

Abstracts

COMPARISON OF UNIVERSITY STUDENTS IN TERMS OF THEIR LOCUS OF CONTROL, MOTIVATIONAL BELIEFS AND SELF-REGULATED LEARNING STRATEGIES

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This study aims to compare the Locus of Control, Motivational beliefs, and Self-Regulated Learning Strategies in a group of university students. Using Stratified random sampling method, 383 students were selected and participated in the study. All participants completed the Motivated Strategies for Learning Questionnaire (MSLQ), the Rotter's Locus of Control test (LOC), and a demographic questionnaire. In order to assess the participants' academic success, their average of passes was used. Analysis of results indicate that: 1) students with External Locus of Control use motivational beliefs and Learning Strategies less than those with Internal Locus of Control, 2) The engineering-technical students have more powerful Motivational beliefs and use more Learning Strategies than students in the human science and basic science faculties, 3) There was a significant direct relationship between the use of motivational beliefs and Self-Regulated Learning Strategies in students and their academic success.

Keyword: locus of control, learning strategies, self-regulation motivational beliefs.

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**THE ROLE OF MOTIVATIONAL BELIVES IN HELP-SEEKING BEHAVIOR
AND ACADEMIC ACHIEVEMENT**

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This study investigates the influence of the motivational belives on help-seeking and academic achievement. Tow hundred 9th grade boy students were randomly selected and participated in the study. The motivational belives (Task-focused goals, extrinsic goals, relative ability goals, Perception of cognitive competence and Perception of social competence) was measured by a developed questionnair as well as the Harter's Perceived Competence Scale. The help-seeking behavior (adaptive help-seeking and avoidance of help-seeking) was measured by a developed questionnair. Students' mean scores on their exams, were taken as the measure of the students' academic achievement. Results showed that task-focused goals and perception of social competence were the best predicting variables for the adaptive help-seeking behavior. Extrinsic goals was the best predicting variable for avoidance of help-seeking behavior. It was also revealed that the help-seeking behavior (adaptive help-seeking and avoidance help-seeking), predices academic achievement. In general this study indicates the importance and effective role of the motivational-social factors in the student's help-seeking and academic performance.

Keyword: *motivational belives, task-focused goals, extrinsic goals, perception of cognitive competence, perception of social competence, help-seeking behavior, academic achievement.*

**THE STUDY OF THE EFFECTIVENESS OF PROBLEM-SOLVING
TRAINING ON REDUCING DEPRESSION**

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This research examine the effectiveness of problem-sloving skills Training on

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reduction of depression in 15-18 years old adolescents. To evaluate the effectiveness of this method in treatment of depression, pre-test and post-test plan was performed on the control group. At first 300 students were selected from 1400 students on a random basis. Then Beck Depression Inventory were administered on them. Thirty students were chosen from those who had a minimum score of 17 and randomly divided into two control and experimental groups. The experimental group received Problem-Solving Skills Training and the control group did not receive any intervention. Results revealed that, for the experimental group, depression was reduced significantly ($p < 0/001$), Therefore, Problem-Solving Skills Training is a useful intervention for reducing depression as well as increasing effective coping skills, i.e. more problem-focus coping skills.

Keyword: *depression, coping skills, problem solving skills training, students.*

EFFECT OF PASSIVE MUSIC AND SELF STIMULATED MOVEMENTS ON CONTROLLING AGGRESSION IN MENTAL RETARDED CHILDREN

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To study the effect of passive music and self stimulated movements on controlling aggression in mild mental retarded children, and to compare the effect of music on mild mental retarded girls and boys, 40 students (20 girls & 20 boys) from five exceptional schools in karaj were selected. Piaget's conservation test, Raven's children test and Rosenzweig's Frustration Test were administered on all subjects. Children were randomly divided into 2 control groups and 2 experimental groups. The music was represented to the experimental groups for 50 days (3 time per week, 75 min per session). The children were allowed to use self stimulated rhythmical movements, when they were listening to the music. After completing treatment program all subjects were retested by the Rosenzweig's Frustration Test. It was found that passive music and self-stimulated movements had a significant effect on controlling aggression. There was no significant difference between two sexes.

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**EVALUATING RELIABILITY AND VALIDITY OF THE MISSISSIPI SCALE FOR
POST-TRAUMATIC STRESS DISORDER IN SHIRAZ**

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Mississippi Scale is a well-known Scale for measuring the severity of post traumatic stress disorder (PTSD). In order to study the reliability and validity of this scale, it was translated into Persian and then back translated to English as suggested by Brislin, Lonner and Thronidike (1973). The Persian version was called "Eshel". 69 patients with PTSD, 41 patients with anxiety disorders, 30 patients with depression, 31 patients with obsessive compulsive disorders and 93 nonpatients people participated in this study. All participants completed the Eshel, the PTSD Checklist, the Life Events Checklist and the Padua Obsessive Compulsive Scale. The following results confirmed reliability and validity of the Eshel: 1- Significant mean difference between the PTSD, anxiety and nonpatient groups in favour of the PTSD group, 2- Significant correlation between scores in the Eshel and the PTSD Checklist, the Life Events Scale and Padua Obsessive-Compulsive Scale, 3- High internal consistency coefficient (Alpha Coronbach) and test-retest reliability. Performing a principal component analysis on the whole data results in extraction of four factors as follows: intrusive memories, interpersonal problems, difficulty in emotional control and lack of depression.

Keywords: *Post Traumatic Stress Disorder (PTSD), Mississipi Scale for PTSD, reliability, validity.*

**RELATIONSHIPS BETWEEN LEARNING STYLES AND COGNITIVE STYLES
AND THEIR ROLE IN STUDENTS' ACADEMIC ACHIEVEMENT**

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The aim of this study was to evaluate relationships between Kolb's learning styles

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and Witkin's cognitive styles (field dependence and field independence) and their role in the students' academic achievement. One hundred and four first-grade high school girl students were randomly selected. The Kolb's Learning Style Inventory (LSI) and the Witkins's Group Embed Figures Test (GEFT) were administered on all participants. Pearson Regressions was preformed to ananalysis the data. Results showed that there are significant and positive relationships between cognitive styles, learning styles, abstract conceptualization and Mathematics and English achievements.

Keywords: *Kolb's learning styles, Witkin's cognitive styles, academic achievement.*