back to at least three centuries BC (e.g., in Mesopotamia and Egypt) in the earliest writings of that period. Plato considers wisdom the greatest human achievement. This valuable view of wisdom has existed since ancient times. Numerous scientific works in the field of wisdom can be found in religious sciences, theology, and philosophy. In the writings left by Plato as the first deep analysis of the concept of wisdom, three meanings are given as three key words: 1) Sophia, found in people who pursue a contemplative life and search for truth, 2) Phronesis, a type of practical rationality seen in legislators and politicians (these people have extensive experience and are able to understand their personal issues), and 3) Episteme, which is found in people who understand things from a scientific point of view. Although discussion about the nature of wisdom has a long history among philosophers, theologians, poets, and writers, some believe that perhaps the widespread dominance of the behaviorist school in the early days of psychology can be cited as the reason for this silence; however, some have considered the cause to be the shortcomings of scientific methods that can fully clarify the contradictory and multidimensional nature of wisdom [5, 6].

In the study of emotion control, the critical point is to find a thorough way to distinguish positive and negative emotional states. Affection is often influenced by various elements and factors, such as love, sense of beauty, sense of community, affection, envy, desire, and fear, and it becomes a compound form, and it is a kind of desire that is directed towards another. It is a fact that affection is a desire for others, but in the end, after expressing affection to another person, the person feels happy and pleasure and is satisfied with the saturation and expression of his affection [7].

Man is a social being and many of his needs are met through social interactions. The necessity of social interaction and adaptation is to have social tolerance. Therefore, having social tolerance is of great importance for people, especially teenagers who are at the age of social personality formation and value peer groups. The lack of social tolerance prevents establishing proper communication with others and benefiting from the many privileges of the group. Therefore, this research is of great importance due to finding suitable ways to increase social tolerance in teenagers. Another dependent

variable of this research is wisdom. The lack of wisdom and the emergence of illogical and unwise behaviors lead to harmful consequences for teenagers; therefore, it is important to find appropriate ways to increase wisdom in adolescents. Moreover, the lack of control over emotions, especially negative emotions, such as anger, can have negative effects. For example, the harmful effects of anger impress individuals both internally and externally. The inability to manage anger, in addition to personal problems, leads to disruption in public health and interpersonal relationships, incompatibility, and harmful consequences of aggressive behavior [8].

Objectives

According to the mentioned contents and the importance of teaching life skills to teenagers, this research aimed to measure the impact of investigation in the manner probe training method on social tolerance, wisdom, and emotional control among junior high school boys.

Materials and Methods

The statistical population of this semi-experimental study included all first-year junior high school male students in Hamedan City, Iran (n=5,000). The samples (n=50) were selected using a multistage cluster sampling method and then divided into two groups (n=25 each). The first group was trained in life skills by the investigation in the manner of probe method (the experimental group) and the second group was trained with common methods (the control group). Before starting the training sessions, both groups were tested for social tolerance, wisdom, and emotional control, and after that, the test group was trained in 8 sessions using the investigation method, and the control group was trained by the common and traditional methods. At the end of the study, both groups were tested again regarding social tolerance, wisdom, and emotional control, and the status of the mentioned variables was compared in the two groups. The main tools used to collect the required information in this research were questionnaires of social tolerance, wisdom, and emotional control.

The 17-item social tolerance questionnaire evaluates the level of social tolerance of people from different aspects, including ideological tolerance, religious tolerance, ethnic tolerance, national tolerance, gender tolerance, behavioral and moral tolerance, and tolerance of criminals. The responses are rated on a 5-point Likert scale of 1=very low, 2=low, 3=neither low nor high, 4=high, and 5=very high.

The Self-Assessed Wisdom Scale, developed by Webster (2003), consists of five subscales, including critical life experiences, emotional regulation, reflection and review, humor, and tendency to experience, in 40 items (8 items each subscale). The replies are rated on a 6-point Likert scale of 1=completely disagree, 2= disagree, 3=somewhat disagree, 4=somewhat agree, 5=agree, and 6=completely agree [9, 10].

The emotion control scale questionnaire measures people's control over their emotions in four subscales of anger, positive emotion, depressed mood, and anxiety. It includes 42 multiple-choice questions (four options). Each option is rated on a 7-point Likert scale of 1=extremely disagree, 2=moderately disagree, 3=disagree, 4=neither agree nor disagree, 5=agree, 6=moderately agree, and 7=extremely agree. The use of this scale is recommended for people over 15 years old [11].

Emotion Control Scale

The Emotion Control Scale is designed to assess individuals' ability to regulate their emotions in four sub-scales, namely anger, positive emotion, depressed mood, and anxiety. This tool consists of

42 four-choice items and is recommended for individuals aged 15 and above. The options for each item are rated on a Likert scale from strongly disagree to strongly agree.

Psychometric features

The overall score of the scale was obtained at 0.94 and 0.78, respectively. The anger subscales showed scores of 0.72 and 0.73. The depressed mood subscale scored 0.91 and 0.76, while the scores of the anxiety subscale were obtained at 0.89 and 0.77. The positive emotion subscale had scores of 0.84 and 0.66. This scale demonstrated discriminant and convergent validity.

Data collection method

The method of data collection is provided in Table 1.

Statistical analysis

Descriptive statistics, such as frequency, percentage, mean graph, and standard deviation, were used to analyze the data. Moreover, the Kolmogorov-Smirnov test was employed to check the normality of the data, the MANCOVA multivariate analysis of covariance test to ensure the significance of the differences, and the Scheffe post hoc test to check the impact of the mentioned method on each of the variables.

Table 1. Teaching life skills by investigation method

	Purpose	Content
1	Introducing the study and terms of cooperation and conducting the pre-test	1- Introducing the investigative method in the manner of probe, grouping students into groups of 5, and formulating rules for presenting opinions and participating in group activities; 2- Conducting the pre-test of social tolerance, wisdom, and emotional control
2	Using the investigation method in teaching self-awareness	1- Plotting a story about the necessity of self-awareness; 2- Determining the positions on the raised issue; 3- Extracting examples about the expressed positions; 4- Modifying and adapting the positions by retelling them and retelling the opinions; 5- Examining the results of presuppositions regarding the issue of the importance of the skill of self-awareness in life
3	Using the investigation method in teaching critical thinking	1- Designing a hypothetical problem based on how to criticize the disordered situation at school; 2- Collecting the views raised about the problem; 3- Requesting more explanation about how to criticize the hypothetical situation; 4- Proposing the possible consequences of the correct and appropriate method; 5- Examining the results of presuppositions regarding the position and manner of critical thinking in the raised problem
4	Using the investigation method in teaching creative thinking	1- Posing a question about the necessity of creativity; 2- Collecting answers and questioning possible answers; 3- Asking about how to be innovative in daily issues; 4- Discussing and examining the methods of creativity growth; 5- Summarizing opinions in the context of methods of creativity, removing the limitations of knowledge, and paying attention to different views
5	Using the investigation method in teaching effective communication and empathy	1- Plotting a half-finished story about ways to communicate and empathize; 2- Determining positions on the issues and reviewing viewpoints; 3- Categorizing answers in two or more opposing aspects; 4- Evaluating solutions and asking for examples of each viewpoint; 5- Choosing a positive solution related to the position of effective communication and empathy; 6- Summarizing the correct methods of effective communication and empathy
6	Using the investigation method in teaching emotion management	1- Designing two hypothetical stories about managing positive and negative emotions, for example, expressing love and affection for another person and expressing hatred and anger for another person; 2- Gathering opinions and examining the defenses, advantages, and disadvantages of each method from the perspective of the individual and others; 3- Examining the consequences of each viewpoint regarding emotion management and providing better solutions in each field, including the ability to deal with failure, sadness, and fear, control mental pressures, release emotional tensions properly with sports and music
7	Using the investigation method in teaching goal-oriented, decision-making, and problem-solving skills	1- Designing a difficult situation and how to deal with it; 2- Extracting solutions and how to decide and solve the problem; 3- Discussing and judging people's opinions; 4- Modifying and adapting positions by retelling them and retelling opinions; 5- Reviewing the results of presuppositions regarding the raised problem, highlighting useful comments for all students; 6- Presenting the steps to solve the problem and the importance of decision-making by summarizing the topics
8	Using the investigation method in teaching attention to health	1- Designing a hypothetical society that does not pay attention to health issues; 2- Collecting positive and negative views about the hypothetical society; 3- Extracting examples about the positions expressed; 4- Reviewing and summarizing opinions about paying attention to health; 5- Implementing the post-test of social tolerance, wisdom, and emotional control

Criteria for participation in the project

The entry criteria for the statistical samples are:

1. Studying in the ninth grade of daily and regular secondary schools.
2. No history of expulsion from school and serious disciplinary problems.
3. Not suffering from a specific disease and special family problems.

Participants in the project will be excluded from the research groups if the following conditions occur:

1. Irregular participation in educational classes.

Relationship between independent and dependent variables

The semi-experimental context provides insight into the relationship between the dependent variables (i.e., anger control, positive emotion control, depressed mood control, anxiety control, social tolerance, and wisdom) and the independent variable (type of training). The relationship between the independent variable and the dependent variables was found to be of a cause-and-effect nature. It is expected that the type of training received by the students would have an impact on their anger control, positive emotion control, depressed mood control, anxiety control, social tolerance, and wisdom.

Results

In this research, 48% of the students were studying in the 10th grade and 52% in the 11th grade of high school. Considering the field of study, 33% of the subjects were studying in humanities, 32% in science, and 35% in

mathematics. It was also found that 67% of the mothers had an undergraduate education, 7% had a diploma, 8% had an associate degree, 13% had a bachelor's degree, and 5% had a master's degree. Moreover, 55% of the fathers had an undergraduate education, 20% had a diploma, 4% had an associate degree, 13% had a bachelor's degree, and 8% had a master's degree and above. Regarding the parents' occupation, 83% of the mothers were housewives, 4% were self-employed, and 13% were employees; in the same vein, 44% of the fathers were self-employed, 35% were employees, and 21% were farmers.

According to Table 2, there was no significant difference between the mean of the investigation group and the control group in terms of anger control, positive emotion control, depressed mood control, anxiety control, social tolerance, and wisdom in the pre-test stage. However, there was a significant difference between the mean scores of the investigation group and the control group in the post-test stage; in this regard, the results of the analysis of the covariance test were used to ensure the significance of the difference. Scatter diagrams were used to investigate the relationships between the pre-test and post-test scores of the variables of anger control, positive emotion control, depressed mood control, anxiety control, social tolerance, and wisdom in the two groups (figures 1-6). According to figures 1-6, the relationship between the pre-test and post-test scores of the research variables is linear and has the necessary presumption.

Table 2. Status of the compared groups in the pre-test and post-test

Group	Variable	Frequency	Mean	Standard deviation
Investigation (pre-test)	Anger control	25	28.32	8.21
	Positive emotion control	25	51.28	5.93
	Depressed mood control	25	30.88	5.23
	Anxiety control	25	46.48	8.49
	Social tolerance	25	45.96	11.67
	Wisdom	25	185.28	18.81
Control (pre-test)	Anger control	25	26.24	8.87
	Positive emotion control	25	50.72	6.6
	Depressed mood control	25	30.08	5.7
	Anxiety control	25	43.2	7.13
	Social tolerance	25	46.96	12.33
	Wisdom	25	183.2	21.52
Investigation)post-test(Anger control	25	33.32	8.38
	Positive emotion control	25	57	6.17
	Depressed mood control	25	35.72	4.69
	Anxiety control	25	52.12	8.61
	Social tolerance	25	59.48	11.54
	Wisdom	25	216.64	14.59
Control (post-test)	Anger control	25	26.92	8.73
	Positive emotion control	25	51.44	6.3
	Depressed mood control	25	31.04	5.71
	Anxiety control	25	44.28	7.23
	Social tolerance	25	48.16	12.39
	Wisdom	25	184.56	21.87

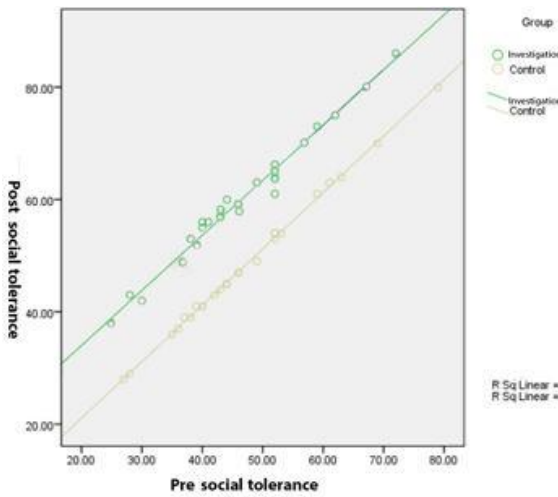


Figure 1. Dispersion of social tolerance in adolescents

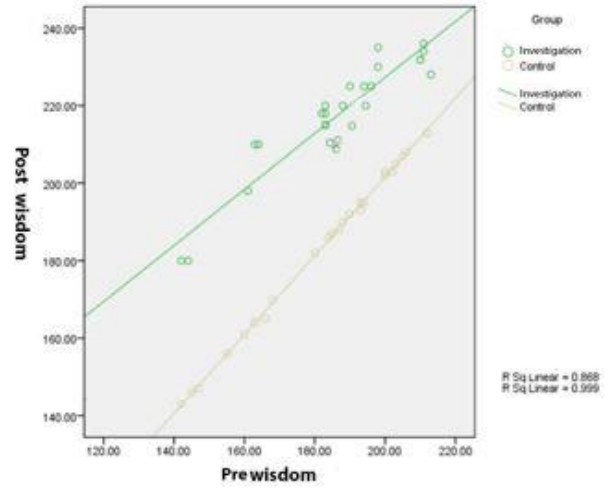


Figure 2. Dispersion of wisdom in adolescents

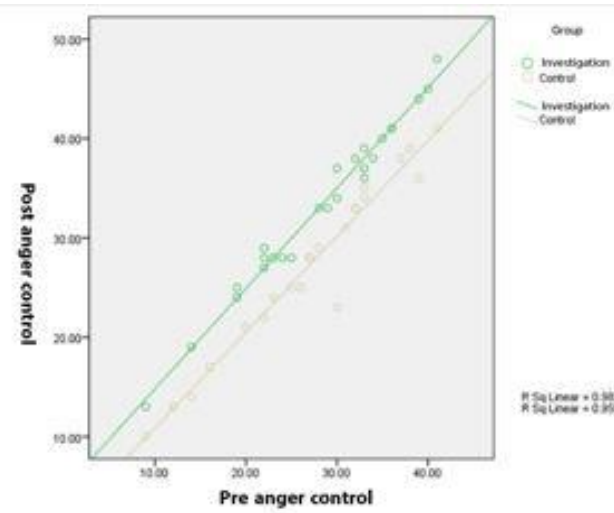


Figure 3. Dispersion of anger control in adolescents

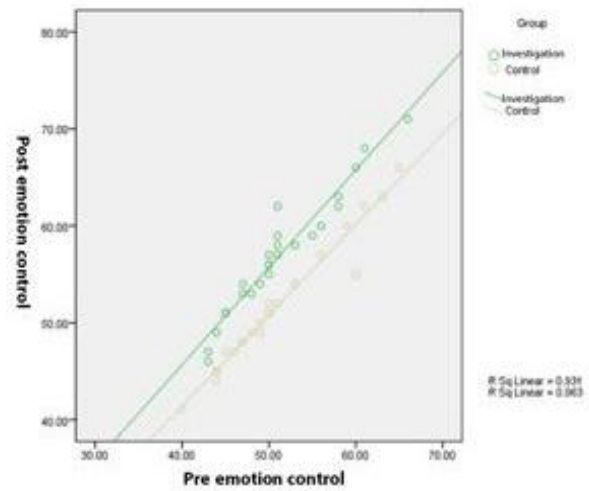


Figure 4. Dispersion of positive emotion control in adolescents

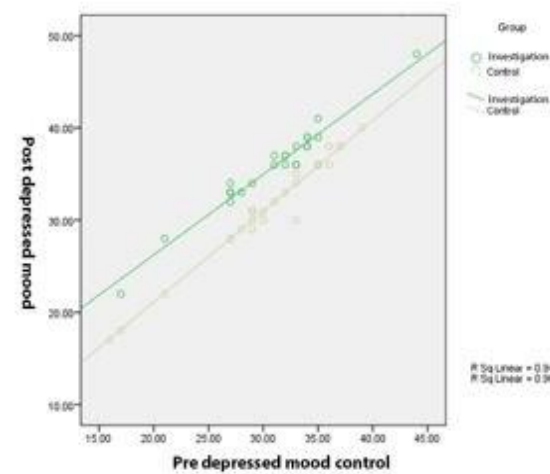


Figure 5. Dispersion of depressed mood control in adolescents

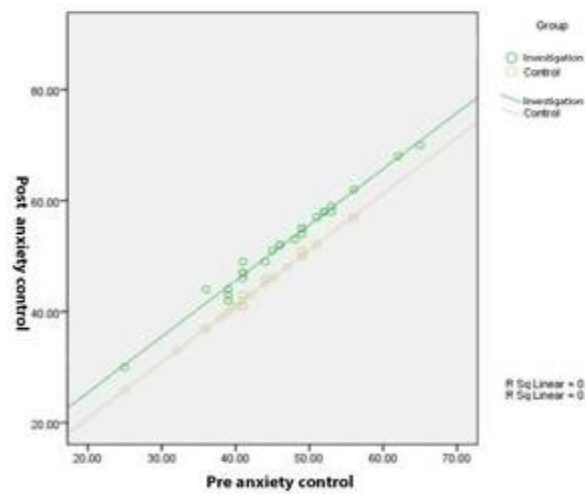


Figure 6. Dispersion of anxiety control in adolescents

Pearson's correlation coefficient was used to verify the absence of multiple collinearity between the pre-test data of anger control, positive affect control,

depressed mood control, anxiety control, social tolerance, and wisdom of the experimental and control groups (Table 3). The results of the

correlation coefficient between the variables of anger control, positive emotion control, depressed mood control, anxiety control, social tolerance, and wisdom of the two groups in the pre-test showed that there was no linear relationship between the variables before the implementation of the intervention.

The Scheffe post hoc test was used to investigate the effect of teaching life skills with the investigation method in terms of social tolerance, wisdom, and emotional control of adolescent boys. According to the obtained data, the mean scores of post-test in the experimental group in terms of social tolerance and wisdom were 11.32 points and 32.08 points higher than those in the control group; therefore, it can be concluded that the investigation method had an effect on the social tolerance and

wisdom of adolescent boys ($i-j=11.32$, $P=0.005$; $i-j=32.08$, $P=0.0001$, respectively).

The control of emotions in adolescents includes the control of anger, positive emotion, depressed mood, and adolescent anxiety. According to the data obtained from this test, the mean scores of the group under investigation training in terms of anger control, positive emotion control, depressed mood control, and anxiety control were respectively 6.4 points, 5.56 points, 4.68 points, and 7.84 points more than those in the control group at the post-test stage. Accordingly, teaching life skills by investigation in the manner of probe method had an effect on controlling anger, positive emotions, depressed mood control, and anxiety among boy teenagers ($i-j=6.4$, $P=0.021$; $i-j=5.56$, $P=0.029$; $i-j=4.68$, $P=0.006$; and $i-j=7.84$, $P=0.004$, respectively).

Table 3. The correlation coefficient of the pre-test scores of the studied groups

Variables	Anger control		Positive emotion control		Depressed mood control		Anxiety control		Social tolerance		Wisdom	
	r	P	r	P	r	P	r	P	R	P	r	P
Anger control	1	0	0.52**	0.0001	0.58**	0.0001	0.67**	0.0001	0.28*	0.015	-0.21	0.067
Positive emotion control	0.52**	0.0001	1	0	0.42**	0.0001	0.43**	0.0001	0.28*	0.016	-0.031	0.79
Depressed mood	0.58**	0.0001	0.42**	0.0001	1	0	0.45**	0.0001	0.19	0.09	-0.012	0.92
Anxiety control	0.67**	0.0001	0.43**	0.0001	0.45**	0.0001	1	0	0.28*	0.016	-0.15	0.21
Social tolerance	0.28**	0.015	0.28**	0.016	0.19	0.09	0.28**	0.016	1	0	-0.25*	0.32
Wisdom	-0.21	0.067	-0.031	0.79	-0.12	0.92	-0.15	0.21	-0.25*	0.032	1	0

* $P<0.05$

Discussion

This study was carried out to assess the effect of the manner of probe training method on social tolerance, wisdom, and emotional control among junior high school boys. This approach focuses on enhancing interpersonal skills and developing empathy. To support the personal growth and emotional well-being of adolescent boys, it is crucial to comprehend how this method influences their social tolerance, wisdom, and emotional control [12-14].

Emotional control is essential for stress management, resilience building, and maintaining emotional well-being. In adolescence, emotions are heightened, presenting an opportune time to study how the manner probe training method impacts emotional control in junior high school boys. Examining the impact of this training technique on emotional regulation and impulse management provides a valuable understanding of its effectiveness in improving emotional intelligence and resilience in youngsters [15,16].

Social tolerance plays a vital role in fostering healthy relationships and promoting acceptance in diverse environments. Adolescence is a critical period for developing social skills and learning to embrace differences. Investigating how the manner probe

training method affects social tolerance in junior high school boys can provide valuable insights into how this approach nurtures an inclusive and accepting social environment within the school community. This research will reveal the potential benefits of the manner probe training method as a tool to enhance social tolerance among adolescent boys [17]. The results of a study by Hosseinzadeh et al. demonstrated that conscientiousness was the only personality trait that played a role in explaining social tolerance. In examining the effect of personality traits on various aspects of social tolerance, agreeableness was found to explain ideological tolerance, while conscientiousness and agreeableness were associated with behavioral tolerance. It was also revealed that conscientiousness, agreeableness, and openness were influential in explaining political tolerance, while open-mindedness and extroversion were associated with identity tolerance [18]. Furthermore, individuals' tolerance level was found to be closely linked to their level of wisdom, which in turn influenced the degree of social tolerance observed among teenagers. An examination of how the manner probe training method influences wisdom development in junior high school boys can yield valuable insights into how this training approach fosters critical thinking skills, ethical considerations, and perspective-taking

abilities. Comprehending the influence of various factors on the development of wisdom can assist educators and parents in fostering favorable character growth in adolescents [17].

Based on the findings of a study by Kazemi-Mobin, exploratory teaching had a significant effect on students' creativity in science lessons [19]. According to the findings of a study by Rezaee et al., enhancing the teaching method of scientific inquiry among students could significantly benefit students' philosophical thinking abilities [20]. Using the exploratory method had a greater impact than traditional methods on increasing the wisdom of male teenagers. These findings were consistent with those of other studies [21].

The results of another study revealed that the investigation teaching method put students in a situation where they tried to solve their problems through thinking, exploration, and research with the help of existing or collected evidence. The result is that this method, in addition to being considered a new education method, has positive effects on the cultivation of thought, especially creative thinking, cooperation, collaboration, discussion, and exchange of opinions in the class [22]. The findings of a study on the effect of the investigation model on students' self-efficacy showed that students who were taught by the investigation method had higher self-efficacy [23]. Based on the results of another study, teaching the investigation model had a significant effect on students' tendency to think critically and their attitude towards science lessons [24].

Teaching life skills through innovative and exploratory techniques allows teenagers to go beyond mere memorization or adhering to predetermined rules. Instead, they are encouraged to think critically, participate actively, and engage in experiential learning. This approach provides a dynamic and interactive learning environment that stimulates students' curiosity and creativity. By engaging in active experimentation, adolescents have the opportunity to explore various scenarios, make decisions, and experience the consequences of their actions. This hands-on approach allows them to develop a deeper understanding of the cause-and-effect relationships related to emotional control [25].

Innovative and exploratory methods emphasize self-reflection, self-awareness, and self-regulation. Adolescents are encouraged to reflect on their thoughts, feelings, and behaviors, fostering a greater sense of introspection. Through this process, they become more aware of their emotional states, triggers, and patterns, which are crucial for developing emotional control [26].

Innovative and exploratory teaching approaches also promote autonomy and ownership over the learning process. Adolescents are encouraged to actively participate in problem-solving and decision-making processes, giving them a sense of empowerment and control. This active involvement helps them internalize the life skills they have already learned, increasing the likelihood of their application in real-life scenarios. By gaining confidence in their ability to navigate and regulate their emotions, adolescent boys become more resilient. They develop a sense of self-efficacy, knowing that they are skillful enough to handle and manage their emotions effectively. This resilience enables them to face and overcome challenges in life with a greater sense of emotional control [27].

Limitations

One of the limitations of this research was related to the restrictions on holding face-to-face classes due to the quarantine during the coronavirus disease 2019 pandemic. Another limitation was the impossibility of controlling students' out-of-school training related to life skills. Moreover, there were limitations on controlling the impact of parenting styles and family social capital on students.

Conclusion

This research study aimed to investigate the impact of the manner probe training method on social tolerance, wisdom, and emotional control among junior high school boys. Our examination of the training approach has provided valuable insights into its potential benefits for adolescent development. The findings suggest that the manner probe training method has a positive effect on social tolerance by fostering acceptance, empathy, and understanding among junior high school students. This contributes to creating a more inclusive and harmonious school environment. Based on the results of the research, this method plays a crucial role in the development of wisdom among adolescent boys. It promotes critical thinking, ethical considerations, and perspective-taking abilities among adolescents, enabling them to make informed decisions and overcome complicated situations.

The study also revealed that the manner probe training method could enhance emotional control in junior high school boys. It equips them with effective strategies for coping with stress, regulating their emotions, and building resilience, thus supporting their overall emotional well-being. The implications of this research are significant for educators, school administrators, and policymakers. Incorporating the manner probe training method into educational

curricula can contribute to the holistic development of junior high school boys, providing them with essential skills for handling interpersonal relationships and developing a positive character. By prioritizing social tolerance, this research addresses the importance of creating a diverse and inclusive society. It emphasizes the value of embracing differences, fostering empathy, and promoting harmonious coexistence among adolescent boys. Additionally, the findings of this study highlight the role of wisdom development in adolescent decision-making. Cultivating critical thinking and ethical judgment among young individuals can have long-lasting effects, shaping their future interactions and contributions to society.

Compliance with ethical guidelines

All ethical principles were considered in the present study.

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Authors' contributions

This study was carried out with the collaboration of all authors. All authors read and approved the final manuscript.

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Conflicts of Interest

The authors declare that they have no conflict of interest.

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