

Abstracts

***COMPARING THE EFFICACY OF TWO METHODS OF STRESS INOCULATION
TRAINING AND SYSTEMATIC DESENSITIZATION IN THE TREATMENT
OF STUDENTS WITH TEST ANXIETY.***

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The aim of present research was examing the efficacy of stress inoculation training and systematic desensitization. The method of this study was field/experimental. The target population of the study consisted of high school students of Ahvaz city. The sample consisted of 180 boys and girls randomly selected from the subjects who were diagnosed as with test anxiety. Subjects were assigned randomly to four experimental and two control groups. Two techniques were used for therapy: Stress inoculation training, and systematic desensitization. The instruments employed in this research were Test Anxiety Inventory as well as a psychological interview. A Repeated Mauseure Analysis of Variances showed significant differences between therapeutical and control groups in variable of test anxiety. Multi-comparison tests revealed that stress inoculation training and systematic desensitization methods were effective in reducing test anxiety, in the exprimental groups, as compared with the control groups. In addition, stress inoculation training was found to be more effective in reducing worry component, than the systematic desensitization method.

Keywords: *test anxiety, stress inoculation training-systematic desensitization.*

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**THE RELATIONSHIP BETWEEN FIELD DEPENDENT/INDEPENDENT LEARNING
STYLES AND IMPROVEMENT IN ENGLISH LANGUAGE.**

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This research is based on the Witkin's theory and also on the Woolfulk's writings which state that learning styles describe many of the individual differences in class, investigate the relationship between field dependent / independent learning (FD/I) styles and improvement in learning English Language. Learning styles are individual methods a learner uses in order to process information and to learn a new concept. Field dependent learners are wholist and field independent learners act analytically. 137 girl and boy students in grade 2 and 3 of guidance school were rondonly selected among the population of students of khodabandeh in Zanjan. They answered to the Group Embedded Figures test (GEFT). The student's grades in Reading and Grammar were noted individually and averaged for the first semester. Regression analysis showed that FD/I Learning styles explain 20/9, 21/9, 22/6% of the dependent variables variance of English reading, Grammar and grade of sum. Also there weren't any differences between girls and boys in GEFT with independent t-test, which means girls are not more field dependent than boys.

Keywords: learning style, english reading, field dependent/independent.

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**THE RELATIONSHIP BETWEEN COGNITIVE STYLE OF FIELD
DEPENDENC/INDEPENDENCE AND CREATIVITY AMONG JUNIOR HIGH-SCHOOL
STUDENTS IN ISFAHAN**

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In the recent decades, psychologists have been interested in the study of the cognitive styles. the study of cognitive styles is important in education because it affects information processing. Field dependence/independence is one kind of cognitive styles which affects the cognitive processes and creativity. The purpose of this research was to determine the relationship between cognitive style, field dependenc/independence, and creativity among the junior high-school boy studentes. Subjects were consisted of 100 high-school students in Isfahan (51 girls and 49 boys), who were randomly selected through the multi-stage cluster sampling. The questionnaires were included Group embedded figures Test (Witkin, 1971), Torrance's Creative Pictural Test (1974) and a demographic questionnaire. The result of pearson correlation coefficients showed a significant correlation between scores of field dependence/independence and creativity ($p < 0/001$), The correlations between scores of field dependence / independence and creativity were also significant in boy and girl students ($p < 0/05$). The results of stepwise regression analysis showed that the correlation between cognitive style of field dependenc/independence and sub-scales of elaboration and originality were significant. The results of multi variate analysis of variance showed that the mean elaboration scores of girls was significantly higher than the mean scores of the boys ($p < 0/001$), The results of covariance analysis showed that differences between mean scores of boys and girls on the field dependence/independence and creativity were not significant.

Keywords: *creativity, cognitive style, field dependence/independence, gender.*

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**MARITAL SATISFACTION, PARENTS' EMOTIONAL EXPRESSIVITY AND
CHILDREN'S BEHAVIORAL PROBLEMS**

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Associations among marital satisfaction and child behavior problems were examined in a sample of 209 elementary students with their parents. Parents' emotional expressivity were tested as potential mediator. School teachers also reported on child behavior problems. Results showed that marital satisfaction was associated with teachers' report of behavior problems. Association between marital satisfaction and child behavior problems were not explained by parents' emotional expressivity. It seems that each of the parents' marital satisfaction and emotional expressivity relate to the child behavior problems in different ways.

Keywords: *marital satisfaction, parents' emotional expressivity, emotional-behavioral problems.*

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***EFFECT OF VOCATIONAL SKILL TRAINING ON ADAPTIVE BEHAVIOR
AND SELF-ESTEEM IN MENTALLY RETARDED TEENAGERS***

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This research compares effect of vocational skill training on adaptive behavior and self-esteem of mentally retarded teenagers in mashhad. The main hypothesis was that vocational skill training leads to moderate adaptive behavior and increase self-esteem in mentally retarded. Thirty mentally retarded trainees, who were randomly selected, participated in this study. The Adaptive Behavior Scale for Assessing Adaptive Behavior in Mentally Retarded, and The Cooper - Smith Self-esteem Scale were completed by educational center counselor, parents and own subjects. This research used the Quasi-experimental pre-test and post-test method with two groups. Results show that: 1) the vocational skills training promote adaptive behavior in mentally retarded teenagers ($p < 0/01$). 2) The vocational skill training increase self-esteem in mentally retarded teenagers ($p < 0/01$). 3) The effect of various vocational training on adaptive behavior in mentally retarded teenagers is equal. 4) The effect of various vocational training on self-esteem in mentally retarded teenagers is equal. Results also show that the effect of vocational skill training decrease maladaptive behaviors, and increase adaptive behaviors and self-esteem in mentally retarded. The results are debated in relation to the previous data and hypothesis.

Keywords: *vocational skills, mental retardation, adaptive behavior, self-esteem.*

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**THE EFFECTS OF MULTI-DIMENSIONAL SELF PERCEPTION OF SOCIAL
RELATIONSHIP IN STUDENTS OF REGULAR AND SPECIAL SCHOOLS
FOR TALENTED STUDENTS**

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During recent years there is a growing literature describing relations between multidimensional aspects of self perception and social relationship with peers in adolescence (Nikkar & Harter, 1993, Brachem, 1996). The aim of this study was to investigate the effects of multidimensional self perception on social relationship in students who are enrolled in regular and special schools in Shiraz. A sample of 190 students (88 girls & 102 boys) was selected from two guidance schools: regular vs. special schools for talented students. In order to assess the self perception of students, a scale with 55 items was designed by the researchers, according to the Harter's model of self perception. Peer relationship was measured by the "Loneliness Questionnaire" inventory (Asher & Wheeler, 1985). Results indicated that pattern of social relationship with peers for both groups of students are similar. In addition, girls illustrated stronger relationship with peers than boys. Adolescents with higher global self worth had good relation with peers. The results also showed that those adolescents who had higher social competence were more likely to have relation with peers. Suggestions regarding counseling with and training the talented students were included.

Keywords: self perception, social relationship, talented students, Iran.

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