KETVIRTASIS TARPTAUTINIS SIMPOZIUMAS „AKTUALŪS TYRIMAI PSICHOLOGIJOJE: TARPTAUTINĖ PATIRTIS“

Vytauto Didžiojo universiteto Teorinės psichologijos ir Bendro-ratos psichologijos katedros kartu su ilgečiais partneriais Nebraskos Kearney universitetu (JAV) tęsia tradicija tampančių vaizdo konferencijų, skirtų psichologijos studentų darbams pristatyti seriją. 2009 m. balandžio 7 d. įvyko ketvirtoji tarptautinė vaizdo konferencija – Tarptautinis Simpoziumas „Aktualus tyrimai psichologijoje: tarptautinė patirtis“. Šioje konferencijoje pranešimus skaitė Vytauto Didžiojo universiteto ir Nebraskos Kearney universitetas (JAV) psichologijos bakalauro studijų absolventai, magistro studijų programų studentai bei doktorantai.

TARPTAUTINIO SIMPOZIUMO „AKTUALŪS TYRIMAI PSICHOLOGIJOJE: TARPTAUTINĖ PATIRTIS“, ĮVYKUSIO 2009 M. BALANDŽIO 7 D. KAUNE IR KEARNEY, PRANEŠIMŲ SANTRAUKOS

ABSTRACTS OF THE INTERNATIONAL SYMPOSIUM „RECENT RESEARCH TOPICS IN PSYCHOLOGY: INTERNATIONAL EXPERIENCE“, APRIL 7, 2009, KAUNAS AND KEARNEY

CULTURAL COMPETENCY IN COUNSELING ARAB AMERICANS IN COMPARISON TO OTHER RACIAL/ETHNIC GROUPS

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In recent years, the United States has been diversifying demographically, although the majority of the population in the U.S. are White American, 33 % identify as members
of different minority groups; African American (13 %), American Indian (1.5 %), Asian American (4.5 %), Latino/Hispanic American (13 %) and other groups (7 %) (U.S. Census Bureau, 2000). This transition increases the urgency for culturally responsive mental health services (American Psychological Association, 2003; Nassar-McMillan, 2003). The Arab American population is a minority group whom mental health practitioners may assist throughout their professional career.

In spite of the increased research concerning cultural competency, no study has compared American counselors’ perceived level of cultural competence in counseling clients from the major ethnic minorities in the United States to their perceived level of cultural competence in counseling Arab Americans. Thus, the purpose of this research is to study American counselors’ perceptions of the importance of being culturally competent to work with Arab American clients as well as their current competency level in working with this group. The study also compares their levels of perceived importance and competency in counseling Arab Americans to their levels of perceived importance and competency related to the major minority groups in the United States: African Americans, Asian Americans, Latino Americans, and American Indians. The study examines if there are significant differences in their perceptions of importance or competency among these mentioned groups. Furthermore, it determines the extent of counselors’ knowledge about Arab worldview and identifies their main sources of information about this population.

A survey was sent to a random sample of 150 licensed and provisionally licensed mental health practitioners in the state of Nebraska. Fifty two surveys were returned. Results indicate that counselors perceive cultural competency as important in counseling Arabs; however, they present the least level of perceived competency in counseling this group. Results also show that counselors are unknowledgeable about Arab worldview. It is also found that counselors’ most common sources of information are based on newspapers and books.

The implication of the study concludes that academic institutions should include the Arab American minority in their curriculum. Counselors should also be more interactive with this minority group and should increase their knowledge that needs to be based on a variety of unbiased resources. Furthermore, counselors should advocate and initiate activities intended to raise the community’s knowledge about Arab Americans.

THE PREDICTABILITY OF DIBELS® ORAL READING FLUENCY WITH AMERICAN INDIAN AND WHITE STUDENT COHORTS

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The use of reading curriculum based measures for the purpose of school-wide screening and progress monitoring within school reform processes (e.g., Reading First, Response to Intervention) has been discussed extensively in the literature over the past several years.
Little has been done, however, in terms of evaluating the predictive bias of these measures across ethnic groups, particularly with the American Indian student. The purpose of this study was to evaluate the predictive validity of oral reading fluency on a state’s measure of adequate yearly progress in the area of reading comprehension between White and American Indian third grade students. The results suggested oral reading fluency is a robust predictor of reading comprehension across both cohorts, while significant differences were noted within the separate predictive models. Discussion regarding the impact of these findings within school reform processes is undertaken.

### RELATIONSHIP BETWEEN TEENAGERS’ IDENTITY STATES AND LEARNING MOTIVATION TYPES

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Nowadays teenagers live in the world of intensive globalization processes and extensive technological change. Thus modern society makes the formation of teenagers’ identity more complicated comparing to more traditional societies. Even more: nowadays we must learn how to constantly keep in pace with the ever-changing world. All of this creates very specific context for the formation of learning motivation in adolescence.

In the literature there is controversial opinion about relationship between teenagers’ identity states and the type of learning motivation. Some scientists assume, that during the time of teenagers’ identity formation their learning motivation decreases, because their energy is redirected from learning towards other activities related with identity formation. On the other hand, other scientists note, that learning motivation increases during adolescence, because teenagers undergo the transition into higher identity states (which means being more conscious and consequently more motivated for learning).

This controversy in opinions of the researchers was the stimulus of the aim of this study – to find relationship between teenagers’ identity states and type of learning motivation. There were 119 participants in the study – 74 girls and 45 boys (aged between 17 and 18 years) from one of the Gymnasiums in Kaunas.

Identity state was evaluated by using Objective Measure of Ego identity Status and to evaluate the type of learning motivation the Internal and External motivation questionnaire composed by J. Beniuliene was used.

Results of the study revealed, that the largest proportion of teenagers can be assigned to higher identity states. The relationship between teenagers’ identity states and the type of learning motivation was found in girls group: among girls, with lower identity states, external learning motivation prevailed, but girls, who belong to higher identity states, expressed same levels of external and internal learning motivation. It is interesting that there was no relationship between teenagers’ identity states and learning motivation in boys group. However, the tendency was found, showing that boys express same levels of
internal and external learning motivation independent to which identity states (higher or lower) they belong. The reason, for weak or no relationship between identity states and learning motivation among boys could be the fact that boys in the process of identity formation tend to empathize less than girls.

**MONTESSORI AND THE SEVENTH GENERATION: IMPLICATIONS OF THE CONTEMPORARY NATIVE AMERICAN CULTURE AND SOCIAL CONDITIONS ON THE RESERVATION TO LEARNERS’ SPECIFICITY AND TEACHING METHODS. LAKOTA SITTING BULL SCHOOL EXAMPLE.**

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“In the material world nowadays, we have to do with a complete change leading to insecurity and dangers, resulting from the necessity of new adjustment. We have lost all the security of the old times.

We have to face those new difficulties, those that brought us uncertainty and instability that the new circumstances have created. Our world nowadays, is partially falling apart, and in part coming back again. Looking at those contrasts brings insecurity... In those social conditions, we have to remember that the only proper way of providing our children with a future, is shaping their personalities.”

*Maria Montessori*

Those words, written by Maria Montessori, a revolutionary Italian educator almost eighty years ago, seem to characterize perfectly the contemporary socio-cultural background of Native American learners on the reservations in the United States of America. The education, and in particular cultural education, is the main concern and hope of the Lakota people I spent two months with, living, working and conducting my research on the Standing Rock reservation. Though the community of Little Eagle is deemed the poorest on Standing Rock Reservation, they are the first to employ the Montessori method in primary education (for now it is for children aged 3–6 and 6–9). The interviews with the Sitting Bull School teachers revealed, that the K–12 American educational system does not work with Native American children. Also because due to lack of funding, they do not have classes, not to mention schools for special needs learners (and with 50% of children that were observed to suffer from lighter or stronger disturbances due to fetal alcohol syndrome, there are evidently a lot of them). Learners of truly various levels and schooling needs are taught in one class, and the traditional teacher-centered method would not work. Therefore, they tried the Montessori method, where pupils learn at their own pace, and are able to chose the subjects that they are willing to learn at given time. The method puts a lot of attention to culture teaching as well.
The presentation analyses the specificity of Native American learners in various aspects: social, cognitive, cultural and behavioral. It also aims at explaining the influence of the reservation living conditions as one of important determinants of their different learning needs. The findings of my qualitative research based on field work, have been confronted with the literature of the subject, both when it comes to the specificity of Native American learners, and the Montessori method itself – as there is not much written on application of the method to teaching Native Americans. The experience of Montessori proved successful when applied to teaching the Aboriginal children in Australia, and has been employed in Sitting Bull School for two years now, also with ample results. The extraordinary dropout rate on reservations (60 %), can be hence reduced, and learners' self-motivation, initiative and independence can make the prophesy of the Seventh Generation come true.

ASSESSING THE INCIDENCE RATES OF SUBSTANCE USE DISORDERS BY SUBSTANCE AMONG ANTISOCIAL AND BORDERLINE PERSONALITY DISORDERS

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Background, purpose: There is a vast amount of literature that focuses on the correlation between personality disorders (PD) and substance use (Grant, Stinson, Dawson, Chou, Ruan, & Pickering, 2006). Yet, there are numerous gaps in the research. This study focuses on the correlation between Antisocial Personality Disorder (ASPD), Borderline Personality Disorder (BPD), and specific diagnosed Substance Use Disorders (SUDs). Out of the five substance use categories; Alcohol, Multisubstance (defined as two or more concurrent SUDs), Amphetamine, Cannabis, Pills (defined as prescription pills), and an Other category, the researcher hypothesizes that within a rural population, the Amphetamine and Cannabis Abuse rates will be higher than the limited available research suggests. By determining the prevalence of these comorbid disorders within inpatient, psychiatric, and rural populations, clinicians can be better equipped to assist this at-risk population.

Material and Method: The study consisted of analyzing archival data from an inpatient psychiatric facility. 246 patients qualified as having either full or partial Axis II diagnosis. 77 (35 %) were male and 159 (65 %) were female. In the ASPD group, 86 % were identified as living in a rural population, while in the BPD group 94 % lived in a rural population. All patients were diagnosed for PDs by a clinical psychologist or psychiatrist. Historical information, current symptoms, a structured interview, and assessments, including the MCMI-III (Millon, Davis, & Millon, 2008) and MMPI-2, were used as diagnostic tools. All patients who met criteria of a SUD were diagnosed by a clinical psychologist. Historical and collateral information, as well as a semi-structured interview and the SASSI-3, were used to determine a SUD diagnosis.

Results and conclusion: The results showed an expected high correlation between ASPD
and SUD (86%). As expected, the Amphetamine and Cannabis Abuse rates were higher than existing data suggests. The BPD group had comparable SUD rates (47%) in most categories to the current data. The Cannabis Abuse rates were higher than existing research suggests.

A THEORETICAL INTERPRETATION OF MAX WEBER AND THE MATRIX

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Bureaucratic and institutional control of American society is growing stronger and is leading us further into an invisible prison. When viewed through a Weberian critique, the Wachowski brothers’ movie The Matrix (1999) illustrates the oppressive nature of bureaucracies and the ways in which they undermine the freedoms that are usually associated with democratic capitalist nations. This research will provide a Weberian deconstruction of the current institutions and bureaucracies of American society and will compare them to the world of The Matrix. A juxtaposition of our civilization and the civilization in The Matrix will provide insight to the iron cage, or the invisible prison, that Weber claimed is the end point of bureaucratized society. The overarching and extreme control of the machines in The Matrix produced a society that was subject to a false sense of the world, one that was based on the rules and rationalization of a dubious authority. In American society today, the level of bureaucracy within the government has also produced dubious actions such as pre-emptive war based on dubious circumstances. The movie’s main character Neo will also be explored as the charismatic leader that Weber believed to be the only solution to freeing an imprisoned population. This theoretical interpretation of Weber and The Matrix will allow for a better understanding of our own institutions and bureaucracies, while affording a different lens through which to examine where we are going as a society.

THE RELATIONSHIP BETWEEN PERSON-JOB FIT AND ORGANIZATIONAL COMMITMENT

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Empirical evidence that person-job fit and organizational commitment are related was found in several studies. However, most studies examining organizational commitment were searching for its relations with other individual’s fit at work: person-organization, person-supervisor and person-group. Furthermore, the results of studies analyzing person-job and organizational commitment differences according to socio-demographic factors are ambiguous.
The aim of this study was to investigate the relations between person-job fit and employees’ organizational commitment.

The sample in this study consisted of 149 employees: 67 men and 82 women aging from 19 to 66 years old (average 30.66 years, standard deviation 10.99).

The questionnaire included a) socio-demographic questions; b) Holland’s vocational preference inventory to assess person-job fit (Cronbach alpha 0.905), and c) Allen and Meyer’s scale of organizational commitment measuring affective (Cronbach alpha 0.812), continuance (Cronbach alpha 0.794), normative (Cronbach alpha 0.625) and general organizational commitment (Cronbach alpha 0.831). Respondents were asked to fill in the form of 209 questions.

Contrary to the expectations the results of the study showed that there was no significant relationship between person-job fit and organizational commitment. But socio-demographic factors were found to be important predictors of person-job fit and organizational commitment. The results showed that person-job fit varied according to the current job position experience: greater person-job fit was expressed by employees working longer in current position. It was also revealed that organizational commitment level differs according to age, tenure and current job position experience. Elder employees with longer tenure express higher levels of affective, continuance and normative organizational commitment. Employees working longer in the current job position might be characterized by higher levels of affective and continuance commitment, but normative commitment does not differ according to the tenure in current job position.

In accordance with the results of this study the consequential presumption could be done – age and tenure might be the mediators in the linkage between person-job fit and organizational commitment. That means, the greater person-job fit is experienced by employee – the greater likelihood for staying longer in current organization and the greater tenure; consequently, as a result of growing tenure, the positive attitude towards job is developed and organizational commitment is increased. However we need further research, perhaps more detailed and including more of individual variables, to verify these assumptions. The results would be important to occupational counselors and human resources managers who work in the domain of employee selection as well as in job enrichment area seeking higher levels of organizational commitment.

THE REGULATION OF ACADEMIC EMOTIONS

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This thesis investigated the impact of an intervention designed to enhance self-regulation and emotional regulation, in the context of mathematics learning, on a range of learning processes and outcomes. The ultimate achievement outcomes were mathematics course grades and mathematics achievement test results. Effects of the intervention on student responses on measures of self-regulated learning in mathematics, negative
emotional regulation, self-efficacy for negative emotional regulation, and emotional attribution for negative emotional regulation were also evaluated. The self-regulation and emotional regulation interventions conducted were based on the dual processing self-regulation theory proposed by Boekaerts. The rationale for this study comes from a review of literature into self-regulation and emotional regulation, and studies of academic emotions. To promote student self-regulated learning, the dual processing self-regulation model recommends promotion of student use of emotional regulation strategies to cope with negative emotions. In addition, recent research on emotions suggests the need to investigate the role of emotions in student learning. To date, however, interventions demonstrating that emotional regulation can significantly improve the results of self-regulation training are very rare. Thus, the present study conducted an intervention which involved training in self-regulation and emotional regulation strategies to see whether emotional regulation can enhance the outcomes of a self-regulation intervention. It was hypothesised that emotional regulation training would improve the results of the self-regulation intervention. Students who were trained in both self-regulation and emotional regulation were predicted to achieve higher mathematics course grades and mathematics achievement test scores than students who were trained in either self-regulation or emotional regulation only.

The intervention was implemented at two levels: 1) three separate teacher professional development programmes and, 2) the implementation of self-regulation and emotional regulation interventions in naturally occurring classrooms. Participants in this study were three mathematics school teachers and 120 grade six students. The three mathematics school teachers participated in teacher professional development programmes before conducting the interventions with their students. The programmes aimed to provide teachers with an understanding of theory and research on self-regulation and emotional regulation and to demonstrate how classroom activities could be used to provide opportunities for self-regulation and emotional regulation. The teacher professional development programmes included one focused on emotional regulation training, one focused on self-regulation training, and a teacher professional development programme for combined self-regulation and emotional regulation training. In the implementation phase, teachers implemented activities and strategies in order to foster student mathematics achievement, self-regulated learning in mathematics, and emotional regulation. One control group received the normal mathematics curriculum during the period of the intervention programme.

The current study employed the Dunn-Šidak planned contrast procedure for the data analysis. The results support the hypotheses that emotional regulation training can improve the results of the self-regulation intervention since the findings from the Dunn-Šidak planned contrasts indicated that students who were in the combined self-regulation and emotional regulation training approach gained significantly higher posttest and delayed-posttest results on a mathematics achievement test than those who were in the self-regulation training group, the emotional regulation training group, and the control group. At the end of semester, students in the combined self-regulation and emotional regulation training group also achieved higher delayed-posttest results on mathematics course grades than those who were in any other conditions. Moreover, com-
pared to the no-training control group, planned contrasts demonstrated that both the self-regulation and the emotional regulation training group gained significantly higher delayed-posttest results on mathematics course grades and a mathematics achievement test. The results of planned contrasts also indicated that the self-regulation training intervention fostered student self-regulated learning in mathematics while the emotional regulation training intervention also enhanced student regulation of negative emotions, self-efficacy for negative emotional regulation, and emotional attribution for negative emotional regulation. Combined self-regulation and emotional regulation training was also effective in promoting student self-regulated learning in mathematics and outcomes related to emotional regulation.

Results of the present study provide support for the dual processing self-regulation model which focuses on the role of both the regulation of learning and emotion processes in student learning. The significant role of emotional regulation in improving the results of the self-regulation intervention was clearly demonstrated. Hence, the present study suggests that including emotional regulation in future self-regulation interventions should promote optimal benefits for student learning. The study has important implications for classroom teachers as it suggests that teachers, with appropriate education, can implement self-regulation and emotional regulation in their own classrooms.