

The Effects of Study of Skill on Educational Murder Improvement First Grade of High-School Female Students of Bonab in 2010

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Abstract: This research was done to study the effects of study method Murder on students, educational development. The research was included 53 testees of female students studying at the first grade of high-school in Bonab in 2010-2011. At first two schools are chosen, then one class from each school was chosen by a random sampling. One of the classes were chosen as test groups and one of them was chosen as a witness group. At first a pre-test was given to the testees of groups, then the test groups were trained in the methods of study skills during eight 45 min sessions, at last a post-test was given to them. In the research, the study skill were considered as independent variable, the educational development was considered as a dependent variable and an ANCOVA and a correlated t-test were used to test research hypotheses. Results of the research showed that there was a significant difference between the learning rate of the students who were trained by the study skill murder and that of the control group.

Key words: Study skill, educational development, high-school students, development, trained

INTRODUCTION

Enabling the future generation in management of their works and depositing cultural heritage has been one of the main businesses of all ages of humanity, the greatest part of this responsibility was done by family and at the same time with development of societies and division of labor, the responsibility of education is devolved to institution of education.

Today as a result of development of modern science and technology and new educational psychology findings, the concept of education is changed and its expanding scope has been increased. Scientists of education believe that the most important responsibility of schools is nurture and development of the ability to think and creativity and abilities and learning skills in children. The right methods of studying is one of the challenging issues in students. When we observe the study method of student in school, we understand that there are many differences in learning and study method of student.

One of the major issues in education is the issue of educational progress of students. Previous studies have shown the highest relationship between educational aptitude and educational progress. However, there are other factors involved in student achievement (Ghafouri, 1997).

Shoarinezhad (1997) in defining the educational progress says that: the meaning of educational progress is the progress or lack of the progress in earning and learning the content collections that is presented to students during a year. In recent years, most of the related discussions were about studying methods. In fact, the expected educational progress exists in studying skills as well.

Therefore, regarding to the role of learning in educational progress, the method of learning among the students is also important. Training the studying methods to students can play an effective role in their learning method. Using better techniques makes the studying easier, faster and more pleasurable. As a result, the interest of reader to study will increase and leads to study more, don't avoid of studying the contents that he/she should read and read more contents in less time (Seif, 2007).

If the unfamiliarity of students to the right methods of studying is one of the educational problems, it is possible to decrease the barriers of educational progress by training these methods. In many of societies, it has been tried to help the students in increase the speed of studying, accuracy in studying and comprehension through training the right methods of studying. This occurs not only during the training but short-term and long-term courses of right methods of studying is created

for all interested persons (Baldewich, 1994). Despite of spending long hours on studying the lessons, many of students don't get their desired result in exams and oral inquiries and other tests and this problem is not tolerable for parents, teachers and students and is one of the factors that causes the reduction of student's motivation in educational progress. Therefore, the right method of studying has a very important role in the process of education as a restorative element.

The students that use the right methods of studying are more successful rather than the students that do not use the right methods of studying. Most of the unsuccessful students observe the studying conditions, active studying and studying style in the time of studying. In the research of this researcher, it has been shown that there is a meaningful correlation between the GPA and observing the studying conditions, active methods of studying, studying style, inappropriate habits of studying and methods of learning and studying. Therefore, the training of these methods to the students can be very effective in solving the problem of academic failure and getting students interested to studying (Derakhshan, 2003).

The methods of training the learning and studying skill

Murder method: One of the successful methods in studying and learning is called Murder method (Bruinsma, 2004). "Murder" is formed with the first letter of followed words. Mood, understanding, remember, discovery and digest, expansion and review and response. Murder method is the newer and more complete form of SQ4 R method and it is derived from the theories of psychological information processing researches and therefore its cognitive aspect is more.

Mood: it means that before starting the studying and learning, find its mood. It means that you should be fresh and ready to learn and keep this mood till the end of studying (Seif, 2001).

Understanding: In this step try to understand the contents that you read deeply. Be aware of the quality and quantity of your understanding and sign the parts that you could not understand well to refer to them in next steps (previous resource).

Remember: In this step you should remember what you have read and understand in the last step and use interpretation, imagination and analysis of concepts methods.

Goetz about the remember step in Murder method have said that "the learner not only remembers what

he/she has read but also changes it to key concepts through interpretation, imagination and analysis".

Discovery and digest: In this step you should refer to the parts that you read and understood already and remember them. For this purpose, you should discover what you have left or understood wrongly and you should also discover the organization of contents.

Expansion: You should expand the contents that you read and relate them to the contents that you have read before.

Review and response: Review and response is the final step of Murder method. The main activity of reviewing is remembering the learned contents, paying attention to important points and trying to answer the questions which have been proposed before and focusing on learning purposes. The response step is usually done after the participation of students in the exam or test of the content that they have already read. The results of the test should be used as a feedback about the effectiveness of previous steps. The major purpose of this learning step is to eliminate the defects of studying methods for future functions (Seif, 2007).

Reciprocal questioning (request): Another way that helps to increase the metacognition level and recovery of the studying method is reciprocal questioning or mutual questioning. Manzo has invented this method (Seif, 2007). Here is a summary of its steps.

The teacher says to the students that the purpose of this lesson is to help them to understand what they read better. Then the teacher and students read a sentence. Then they ask each other, respectively. At first the students ask the teacher a question about the sentence, then the teacher asks them some questions about that sentence.

All of the questions that are asked should be responded completely but expanding the answers of the questions that are related to real information is not necessary. If students could not answer a question, the teacher will ask its reason.

At the time of responding to the questions, teacher and students show the validity of their responses by referring to the information in the text. If students ask high level questions, teacher says "it is a good question. I should think about it before giving a response", if students' questions are low level teacher will just answer to them. The teacher encourage students to ask high level questions by doing so. The teacher and students continue this method of reading and questioning and responding as long as it is needed.

Research findings about studying skills have shown that the use of these measures increases the learning level and educational progress.

Brynzma has reached to a meaningful relationship between educational progress and information processing procedure through using studying techniques. Therefore, it is accepted that studying and learning skills be as an important role in educational progress. In Seif (2001)'s believe learning tools of studying methods are better that are categorized to three major groups (repeat and review, expansion and extension and organizing) as memory processes. If the student know that what she/he should do for learning and gain what skills, she/he would win difficulties despite of all the defects and external shortages. Various methods will lead to different learning outcome and various success levels. The students that achieve some skills accept success more and because of that they persist on doing homework and achieving success. Learning skill as a learning tool helps the learner to prepare the new information for combining with learned information and their storing in long-term memory. When the learner learn the studying skills in learning he will feel pleased through this way and he will be more motivated about more learning.

In another research, Abdollahzadeh which is named "checking different methods of studying" they studied about the level of its effectiveness on middle school students and it showed that the study training method effects on students educational progress and as a result of this training, the studying method should make the students familiar with right methods of studying principles from primary school.

The study of Khadivzade have shown that there is a meaningful difference between the studying method of conditional and unconditional students and these methods were better in the students which didn't have the experience of probation.

The findings of the research of Fereydownmoghdam and Cheraghian showed a positive and meaningful relationship between individuals' studying methods and educational status. Educational progress and achieving to educational purposes are not possible but with existing multiple factors that one of these factors is individuals' skills or studying habits undoubtedly.

Obviously, with recovery the studying method of individuals the level of their remembrance will be recovered as well. The development and recovery of these two skills and right studying methods lead to the recovery of their educational operation.

The results of Ghaedi (2002)'s research show that: there is a meaningful difference between the learning level with Murder studying methods and paragraph reading traditional method in first classes of middle schools in

religious course. Namely, the students that study with Murder studying method show a better operation rather to the students that study with paragraph reading traditional method. Therefore, training these methods to the students can be super effective on solving educational failure issue and students' apathy to studying and book reading.

Bieler and Snowman (1993) have quoted some researches that Skatparis trained cognitive and metacognitive skills to the students of third and fifth classes in them in 1984 and 1986. The results of these researches have shown that the students that this kind of skills have been learned to them (experiment group) were further in the ability of reading and understanding the content rather than the students that were deprived of training these skills (witness group). Also, educational group students have got more aware about using cognitive and metacognitive methods and their benefits rather than witness group students.

From other researches, Motevali (1997)'s research which is done in the form of Master of Science thesis in educative psychology can be mentioned. In this research, the effect of training the metacognitive methods on reading, comprehension and the speed of students learning in first classes of girly high schools of Ferdows city were authorized (Abedi *et al.*, 2012).

Emamgholizadeh (1999) in his study which is "checking the effect of training studying methods in boy students of second year of new system high school in Babol learning social science" resulted that there is a meaningful difference between the learning level of trained students with after conclusion method and control group. Also, there is a meaningful difference between the learning level of students which are trained by planning method and control group. But in comparison of trained group by careful reading method with control group.

Although, there are many factors that are effective in educational progress but when the topic of educational progress is discussed, most of the attentions are paid to the studying method as the effective factor in this progress. In this research, the effect of studying methods on students' educational progress is checked. The main question of the research is that do the studying methods effect on students educational progress or not? In fact, by doing this research and responding to this question we can discover the role of studying methods in students' progress and try for its reinforcement.

MATERIALS AND METHODS

Current research is experimental. With Baek pre-test and past-test plan the control group and two experimental groups have been chosen and studied. Statistic society in

this research was contained of all of the girl students of first year of high schools of Bonab that their number in 2010 educational year was 850 persons. The sample size of students was 53 persons by using random sampling. Three random classes were chosen among girl students of first year of high schools of Bonab from two existing high schools. In experiment and control group the pre-test was done at first. The result of this test showed the educational status of students according to their common method. Then the students of experiment groups of one of groups were trained with Murder studying methods in eight sessions. The past-test was done at the end of the educational year and we compared the results of both groups by educational progress topic.

RESULTS AND DISCUSSION

Theory: Murder study methods do effect on students educational progress. For hypothesis test for elimination of pre-test from ANCOVA test was used. Followed table show the results of this analysis. Before ANCOVA test the homology hypothesis of variances was checked through levene test. The result of test shows that calculated F (2.593) with freedom degree of numerator 2, denominator 77, at 0.05 alpha level is smaller than

table's F (3.11). Zero hypothesis is confirmed. It can be concluded that there is not a meaningful difference between variances of two groups. It means that the hypothesis homology of variances does exists (Abedi *et al.*, 2011). Checking the homogeneity of regression slope (Table 1).

According to Table 2 the interaction between pre-test and group $p = 629$ is greater than 0.05 and it is not meaningful certainly higher that the cut-off point. In fact, it means that homology of regression slope hypothesis does exists and ANCOVA analysis can be used.

ANCOVA analysis results are presented in Table 3. According to the calculated F (928.994) for pre-test with 1 freedom degree of numerator and 76 denominator and 0.01 alpha level which is bigger that table's F (4.88). To examine the effect of group effect results in can be concluded that there was a meaningful effect factor between subjects (group effect) ($\eta^2 = 0.141$, $p < 0.003$, $F = 6.24$) after the modification of pre-test scores. In fact, the calculated F (6.24) is greater than table's f in 0.003 alpha level and 2 freedom degree of numerator and 76 denominator. It shows group effect (Table 4). Regarding to the results of pairwise compare of tempered averages it can be concluded that there is a meaningful difference between pre-test tempered scores of murder group and control group at 0.05 alpha level.

Table 1: The schedule of training study skills sessions

Sessions	Educational schedule
First	Introduction to the definition of studying, benefits, necessity, purpose and motivation
Second	Expression of proper studying conditions, positive mental image, interest, proper time and place for study, planning, scheduling and training
	Third a review of study pathology, mentioning wrong methods of study (such as studying during fatigue, reading loudly, etc.) and the reasons of their erroneous
Forth	The method of study speed increase, right ways of reading and avoiding eyes return and confusion and doing necessary exercises
Fifth	The methods of focus and attention reinforcement, doing necessary exercises and principle of success in exams
Sixth	Educational planning and principle of success in exams
Seventh	Introducing types of memories and the reasons of forgetfulness and inability the memory of each of the memory stages
Eighth	Murder studying method in an analysis group

Table 2: Test of the effects between subjects

Resources	Sum of squares	Degree of freedom	Average squares	F-values	Meaningful level
Modified model	478.108	5	95.622	184.235	0.000
Intercept	2.754	1	2.754	5.306	0.24
Group	0.257	2	0.128	248	781
Pre-test	470.531	1	470.531	906.576	0.000
Pre-test*group	0.485	2	0.242	0.467	0.629
error	38.407	74	0.519		
total	18099.558	80			
Corrected total	516.515	79			

(Tempered $R^2 = 0.921$); $R = 0.926$

Table 3: Dependent variable ANOVA test: past-test

Resource	Sum of squares	Degree of freedom	Average squares	F-values	Meaningful level	Square of minor η^2
Modified model	477.623	3	159.208	311.11	0.000	0.925
Intercept	2.561	1	2.561	5.004	0.028	0.062
Pre-test	475.403	1	475.403	0.994	0.000	0.624
Group	6.387	2	3.193	928	0.003	0.141
Error	38.892	76	0.512	6.240		
Total	18099.558	80				
Corrected total	516.515	79				

Table 4: Test results to pairwise compare of groups

Variables	Average differences	Average standard error	Meaningful level	Confidence interval 95%	
				High range	Low range
Murder	-0.178	0.197	1.000	0.660	-0.66
Control	0.496*	0.197	0.141	1.158	0.19

CONCLUSION

Based on the findings of this research that is focused on the educational effect of murder studying skill on students' educational progress, followed results have been achieved:

- Murder study method leads to the increase of students' grades
- Training right study methods is effective in educational progress of students

Research findings is consistent with the results of the research by Derakhshan (2003) and it is almost in line with the result by Ghaedi (2002).

Regarding to the explained contents, some methods have been presented that can be effective in showing the effective methods in the right way of studying and also in educational progress. These methods may look simple but their usage for each person and student shows significant successes. In a study that was done in 1971 in several countries about studying, reading and comprehension and Iran was also one of this countries it was concluded that schools should provide some programs that they could grow reading and comprehension skills in the group of last year students of primary school and high schools. It seems that one of the methods for increasing this ability does exist in right study methods.

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