

Abstracts

RELATIONSHIP BETWEEN PROBLEM-SOLVING STYLES AND GENERAL HEALTH IN STUDENTS

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The purpose of this research was to investigate the relationship between productive and nonproductive problem-solving styles and general health. One hundred thirteen students (girls) from different faculties of Shiraz University participated in the study. Subjects were asked to complete the Problem-Solving Styles Inventory and General Health Questionnaire (GHQ). The results revealed that helplessness, creativity problem-solving and control were the most important factors which predicted the social dysfunctioning. In particular, helplessness problem-solving style was the important factor, which predicted depression and general health.

Keywords: *problem-solving styles, general health, well-being.*

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**COMPARING THE EFFECTIVENESS OF ACHIEVEMENT MOTIVATION
TRAINING VS. SELF-ESTEEM IMPROVEMENT PRACTICE ON SELF-SYSTEM
DEVELOPMENT IN TWO INTELLIGENCE LEVEL**

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The purpose of this study was to compare the effectiveness of two intervention methods: Achievement motivation training vs. self-esteem improvement practice, on the progressive development of self-system among subjects with concrete and abstract intelligence levels. In so doing, the pre-test and post-test design was used. 120 female adolescents were included in the study; 60 with concrete and 60 with abstract intelligence, who were randomly selected and assigned in three subgroups in each level, two experimental and one control (each included 20 subjects). To find the subjects' intelligence level, the Piaget's operational tests were conducted. The self-development level has been examined by Self-Understanding Interview, conducted twice, before and after carrying out the interventions. In each intelligence level, one of the experimental groups received the achievement motivation training, and the other received the self-esteem improvement practice, while the control groups were treated as usual. The results revealed that: With respect to self-as-object, both of the intervention methods in both intelligence levels, had significant effect on the progressive development of objective self; meanwhile the self-esteem practice was more effective than the other method. With respect to self-as-subject components, in both intelligence levels, the intervention methods had no significant effect on "agency" component, while they had significant effect on the progressive development of "continuity". The intervention methods had significant effect on "distinctness", only in the abstract intelligence level. Therefore, the effectiveness of mentioned interventions on the progressive development of objective self is supported, regardless of intelligence level; while the effectiveness of them on progressive development of subjective self components is not pervasive, and depends on intelligence level. This study suggests the use of appropriate intervention programs for prevention and intervention in adolescence period.

Keywords: *self-system, self-development, achievement motivation training, self-esteem improvement practice, Self-Understanding Interview, concrete operations, abstract operations.*

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**RELATIONSHIPS BETWEEN SELF EFFICACY BELIEFS, MENTAL HEALTH AND
ACADEMIC ACHIEVEMENT IN COLLEAGUES.**

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This research examine the relationships between self-efficacy, mental health and academic achievement of students. 376 students of vario us facilities in Shahid Beheshti University chosen on a random basis. The Sherer General Self-Efficacy Scale and SCL-25 administered on the sample group. Mean Score of courses Was taken as a measure of academic achievement. Results show that strong self-efficacy has a positive impact on the students' mental health, but there was no significant relationship between self-efficacy and academic achievement. No meaningfull difference in self-efficacy beliefs of the boys and girls was detected, howeve, girls reported more phobia and anxiety than boys do. Singnifieant relationships were found between self-efficacy beliefs and phobia, depression, anxiety and obsession. No meaningfull relation was detected between mental health and academic achievement.

Keywords: *Self efficacy, mental health, Academic Achievement, Colleagues.*

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**THE RELATIONSHIP BETWEEN RELIGIOUS ATTITUDE AND FATHER-CHILD
RELATIONSHIP WITH SOCIAL ADAPTATION AMONG THE WOUNDED WAR
CHILDREN AND NON-WOUNDED WAR CHILDREN**

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One of the consequences of war is the wounded, that are afflicted with physical, affective-emotional, behavioral and psychic hurt. These hurts lead to create behavioral and psychological problems for the war wounded and their families. One of these problems is vulnerability of their children, especially adolescents who is developing from adolescence into youth. Living at a disturbed home for these offsprings could created irretrievable hurts. Thus, in order to compile educational programs, it is important to investigate and to recognize factors that are associated with social adaptation of these offspring. The main purpose of this study is to identify relation between religious attitude and father-child relationship with social adaptation of the wounded war and non-wounded wars offsprings in Tehran. This study is ex-post facto researeh. The statistical population included student boys and girls of the wounded and non-wounded war families that are studing in Tehran highschools (grade 1-3). The sample group involved 480 students (240-240). The measurment tools for this study were following questionnaires: Father-Child Releationship, Social Adaption of the CPI and religious attitude. Results indicated that there is a positive and significant relation between religious attitude and father-child relatioanship. The religious attitude of boy students of the wounded war was stronger than sons of the non wounded group, but hasn't seen this relation among girl students in two gro ups. Investigating the social adaptation of gro ups showed that the father-child relationship and the student's religious attitude play an important role in their social adaptation

Keywords: *religious attitude, father-child relationship, social adaptation, wounded war children.*

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**EFFECT OF FAMILY PROBLEM SOLVING ON DECREASING
COUPLE'S MALADJUSTMENT**

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This research aims to study effect of Family Problem Solving on decreasing couple's maladjustment. 450 couples were randomly selected from Tehran residents. In the first step, all subjects completed the ENRICH and the Problem Solving Questionnaire. In the second step, 80 couples, who have the most maladjusted couples, were selected and randomly divided in 2 experimental and control groups. Then the Family Problem Solving was performed in experimental and control groups. Then the Family Problem Solving method was preformed in experimental and control groups. Then the Family problem solving method was preformed in 2 experimental and control groups. Then the Family Problem Solving method was performed on the experimental group, for 15 hours (11 session). Finally, the marital adjustment of both groups were measured again. The data were analyzed by t-test for independent groups. Results showed that the intervention method of Family Problem Solving causes to decrease marital maladjustment interms of following dimension: marital communication, conflict resolution, sexual relation, personality issues and communications with family and friends. Based on this results, Selection of thes interveation method is recomended for counselors and psychotherapists who and working with maledjusted coupls.

Keywords: marital maladjustment, marital therapy, family problem solving

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**RELATIONSHIP BETWEEN UNIVERSITY STUDENTS' MOTIVATIONAL BELIEFS
AND SELF REGULATION STRATEGIES IN MATHEMATICS**

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Several investigations revealed that regulation of learning is not only influenced by using the learning strategies, but also is related to the students' adaptive motivational beliefs. The purpose of present study was to investigate the relationship between the motivational beliefs and self-regulation strategies in mathematics. In order to this end, 301 undergraduate students (125 females and 176 males) were selected from Shiraz University, using cluster sampling method. Their average age was 20 years and all of them enrolled in general mathematics course. Motivational Strategies to Learning Questionnaire-form 3 (MSLQ3) was used as measurement instrument. Factor analysis showed 6 motivational factors: self-efficacy, task value, test anxiety, intrinsic-goal orientation, extrinsic goal orientation and control beliefs. This analysis revealed 4 learning strategies: meta-cognitive strategies, cognitive strategies, help-seeking and effort management. Cronback alpha coefficients for these subscales varied from 56 to 88. Multiple regression analysis of data showed that meta-cognitive strategies are predicted by task value, intrinsic goal orientation and self-efficacy. Cognitive strategies were predicted by extrinsic goal orientation and task value. Test anxiety and self-efficacy predicted help seeking. Effort management was influenced by task value, self-efficacy and control beliefs. In general these findings proposed the existence of complex relationships between motivational beliefs and learning strategies. Based on the findings, educational implications were discussed.

Keywords: *motivational beliefs, self-regulation strategies, mathematics.*

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