

Factors Affecting Critical Thinking of High School Students in Mashhad

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Abstract

This article reviews the factors affecting critical thinking of students in Mashhad. In this study based on theoretical viewpoints of Habermas, Bourdieu, Lipman, Perry, Maier, Vinche, Dewey, and Ennis, the effective indicators of critical thinking were selected and studied. These indicators are educational tendencies, mental expectations of school and educational major, academic motivation, school level, social cohesion inside the school, commitment, teaching method, rationality, place and methods of dialogue, school facilities, and cultural capital.

The method of study is survey and the tool for gathering data is questionnaire. The sample is composed of 380 high school students in Mashhad, who were selected randomly. Findings are attained based on the frequency distribution, Pearson correlation coefficient, multivariate regression analysis, and trajectory analysis. The results of multivariate regression analysis indicate that rationality and teaching method are the main predictors of critical thinking of students.

Keywords: critical thinking, mental expectations, teacher, rationality, social cohesion, commitment

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