

## ***Abstracts***

### ***STUDY OF THE RELATIONSHIP BETWEEN PROBLEM SOLVING STYLE AND PSYCHOLOGICAL WELL-BEING AMONG UNIVERSITY STUDENTS***

***Jalil Babapour Kheyroddin\*, Ph.D.; Kazem Rasoulzadeh Tabatabaie,\* Ph.D.***

***Javad Ejei,\* Ph.D. & Ali Fathi Ashtiani,\*\* Ph.D.***

*The purpose of this research was to study the relationship between problem solving style and psychological well-being among university students. Through stratified random sampling, 420 undergraduate students of different disciplines were selected from universities in Tehran. Cassidy and Long's Problem Solving Scale and Memorial University of New Foundland Scales of Happiness (MUNSH) were administered on all participants. Results show that there is significant relationship between problem solving style and psychological well-being. All of problem solving subscales were significant at  $p < .01$  in determining psychological well-being. It was, also revealed that there is a partial gender difference between males and females in problem solving styles, so that females utilize avoidant problem solving style more than males.*

***Keywords:*** *problem solving style, psychological well-being, student.*

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**THE RELATION BETWEEN ACADEMIC ACHIEVEMENT, COPING STYLES,  
STRESS AND SOCIO-ECONOMIC STATUS IN GIRL ADOLESCENTS.**

*Yasamin Abedini*

*This study aim to explose relationships between academic achievement, coping styles and socio-economic status. Three hundred and twenty eight female student, all of them third grade in secondary schools were selected by using of phasic random sampling among junior schools of the south , center and the north of Tehran. Data obtained through Coping with Crisis Test (CISS) and Grade Piont Average of testees (GPA). Results indicate that there is a positive relation between academic achievement and problem-Oriented coping. It was also observed that there is a positive relation between socio-economic status and academic achievement. there was no significant relation between Coping Styles and stress as well as socio-economic status.*

**Keywords:** *academic achievement , coping styles, socio-ecomic satus, girl adolescents.*

**ACHIEVEMENT, GOALS, INTELLIGENCE BELIEFS  
AND ACADEMIC ACHIEVEMENT**

*Elaheh Hejazi\*, Ph.D.; Nasrin Abdolvand. M.Sc. & Davood Imamverdy M.Sc.*

*Beliefs about intelligence influence academic behavior and permit others to predict them. Achievement goals are integrated patterns of beliefs, attributes and affects which orient the academic behavior and include different methods of approaching, engaging and reacting in achievement activity. The purpose of this*

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*study was to determine the relation between achievement goals (goal orientation) and beliefs about intelligence with academic achievement. one hundred and twenty girls and boys in grades 6 and 9 were chosen. Beliefs about intelligence were evaluated by a semi - structured interview and goal orientation was measured by a questionnaire. Results indicated that: a) while the majority of students with mastery goal, have an incremental view of intelligence, the majority of students with an entity belief about intelligence have a performance goal oriented. b) beliefs about intelligence can predict goal orientation. c) performance goal predict low academic achievement. d) there was a negative relation between performance goal and entity view of intelligence with academic achievement. e) the belief that intelligence is malleable versus fixed was increased by age. f) In comparison with girls, boys more frequently believe that intelligence has an interactional origin of nature and nurture.*

**Keywords:** *mastery goal oriented, performance goal oriented, performance mastery goal, incremental beliefs, entity beliefs.*

**COMPARISON OF MENTAL HEALTH IN STUDENT COUPLES  
OF ORDINARY & MASS MARRIAGES**

**Mohammad Ali Mazaheri,\* Ph.D. , Mahmoud Heydari,\*MSc.**

**Hamid Reza Pour-Etemad,\*Ph.D.**

*This study was aimed to explore individual mental health, family functioning and family structure on 34 couples who married via a mass marriage program, as compared with a control group including 39 couples who married in ordinary way. All participants were asked to fill in the General Health Questionnaire (GHQ), Marital Adjustment Test (MAT) and Family Adaptability & Cohesion*

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Scale, 3<sup>rd</sup> version (FACES III). Statistical analyses showed that there were no remarkable differences between the groups. This suggests that the mass marriage program had not significant effect on mental health, marriage adjustment and family structure as well as family functioning. Further analyses on demographic information clarified that duration of engagement period was significantly longer for the mass marriage couples.

**Keywords:** mental health, marital adjustment, family structure, students' mass marriages.

**PREDICTION OF BEHAVIOR PROBLEMS OF STUDENTS IN  
HOME, SCHOOL AND PEER SITUATIONS**

**Mohammad Khayyer,\* Ph.D. & Shahla Alborzi,\* Ph.D.**

The aim of the present study was to predict behavior problems of the students in three different situations (home, school and peer) from their own views in regard to their family backgrounds. The sample of the study consisted of 726 students (399 girls and 327 boys) in grades third to fifth at Elementary schools and in grades first to third at Guidance schools, that were selected by cluster random sampling. The participants answered to a family background questionnaire and to the Brown's and Hamill's (1978) Behavior Rating Profile Scale. The prediction of behavior problems, according to the independent variables of the study, showed two different patterns for girls and boys. Among girls, in home situation, the only predictor of behavior problems was family size. In school situation, in girl's group the best predictors of behavior problems were family size, father's education and mother's education respectively. In peer situation, in girl's group, none of the independent variables can predict behavior

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*problems. In boy's group, in home situation, the best predictors of behavior problems were family size and mother's education respectively. Whereas, in school situation, the best predictors of behavior problems were mother's education and father's occupation. In peer situation, the only predictor for boy's behavior problems was mother's education. An interesting finding of this study was the role of mother's education in predicting behavior problems of boy students. Finally, the results of the study were discussed in relation to the previous studies.*

**Keywords:** *behavior problems, sex, behavior rating, family background.*

