

Abstracts

THE RELATIONSHIP BETWEEN GENERAL SELF-EFFICACY, LOCUS OF CONTROL AND ACADEMIC ACHIEVEMENT

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The Purpose of this study was to investigate the relationship between general self-efficacy, and locus of control with academic achievement among university students. Three hundred and ninety university students from Shahid Beheshti University participated in this study. All participants completed Sherer's General Self-Efficacy Scale, Rutter's Locus of Control Scale and a demographic questionnaire. The students' mean scores of their grades were considered as their academic achievements. Data were analyzed through partial correlation and independent samples t-test by SPSS software. There were significant differences between general self-efficacy and academic achievement; Locus of control and academic achievement; General self-efficacy and locus of control and students with high self-efficacy and internal locus of control had higher academic achievement.

Keywords: *general self-efficacy, locus of control, academic achievement.*

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**COMPARISON OF SELF-REGULATED BELIEFS AND AFFECT OF
DEVELOPMENTAL GOALS BETWEEN GIRLS AND BOYS ACROSS AGES
AMONG SHIRAZ UNIVERSITY STUDENTS**

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This study was conducted to compare the self-regulated beliefs and affect of developmental goals between girls and boys across different ages. Brandtstadter's model (1984, 1989) was used as a theoretical model of personal goals of development. The parameters of developmental goals in this model were; subjective developmental attainment, self-corrective tendency, personal control over development, and emotional outlook on personal development. Three hundred and nine university students (138 girls and 171 boys) were selected by proportional stratified random sampling method. Participants were asked to answer the questionnaires which had been validated by factor analysis method. The interaction of age and gender with the indexes of the model was calculated, controlling for the intervening variables. Results indicated that five major factors could be derived out of pool of items. The findings showed that personal and social security goals were the first priority for the students. To reach these goals, students would try hard and were also highly motivated to make changes in social, cultural and political contexts. Results also illustrated that there were no changes across the age range of 18 to 32 years. The data indicated that students maintained an optimistic perspective in their future life.

Keywords: Brandtstadter, self-regulation model, goals of life, Iranian students.

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**THE DEVELOPMENT AND STANDARDIZATION OF THE MARRIAGE INTEREST
QUESTIONNAIRE FOR UNIVERSITY STUDENTS**

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& Hamid-Reza Pouretmad,* Ph.D.**

In order to evaluate the university students' tendency for getting married, Marriage Interest Questionnaire for Students (MIQ-S) was established. Further several stages of analyses, the final version of the MIQ-S consists of 23 questions, in addition to one question for the golden age of marriage. Construct validity was established consulting with 5 expert psychologists in the field of the marriage and family. The test re-test reliability ($r=0.77$) and Cronbach Alpha (0.92) yielded a high reliability for the questionnaire. In the second phase of the study, factor analysis was conducted on the results of MIQ-S of 779 students, which identified 4 factors, including: "Predisposition for marriage", "Attitudes toward marriage", "Marriage outcome" and "Marriage Prevents". Predictive validity was assessed on 51 engaged university students and 51 matched controlled group who had no tendency for marriage. There were significant differences between the groups on the three factors, except for the Marriage prevents. A similar pattern occurred when the results of both genders were compared.

Keywords: *Marriage Interest Questionnaire for Students (MIQ-S), standardization, factor analysis.*

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**FAMILY TRAINING AS A SUPPLEMENTARY INTROVERSION TO RELAPSE
REDUCTION OF OUT-PATIENT ADDICTS IN ISFAHAN ADDICTS
REHABILITATION CENTER**

**Hossein-Ali Mehrabi, M.Sc.; Hamid-Taher Neshat-Doost*, Ph.D.
& Hossein Molavi*, Ph.D.**

The Substance dependency is a world issue that affected the human society. Group therapy and family training are two treatment approach that use for this disorder. The purpose of this study was to investigate the effectiveness of structured group therapy and family training on the reduction of relapse frequency in out patient addicts who referred to Isfahan Addicts Rehabilitation Center. Forty two patients with substance dependency diagnosis were randomly selected and assigned to three experimental and control groups. The experimental group (1) received structured group therapy plus family training, the experimental group (2) received the structured group therapy, while patients in the control group were in the waiting list. The Relapse Prediction Scale (RPS) and Thin Layer Chromatography (TLC) were administrated to all subjects as the post-test and as a two-month follow-up test. The result of Multivariate Analysis of Variance showed that there was a significant reduction in the mean scores of both treatment groups, as compared with the control group on the RPS post-test ($P=0.000$), but not on the follow up test. The results also showed that the difference in the reduction of relapse frequency of the two experimental groups, and the control group at post-test, was not significant. However the two experimental groups had a significant reduction of relapse frequency as compared to the control group ($P=0.002$). There were no significant differences between the experimental groups on the post and follow up tests. In fact, structured group therapy and family training can decrease probability of relapse especially during the 3 months of recovery, because these interventions can increase the motivation to change and provides practical strategies for coping and adjusting in interaction problems in the early recovery.

Keywords: structured group therapy, family training, drug addicts.

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**ITEM FACTOR ANALYSIS OF THE MATHEMATICAL
SELF-EFFICACY REVISED SCALE**

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This study was carried out to identify the major factors of the revised version of the Mathematical Self-Efficacy Scale-Revised (MSES-R). The sample consisted of 233 university students (125 females and 107 males) who have had a mathematical or statistics course. The results obtained from principal components analysis extracted four factors which have been consisted to the previous research results and confirmed the construct validity of the scale. Also the Pearson's correlation coefficient calculated between the MSES-R and the General Self-efficacy Scale was 0.39. The reliability coefficient (Alfa-Corenbach) obtained for whole scale as well as the subscales were satisfactory.

Keywords: *Mathematical Self-Efficacy Scale, factor analysis, Iran.*

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**RELATIONS BETWEEN ACADEMIC ACHIEVEMENT AND AFTER-SCHOOL
ACTIVITIES: HOMEWORK, EXTRACURRICULAR ACTIVITIES AND
TELEVISION WATCHING**

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This study has investigated the relations between academic achievement and three after-school homework, extracurricular activities and television viewing. Intelligence, achievement motivation, number of siblings, kind of school (private & public) were control variables and sex of students and their mother's education were moderator variables. The sample included 121 grade 10 from mathematics-physics section. The subjects completed questions concerning their after-school activities and answered to the Hermans Achievement Motivation Questionnaire and the Raven Intelligence Test. The students' final grades on mathematics were considered as dependent variable. Results revealed the significant effects of intelligence as a controlling variable and mother's education as a moderator variable: With controlling intelligence there was no relationship between academic achievement and after-school activities. Without consideration of this variable the amount of finished homework contributed significantly to the prediction of academic achievement. There was a meaningful curvilinear relationship between out of school extracurricular activities and academic achievement. Generally more amount of finished homework and out of school extracurricular activities were associated with better grades.

Keywords: *homework, extracurricular activities, television watching, academic achievement*

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