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Volume Perception in the Cyclic Display of One Stroke Apparent Motion and ISI (Inter Stimulus Interval)

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The University of Electro-Communications, Tokyo, Japan

3D feature perception from motion has been studied as “‘X’ from motion”. As for the “X”, “depth”, “shape”, “structure”, and “surface” have been reported widely; recently, “volume” was added as a new category. It was shown that ADPs (appearing and disappearing parts) plays an important role for the volume perception. In the present study, we examined these perception in the velocity field produced by the cyclic display of one stroke apparent motion sequence and suitable ISI (inter stimulus interval); in the observation experiment of moving random dot pattern stuck on different types of surface, it was found that not only the “depth”, “structure”, “shape”, and “surface”, but also the “volume” can be perceived almost the same as in the real continuous motion. By using the random dot pattern stuck on the cylindrical objects with and without ADPs were presented in almost the same situation; then, it was proved that the ADPs plays one of the important factors for the volume perception in the cyclic display of one stroke apparent motion and ISI.

Keywords: X from motion, apparent motion, cyclic display, depth, structure, surface, volume

Introduction

Human vision has ability to perceive 3D features from motion, which has been studied as “‘X’ from motion” (Ullman, 1984; Cornilleau-Pérès & Droulez, 1994). As for the “X”, “depth”, “shape”, “structure”, and “surface” have been reported widely; recently, as a new category “volume” was added (Cheng, Idesawa, & Wang, 2010; Cheng & Idesawa, 2011). In the previous study, we performed the observation experiment of moving random dot pattern stuck on different types of surface; then it was confirmed that “depth”, “shape”, “structure”, “surface”, and also the “volume” were perceived successfully (Cheng et al., 2010; Cheng & Idesawa, 2011). In addition, it was proved that the ADPs (appearing and disappearing parts) plays one of the important factors for the volume perception.

In the present study, we will examine these perception in the velocity field produced by the cyclic display of one stroke apparent motion sequence and suitable ISI (inter stimulus interval) (Mather, 2006; Idesawa, Chen, & Wang, 2006; Idesawa, 2010); then, we will investigate the importance of ADPs for the the “volume” perception.

Volume perception is an important function in human visual system, which is the perception of a partially enclosed space filled with some medium. In the case of objects having a curved surface, such as cylinders and spheres, even when only the front surface of the object is visible, it can be perceived as that it
has volume, forming a partially enclosed space filled with some medium, as a result, the object is recognized as a solid.

The first reports on the volume perception pertained to the perception of an illusory solid object from binocular viewing (Idesawa, 1991a; 1991b; 1993). Perception of not only an illusory opaque solid object but also an illusory transparent object with volume has been attributed to a transparent illusory surface perception and a pantomime effect in binocular viewing (Zhang, Idesawa, & Sakaguchi, 1998; Idesawa & Zhang, 1999), in which a partially enclosed space filled with a transparent medium was perceived.

In the further study of volume perception in binocular viewing of real and simulated cylindrical objects, it was confirmed that BURs (binocularly unpaired regions on an object) play an important role for the volume perception (Iwamoto & Idesawa, 1997; Watanabe & Idesawa, 2001). And in the recent study of volume perception from motion, successive ADPs were found to be an important factor for volume perception of moving objects (Cheng et al., 2010; Cheng & Idesawa, 2011), which is considered to be compatible with binocular unpaired parts in stereopsis.

In the present paper, we will study volume perception from the velocity field produced by the cyclic display of one stroke apparent motion pairs with random dots images (Mather, 2006; Idesawa et al., 2006; Idesawa, 2010). With which, the objects with and without ADPs could be presented in almost the same situation; then, conduct the experiment to investigate and discuss the importance of ADPs for the volume perception in the cyclic display of one stroke apparent motion and suitable ISI.

**Volume Perception From Motion**

We performed the observation experiment of moving random dot pattern stuck on different types of surface; then it was confirmed that “depth”, “shape”, “structure”, “surface”, and “volume” were perceived successfully from continuous real motion.

In the former works, we studied the relation between volume perception from motion and the ADPs (Cheng et al., 2010; Cheng & Idesawa, 2011). By using computer models, the psychophysical experiments were designed and performed to simulate the cylindrical object moving in the 3D model space. In computer models, random dots stuck on the object’s surface were used to present the objects, and then projected onto the screen to generate the stimuli that were shown to the subjects.

Experiments were performed for three basic motion patterns (rotation, rolling, and translation) and for six moving orientations (0, π/6, π/3, π/2, 2π/3, and 5π/6) (see Figure 3(a)-(d)). In all conditions (that is, combination of motion pattern and moving orientation), volume perception could be obtained remarkably more easily from the stimuli with ADPs than from the stimuli without ADPs (Figure 3(e)) (Cheng et al., 2010; Cheng & Idesawa, 2011).

![Figure 2. ADPs in rotating cylindrical and polyhedral object.](image)
Figure 3. Three types of shuttle motion (rotation, translation, and rolling) with and without ADPs and volume perception (a) Configuration of the cylindrical object in both the kinematic and space coordinate systems; (b) Configuration of shuttle rotational motion; (c) Configuration of shuttle translational motion; (d) Configuration of shuttle rolling; and (e) Experimental results of volume perception rates for three types of shuttle motion in different orientations ($0, \pi/6, \pi/3, \pi/2, 2\pi/3, \pi$, and $5\pi/6$). Average volume perception rates for 10 subjects are shown; error bars show the deviation between subjects (Cheng et al., 2010)).
Furthermore, beside the cylindrical object model in which the ADPs are caused by the self-occlusion, the partially visible cylindrical object model and polyhedral object model were also examined (Cheng & Idesawa, 2011). It is corresponding to the situation that the moving object is partially sinking into some liquid and the sinking parts were occluded by the liquid surface. Similar to the result gotten from the experiments of cylindrical object model, it was found that the volume perception could be obtained for both partial cylindrical object model and polyhedral object model with ADPs which were not generated by self-occlusion, but could hardly be obtained for the stimuli without ADPs. And in such object models, the obtaining of volume perception was not affected by the kind of motion patterns or the moving orientation. It should be noted here that the polyhedral object model which was difficult to be perceived as volumetric in the former observation (Cheng et al., 2010), with the ADPs produced by occlusion with proximal surfaces, could also be obtained volume perception from motion (Cheng & Idesawa, 2011).

**Velocity Field Produced by the Cyclic Display of One Stroke Apparent Motion and Suitable ISI**

Apparent motion, different from the continuous motion in the real world, is the motion that generated from rapidly alternating a succession of the still images (which are slight different from each other). Mather (2006) displayed a new illusion of unidirectional motion perception from cyclic display of two sequential images and a blank frame (ISI): two sequential frames causing apparent motion and a blank image suppressing the apparent motion in opposite direction. This phenomenon can be produced by using three phase frames including two correlated frames which can produce apparent motion and the one independent image such as blank image (ISI) (see Figure 4(a)). We used the random dots instead of the images to remove the pictorial depth cue from Mather’s case. By using two phase-images with random dots (the dots in each phase-image have some relation with the other) and one independent image such as blank, they succeeded in generating unidirectional motion perception which we call as the velocity field from the cyclic display of one stroke apparent motion with suitable ISI (Idesawa et al., 2006; Idesawa, 2010).

As shown in Figure 4(b), we tried to produce the various kinds of velocity field distribution with the velocity field by the cyclic display of the three phase images including correlated image pair (Ia, Ib) which produces one stroke apparent motion and independent image (Ic); the velocity field is formed and optic flow can be perceived as a stream along the apparent motion stroke which was resulted from the difference between the correlated image pair.

We designed the correlated image pair with random dots and successfully displayed various types of the continuous velocity field distribution (see Figure 4(c)) (Idesawa et al., 2006). For instance, from the distribution of velocity field shown in Figure 4(c), we can perceive 3D swelling surface as shown in Figure 4(d). In addition, the direction (polarity) of the velocity field is reversed by changing the cyclic order of the correlated image pair.
Figure 4. Examples of 3D swelling surface perception from the velocity field produced by cyclic display of one stroke apparent motion with ISI ((a) Conceptual figure showing the three phase image presentation; (b) Conceptual figure showing the cyclic display of one stroke apparent motion and ISI of blank image; (c) Conceptual figure showing the velocity field produced in (b); and (d) Conceptual figure showing 3D surface perceived) (Idesawa et al., 2006).

Volume Perception From the Velocity Field Produced by Cyclic Display of One Stroke Apparent Motion and ISI

Not only the 3D surfaces but also the volumetric objects can be perceived from the velocity field produced by the cyclic display of one stroke apparent motion and suitable ISI almost the same as that in the real motion. Volume perception in apparent motion was tried and proved that the ADPs play an important factor for the volume perception from velocity field as shown in Figure 5.

We observed the rotational apparent motion in various directions with the repetition of one stroke apparent motion and ISI; then, we found that almost the same perceptions as in real continuous motion were obtained. In the present study, we examined only for the motion in horizontal direction, which is corresponding motion orientation of 0 degree in Figure 3(a), by the method of three alternative forced choices (volume/ not sure/ curved surface); then the perceptual results shown in Figure 5 was obtained. Meaningful volume perception rate could be obtained for with ADPs, but could not be for without the ADPs.
The experiment was conducted in a dark room. The monocular images used to simulate objects with and without ADPs in apparent motion were shown on a 19-inch CRT screen (1280 × 1024pixel, 120Hz frame rate). The computer used in the experiment had a CPU of Intel (R) Pentium (R) 4 with 3.4G Hz, and the OS was Windows XP version. The observation distance was 60 cm, and the screen size was 40.5 × 30 cm².

In the experiment, subjects observed the test stimuli with both eyes open and with free observation. The subjects indicated what they perceived in three options: (1) cylindrical object with volume; (2) just a curved surface; and (3) not sure. The stimuli simulating cylindrical objects with and without ADPs in each motion pattern were displayed 20 times, and totally all stimuli were displayed 120 times in a random order. The response of the subject was recorded and then the next stimulus was displayed. This procedure was repeated until the entire set of stimuli had been displayed and all responses were accumulated for all subjects. Three subjects were attended in this experiment and the results are shown in Figure 5. Especially in the rotation and rolling motion pattern, it was found that most of the subjects can get the volume perception of the object when the stimulus had ADPs; while in the case of the stimulus without ADPs, most of subjects could only get the perception of a curved surface. That is, it was proved that ADPs plays an important role for volume perception from the velocity field in the case of cyclic display of one stroke apparent motion and ISI.

![Image](image_url)

Figure 5. Volume perception from velocity field by cyclic display of one stroke apparent motion with ISI ((a) An example of cyclic display of the 3-phase images producing the velocity field of random dots stuck on cylindrical surface; (b) Volume perception rates for three options in apparent rotation; (c) Volume perception rates for three options in apparent translation; and (d) Volume perception rates for three options in apparent rolling).
Discussions and Conclusion

In this paper, we observed the random dot pattern stuck on different types of surface for the cyclic display of one stroke apparent motion with ISI; then it was confirmed that “depth”, “shape”, “structure”, “surface”, and “volume” could be perceived successfully. Volume perception in the cyclic display of one stroke apparent motion and ISI was studied for with and without ADPs; then it was found that volume perception could be obtained easily for with ADPs but difficult to be obtained for without ADPs. Based on the result, it was inferred that ADPs bring volume perception in the cyclic display of one stroke apparent motion and ISI.

In both of the case of shuttle motion (Figure 3(e)) and the case of velocity field (Figure 5), percentage of volume perception for translation motion was remarkably lower than these in rotation and rolling. It could be interpreted that when the stimulus with ADPs moved in the motion pattern of rotation and rolling, the percentages of volume perception were remarkably higher than that of in the motion pattern of translation. As for the reason of such result, the difference of the size of the ADPs in the three motion patterns could be thought as one main reason. In cylindrical object rotating around its’ axis, the ADPs were the surfaces corresponding to the shift angle $\theta$ (Figure 3). In the case of translation, the cylindrical object moved along the horizontal axis and the ADPs only depend on the horizontal displacement that lead to the change of the visible part; then, the ADPs in translation was smaller than that of in the rotation and rolling. Accordingly, the volume perception of cylindrical objects in translation was weaker than the case in both the case of rotation and rolling. In addition, in the case of continuous shuttle motion (Figure 3(e)), rolling motion mode gives the most significant features of volume perception; while in the case of apparent motion (Figure 5(d)), rolling gives less significant features of volume perception than rotation mode. It could be interpreted that the rolling motion was more complicated motion pattern than that of rotation, then the one stroke motion with only the two terminal pictures were insufficient to represent rolling motion faithfully. We observed the multi-stroke apparent motion with intermediate pictures between two terminal pictures, then it was confirmed that the rolling motion pattern with the two stroke apparent motion gives more significant volume perception features than that of with the one stroke apparent motion.

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Idesawa, M., & Zhang, Q. (1999). Newly found visual illusion and 3-D display (IEICE Trans.). *Electron, 82*(C), 1823-1830.


Motivation and Learning Among Educational Psychology Students in the United States and India*

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Madhura Kesarkar
Shreemati Nathibai Damodar Thackersey Women’s University, Mumbai, India

Students’ motivational orientations and learning strategies are two factors that have consistently been found to be critical in college students’ academic achievement. MSLQ (the Motivated Strategies for Learning Questionnaire) developed by Pintrich, Smith, Garcia, and McKeachie (1993) is designed to assess how college students learn and what motivates them. The MSLQ has been utilized extensively in various countries of the world, such as China, Germany, Greece, South Africa, and Thailand. Little is known about its utility when applied to preservice teachers in India. The primary objective of this study was to examine MSLQ scores of 113 preservice teachers from a college in the United States to 127 preservice teachers from a college in India. The research questions included an examination of the relationship between six motivational subscales and the nine subscales of learning strategies amongst students enrolled in Educational Psychology courses. On the whole, the pattern of correlations among MSLQ scales indicates similarities in motivational beliefs and learning strategies for both the US and India samples providing evidence for the utility of the MSLQ to preservice teachers in India.

Keywords: preservice teachers, motivation, learning, empirical study

Students’ motivational orientations and learning strategies are two factors that have consistently been found to be critical in college students’ academic achievement (Langley, 2007). MSLQ (the Motivated Strategies for Learning Questionnaire) developed by Pintrich et al. (1993) is designed to assess how college students learn and what motivates them. A recent meta-analytic review stated that “MSLQ is a reasonably reliable measure of constructs, some of which exhibit meaningful relationships with college academic performance” (Credé & Phillips, 2011, pp. 342-343).

The MSLQ has been utilized extensively in various countries of the world, such as China (e.g., Rao, Moely, & Sachs, 2000), Germany (e.g., Neber & Heler, 2002), Greece (e.g., Andreou & Metallidou, 2004), South Africa (e.g., M. Watson, McSorley, Foxcroft, & A. Watson, 2004), and Thailand (e.g., Suksamram, 2003). However, little is known about its utility when applied to preservice teachers in India. The study by Bhattacharyya (2004; 2007) is among the very few cited in the literature.

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Jen-Ting Wang, Associate Professor, Department of Mathematics, Computer Science, and Statistics, The State University of New York, College at Oneonta (SUNY Oneonta).

Madhura Kesarkar, Director, Board of College and University Development, Shreemati Nathibai Damodar Thackersey Women’s University.
Purpose of the Study

The purpose of the present study was to compare the motivational orientations and learning strategies of preservice teachers enrolled in educational psychology courses in two teacher education programs, State University of New York, College at Oneonta, in the United States and Shreemati Nathibai Damodar Thackersey Women’s University, Mumbai, India. The three basic research questions were as follows:

1. How are the six motivational subscales related to the nine subscales of learning strategies amongst students in the United States and India?
2. How are the three motivational components related to the three components of learning strategies amongst students in the United States and India? Since this question combines the subscales in domains, it would lend itself to an emergence of any patterns that may be present.
3. Are there significant differences between students in the United States and India on six motivational subscales and the nine subscales of learning strategies?

Theoretical Framework

MSLQ

MSLQ is based on the social cognitive view of motivation and self-regulated learning (Pintrich, 2003). According to this framework, students’ motivation is related to their ability to self-regulate their learning activities. Motivation and learning strategies are not regarded as static traits of the learner, but rather that “motivation is dynamic and contextually bound and that learning strategies can be learned and brought under the control of the student” (Duncan & McKeachie, 2005, p.117).

The MSLQ is comprised of 15 subscales divided into two sections—the motivation section and the learning strategies section.

MSLQ Motivation Section

The motivational scales include a total of 31 items and are based on three motivational constructs: expectancy, value beliefs, and affect (Pintrich, 1988a; 1988b; 1989). The self-efficacy and control beliefs for learning subscales seek to assess expectancy. The self-efficacy subscale includes expectancy for success that is specific to task performance and confidence in one’s ability to complete a task successfully. Control beliefs for learning subscale pertains to students’ beliefs that outcomes are a consequence of one’s own effort, rather than external chance factors like luck. Value components focus on the reasons students engage in an academic task and include three subscales. The intrinsic goal orientation subscale taps learning and mastery; extrinsic goal orientation subscale pertains to the student’s judgments of the importance and usefulness of course content. The third motivational construct is affect. It includes the test anxiety subscale and refers to the worries over taking exams in that course.

MSLQ Learning Strategies Section

The learning strategies section comprises of 50 questions pertaining to three general types of strategies: cognitive, metacognitive, and resource management. Cognitive strategies are assessed with four subscales and pertain to students’ use of basic and complex strategies for processing of information from texts and lectures. The second category is metacognitive control strategies, measured by one subscale related to the use of strategies that help students monitor their own mental processes and adjust them as needed. The third category is resource management and includes four subscales pertaining to students’ ability to manage their time and
study environment, to persist at an academic task, to study with peers, and to seek help either from instructors or peers when needed.

In summary, the 15 subscales of the MSLQ assess student motivation pertaining to a course and the use of learning strategies within that course. The structure and example items for the MSLQ are given in Table 1.

### Table 1

<table>
<thead>
<tr>
<th>Section</th>
<th>Sub-section</th>
<th>Scales</th>
<th>#items</th>
<th>Example item</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motivational scales</td>
<td>Value components</td>
<td>Intrinsic goal orientation</td>
<td>4</td>
<td>In a class like this, I prefer course material that really challenges me so that I can learn new things.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Extrinsic goal orientation</td>
<td>4</td>
<td>Getting a good grade in this class is the most satisfying thing for me right now.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Task value</td>
<td>6</td>
<td>It is important for me to learn the course material in this class.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Control beliefs</td>
<td>4</td>
<td>If I study in the appropriate ways, then I will be able to learn the material in this course.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Self-efficacy for learning</td>
<td>8</td>
<td>I believe I will receive an excellent grade in this class.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>and performance</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Expectancy component</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Affective component</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning strategies scales</td>
<td>Cognitive and</td>
<td>Rehearsal</td>
<td>4</td>
<td>When I study for this class, I practice saying the material to myself over and over.</td>
</tr>
<tr>
<td></td>
<td>Metacognitive strategies</td>
<td>Elaboration</td>
<td>6</td>
<td>When I study for this class, I pull together information from different sources, such as lectures, readings, and discussions.</td>
</tr>
<tr>
<td></td>
<td>Resource management</td>
<td>Organization</td>
<td>4</td>
<td>When I study the readings for this course, I outline the material to help me organize my thoughts.</td>
</tr>
<tr>
<td></td>
<td>strategies</td>
<td>Critical thinking</td>
<td>5</td>
<td>I often find myself questioning things I hear or read in this course to decide if I find them convincing.</td>
</tr>
<tr>
<td></td>
<td>Time and study environment</td>
<td>Metacognitive self-regulation</td>
<td>12</td>
<td>When reading for this course, I make up questions to help focus my reading.</td>
</tr>
<tr>
<td></td>
<td>Effort regulation</td>
<td>Time and study environment</td>
<td>8</td>
<td>I usually study in a place when I can concentrate on my course work.</td>
</tr>
<tr>
<td></td>
<td>Peer learning</td>
<td>Effort regulation</td>
<td>4</td>
<td>I work hard to do well in this class even if I don’t like what we are doing.</td>
</tr>
<tr>
<td></td>
<td>Help seeking</td>
<td>Peer learning</td>
<td>3</td>
<td>When studying for this course, I often try to explain the material to a classmate or a friend.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Help seeking</td>
<td>4</td>
<td>I ask the instructor to clarify concept I don’t understand well.</td>
</tr>
</tbody>
</table>


### Method

The data presented here were gathered from preservice teachers enrolled in educational psychology courses in two teacher education programs, State University of New York, College at Oneonta, in the United States and Shreemati Nathibai Damodar Thackersey Women’s University, Mumbai, India. The US sample consisted of 113 female students and the sample from India consisted of 127 female students.

**Teacher Education Program at the State University of New York, College at Oneonta (SUNY Oneonta)**

SUNY Oneonta was founded in 1889 as a normal school with approximately 200 students. Primarily a teacher training college for 60 years, the College established a three-year education program in 1923 and awarded its first Bachelor of Education degrees in 1942 (SUNY Oneonta, Self-Study Report, 2013). In 1948,
the College became a charter member of SUNY and today is a 4-year, Master’s comprehensive institution in upstate New York. The College enrolls nearly 6,000 students in 69 undergraduate majors, nine graduate programs, and several specialized certificate programs. The three academic departments, namely Elementary Education and Reading, Secondary Education, and Educational Psychology, Counseling, and Special Education, serve the largest number of majors in the institution, completing one of the several degree or certificate programs offered in education.

**Teacher Education Program at Shreemati Nathibai Damodar Thackersey Women’s University (SNDTWU)**

SNDTWU is the first women’s university in India as well as in South-East Asia. The university was founded by Maharshi Dr. Dhondo Keshav Karve in 1916 for a noble cause of women’s education. The first five women graduated in 1921 and today SNDTWU has an enrollment of over 70,000 students (retrieved from http://sndt.ac.in/default.htm). The Bachelor’s in Education (B.Ed.) is a one-year post-graduate 48 credit hours program. Approximately 11,000 students enroll every year in the B.Ed. program. Of these approximately 460 are in Mumbai colleges from where the sample was drawn.

Both the programs at SUNY Oneonta and SNDTWU have the following common elements: (1) foundation courses on education; (2) teaching methodology; and (3) practicum. One major difference is that teacher education at SUNY Oneonta is a four-year undergraduate degree and at SNDTWU students first complete a three-year bachelor’s degree program followed by a one-year bachelor’s degree in education. The samples for the present study were drawn from Educational Psychology courses that focused on learning and motivation theories. These courses at both the institutions had similar content that included understanding and developing the learner, teaching learning processes from behavioral, cognitive, humanistic, and constructive perspectives.

**Data Sources**

The MSLQ includes 81 self-report items scored on a 7-point Likert scale, from 1 (“Not at all true of me”) to 7 (“Very true of me”). As per MSLQ scoring instructions (Pintrich et al., 1991), scoring of the negatively phrased items was reversed so that higher scores reflected a more positive motivational orientation and use of learning strategies. Scores for the individual subscales were computed by taking the mean of the items within that subscale.

**Results and Discussion**

The first question of the study concerned the relations between the six motivational subscales and the nine subscales of learning strategies for the two samples. Table 2 displays the zero-order correlations for the motivational and learning subscales. For both the US and India groups, the value scales (i.e., intrinsic goal orientation, extrinsic goal orientation, and task value), and the expectancy scales (i.e., self-efficacy and control beliefs for learning) were all positively correlated with one another and were statistically significant. The correlation coefficients \(r_s\) ranged from 0.200 to 0.584, with an exception of no linear correlation between intrinsic and extrinsic goal orientation for the US group.

Most of the cognitive scales (i.e., rehearsal, elaboration, organization, and critical thinking), metacognitive scales (i.e., planning, monitoring, and regulating), and resource management strategies subscales (i.e., managing time and study environment, regulation of their own effort, peer learning, and help seeking) were found to be positively correlated with one another for at least one group, and statistically significant. The \(r_s\)
ranged from 0.182 to 0.745. Additionally, there was a statistically significant positive correlation between organization and effort regulation in both groups (0.505 for US and 0.294 for India). One subscale that clearly stands out is peer learning which is seen to be statistically significant with cognitive, metacognitive, and resource management strategies for both the groups suggesting a similarity between them.

**Table 2**

<table>
<thead>
<tr>
<th>Subscale</th>
<th>USA</th>
<th>India</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intrinsic goal</td>
<td>0.047</td>
<td>0.201</td>
</tr>
<tr>
<td>Extrinsic goal</td>
<td>0.327</td>
<td>0.214</td>
</tr>
<tr>
<td>Task value</td>
<td>0.304</td>
<td>0.286</td>
</tr>
<tr>
<td>Control beliefs</td>
<td>0.232</td>
<td>0.232</td>
</tr>
<tr>
<td>Self efficacy</td>
<td>0.128</td>
<td>0.284</td>
</tr>
<tr>
<td>Test anxiety</td>
<td>0.421</td>
<td>0.108</td>
</tr>
<tr>
<td>Rehearsal</td>
<td>0.086</td>
<td>0.086</td>
</tr>
<tr>
<td>Elaboration</td>
<td>0.373</td>
<td>0.468</td>
</tr>
<tr>
<td>Organization</td>
<td>0.275</td>
<td>0.440</td>
</tr>
<tr>
<td>Critical thinking</td>
<td>0.614</td>
<td>0.492</td>
</tr>
<tr>
<td>Meta cognition</td>
<td>0.415</td>
<td>0.499</td>
</tr>
<tr>
<td>Peer learning</td>
<td>0.329</td>
<td>0.329</td>
</tr>
<tr>
<td>Effort regulation</td>
<td>0.471</td>
<td>0.471</td>
</tr>
<tr>
<td>Help seeking</td>
<td>0.745</td>
<td>0.163</td>
</tr>
</tbody>
</table>

**Notes.** * Correlation is significant at the 0.01 level (2-tailed); † Correlation is significant at the 0.05 level (2-tailed).}

Moderate and positive correlations were found between test anxiety and the use of cognitive, metacognitive, and resource management strategies in the US group, implying that students who were more anxious about tests were more likely to use all of the three components of learning strategies than those who were less anxious, though no significant linear correlations were found in India group.

The second question of this study concerned the relations between the three motivational components and the three components of learning strategies for the two groups. Table 3 displays the zero-order correlations for the motivational and learning components. Moderately strong positive correlations were found between value beliefs, expectancy beliefs, use of cognitive strategies, and metacognitive strategies. This implies that students
with reasons to engage in an academic task, and beliefs that they can accomplish the task that were more likely to use learning strategies. However, resource management strategies were significant for the US group but not for the India group.

Test anxiety was significantly positively correlated with all other domains for the US group, while it was significant only with value beliefs for the India group as seen in Table 3.

Table 3

<table>
<thead>
<tr>
<th>Domain Correlation</th>
<th>Value beliefs</th>
<th>Expectancy beliefs</th>
<th>Test anxiety</th>
<th>Cognitive strategies</th>
<th>Meta cognitive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expectancy beliefs</td>
<td>USA 0.717**</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>India 0.473**</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Test anxiety</td>
<td>USA 0.578**</td>
<td>0.415**</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>India 0.252**</td>
<td>0.074</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cognitive strategies</td>
<td>USA 0.766**</td>
<td>0.673**</td>
<td>0.626**</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>India 0.320**</td>
<td>0.268**</td>
<td>-0.037</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meta cognitive</td>
<td>USA 0.622**</td>
<td>0.599**</td>
<td>0.336**</td>
<td>0.694**</td>
<td></td>
</tr>
<tr>
<td></td>
<td>India 0.383**</td>
<td>0.288**</td>
<td>-0.015</td>
<td>0.692**</td>
<td></td>
</tr>
<tr>
<td>Resource management</td>
<td>USA 0.644**</td>
<td>0.510**</td>
<td>0.650**</td>
<td>0.793**</td>
<td>0.521**</td>
</tr>
<tr>
<td></td>
<td>India 0.091</td>
<td>-0.047</td>
<td>0.004</td>
<td>0.399**</td>
<td>0.336**</td>
</tr>
</tbody>
</table>

Note. ** Correlation is significant at 1% level (2-tailed).

The third question of this study concerned the differences between the two groups on six motivational and nine learning strategies subscales. Table 4 shows the mean scores of each category in motivation scales for both groups. The India group had significantly higher means in all categories except test anxiety, which indicates that students in India group were more motivated in studying for the course with more confidence in tests than those in US.

Table 4

<table>
<thead>
<tr>
<th>Comparisons on the Motivation Scales (USA-India)</th>
<th>Motivation scales</th>
<th>USA mean (s.d.)</th>
<th>India mean (s.d.)</th>
<th>Mean difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Intrinsic goal orientation</td>
<td>4.82 (0.87)</td>
<td>5.35 (0.90)</td>
<td>-0.53**</td>
<td></td>
</tr>
<tr>
<td>2. Extrinsic goal orientation</td>
<td>5.23 (0.93)</td>
<td>5.94 (0.90)</td>
<td>-0.71**</td>
<td></td>
</tr>
<tr>
<td>3. Task value</td>
<td>5.13 (0.85)</td>
<td>5.59 (0.77)</td>
<td>-0.46**</td>
<td></td>
</tr>
<tr>
<td>4. Control of learning beliefs</td>
<td>4.79 (0.86)</td>
<td>5.05 (1.14)</td>
<td>-0.26</td>
<td></td>
</tr>
<tr>
<td>5. Self-efficacy</td>
<td>4.87 (0.86)</td>
<td>5.46 (0.82)</td>
<td>-0.59**</td>
<td></td>
</tr>
<tr>
<td>6. Test anxiety</td>
<td>4.88 (0.77)</td>
<td>4.24 (1.18)</td>
<td>0.64**</td>
<td></td>
</tr>
</tbody>
</table>

Note. ** Significant at 1% level; * Significant at 5% level.

Comparisons of mean scores for categories in learning strategy scales are shown in Table 5. Students in India had significantly higher mean scores in three cognitive strategies categories but lower in rehearsal. Students in the US group had a higher mean score in effort management indicating that they were more likely to put in efforts than students in India. However, there is no difference between the two groups in the use of metacognitive self-regulation strategies as well as the management of time and study environment. In summary, students were more motivated in the India group than in US, while the differences in the use of learning strategies were not as straightforward.
These results could be compared to those found in Bhattacharyya (2004), where in the India sample demonstrated significantly higher self-ratings in the motivational variables of intrinsic goal orientation, extrinsic goal orientation, and task value and in the learning strategy variables of elaboration, organization, critical thinking, metacognitive self-regulation, peer-learning, and help seeking. Students in the US group demonstrated higher self-ratings only in the learning strategy variable of effort regulation. There were no significant difference in the means and standard deviations of the motivational variables of control beliefs, self-efficacy for learning and performance, and test anxiety or the learning strategy variables of rehearsal and time and study environment.

Table 5

Comparisons on the Learning Strategy Scales (USA-India)

<table>
<thead>
<tr>
<th>Learning strategy scales</th>
<th>USA mean (s.d.)</th>
<th>India mean (s.d.)</th>
<th>Mean difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Rehearsal</td>
<td>5.76 (0.80)</td>
<td>5.33 (0.94)</td>
<td>0.43**</td>
</tr>
<tr>
<td>2. Elaboration</td>
<td>4.34 (0.92)</td>
<td>5.53 (0.72)</td>
<td>-1.19**</td>
</tr>
<tr>
<td>3. Organization</td>
<td>5.06 (0.76)</td>
<td>5.68 (0.86)</td>
<td>-0.62**</td>
</tr>
<tr>
<td>4. Critical thinking</td>
<td>4.52 (0.79)</td>
<td>5.04 (0.76)</td>
<td>-0.52**</td>
</tr>
<tr>
<td>5. Metacognitive self-regulation</td>
<td>5.10 (0.71)</td>
<td>5.06 (0.61)</td>
<td>0.04</td>
</tr>
<tr>
<td>6. Time and study environment</td>
<td>4.75 (0.87)</td>
<td>4.65 (0.78)</td>
<td>0.10</td>
</tr>
<tr>
<td>7. Effort regulation</td>
<td>5.02 (0.95)</td>
<td>4.59 (0.93)</td>
<td>0.43**</td>
</tr>
<tr>
<td>8. Peer learning</td>
<td>5.26 (0.83)</td>
<td>5.45 (1.00)</td>
<td>-0.19</td>
</tr>
<tr>
<td>9. Help seeking</td>
<td>5.03 (0.77)</td>
<td>5.10 (0.83)</td>
<td>-0.07</td>
</tr>
</tbody>
</table>

Note. ** Significant at 1% level.

Significance of the Study

The primary objective of the present study was to examine similarities and differences in motivational orientations and learning strategies of preservice teachers in the United States and India. On the whole, the correlations among MSLQ scales indicate that they represent an array of different motivational beliefs and self-regulatory strategies that can be distinguished from one another on both conceptual and empirical grounds.

However, when we examine the differences between the subscales for the two groups, a different picture emerges. Students in India group were more motivated and had lower test anxiety compared to those in the US. The differences on the learning strategy subscales are not as clear cut. The US group appears to use rehearsal strategies more than the India group. On the other hand, the use of deeper processing strategies like elaboration, organization and critical thinking are higher in the India group. Strangely there is no difference between the two groups in the use of metacognitive self-regulation strategies as well as the management of time and study environment. However, students in the US group show higher scores at effort regulation, i.e., persistence at difficult tasks. One subscale that clearly stands out is peer learning which is seen to be statistically significant with cognitive, metacognitive, and resource management strategies for both the groups suggesting a similarity between them.

The major strength of this investigation is that it provides evidence for the utility of the MSLQ to preservice teachers in India. Many researchers have suggested that more cross-cultural studies should be conducted in order to gain a comprehensive view of how learning and motivational factors interact (e.g., Bhattacharyya, 2004, 2007; Credé & Phillips, 2011). The present study extends this line of research.
The major limitations of this study are that the participants are all females and from educational psychology courses. Further studies are needed to examine whether these results are generalizable to male students and from a wider range of academic disciplines. Moreover, the questions of international comparability have been addressed using self-report data. The contextual meanings and functions of motivational and self-regulation constructs would need to be examined perhaps using qualitative measures like student conversations or focus groups.

**References**


Affectivity and Teaching: The Marks of the Unforgettable Teacher

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The present text is based on research involving high school students in Brazilian schools. It aims to analyze the affective dimension identified in pedagogical practices developed by teachers who have been considered unforgettable. Based on the theoretical framework of Wallon and Vygotsky, it is assumed that the learning process takes place as a result of the relationship established between the subject and the object of knowledge; such a process, however, is not direct, but mediated by social agents. Furthermore, it is also assumed that such relations do not merely involve the cognitive and motor dimensions, but also the affective dimension, characterized by the subjective impacts, either positive or negative, that every subject-object relation produces. In a classroom, the matter is related to the pedagogical mediation process developed by the teacher, which aims to enable the students to appropriate school contents: Depending on how it unfolds, movements in the subject-object relation are produced, which in their extremes, are characterized by situations of approximation (positive affective relations) or distancing (negative affective relations). Such processes will be constituted as parts of the students’ subjectivity. In this text, the focus is on the pedagogical mediation practices of teachers considered unforgettable, as they allow movements of affectively positive approximation among students and their respective learning content. Research data allowed the creation of four major thematic categories: pedagogical practices developed in the classroom; the relationship between teacher and teaching object as perceived by the students; personal characteristics of the teacher; and changes observed in students. Therefore, these nuclei characterize the affective marks identified in the pedagogical practice which mediates the relation student-school content. These categories are discussed in the light of the theories underlying this study.

Keywords: learning, affectivity, pedagogical practices, teacher mediation

Introduction

The question of affectivity and its implications for education has been an increasingly discussed topic in the academic environment. Clearly, emotions and affections have always been objects of study of psychological theories, as pointed by Engelman (1978).

However, it can be reaffirmed that in Brazil, in the last two decades, a growing presence of studies focusing on affection has been observed in the research agenda of several scholars in the education sector, mainly from authors linked to psychology (Almeida, 1997, 1999; Dantas, 1992; Mahoney, 1993; Oliveira, 1992; Pinheiro, 1995; Casassus, 2003, 2009; Arantes & Aquino, 2003; Vasconcelos, 2004; Leite, 2006; Ribeiro & Jutras, 2006; Franco, 2009; Amado, Freire, Carvalho, & André, 2009; Ribeiro, 2010).

Sérgio Antônio da Silva Leite, Ph.D., Faculdade de Educação, Universidade Estadual de Campinas (UNICAMP).
In a survey sponsored by UNESCO, which analyzed the decisive factors for learning in school settings in various countries, Casassus (2009) found that the most important factor explaining the differences in learning was the emotional climate in the classroom. This factor consists of three variables: The first is the bond that is established between teacher and students; the second is the bond that is established among the students; and the third is the climate that arises from the first two variables. According to the author, the emotional climate in the classroom is the main factor that explains the variations in students’ performance, which suggests that there is no learning outside the emotional space.

In the present text, we will discuss the affective dimension in teaching practices carried out in the classroom. It is assumed that the pedagogical mediation is also affective in nature and, depending on how it is developed, it produces an affective impact (either positive or negative) on the relationship established between the students and the various school subject areas/content. Such impacts are characterized by the subject/student affective movements of “approximation” or “distancing” in relation to the objects/school content.

Based on research reports, we will discuss some pedagogical decisions that teachers take when they plan and develop their courses, indicating the possible affective impact on students.

**Reason-Emotion: Dualist Conceptions × Monist Conceptions**

One of the theoretical challenges is to understand the reasons why the concept of affectivity remained historically peripheral in teaching-learning relations. One can assume that this is due, at least partly, to the secular predominance of the “dualistic conception”, in which man is seen as being split between reason and emotion. Accepting such division implies assuming that man is a being who either thinks, or feels, with no relationship between these two dimensions. Moreover, one faces the problem that the dualistic thinking poses to science: Man would present a dimension which would be out of reach for a scientific approach, which means assuming that scientific knowledge can never entirely explain the human phenomenon.

On top of that, in the case of the duality reason × emotion, for centuries the dominant thought not only has assumed dualism, but has also elected reason as the superior dimension which best characterizes man, to the point of deeming emotion as the dark and nebulous side of human nature: Therefore, the control/mastery of emotions would be a function of reason.

The hierarchical domain of reason over emotion is observed in different historical periods: in ancient times, by the opposition between intelligible knowledge (subject to an objective approach) and sensitive (non-scientific) knowledge, as feelings were not considered passive to objective knowledge due to their degree of subjectivity. In the Middle Ages, by the conflict between reason and faith, there is the predominance of the first over the latter. In modernity, by the Cartesian dualism, although there has been a growing appreciation of the individual as a thinking being, carrying an individual consciousness and freedom. In the historical sequence, we understand that the apex of the rationalist predominance occurred in the late nineteenth century with Auguste Comte’s 1789-1857 positivism, ratifying that knowledge is only possible through reason 2.

The secular influence of the dualistic conception in practices in educational institutions is undeniable: Western society inherited a conception according to which the educational work must be essentially directed to the development of cognitive aspects, centered on reason. Thus, affectivity should not be involved in this process. In this sense, curricula and programs developed in different moments of the Brazilian educational

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1 1789-1857.
2 Analysis of these questions can be found in Marcondes (2000), Bosch (1998), Figueiredo (1992), and Giles (1993).
policy focused on the development of the rational-cognitive dimension—through the pedagogical work in the classroom, at the expense of the affective dimension.

With the development of science and research in the various areas of knowledge, conditions have been created that allowed the construction of a more adequate theoretical model, which permitted to understand that reason and emotion are inseparable, holding an intimate relationship. These aspects have created the conditions for the emergence of the “monistic conception” of human constitution, which gained strength in the 20th century. With the advent of philosophical, sociological, and psychological theories centered on cultural, historical, and social determinants of the process of human constitution, the groundwork for a new way of understanding man and the very relationship between reason and emotion was laid. The philosophical and scientific thought about man thus turned toward a monistic conception, in which affectivity and cognition come to be interpreted as inseparable dimensions, and analyzing them separately is no longer possible.

One of the philosophers whose thought played a key historical role in the process of overcoming the dualistic conception was Baruch Spinoza\(^3\) (Spinoza, 2009; Chauí, 2005; Damásio, 2001, 2003), who stands out not only by the content of his ideas, but for the very period they were produced and disseminated—at the heart of the 17th century!

Spinoza argued that body and mind are attributes of a single substance, which implied assuming that body and soul follow the same laws, thus breaking with the secular hierarchy that situated the soul as a superior instance in relation to the body.

One can illustrate the radical change in relation to how man is conceived by contrasting two maxims, elaborated in an interval of three and a half centuries: On the one hand, the Cartesian maxim\(^4\) “I think therefore I am”\(^5\), according to which reason/thinking is interpreted as the grounds for existence; on the other hand, the recent maxim of the neurophysiologist Antonio Damasio “I exist and I am, therefore I think” (Damasio, 2001), proposing a clear inversion of the secular domination of reason over emotion, declaring that this is the basis for the constitution of man’s cognitive structure—a similar position was also taken by Henri Wallon.

**The Affection Group**

In the 1990s, a research group called “The Affection Group”\(^6\) was created and since then it has been carrying out studies and research work on the subject.\(^7\) This group, under the coordination of this article’s author, gathers supervised doctoral, masters’, and undergraduate research.

The studies carried out by the Affection Group focus on the so-called “qualitative approaches” (Ludke & André, 1986; Bogdan & Biklen, 1994). According to these authors, qualitative research is an umbrella term that includes numerous research strategies that share common characteristics: Qualitative data must be rich in descriptive detail, in order to investigate the phenomena in all their complexity and in their natural environment.

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\(^3\) 1632-1677.
\(^4\) Descartes, 1596-1650.
\(^5\) The work of Descartes “Discourse on the Method” was published in 1637.
\(^6\) The Affection Group (Grupo do Afeto) is part of the research group ALLE (Alfabetização Leitura Escrita), from the Education Faculty at UNICAMP.
\(^7\) So far, under the theme Affectivity, the group counts with two doctoral theses, six master’s theses and 14 undergraduate research work, totalizing 22 research projects. All of them under our supervision.
In this particular case, a factor that undoubtedly facilitated the group’s involvement with the research was the increased contact with the data collection procedures, called “recurring interviews” and “autoscopy” (Leite & Colombo, 2006).

Autoscopy is a procedure of data collection known as “self-confrontation on screen”: Recordings sessions of the subject’s behavior (e.g., relationships in the classroom) are held, and after the tape is edited, the subject is asked to watch the recorded material in which he/she appears, being verbally encouraged by the researcher to make comments according to the objectives of the research. The primary data are the verbal accounts of the subject while watching their images on the TV screen.

Recurring interviews, on the other hand, is a procedure for collecting and analyzing data that requires an intense interactive process between the researcher and the subject(s), as the researcher participates in the initial phase of the data analysis process, which occurs simultaneously with the data collection process, performed by means of several interviews.

Most of the research carried out by the Affection Group studied the pedagogical mediations planned and developed by teachers. The texts published by Leite (2006) represent an important milestone in disclosing the work of the group and are targeted at educators and students with an interest in the subject.

It is possible to identify three core areas that have guided the work of the Affection Group: affection in the teacher-student-student interpersonal relations; the process of constitution of the subject as a reader; and affectivity in pedagogical practices, planned and developed by teachers in the classroom. This text will focus on the last aspect.

After the first research papers on the subject, mainly focusing on the interpersonal relationships in the classroom, it soon became obvious that the affective dimension goes beyond the limits of dermal relations and face-to-face contacts. Initial studies on the “unforgettable teacher” (Falcin, 2003; Tagliaferro, 2003) clearly showed that all decisions planned and executed by teachers produce strong emotional impact on students, even when teachers are not physically present in the situation, as occurs in face-to-face relationships. This has led the group to broaden the scope as to include pedagogical practices/mediations, specifically involved with teaching conditions, trying to identify and analyze the impact that they produce in the relations established between students/subjects and their respective school content/objects addressed in the classroom. Thus, the focus of research on the affective dimension became, specifically, the processes of teaching and learning that occur in the classroom.

**Theoretical Foundations**

To better explore the subject of affection and its impact on the teaching/learning process, it is of ultimate importance to construct an adequate theoretical model; one that allows us to comprehend the relationship between reason and emotion transcending the traditional view or common sense as already discussed. A theoretical model that helps us to understand that man is a unique being; that dualism is an artificial reading of the human constitution, produced by man himself under certain historical, political, and social conditions; that, in fact, human beings simultaneously think and feel, which enables us to understand that emotion is always present in the relationship between man and culture; that, therefore, reason and emotion are inseparable, which points to a “holistic/monistic” conception of the human constitution. Anyhow, this is a theme that requires study and the practice of reflection on it, since these questions often clash and collide with old ideological conceptions (of a liberal nature), many of them still strongly present in the very constitution of our subjectivity.
The set of theoretical assumptions, present since the beginning of the work with the Affection Group, has been gradually consolidated, as new research has been conducted. Such assumptions have been established based on two great theorists of contemporary psychology: L. S. Vygotsky and H. Wallon.

Therefore, in the field of psychological theory, the research carried out by the Affection Group was anchored on authors who share theories whose assumptions are centered in the dialectical materialism conception. According to this concept, the process of human development and, therefore, of the higher psychological functions that characterize man, must be explained by the relationship that man holds with their culture, in their social environment.

For these authors, the goal of a psychological theory is to explain the mechanisms by which natural/phylogenetic processes, present in newborn, are mingled with the cultural and social processes to produce the complex functions that characterize the mature man.

Wallon (1968; 1978; 1995) developed a theory about the process of human development centered on the relationship between four major “functional cores” determinants of the process: affection, cognition, motor act and person. For the author, the development process, which occurs through the continuous interaction between these nuclei, can only be explained by the dialectical relationship between biological/organic processes and the social environment—that is, the biological and the social processes are inextricably linked and are always dialectically related.

For Wallon (1968), emotions are expressions of subjective states, but with organic components (muscle contractions, visceral contractions, etc.). Thus, in the wallonian theory, emotion is the first and strongest bond that is established between the subject and the people in the environment, constituting the initial manifestations of subjective states, with organic components. It has three properties: (1) contagiousness—the ability to contaminate others; (2) plasticity—the ability to reflect its signals on the body; and (3) regressiveness—the ability to regress reasoning activities. For the author (Wallon, 1971), it is up to the emotional manifestations, through their power of contagion, to enable the newborn to sensitize the people in the environment to satisfy their needs and desires.

Affectivity, in turn, involves a wider range of manifestations, encompassing emotions (of biological origin) and feelings (psychological in origin). In this sense, it is a broader process, involving emotion, feeling, and passion. According to Mahoney (2004), “Emotions are identified by their organic, empirical and short duration side; the feelings, more by the representational and longer duration component... Passion is hidden, longer lasting, more intense, more focused and has more self-control over behavior” (p. 17).

Thus, affectivity is a broader concept, being constituted later in the process of human development, involving experiences and more complex forms of expression, developing through the appropriation, by the individual, of the symbolic processes of culture that will enable its representation. It is a concept that “besides involving an organic, bodily, motor and plastic component, which is the emotion, also has a cognitive, representational component, which are the feelings and passion” (Dér, 2004, p. 61). It should be noted, however, that the complexification of the forms of affective manifestations—that some authors characterize as cognitization of the affective development process—can only be achieved through cultural mediation, hence, within a social environment (Dantas, 1992).

Thus, emotion and cognition coexist in the individual at all times, although at different stages of development, as Wallon argues, there is an alternating predominance of one over the other. As Almeida (1999, p. 29) points out, “Intelligence does not develop without affectivity, and vice versa, as both comprise a unity of opposites”.

Vygotsky (1993; 1998), in turn, similarly assumes a position according to which the individual is born as a biological being, the result of the phylogenetic history of the species, but by being inserted into the culture, will be constituted as a socio-historical being. That is, the human being is born with the so-called “elementary functions”, of biological nature. It is for the psychological theory to explain how such functions, being affected by cultural insertion, will be constituted into the so-called “superior functions”, which characterize the human being.

Oliveira (1993) summarizes the fundamental ideas of Vygotsky’s theory: (1) The higher psychological functions have biological support because they are products of brain activity: The brain, taken as the biological basis of psychological functioning, is understood as an open system with great plasticity, allowing the immense possibilities of human achievement and man’s enormous capacity to adapt; (2) The psychological functioning is based on the concrete social relations between the individual and the outside world, which develop in a historical process; thus, the higher functions are constituted in/by culture; and (3) The man-world relation is always mediated by symbolic systems, which means that the concept of mediation is the central construct of the theory. Among the symbolic systems, language (with emphasis on speech) is considered fundamental for the construction of the superior functions, being internalized in the first years of the process of development and later acting as an instrument of thought.

Human development can be understood as a process of appropriation of cultural elements and processes, occurring from the external plane (interpersonal relationships) to the internal plane (intrapersonal relationships), mediated by the actions of others (individuals or cultural agents). Therefore, learning plays a crucial role in that it enables the development process.

There is no denying the impact of these concepts in pedagogical thinking. On the one hand, it points out that the process of pedagogical mediation is fundamental in the relationship that is established between the subject/student and the object of knowledge/school content, remembering that, in the classroom, the teacher is the main mediator agent, although not the only one. On the other hand, it suggests that the pedagogical mediation occurs by means of concrete practices and situations, which means that they can be planned as to increase the chances of successful learning by the student, who, in turn, is understood by Vygotsky (1998) as an “interactive subject”, who plays an active role in the interaction processes they experience.

Regarding affection, Vygotsky (1993) condemns the historical division between affection and cognition, remarking that this was one of the great problems of psychology in his time, while criticizing the organic approaches. For the author, emotions move from the initially biological, individual plane to a plane of upper, symbolic function of meanings and senses, constituted in/by culture. In this process, the meanings and senses assigned to the cultural objects and functions by culture and the individual himself, based on the lived experiences, are internalized. In this process, the role of the other, as a mediator agent between the subject and the cultural objects, is crucial. Thus, for the author, “The emotions isolate themselves increasingly from the realm of instincts and move to a whole new level” (Vygotsky, 1998, p. 94).

Comparing the positions of Wallon and Vygotsky on affectivity, it can be seen that the authors have points in common in relation to the essential aspects of the phenomenon in question: (1) They both assume a developmental conception of emotional manifestations: Initially organic, they gain complexity as the individual, who is inserted in culture, develops and starts to act in the symbolic universe, which makes them expand and become increasingly more complex; (2) Therefore, they both assume the social character of affectivity; and (3) They assume that the relationship between affectivity and intelligence is foundational to the process of human development.
Following is a synthesis of the ideas that underlie the research work developed by the members of the Affection Group:

(1) The production of knowledge is a process that occurs based on the relationship that is established between the subject and the object. In this relation, the subject’s participation is essentially active, that is, the relationship with the various objects allows the subject to elaborate ideas, hypothesis, relations, analysis, synthesis, etc. Such processes, at school, correspond to the relationships that are established between the student and many and varied contents being addressed;

(2) Every subject-object relation is always mediated by cultural agents, which can be individuals or cultural products, as is the case of a text written by someone, which enables the contact between the subject/subject matter. Besides that, one can assume that the way the mediation process will be carried out is one of the main determinants of the quality of the relationship that will be established between the subject and the respective object. At school, the main mediator agent between the subject (student) and the object (school content), is, undoubtedly, the teacher, in so far as all pedagogical practices depend on his/her planning and concrete manner in which they are put into practice;

(3) The relations established between subject-object-mediator are also markedly affective. That means to say that such relations do not solely involve the cognitive sphere, but, simultaneously, evoke internal and subjective repercussions in the subjects, which are basically affective in nature;

(4) Finally, as an inevitable consequence of the assumptions stated above, it is assumed that the quality of the mediation is one of the main determinants of the relationship that will be established between the subject and the object of knowledge, involving, simultaneously, the cognitive and affective dimensions. In other words, the kind of affective relationship that will be established between the student and a particular school content—a relationship that can vary between strong movements of “approximation” or “distancing”, that is, relations of “love or hate”, in their extremes—will depend, to a large extent, on the concrete practices of pedagogical mediation planned and implemented in the classroom by the mediation agents, which means to say that the pedagogical mediation practices are also markedly affective.

The information gathered during all these years, by means of the studies developed in the Affection Group allow us to presuppose that, when the pedagogical mediation enables the students to successfully appropriate (or take ownership of) the object in question—which characterizes successful learning—and more than that, when such success is perceived by the student—that is, the student is aware of the process—the chances of establishing a positive affective bond of “approximation” between the student and the object/school content being addressed are enhanced. This way, the positive approximation between the student and the subject matter he/she studied depends, in great measure, on the awareness that the student develops in relation to the success of his/her learning process.

It is worth noticing that the opposite situation—school failure—can also be explained by the same theoretical model exposed above. Such concept is frequently analyzed in terms of school dropout and failure rates. However, from an affective point of view, it corresponds to pedagogical mediation processes, whose final product is generally marked by a negative affective relation—movement of “distancing”—between the subject and the object in question.

In this sense, research should aim to describe and analyze the pedagogical practices implemented in the classroom (including the mediation processes that occur out of this specific physical space) which favor, mainly, the establishment of affective approximation relations between the subject/student and the objects/school
contents. It is understood that the concept of pedagogical mediation is related to the relations which are concretely established and experienced in the classroom and which can be accessed by the scientist, obviously by means of methodology that is adequate to the characteristics of the phenomenon in question.

Likewise, it is also the objective of the research to identify the pedagogical relations that produce the situations of distancing between the subject-object, characterized by the affectively negative impacts on the students.

**Affetivity and the Unforgettable Teacher**

In the early years of the 21st century, the studies carried out by the Affection Group started to focus on the question of the unforgettable teacher as an object of study, as a strategy to deepen the analysis of affectivity in pedagogical practices. Based on accounts of several university students, who acknowledged the existence of an unforgettable teacher in their lives, whom, in certain cases, had determined the very professional choice of those subjects, the profile of such professional was defined as being the teacher who develops a pedagogical practice considered successful. On the one hand, they enable the students to adequately take ownership of the contents addressed in the classroom and, simultaneously, allow them to approach those contents in a positive affective manner. In other words, the unforgettable teacher develops a pedagogical practice that enables both learning and the positive affective involvement of the students with the contents developed in the classroom.

The definition of this profile was important, since earlier studies, carried out by the members of the Affection Group, point out that, in the traditional teaching model, still very present in Brazilian schools, the study behavior developed by the students can be characterized more like processes of dodging from undesired situations: The students normally study to avoid low grades, parents’ punishment, etc.—negative affective consequences, and not because they are affectively involved with the contents in question. Such affective movements of approximation or distancing are basically determined by the pedagogical practices developed by the teacher.

The studies conducted on pedagogical mediation of the so-called unforgettable teacher (Falcin, 2003; Tagliaferro, 2003; Leite & Tagliaferro, 2005; Leite & Falcin, 2006) involved young people attending the last year of high school in Brazilian schools, who were getting prepared to enter university. Such studies were qualitative in nature and the data were collected by means of recurrent interviews (Leite & Colombo, 2006). In this procedure, the subjects actively participated in the process of analysis, commenting and making suggestions regarding the thematic nuclei constructed by the researcher during the process. This procedure involves a series of interviews, and in the first one, the research main objective was presented to the subject. In the present case, the question was: “Of all subjects you have studied, was there any teacher/professor who has positively impacted your life?”

After each interview, the researcher analyzed the accounts generated by the interview and elaborated a set of thematic nuclei and sub-nuclei, based on the subjects statements. It was inferred that such nuclei/sub-nuclei corresponded to possible aspects of the teacher’s pedagogical practice, related with the presence of the affective dimension, that is, pedagogical practice aspects which had probably produced positive affective impacts on the relationship between the student and the contents in questions. Those nuclei/sub-nuclei were then presented in the beginning of the following session, when the student was asked to further discuss, alter, or broaden the scope of the comments, etc.. The process of interviews was repeated several times, only being interrupted when the subject and the interviewer agreed that the theme had been fully covered. After that, the researcher would
complement the data analysis with the final nuclei and they were all then discussed under the light of the theoretical assumptions previously discussed.

Data from such research allows the identification, through the process of analysis of the subjects’ statements, of four major thematic nuclei, which correspond to the main characteristics of the pedagogical practice developed by the unforgettable teachers:

(1) Pedagogical decisions and practices developed in the classroom. This nucleus refers to the practices effectively put into practice by the teacher, in the classroom. According to the data collected during the interviews, the teachers in question had developed their teaching practices aiming, fundamentally, at the students’ learning success. This can be identified, for example, in the following aspects:

a. careful choice of teaching objectives, so that students can identify their relevance and importance to the educational process; besides that, the objectives are clearly defined;

b. decisions on how to start the teaching process based on what the learners already master regarding the content to be worked on; this implies that the unforgettable teacher starts the process after a brief assessment, either formal or informal, aiming to access what the learners already know about the topic;

c. choice of teaching activities as to assure a high level of motivation from the students; besides that, the instructions are always clear and there is constant adequate feedback from the teacher in relation to the students’ performance; on top of that, the learners tell that the unforgettable teacher’s posture in the classroom is always positive, seeking to encourage them, especially in face of difficulties;

d. use of a wide range of materials, not being restricted to just one source, such as a specific textbook; data show that the unforgettable teacher makes it possible for the students to access different sources of information on the various topics being approached;

e. assessment practices which allow, whenever possible, that their results be used as to favor the students’ learning process; thus, when negative results or problems are detected, the unforgettable teacher usually reviews the content which had been covered, reorganizing the pedagogical practices by means of more appropriate strategies, before the students are assessed again;

f. physical organization of the classroom as a function of the specific objectives of the moment, i.e., the classroom architecture is often changed to meet the teaching goals. Clearly, this list does not exhaust the aspects identified in the speech of students, but what stands out in this nucleus is that the unforgettable teacher is always demanding when it comes to the students’ performance; however, he/she seeks to create all necessary pedagogical conditions for their learning process to be successful.

(2) The relation teacher-object of knowledge: This nucleus gathers the students’ statements which are related to how they perceive the relation between the teacher and the contents of the subject they teach. Two aspects are highlighted in this nucleus:

a. the students acknowledge that the unforgettable teacher shows a broad knowledge of the subject area he/she teaches; that is, the students notice that the teacher fully domains the knowledge area in question, which seems to lead to feelings of safety and admiration from the students;

b. the most relevant aspect in this nucleus, however, refers to the fact that the students acknowledge that there is a clear relation of passion between the teacher and the content taught; this relation is fully detected when the students describe the lectures given by the unforgettable teacher: What amazes them is noticing this deep passion the teacher has with the teaching area, which suggests that this feeling is contagious, as Wallon (1968) had already pointed out in relation to one of the main characteristics of emotion: its power of contagion.
In this sense, one can understand the fact that the students indicate the teacher’s lectures as the most important pedagogical practice developed by the unforgettable teacher in the classroom: Besides being always carefully planned, this would be the space where the passion relations between the teacher and the teaching contents were experienced and shared with the students.

(3) Other aspects of the unforgettable teacher’s behavior: This nucleus gathers students’ statements that indicate two major characteristics of the referred teacher:

a. one of the aspects mentioned by virtually all of the subjects who have been interviewed was his/her constant availability with respect to students. They always recognized that the unforgettable teacher was receptive to the students, who, as a result, saw him/her as a professional they could trust;

b. a second aspect identified during the interviews is related to the fact that the teacher seeks to help students develop a critical stance in relation to the topics or themes approached in class. This was perceived when the teacher continuously presented different theoretical positions in relation to the content addressed. This does not mean a neutral position, but a strategy to foster debate and a critical stance from the students, through the confrontation of ideas and by enhancing their argumentative ability.

(4) Effects on the future lives of the students: This last nucleus gathers the statements related to the impacts that the teaching process, developed by the unforgettable teacher, has on the students. Here, two aspects are also highlighted:

a. the students showed great personal change, of cognitive and affective nature, in relation to the content studied with the referred teacher: Many mentioned that at first they even had a negative reaction in relation to the subject matter, but all of them recognized that they started to value the objectives and content studied, due to the work developed by the teacher;

b. some students reported that these positive impacts were so relevant that they ended up directing their professional choices: They started planning and seeking careers related to the teaching area of the unforgettable teacher they had contact with.

The analysis of the four nuclei, which characterize the unforgettable teacher by their students, reaffirms the theoretical assumption assumed by the Affection Group: The quality of the pedagogical mediation developed by these teachers has determined, to a large extent, the quality of the relation that was established between the students and the contents covered during the teaching-learning process that was experienced with that teacher. The data clearly indicate that the students are highly affected by: (1) the passion the teacher demonstrates for the teaching object; (2) the content knowledge the teacher possesses; and (3) the pedagogical decisions and practices developed by the teacher, always coherent with the aim and commitment of assuring successful learning.

What seems to underlie the students’ affective development process are the environmental conditions, provided by the teacher, that allow the students to successfully appropriate the contents and be aware of the process—The students state that they gradually developed a feeling of being able to learn, a sense of confidence, which can be characterized as a feeling of positive self-esteem, or of self-efficacy, as proposes Bandura (2005).

Affectivity in the Pedagogical Decisions

The studies carried out by the Affection Group (Leite & Tassoni, 2002, 2007; Leite & Tagliaferro, 2005; Leite, 2006; Leite & Falcin, 2006; Leite & Kager, 2009) allow the identification of some of the decisions assumed by a teacher when planning and developing their teaching conditions, which, if adequate, increase the
odds of affectively impacting the relationship between the students and the content addressed in a positive way. Obviously, we do not refer to a specific teaching methodology here, but reinforce that, regardless of the theoretical standpoint assumed by the teacher, in all planned teaching situations he/she takes some decisions that, in their practical development, will have inevitable affective consequences for the relationship established between the student and the specific teaching content, as previously discussed.

It is possible to identify some of these decisions and their possible impacts. Even acknowledging that there are innumerable other factors that compose the pedagogical mediation process, we intend to highlight five decisions, identified through the information gathered by the Affection Group’s studies. Those are: (1) the choice of teaching objectives; (2) the decision regarding the beginning of the teaching process; (3) the organization of the teaching content; (4) the choice of teaching procedures and activities; and (5) the choice of assessment procedures.

The following is a summary of each one of these decisions that were pointed out:

(1) The choice of teaching objectives:

The choice of teaching objectives is a decision that always reflects the values, beliefs, and conceptions of those who choose or select them, be that a group of educators, an instance of a public body, or an isolated teacher.

The affective dimension in relation to the teaching objectives refers to their relevance, recognized by a certain group of students or by a subject. The problem arises when the student does not identify the relevance of the proposed objectives, be it for his life, for the society he lives in, or for his professional future. In this sense, most of the teaching objectives of the traditional school have been pointed out as irrelevant, from the student standpoint, which certainly contributes to the construction of a school divorced from reality. That does not mean that teaching should be basically pragmatic, but it can be assumed that the knowledge currently accumulated in several areas can allow individuals better conditions for the exercise of citizenship and social insertion in a critical and transforming perspective.

Therefore, it is important for the school to select objectives and content that is perceived as relevant by the students, thus increasing the chances of positive affective bonds being formed between the students and the objects in question.

However, it is important to remember that the inverse relation can also be true: Bureaucratic teaching, with objectives whose relevance is not understood by the students, can collaborate to the movement of distancing in the relationship that is going to be established between the subject and the object in question. Evidently, that question is related to the school’s pedagogical project, including the specific objectives of each curricular area. Such project must be the fruit of the collective reflection done by the school’s faculty, a process in which the matter of relevance of the teaching goals and contents must be the object of continuous discussion and evaluation.

(2) The decision regarding the beginning of the teaching process:

The studies available on this topic, conducted by the Affection Group, suggest that to initiate the teaching process based on what the student already knows about the encompassed contents increases the chances of the student’s learning process to succeed. As we have seen, such success has undeniable affective implications involved.

The inverse relation can also take place, being frequently observed in schools: When the teacher decides to initiate his teaching programme too far beyond the student’s current knowledge background, a situation
develops, in which the odds of failure increase soon after the teaching-learning process begins. With that, the possibilities of establishing a positive affective relationship between the student and the content in question deteriorate prematurely.

The problem of lack of previous knowledge, necessary for the student to start studying from the point defined by the teacher, has been traditionally brought up by other authors. Ausubel (1968), for instance, already defended that among the factors that influence learning, one of the most relevant is related to the student’s previous knowledge.

The main pedagogical implication of this decision suggests that the starting point of teaching must be defined only after the teacher conducts a brief diagnostic evaluation on the content that is judged as essential, so the student can have the means to begin the studies from a specific learning point. If the student does not display that knowledge, it is imperative that the teacher or the institution foresee conditions for her/him to appropriate the necessary knowledge, thus decreasing their chances of premature failure and the consequent negative affective relationship with the object in question.

(3) The organization of the teaching content:

When the course content is organized in a random fashion, not taking the organization logic of the knowledge area into consideration, the process of appropriation of such content is hampered. This is the case when the teacher does not adequately analyze the teaching objectives neither identifies the content involved or the way in which the concepts and principles of a specific area are interrelated. Some data from the research undertaken by our group suggest that the lack of logical organization of the content of a given course can increase the possibilities of students’ failure, contributing to the foreseen deterioration of the affective relationship between the student and the object in question. Organizing the content in a proper way thus seems to be related with the fact that the teacher respects the epistemological organization of the respective teaching area; that is, the teacher does not teach the whole content at once and, as the student also does not learn this way, it is necessary to organize the content, sequencing and delimiting it in each teaching step. It is possible that the difficulties in analyzing objectives—generally by lack of knowledge from the teachers—partially explain the frequent use of the textbook as the main teaching resource. However, other factors may also be involved.

(4) The choice of teaching procedures and activities:

The choice of teaching activities concerns the relations that will effectively take place in class—If the teacher is going to give a lecture (and how this will be done), if there will be group work, if he/she will propose the reading of a text, if they will go on a field trip, etc.. To sum up, it is the observable relations, generally with immediate effects identified in the situation itself, which must be in line with the proposed objectives. In this sense, the implication of the affective dimension in each activity which is planned and developed is undeniable. Activities which are well chosen and adequately developed undoubtedly increase the chances of successful learning and the consequent affective relation of approximation between the student and the content. This fact might explain the preference for this item in most of the research conducted by the Affection Group.

On the other hand, the choice of teaching procedures and activities present innumerous challenges that can transform such choices in real conditions of failure for the student: That is the case, for instance, of the inadequate choice of an activity in view of the proposed objective. It is common to see teaching activities which are not related to the expected specific objectives; this fact is reinforced when the assessment activities are radically different from the activities used by the teacher. Or yet, the development of a totally demotivating
activity, even when relevant objectives are presented. Young students are normally very perceptive and can identify whether a teaching activity is adequate in view of the proposed objectives.

Besides these questions, a teaching activity can also be inadequate due to problems in its internal organization: There may be lack of clear instructions, or inadequate interventions by the teacher, lack of correction regarding the student’s performance, or even the complete absence of a relevant activity for the students. When such problems are frequent or acquire a great dimension, the school activities can become an extremely undesirable and demotivating practice for the student, generally producing disastrous effects and, obviously, deteriorating, sometimes altogether, the possible affective relations between the student and the school content. In addition to that, the cases of students’ affective distancing from the whole school environment are not rare.

Lastly, it should be pointed out that a great deal of the affective load in the classroom is concentrated on the teaching activities, through the interpersonal relations between teachers and students: facial expressions, gazes, physical postures, verbal content, physical contact, proximity, tone of voice, receptiveness, instructions, corrections, etc., constitute aspects of the fabric of interpersonal relations that imply an enormous power of affective impact on the students, either positive or negative, depending on how these interactions are experienced. Hence, the relevance of such decisions is: After all, they concern the concrete ways in which the face-to-face relationships are experienced and perceived in class.

(5) The choice of assessment procedures:

One unanimous aspect which has been observed in the studies carried out by the Affection Group is that the traditional forms of assessing students have been pointed out as one of the main factors leading to the failure of the teaching-learning process, that is, for the affective distancing between the subject/student and the object/content. Assessment seems to become disastrous when its results are used against the students and, without doubt, when such relation is identified by them. This is the logic of the traditional assessment/evaluation process, whose objective is basically to rank students, identifying “the best and the worst”. As all its foundations are centered in a conception of man derived from the liberal ideology, the basis of the capitalist system, according to which the differences in human capacity are innate, distributed in a Gaussian fashion among man.

In this perspective, teaching and learning are understood as independent processes: Teaching is the task of the teacher, learning is the duty of the student—and, if learning does not occur adequately, it is certainly due to some factor which is intrinsically related to the student. Leite and Kager (2009) highlight the devastating effects that the traditional assessment process can produce in the subject-object relations.

On the other hand, any alternative that replaces this model implies deep changes in the very conception of teaching and learning—including changes of ideological nature, involving the views of man, world, society, interpersonal relations and, of course, teaching and learning.

Luckesi (1984) proposes the concept of “diagnostic assessment”, recognizing that, in a democratic society, the results of the assessment process must always be used in order to favor the student’s learning process, as it completely alters the logic of the traditional process: If learning does not occur adequately, which can be detected by the assessment, then the teaching conditions must be reexamined, thus restoring the dialectic relationship between these two processes (teaching and learning are interdependent processes). Therefore, only when the assessment data are used as to favor the students can be one of the main conditions for a positive affective relationship between the student and the object of knowledge be established. Hence, this only occurs
when the assessment results are used, for instance, to revise the teaching conditions or to support strategies that allow the students to adequately appropriate the content which has been developed.

It should be highlighted that such alternatives also imply the collective work developed by the institution faculty, that is, the teaching assessment policy cannot be a purely individual matter, to be decided by the teacher in isolation, but demands common guidelines, discussed and adopted by all professionals that work in the institution.

A Final Remark

Based on the discussion herein, it is possible to defend that affectivity is present in all decisions taken by the teacher in class, continuously producing positive or negative impacts on the students’ subjectivity. It is, then, a founding factor in the relations that are established between the students and the educational content. The quality of the pedagogical mediation is, therefore, one of the main determinants of the quality of the bonds that will be established between the subjects/students and the objects/educational content.

That does not mean that we are defending a specific pedagogical proposal, but assuming that teaching conditions cannot be planned without taking into consideration the possible affective impacts they inevitably produce on students. In an educational perspective, this points to an educational environment which is absolutely committed to the students success in their learning process, and this can only be achieved by means of a pedagogical project which is planned and developed by the faculty collective who bear in mind the following: the students’ learning process.

Based on these ideas, it is possible to envision the construction of an effectively democratic school, which allows the students to successfully appropriate the knowledge deemed essential for the full exercise of citizenship.

References


Qualitative Community-Based Research and Community-Based Organizations: Are We on the Right Track?

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This paper examines the role a community-based organization has in locating at-risk adolescents in urban communities. Research has focused attention on violence among Black adolescents because of their exposure of violence in at-risk neighborhoods and the negative impact it has on victims and the community. Though helpful, very little information is known on the impact community-based organizations has on the quality of lives and behaviors of adolescents from at-risk neighborhoods. Policy implications are suggested to increase the rate of community participation in community-based research.

Keywords: qualitative community-based research, community organizations, and adolescents

Introduction

Although a great deal of research has focused on the exposure of violence among at-risk youth, there are few qualitative research studies that examine the impact community organizations have on this population. The active role of community organizations has been central in the well-being of many African American and low-income communities. In recent years, many residents have relied on their communities for social, economic, and medical well-being. This has been more prevalent among communities that have experienced increased rates of poverty and unemployment, disinvestments in local businesses, and discrimination. Neighborhood effects could positively or negatively affect the behaviors and activities seen by its members.

In past studies, researchers have applied Julius Wilson’s theoretical analysis of urban neighborhoods to explain the importance and need for community-based organizations. Wilson’s analysis described that poverty and race hinder the upward mobility of the disadvantaged class by creating obstacles that limit their access to resources. The value of community-based organizations in urban communities is therefore essential because they serve as a conduit for knowledge.

In studying social interactions and behaviors, the connection between neighborhood effects and social problems cannot be ignored. Studies have explored the impact of neighborhood characteristics, especially neighborhood socioeconomic status, on adolescents’ developmental trajectories (E. B. Stewart, E. A. Stewart, & Simons, 2007, p. 898). Evidence has shown that exposure to violence among adolescents is higher among those residing in urban communities putting them at greater risk. In comparison to their male counterparts, Black females are more likely to become victims of violence, particularly sexual violence, and become infected with a sexually transmitted disease. Social class, neighborhood of residence, education, drug use status, and other social and cultural variables all have significant effects on sexual activity (Fullilove,
Fullilove III, Haynes, & Gross, 1990, p. 48). These factors have influenced the rate of victimization among Black female adolescents.

This paper examines the role a community-based organization, WAR (Women Accepting Responsibility), has on the physical and mental wellness of its participants under CBPR (the community-based participatory research) paradigm. According to Buchanan, Miller, and Wallerstein (2006), CPBR intervention research is based on two primary assumptions for improving health outcomes and reducing disparities: (1) Interventions can be strengthened if they benefit from community insight and incorporate community theories of etiology and change into the empirical science base; and (2) There is an added value to participate itself for enhancing health. This paradigm was utilized because community development literature has shown that under this paradigm implemented empowerment strategies directly improve health outcomes, cultural sensitivity is acknowledged, and evaluation and assessment tools are inherent in its analysis.

Sexual Violence and Adolescents

Sexual violence is becoming more common among adolescents as compared to the adult population. In the United States, prevalence rates for rape among adolescent girls have ranged from 18% to 30% (Coker, McKeown, Sanderson, Davis, Valois, & Huebner, 2000; Shrier, Pierce, Emans, & Durant, 1998; Silverman, Raj, Mucci, & Hathaway, 2001; French & Neville, 2008, p. 78). In recent literature authors have examined ways to broaden the scope of sexual violence and how it is defined. Traditionally, sexual violence has been classified under the main framework of the Centers for Disease Control and Prevention and other organizations. It has been suggested by French and Neville (2008) that forms of sexual coercion should be included because of the complexity in examining the types of sexual activities that act as precursors to sexual violence. French and Neville (2008) referred to sexual coercion as acts that ranged in a breadth of tactics (e.g., verbal pressure, manipulation, alcohol/drug use, physical or force threat) (p. 78). French and Neville (2008) recognized that Black girls were not part of the sexual violence discourse and are often treated invisibly nationally and within their own communities (p. 78).

Forms of sexual coercion have been a great cause of concern, especially with the increased rates of sexual activity among urban adolescents. African American adolescents, particularly those in low-income urban environments, have been disproportionately impacted by negative sexual health outcomes, such as sexually transmitted infections and HIV (Centers for Disease Control and Prevention, 2002a; 2002b) and unintended pregnancies (Anachebe & Sutton, 2003). This becomes significant when examining the types of sexual coercion adolescent African Americans encounter. Harper, Gannon, Watson, Catania, and Dolcini (2004) explained that the sexual behaviors between young men and women can be attributed to the learned behaviors and attitudes shared by their peers along with the double-standard viewpoints of sexual fidelity and activity. Their study suggested that peer networks are powerful transmitters of sexual behaviors and attitudes among adolescent African Americans. Their results showed that friendship groups also may serve as great vehicles for the dissemination of information and norms to youth who do not have direct contact with an intervention program, since adolescents talk openly with their friends about sex-related information and have the potential to socially construct more healthy sexual roles and expectations (Harper et al., 2004, p. 360).

Physical Violence and Adolescents

Physical violence among adolescents is a growing trend in recent years. According to the CDC (Centers for Disease Control) (2012), 9.4% of students reported that they had been hit, slapped, or physically assaulted.
by a dating partner. Students who are Black (12.2%) and Hispanic (12.1%) reported higher rates of dating violence than White students (7.4%) (Centers for Disease Control and Prevention, 2012). IPV (intimate partner violence) has become an adult and adolescent issue, especially with the increased exposure of violence among teenagers in relationships. In recent years, studies have focused their attention on dating violence among teens, because of its ability to lead to adult victimization and increased risk of contracting a sexually transmitted disease. How adolescents, especially young women, are directly affected by abusive dating (or co-habiting) relationships explains their vulnerability to abuse, the meanings of such experiences, and their subsequent recovery processes (Reynolds & Shepard, 2011, p. 315).

Children exposed to dating violence or IPV are exposed to many risks. Studies have shown that exposure to dating violence as an adolescent can be a precursor to IPV victimization in adulthood. An estimated 5.3 million IPV incidents occur each year, resulting in approximately two million injuries and 1,300 deaths (Centers for Disease Control and Prevention, 2003). Sleutal reviewed qualitative studies of adult women that showed marked effects of partner abuse on identity/self-image, as well as loss of agency, perceived future, and trust in relationships (Sleutal, 1998, as cited in Reynolds & Shepard, 2011, p. 316). In a study by the CDC, five risk behaviors were found among high school victims who were exposed to dating violence: unhealthy dieting behaviors, attempted suicide, sexual intercourse, episodic heavy drinking, and physical fighting. Data from the 2003 Youth Risk Behavior Survey data indicated that 8.9% (8.9% of males and 8.8% of females) among 14,945 students reported physical dating violence victimization during the 12 months preceding the survey and that students reporting personal dating violence victimization were more likely to engage in four of the five risk behaviors: sexual intercourse, attempted suicide, episodic heavy drinking, and physical fighting (Centers for Disease Control and Prevention, 2006).

**STDs (Sexually Transmitted Diseases) and Adolescents**

The rate of STD infection has grown dramatically in recent years among adolescents, especially among racial subgroups. Several reasons have been identified in explaining this occurrence. Studies have shown how sexual and protective practices are influenced by environmental factors, including social context and epidemiological conditions, thus increasing the rate for exposure for more subgroups than others (Upchurch, Mason, Kusunoki, & Kirchbaum, 2004, p. 276). Extensive literature has shown that micro-level forces (individual behaviors, sex partner selection, and sexual networks) and macro-level forces add to this growing problem. For instance, research focused on micro-level factors has shown that individuals who have non-monogamous sex partners are at increased risk of infection than those with monogamous partners (Adrinopoulos, Kerrigan, & Ellen, 2006, p. 132). Furthermore, macro-level social and economic forces drive racial differences in sexual network formation in ways that promote and sustain elevated STD rates within Black populations in the United States (Adrinopoulos et al., 2006).

In examining the increased rates of infection in Black communities, the issues of racism, racial segregation, and poverty need to be examined. The marginalization of Blacks in poor communities has created a double jeopardy, which limits their access to resources and social mobility. Resident location and the condition of location also serve as important indicators in measuring sexual activity. Studies mapping the sexual networks of populations at high risk of STDs show that neighborhood and sexual network boundaries are correlated (Potterat, 1992). Therefore, neighborhoods that show physical deterioration are indicative of lower socioeconomic status, which in turn is associated with a breakdown in social relations, with fewer effective
sanctions and social controls to regulate behavior (Sampson et al., 1997). This has been supported by the prevalence of single-parent households in lower socioeconomic neighborhoods. Sexual and protective practices, in turn, are influenced by environmental factors, including social context and epidemiological conditions (Upchurch et al., 2004, p. 277).

The Current Study

Data for this current study came from WAR Baltimore City. Table 1 shows that of 2012, Baltimore City has a large population of African Americans at 64%, with the 18% and under age category comprising the majority of residents at 22%. Table 2 shows the rate of victimization for crime for 2012. Located in northwest, WAR is a nonprofit community-based minority organization that offers a wide array of programs for adults and adolescent women of color within the community. Maintaining direct partnership with schools, WAR is able to disseminate information and positively influence the actions and behaviors of adolescents. By providing supportive, educational, and testing services, WAR has a holistic approach which serves the needs of those in need.

This study adds to the body of existing literature on community-based research by examining the role neighborhoods play into behaviors of adolescents and the effect community-based organizations has on the behaviors of adolescents. The investigation has two hypotheses. Hypothesis 1: It is proposed that community based organizations, unlike formal centered organizations (hospital clinics and police stations) are better institutions to locate and serve at risk populations. This is based on community-based research principles along with literature supporting the use of less formal agents of socialization to influence the behaviors and attitudes of at-risk youth. Hypothesis 2: Adolescent participants directly involved in activities at the community level will be less likely to involve in risky sexual, violent, or unhealthy behaviors.

Table 1
2012 Baltimore City Demographics (N = 621,342)

<table>
<thead>
<tr>
<th>Variables</th>
<th>Number</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Race</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black</td>
<td>395,173.51</td>
<td>63.6</td>
</tr>
<tr>
<td>White</td>
<td>175,218.44</td>
<td>28.2</td>
</tr>
<tr>
<td>Hispanic</td>
<td>27,339.05</td>
<td>4.4</td>
</tr>
<tr>
<td>Other</td>
<td>31,067.10</td>
<td>5.0</td>
</tr>
<tr>
<td>Gender</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>292,652.08</td>
<td>47.1</td>
</tr>
<tr>
<td>Female</td>
<td>328,689.92</td>
<td>52.9</td>
</tr>
<tr>
<td>Persons ≤ 5</td>
<td>42,521.26</td>
<td>6.8</td>
</tr>
<tr>
<td>Persons ≤ 18</td>
<td>133,588.53</td>
<td>21.5</td>
</tr>
<tr>
<td>Persons ≤ 65</td>
<td>73,939.70</td>
<td>11.9</td>
</tr>
<tr>
<td>Home ownership</td>
<td>307,564.29</td>
<td>49.5</td>
</tr>
<tr>
<td>Median household income, 2007-2011</td>
<td>$40,100</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Source: U.S. Census Bureau.

Table 2
2012 Crime in Baltimore City

<table>
<thead>
<tr>
<th>Area</th>
<th>Population</th>
<th>Forcible rape</th>
<th>Violent crime</th>
<th>Aggravated assault</th>
<th>Murder and non-negligent manslaughter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baltimore city</td>
<td>625,474</td>
<td>315</td>
<td>8,789</td>
<td>4,651</td>
<td>218</td>
</tr>
</tbody>
</table>

Source: Metropolitan Statistical Area.
This study is a secondary analysis based on the Growing up Program’s longitudinal data of wave 2 taken by OWH (Office of Women’s Health). Funded by OWH, the culturally driven gender specific youth program helps to increase self-esteem, healthy behavior, and social skills, and prevent teenage pregnancy, violence, and HIV/STDs for girls between the ages of 12-17. The original study ran from September 2011 to August 2012 during which 71 girls enrolled (four participants below the projected goal). Data were collected from the second wave of participants using OWH national questionnaire developed by GEARS (the Global Equity Analytics and Research Service). OWH is an extension of the United States Department of Health and Human Services that works as one of the leading agencies to promote health and wellness of all U.S. women and girls. Participants were given a 27-page questionnaire before exposure of the program, curriculum, after exposure of the curriculum, and a follow-up during the supplemental period. Participants were pre-tested in September and post-tested in June at the end of the school term.

Questionnaire evaluations were administered by independent local evaluators of Advising Matters L.L.C. Clearance for data collection was obtained from the Office of Management and Budget and was approved by the Institutional Review Board. Each participant was assured confidentiality by receiving an ID number for each completed questionnaire. Data was uploaded and inputted by WAR staff under supervision and was later sent to GEARS.

This program offers an extensive 36-week long multi-faceted curriculum sessions that provide participants information on sexual health, mental wellness, and violence. Core elements of the curriculum include: self-esteem, anger management, violence prevention, HIV and STI/STD prevention, and activities. Session information was presented on the site of schools to maintain attendance. Supplemental sessions are done beyond the 36 weeks to maintain contact with participants beyond the school term. The curriculum ensures that participants are actively involved by conducting community outreach projects to promote safe healthy practices and awareness.

Participants of wave 2 were recruited using the non-random sampling procedure of convenient sampling from the contracted schools WAR has direct partnerships with. Participants of wave 2 were recruited from three elementary/middle schools in Baltimore City.

Assessment for physical violence variable was categorized and measured into three categories: problem-solving, neighborhood conditions, and dating violence. The following questions served as measures for problem-solving: (1) “I take steps to solve the problem instead of complaining about it to everyone else”; (2) “I give into the other person without giving an opinion”; (3) “I tell the other person what I think no matter how they feel”; and (4) “I like to get everything out in the open so that the problem can be solved as quickly as possible”. Response options for questions measuring participant’s level of problem-solving was in a five-point Likert scale format.

Assessment for neighborhood conditions variable was measured by the following questions: (1) “There are plenty of safe places to walk or play outdoors in my neighborhood”; (2) “Within walking distance of my house,
there is a park or playground where I like to walk and enjoy myself, playing sports or games”; (3) “I feel safe when I walk around my neighborhood by myself”; and (4) “There are abandoned and boarded up buildings in my neighborhood”. Response options for questions addressing the condition of neighborhoods were in a “True”, “False” format.

Assessment for dating violence variable was measured by the following questions: (1) “A person angry enough to hit his or her girlfriend must love her very much”; (2) “Violence between dating partners can improve the relationships”; (3) “Girls sometimes deserve to be hit by boys they date”; (4) “Boys sometimes deserve to be hit by the girls they date”; (5) “A girl angry enough to hit her boyfriend must love him very much”; (6) “There are times when violence between dating partners is okay”; (7) “A boy who makes his girlfriend jealous on purpose deserves to be hit”; (8) “Sometimes violence is the only way to express your feelings”; and (9) “Violence between dating partners is a personal matter and people should not interfere”. Response options for dating violence questions were in a five-point Likert scale format.

**Sexual Violence**

Assessment for sexual violence variable was based on the following questions: (1) “In the past 30 days have you been forced to have sex by someone who liked you more than as a friend”; (2) “In the past 30 days have you been forced by someone who liked you more than as a friend to do other sexual things that you did not want to do”; (3) “In the past 30 days have you been paid for having sexual relations?”; (4) “In the past 30 days have you been physically hurt or threatened to hurt someone to get them to have sex with you”; and (5) “In the past 30 days had or tried to have sexual relations with someone against their will (other than what you have already mentioned)” Response options for these questions were in a four-point Likert scale format.

**STDs, HIV/AIDS**

Assessment for STD and HIV/AIDS variable was measured under the following two dimensions: knowledge of STDs and AIDS/HIV; and participants’ attitudes towards practicing safe sex. Measurements of the latter dimension were: (1) “I will make sure a condom is used when I have sex”; (2) “I will only have one sexual relationship at a time”; (3) “I do not plan on having sex until I am married”; (4) “I would only have sex with a person who I have a long term relationship with”; (5) “I will not have sex with someone who refuses to use a condom”; and (6) “I do not plan on having sex until I am at least eighteen years old”. Response options for these questions were in a five-point Likert scale format. Questions measuring participants’ knowledge of STIs/STDs and HIV/AIDS contained 42 items. Response options included “Yes” and “No” options.

**Results**

The first objective of this study is to measure the significance community-based organizations has on the attitudes and behaviors of active participants. It is proposed that community-based organizations, unlike formal centered institutions (e.g., clinics and police stations) are better places to locate and serve at-risk adolescent population. This is based on the principles behind community based research principles along with literature supporting the use of less formal agents of socialization to influence the behaviors and attitudes of at risk youth. Another benefit of using less formal structured institutions for assistance is the lack of potential stigmatization. To ascertain this, the overall participant completion was measured. According to the secondary data, 71 participants were successfully recruited into the Growing up Program, but only 44 participants completed the pre- and post-test national questionnaire. According to the OWH progress report in September
of 2012, the overall median incomes of households were low with the majority at an average of $25,000.00 annual income.

To ascertain whether or not the program curriculum affected the behaviors of participants pre- and post-tests responses were analyzed. Overall, the OWH data focused their attention on participants that were below 15 years and those 15 and older. Ages of participants in the study ranged from 12-20 years old. Data was thus stratified to determine any difference between participants below 15 and those 15 and older. This approach may provide helpful insight into programming needs of younger and older African American adolescents and useful interventions (OWH, 2012).

**Sexual Violence**

The results were not known for this measurement because OWH did not measure questions surrounding this variable. Questions concerning sexual coercion or possible rape were not measured as indicated in the OWH annual report summary.

**STD, HIV/AIDS**

The results indicate that there was an overall 0.07 points increase in HIV/STI knowledge score between pre- and post-test for all participants (OWH, 2012). Frequencies for HIV knowledge were constructed from the following questions: (1) “You can tell if a person has AIDS by looking at them”; (2) “A person can get AIDS by touching or hugging someone”; (3) “You can get AIDS by having anal sex without a condom”; and (4) “Only people who have sexual intercourse with gay people can get AIDS”. Participants that were below 15 had a significantly higher health, HIV knowledge scores than older girls but data on STI knowledge was unknown.

**Physical Violence**

The results for this variable were unknown because the national data results did not examine the three categories: problem-solving, neighborhood conditions, and dating violence; as specified earlier in this paper. However, the OWH annual report of wave 2 indicated that older participants (15+) “demonstrated a higher positive attitude towards gangs, higher exposure to gangs, and high levels of delinquent behaviors than younger girls” (OWH, 2012). Examples of delinquent like behaviors were not expressed in the survey.

The problem-solving construct was not measured but anger/conflict management was measured in the annual report using the following questions: (1) “Anger management is a way to learn to control your anger and deal with it in a positive way”; (2) “Keeping your anger inside makes you less angry”; “Conflict cannot be resolved through reaching an agreement between both parties”; (3) “Bullying or shouting angrily at someone is not a form of violence”; and (4) “The symptoms of anger can be physical, emotional, and behavioral”. Older and younger participants approximately had equal scores on knowledge of anger/conflict management.

The dating violence construct was not measured but participants’ knowledge of domestic violence and attitudes towards relationship was measured. The report showed that there “was no difference between younger and older girls in the proportion of correct answers on domestic violence at the posttest” (OWH, 2012). Knowledge on domestic violence was constructed from the following two questions: (1) “When people abuse their partners they are trying to control them”; and (2) “Dating rape is a criminal offense”. Attitudes towards relationship variable were constructed using the following questions: (1) “The most important thing for a woman is to find a man and have children”; (2) “Having sex with a guy means you are having a true relationship”; (3) “If you are still a virgin when you leave school it means you are not desirable”; and (4) “When someone is extremely jealous of a person, it means they love them”. The results of this construct was
not explained beyond question three, in which the annual report only indicated “older girls did significantly better than younger kids” (OWH, 2012). Also, the report indicated that older participants had a higher exposure to relationship violence in the post-test than the pre-test.

In addition, the report indicated that older participants were more likely to abuse drugs than their younger participants. This was measured by participants indicating whether or not they ever used the following: “any drug”; “alcohol”; “tobacco”; “marijuana”; and “cigarettes”.

Limitations

The limitations in this study were detrimental because they did not allow a thorough analysis of the constructed variables. Firstly, the usage of secondary data did not permit any room for questions or better understanding of the collection methods used to ascertain the conclusions made by OWH personnel. Also, by using secondary data it became difficult to obtain data information that was not presented in the OWH annual summary. For example, measurements for the constructed variable, “neighborhood conditions” were not analyzed because the OWH research staff did not focus their attention on these categorical questions in the questionnaire. By only focusing its attention on sexual behaviors, sexual knowledge, and risky behaviors, the OWH annual report does not consider how one’s environment or community influences their sexual and non-sexual behavior or knowledge.

Secondly, the methods used to collect data from student participants may have influenced the rate of pre and post-test questionnaire responses and also the validity of the responses. It can be argued that the use of questionnaire to measure one’s knowledge or exposure to a curriculum-based program lacks validity because there is no way to determine the truthfulness in the responses. Also, questionnaires have been critiqued by researchers because of their inability to probe responses. This point becomes important to discuss because a 27-page questionnaire was disseminated among adolescent student participants. Research has shown that questionnaires are not suited for all people, especially for older and very young study participants. When taken into consideration, these factors may have contributed to low response rates.

Thirdly, the use of convenient sampling to obtain the 71 participants for wave 2 does not allow one to make generalizations of the findings to the larger population. In this study, OWH’s annual report found that younger participants were more knowledgeable about STDs, STIs, and HIV/AIDS than their older counterparts, but because random sampling was not used, one cannot generalize these findings to the larger population.

Finally, the use of a mandatory pre-constructed national government survey limits the involvement or input of community-based organization staff. Some have argued that the involvement of the government may affect the quality and quantity of services being offered. The use of the national survey did not allow any inclusion of WAR staff which may have improved the response rate because the staff members are in direct involvement with participants. From an empirical standpoint, conclusions produced by the questionnaire cannot be adequately drawn from because of limited exposure, unrepresentative observations, and other determinants, such as a cultural element, which may not be taken into account.

Conclusions

Overall, community-based organizations can be seen as key conduits in transmitting information to hard-to-find populations. WAR has the ability to include at-risk female adolescents into a curriculum-based program that seeks to expose them to healthy behavior practices. The Growing up Program has provided
assistance to at-risk adolescents in terms of minimizing their exposure to risky behaviors. This paper examined the role one community-based organization has on the physical and mental wellness of its participants under the community-based participatory research paradigm. Attempting to understand how providing supportive, educational, and testing services improves the actions and behaviors of participants is difficult, in that better follow-up measures need to be in place, and that questionnaires could limit one’s understanding how and why at-risk adolescents are exposed to risky behaviors. Identifying the active role of community-based organizations in enlightening at-risk adolescent populations is important because those wanting to utilize its participants for research needs must understand participants’ communities, and the role they play in encouraging at-risk behaviors.

**Policy Recommendations**

CBPR (community-based participatory research) has been proven to be successful because of its integrative process between the community and academics. This success could be jeopardized if members of the community-based organizations are not directly involved in the construction of research design methods that are employed on active participants. According to Quimby (2012), one consideration that should be acknowledged is the knowledge of the community (p. 30). This helps guide the structure and organization for the selected research design that is used. This is essential especially when examining the knowledge of student participants who attend schools located in various neighborhoods. Also, collaboration with community participants is essential for CBPR.

It is recommended that policy makers place equal emphasis on the role one’s location of residence and school has in affecting behavior. Policy makers have aggressively examined micro factors like, attitudes in examining behaviors of the at-risk population, but there have been few policies that address the role neighborhoods play in producing at-risk behaviors.

**References**


Contemporary Reflections on Hysterical and Obsessive Neurosis

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PUC-SP (Pontificate Catholic University of São Paulo), São Paulo, Brazil

This paper aims to perform a contemporary reflection on the two classical neuroses studied by Freud: the hysterical and the obsessive. From a review in the Freudian work, the author proposes the articulations of this neuroses with the contemporary manifestations, emphasizing how the desire and the impulsive manifestations become the propelling spring of these psychopathologies. This paper is divided into two parts: The first is related to female hysteria to the Oedipal movements articulated to the castration complex that provide the output to the girl desires; and the second correlates the anal-sadistic phase with the obsessive symptomatic movements, highlighting the symptomatic positivity in this neurosis. It is concluded that, while the hysterical neurosis puts in evidence the phallic fixation, moving the hysteria in favor of the phallic bright manifestation and the social recognition in its productions, the obsessional neurosis proposes the freezing logic of thoughts and actions, denoting that these manifestations bring, to the foreground, the characteristics of the self-destructive impulse present in its etiology.

Keywords: penis envy, positivity, anal-sadistic and phallic fixation

Hysteria: A Brief Articulation on the Contemporary Symptomatic Manifestations in the Brazilian Context

Among the classes of neurosis studied by Sigmund Freud, the conversion hysteria can be considered the hysterical neurosis itself. This neurosis is side by side to the obsessional neurosis and the anxiety hysteria—the phobia—which wealth was “hushed up” by the famous Panic Syndrome.

Among these three classes of neurosis—the obsessive, phobic and hysterical, the conversion hysteria was the precursor to the psychoanalysis origin. In his early studies, Freud did not use the “conversion” hysteria terminology, since the “conversion” terminology was considered as a hysteria itself. In this conversion, the psychic impulse, interlaced to the desire, is bodily manifested through contractions, blindness, and other symptoms, but it was on the analysis of a phobia case—the little Hans—that the father of psychoanalysis began to discern between the anguish hysteria (with all its clinical richness that the famous psychiatry confined it) and the conversion hysteria.

In the thresholds of this historical trajectory, between the pre-psychoanalysis and the analysis of little Hans, the conversion hysteria and its clinical manifestations were never relegated to a second plan. In this historic meander, the historian Roudinesco and Plon (1988) point out that, between 1880 and 1900, the world was going through a real epidemic of hysterical symptoms, being these understood by doctors, historians, and writers as the convulsive signs of female nature as a result of the industrial society consequence in the 19th century.

This time Jean Martin Charcot is highlighted, a French physician and neurologist, who understood the hysteria as a functional and hereditary disease, which affected men and women. Through the hypnosis, he tried
to demonstrate his assumptions on this pathology.

This technique was widely used with his patients of Salpêtrière, inducing to his hysterical symptoms. This doctor, to whom Freud had a huge consideration, directly influenced the psychoanalysis father understandings on hysteria. Between 1888 and 1893, Freud brings from Charcot the idea in which the hysterical neurosis is a result of a childhood trauma, reporting that he would have its sexual causes and would be the result of a sexual abuse really lived by the child during his childhood.

Due to his self-analysis in 1897, he waives this theory and emphasizes the role of fantasy in the hysteria etiology. In the passage to the 20th century, the psychoanalysis technique suffers a new change: Freud abandons the cathartic method of Breuer—a method which psychoanalytic therapy was based on the treatments carried out by hypnosis. In this method, through hypnosis, the patient came into contact with the traumatic events, releasing the emotions related to him.

In contrast, Freud adopts the free association, focusing the verbalized material freely throughout the sessions. This method, according to Laplanche and Pontalis (2001), would insist in indiscriminately expressing the thoughts freely from the childhood memories, reports of dreams, and the symptoms brought by the patient.

At the turn of the century, in 1900, Freud writes The Dreams Interpretation, the book which is considered as the landmark of the beginning of psychoanalysis. In this context, hysteria was understood as a psychic conflict and no longer as a result of a traumatic event. The hypnosis had been abandoned and the free association method gains its space.

Before proceeding, the author would like to highlight that, although 114 years have passed from the hypnosis technique abandonment, this, in the Brazilian current society, gains space between charlatan “professionals”, which use it in favor of their primitive religious rituals. We are no longer in Salpêtrière and the hysterics are no longer put on stage; but the stage was transformed into the television and the internet, which gives room for the collective alienation that moves a mass in the search of an answer to the others suffering. A reply in the search for nothing, moved by the desire; such as the primitives that beat their drums in the search for an answer from their loved superior for the pain of their soul. Therefore, we observe the suffering of a mass in which many, by the scientific ignorance, put, often, the salvation in people who they shamelessly use, and without the ethical pillar, the distortions of hypnosis technique to justify the failures and the diseases of this crowd, evoking the evil beings within these people. So we return to middle ages, because all that is wrong is not our fault, but the punishments of superior beings that we should exorcise.

In this meander, hysteria never was made so clamored in our society. But before proceeding, the author would like to point out that we cannot equate hysteria to madness, like many still do, repeating the mistakes of our past. It is heard by the author many saying that the hysteric is a crazy woman that screams, kicks and shows up. But it is not. On the contrary, if the show occurs, this is of her own desire that circulates and moves the dissatisfaction of her own psychism. So if hysteria puts in evidence the desire and we owe them the psychoanalysis origin, we will return to Freud, specifically until 1901, when Freud wrote the classic case of hysteria: the Dora case.

In this clinical case, he considered hysteric “any person in which an opportunity of sexual excitement provokes... a sensation of disgust, whether that person presents or not somatic symptoms” (Freud, 1905, p. 50). However, it was after the studies on infant sexuality that Freud indicated the core of hysterical neurosis: This would be in the impossibility to liquidate the Oedipus complex (nuclear complex of the psychic subject constitution). Such statement requires a better explanation.
All of us, human beings, entered in the Oedipus complex, but how each one dealt with the destinations of this complex, only an analysis can point out. In this meander, according to the Freudian theory, the female Oedipus complex does not occur similar to the male, since in the female path of this complex, the penis envy comes to perform a key role. In this case, the girl enters this complex by the discovery that not all feature a male organ. In this turmoil, she disconnects from the mother—since this deprived her from the male organ—in the search of her father, expressing the desire to have a son with him, which in the past she desired to have from her mother. Thus, all female Oedipus complex entire development is concrete in the penile envy shadow. However, it is the fear of the maternal love loss that throws the girl “out” of this complex, and the girl may show three possible escapes: the sexual inhibition or hysteria, the masculinity complex, and the femininity.

As the female hysteria is presented as possible it exists to the female Oedipus complex, it is the libidinal fixation in the phallic phase that will move it in its eternal complaints of dissatisfaction. In other words, among the three phases of psychosexual development described by Freud—the oral, anal, and phallic—the hysteria features a great part of the libidinal fixation in the phallic phase, a phase that culminates with the Oedipus complex. In contrast, if this phallic fixation was not enough, there is also a small fixation on oral phase, which justifies why many hysterical have such strong melancholic traits. Therefore, it was this world so rich and enigmatic of female universe that surprised Freud at each phase of his work.

However, the author points out that every hysterical will move according to these fixations, assuming, in each case, a unique position against its transference. So the psychotherapists are responsible for hearing them, always being attentive of their fantasies (and not the reality) in their verbalizations.

Those fantasies that launch new light on the manifestations of its libidinal fixations: each hysterical moves by the phallus (or its lack), leading her to claim prominent places and positions in society, putting in checkmate the male positions and jobs. This means that the hysterical complaint, which reflects this phallic position and that still moves many women, is very common when they assume roles and positions below the men. Such difference can never end, because it is this drives her desire, given the lack. And in the completeness pursuit of this lack, a fact that she can never show, the hysterical is capable of great facets, these being of great social recognition.

Here the author would like to point out a book called *Everything in Pink*, written by the own hands of the arts godmother of São Paulo, the great Yolanda Penteado. In his understanding, the author of this book *Everything in Pink*, at the same time that describes her own story, brings the issue of love of her childhood in relation to her parents, as well as the good identificatory relation with her mother, pointing to the life force that was present in her psychic constitution. When getting aware of her love frustrations and how she stood up in view of her personal conflicts, Yolanda portrays how love and seduction were part of her daily life. To compensate this lack of phallus, she lived directly with phallic men, such as Santos Dumont (to whom she refused numerous times the marriage invitation), but came to marry, after her divorce, with CiccilloMatarazzo, one of the Brazil’s most influential men in the 50s. In the 1920 and 1930 decades, she was present in the female claims for the equal vote, since this was a right only of men. She was also present, with Anita Malfatti and Tarsila Amaral, in the Modern Art week, in the decade of 1920. Let us see: Influential women that made history; but her greatest wealth was the MASP (Art Museum of São Paulo) opened in the decade of 1950. Thus, her life was marked by works that brought the phallic glow to her person. A bright that was portrayed with plenty of life in the book mentioned above.
Examples aside, the author would like to return to a point of hysteria: the body symptoms. Roudinesco and Plon (1998) point out that the originality of this neurosis lies in the fact that her unconscious psychic conflicts are expressed from a theatrical way through body symbolizations, such as the attacks or convulsion in epileptic appearance, paralysis, contractures, and other symptoms. Among these, a feature that catches the author’s attention is the seduction, moved by the desire.

In hysteria, due to the phallic fixation, a triangulation is formed, where many serious hysterical are put as the third in the relationship. When they are called by the partner to assume a serious relationship, as a couple, such pleasure is lost. Consequently, the desire starts to move in search of relationships that refer again to this triangulation, decoding its identificatory problematic. There is a hysterical saying: “I was not born to be a woman; I was born to be a lover, the other, only that”. Such relationships put in evidence the rivalry with the mother in the search of the father and that, in the adulthood, it is incorporated, respectively, by the lover and the lover wife. Therefore, the seduction becomes the main weapon, but falling in its claws is everything that the hysterical least wants, but desires. And in this psychic conflict, hysteria moves in the meanders of modern society.

Due to this, the popular judgments label them of numerous derogatory names, repeating the lack of knowledge about this pathology. If before, the hysteria was decoded as demonic possession, since the witches put in checkmate the male phallus and the religion phallus, currently, the hysteria acquires even more force, because the hysterical dispute the society hypocrites pillars through the pan protests in public square, but her demands for better wages, etc.. The inquisition of fires no longer exists, but they are burned in the inquisitions that exist within each one of us when we contest what cannot be contested: the female independence. That is why this neurosis will never be outdated.

**Contemporary Manifestations of Obsessional Neurosis: A Clinical Reflection**

Today we live in a society in which the famous psychiatric classifications are present even in the conversation circles among friends. In the coming and going of the day to day complaints, who never suspected that was experiencing depression or phobias? Within this macro context, there is a micro context that needs a special look: the clinic, the space in which the psychotherapist bends himself on the history of each patient, trying to understand them in the context where each one is inserted. In the meanders of these “modern pathologies” that move the intense and famous company of pharmaceuticals, it is still very common to hear from many patients, in the first sessions, that they suffer from the panic syndrome or that they are full of cleaning manias. Many associate this manias with the famous T.O.C., i.e., with the obsessive compulsive disorder.

This disorder, present in the psychiatry manuals as an anxiety disorder, was compared to the obsessional neurosis. Such comparison is a big mistake; since this compendium does not consider the uniqueness of Freudian discoveries made by the father of psychoanalysis at the turn of the 19th century until his last writings. This means that we cannot compare the obsessive compulsive disorder to the advances of the studies on obsessional neurosis, both Freud and also the post-Freudian, where we find the British psychoanalyst Melanie Klein and the French psychoanalyst Jacques Lacan. While the obsessional neurosis presents a plurality of clinical manifestations, considering the unique story of each patient, the obsessive compulsive disorder only focuses on the symptomatic manifestations.

Here a dilemma arises: The obsessive symptomatic manifestations of this disorder does not necessarily belong to the obsessional neurosis, since the differential diagnosis of psychotherapists of psychoanalytic
approach support in the infant desires manifestations of these neurotic; that is, all and every obsessional neurosis diagnosis is based on the transfer of childhood complexes, where the anal impulses of infant sexuality keep its proper importance. While the psychotherapist observed and heard the history manifestations of each patient that underlies behind this neurosis, many psychiatrists still focus only on the obsessional symptomatic manifestations for their diagnosis, not considering the infant desires and the impulses that are spread behind these symptoms.

As we are inserted in a society where the American pragmatism still perpetuates, many psychologists (and other health professionals) still criticize the psychoanalytic psychotherapies, signaling that these are long and little effective. This criticism deserves reflections: If, on one hand we have this posture that refers us to the 19th century, on the other, this neurosis, which begins between six and eight years, deserves a resumption in Freudian work. In other words, if the obsessional neurosis is not the obsessive compulsive disorder, what would this neurosis be then? Let us resume briefly the Freudian studies.

Freudian Conception

The obsessional neurosis owes (and a lot) to Sigmund Freud studies, the psychoanalysis mentor. His early studies on this neurosis are dated 1894, when he wrote the text The Psychoneurosis of Defense, breaking with the classical psychiatry vision and demarcating, according to the psychoanalyst Hayat (2005), that this neurosis had as an origin a intrapsychic conflict of sexual origin that mobilized and blocked all the energies of the individual. Thus, since the end of the 19th century, next to the hysteria, the obsessions began to gain the look of Freud, once he noted that in the etiology of obsessions classic symptoms—such as the doubts, guilt, and rituals—There was a psychosexual component; in other words, a component of sexuality linked to the psychic.

After having written two books that put in check the Cartesian thinking of his time—The Dreams Interpretation (in 1900) and the Three Essays On the Infant Sexuality (in 1905)—Freud resumed the study on the obsessional neurosis in a short article titled Obsessive Acts and Religious Practices, published in 1907. In this, he compares the obsessive rituals to the devout acts, being the obsessive rituals moved by the individual desires of each neurotic. However, this context requires a special attention: Ten years before, in 1897, due to his self-analysis, Freud abandoned the traumatic theory of neuroses.

This theory understood that the obsessional neurosis would be the result of a sexual abuse not penetrated by a pervert adult in the childhood of these patients. Due to his self-analysis, the psychoanalysis father understood that the complaints that persisted behind the reports of these patients came from their fantasies and not from the reality experienced by them. It was in these fantasies (and not in reality) that the sexual content was present. So, Freud begins to observe the fantasies behind the neurotic symptomatology, leading him to abandon this theory. Later, Freud resumes the studies on obsessions in 1907, when writing the article Obsessive Acts and Religious Practices. In this meander, the psychoanalysis father was already analyzing the case of Ernst Lanzer, the famous clinical case that became known as the Rats Man.

Lanzer suffered from obsessions that rats could penetrate him by the anus. Such obsessions were triggered after hearing the Lieutenant of his army report of an oriental torture technique. In this technique, according to Oudinesco and Plon (1998), the prisoner was forced to undress and to kneel on the floor, and on his buttocks was fixed, by means of a belt, a large perforated bowl through which a rat was agitating. When trying to escape, this rat could penetrate into the rectum of the begged, inflicting him bloody wounds.
This idea afflicted him so much that he himself sought Freud due to his ruminant and punitive thoughts with the rats. Therefore, because of these obsessions, this patient became known as the Rats Man, becoming the first classic case of obsessional neurosis in the history of psychoanalysis.

When publishing this case in 1909, Freud arouses the clinical attention for the entire obsessive symptomatology that translated the ambivalence between the love and hate of this patient. His obsessions reflected his anal impulses, from his childhood.

But it was in 1913, when writing *The Inclination to Obsessional Neurosis*, that Freud pointed out the relevance of the anal-sadistic phase and the anal eroticism for the understanding of the obsessive symptomatology. Let us remember that Freud described three phases of human psychosexual constitution: the oral phase (of external world incorporation through the mother milk suction), the anal-sadistic phase (where we find ambivalences surrounded by the faeces game), and the phallic phase (where culminates the Oedipus complex—the unconscious representation by which the amorous and hostile desires of children are expressed towards his parents).

Freud, in this text of 1913, stresses the importance of the anal sadistic phase for the understanding of obsessional neurosis symptomatology, since the regression of libido—of sexual energy—to this phase is the predisposition to understand the events that occur in this neurosis. Thus, we find in the anal-sadistic phase the pillars that guide the movements of these neurotic. But how can we identify them?

It is very common, in adulthood, that these neurotic present a supermorality, a super kindness, such as an inclination to order and harmony. Such features are defenses against the dirty, anal, impulses present in their unconscious. But between the meanders of clinic and the social, the obsessional neurosis brings something that is missing in the current Brazilian society: the inclination to order, hierarchy—given by the relationship with the father—and the issue of the work. This is the inheritance of the symptomatic positivity of this pathology, which many researchers cannot see. While many are dealing with the obsessive symptoms through a negative lens, creating pathologies for everything and everyone that show manias and rituals, the positivity of this neurosis brings features that break with these stereotypes. But which would they be?

Among the guilty, the rituals and the attachment to time and money—characteristics that refer, directly or indirectly, to the anal-sadistic phase—the obsessive neurotic makes the work of the springboard for the (dis)pleasure of his daily life, leading the secondary benefits of this “symptom” until the structuring of his daily life. So, these neurotic have the work, religion, and the family as the triad that regulates his behavior and his judgments.

If we analyze the history of each one in its uniqueness, even in their threshold, this neurosis reveals a richness of demonstrations that goes since the primitive thinking form—where we find the superstitions—up to the relationship with the father, being this a representative of the law that the obsessive incorporates and transmits throughout the generations. His ruminant, tragic or banal thoughts are evoked and softened over its rituals: In these, the father figure is always evoked by the guilt that drives these neurotic in their eternal beliefs, for example, once a patient reported me that if he did not hide the scissors of his house, his father could die. And in his prayers, he begged for his father constant protection. This excerpt demonstrates the ambivalence of this obsessive patient.

Among so many manifestations, the religious devotion is another trademark of these patients, driven by guilt. This fact had already been observed by Freud in 1907, in the text already mentioned, and numerous times reintegrated throughout his work, mainly in *Totem and Taboo*, published in 1913.
In this text, when comparing the primitive minds with the mind of these neurotic, the psychoanalysis father had already highlighted the belief in the superstitions and in thought power can be highlighted in this pathology. As the Rats Man had already been analyzed in 1909, Freud reiterates that in this neurosis, the regression of acting for thinking was evident. In other words, the great (dis)pleasure is in rumination of thoughts that symbolically evidence the desires of these patients. The thought comes to replace the act itself, leaving them given to inaction, i.e., the lack of attitude due to the ambivalent conflict in his psyche. For this reason, these patients spend hours and hours ruminating tragic thoughts of death of a loved one who, many times, refers to the old parricide desires of his own childhood.

In this ambivalence, between the desire and the fear, we can also find love hiding the hatred of the same intensity, or even an intense morality and an attachment to cleaning which leads him to develop cleaning or purification rituals. Such rituals became a mere defense of anal-erotic impulses that persist in his unconscious. The pursuit for cleaning hides a dirt that, unconsciously, refers to the idea of the faeces and to his disorganization. Everything that the neurotic can never demonstrate.

In addition, the defense mechanisms present in this neurosis were the subject of Freud study since the clinical case of the Rats Man; but it was in Inhibitions, Symptoms and Anxiety (from 1926) that Freud addresses a chapter to his latest discoveries of mechanisms in this neurosis. Among these, we have the isolation (in which, according to Laplanche, such mechanism consists in isolating a through in such a way that the remaining connections with other thoughts are interrupted), the annulment (in which an act or action negates the first, using a thought or behavior with an opposite meaning), the displacement (of an aggressive act to an anal act), and the reactive formation, being this an attitude or habit of totally opposite sense to the repressed desire, constituting a reaction against it.

Among all these manifestation, unique in each verbalized history, we cannot forget that in the neurosis class, specifically the obsessive, the society standard and rules are perpetuated, even if for this, it pays high price for its symptom. In a society in which the right rests to the perverse and the duties to the neurotic, the obsessive neurosis survives in the middle of a social holocaust.

However, among its many clinical riches, this neurosis proposes a reflection on the order and law structuring. If this breaks the paternal conflicts, as many psychoanalysts point out, it is from this conflict that results a doubt that organizes the society into an order movement, structuring the rules that govern the good habits. From the fragility of this law is that we can notice the perverse movements, which lead young people and adults to commit barbarous acts. That is why the search for justice is present in the context and in the verbalization of this neurosis.

Psychiatry and Reductions

Finally, the author would like to return to the beginning of this paper and refute the idea that any psychopathology must be diagnosed by the symptoms. For this purpose, it would be interesting to return to Melanie Klein, the “mother” of British psychoanalysis. Although this psychoanalyst is criticized by the psychoanalysts of the French current, meaning the Lacan followers, such criticisms are supported in a prejudice without justification, once the theory proposed by her opens the doors for the psychotic patients analysis while the Lacan followers, when analyzing Klein work, pored in intellectual criticism of narcissist nature. Quarrels and rivalries aside, it should be mentioned that the Klein brought a new vision to the obsessive symptomatology.
CONTEMPORARY REFLECTIONS ON HYPERTHERMAL AND OBSESSIVE NEUROSIS

This psychoanalyst points out that all and any obsessive symptom is in the defense of possible psychotic centers. Thus, the symptom becomes a defense and not the cause of a pathology. And it is from this that it really scares me to observe psychoanalysts adopt a symptomatology posture and persist in errors that culminated in the history tamponment of these patients. This means that not every obsessive symptoms refers, unique and exclusively, to a case of obsessional neurosis. For this reason that we live with a “salad” of diagnostics.

An exit for this “chaos” would be the listening, a listening without prejudices and above any intellectual judgment. A listening marked by the clinical observation and by patient manifestations and associations in the clinical setting. Only this way we can understand the plurality of this neurosis, manifested in the uniqueness of each patient.

Conclusion

The discussions above show that both neurosis—hysterical and obsessive—put in check the manifestations of desire that interlace with impulse inclinations in our society. While the hysterical neurosis puts in evidence the phallic fixation, moving the hysteria in favor of the phallic bright manifestation and the social recognition in its productions, the obsessional neurosis proposes the freezing logic of thoughts and actions, denoting that these manifestations bring, to the foreground, the characteristics of the self-destructive impulse. These two classes of neurosis are self-complemented: one moved by the impulse of life and the other by the impulse of death; but as in any case there is an exception, for each class of neurosis there is a lack that cannot be completed by plenitude: There comes the symptom, glittering the desire in its manifestations in the pursuit of the eternal completeness that will never be achieved, moving these two classes of neuroses in the tamponment of what cannot be covered, shut up what cannot be silent: the desire and its manifestations in the pursuit of the childish desire eternally lost, but always idealized. Welcome to the neurotic family.

References

Effects of Information Feedback of Task Performance on Social Loafing

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Social dilemma situations in an organization, under which uncooperative behaviors frequently occur, can lead to violation of social rules, and at the worst case, it cannot help suffering from serious accidents or scandals. In a variety of social dilemma situations, it is necessary to promote cooperative behavior somehow and optimize interests of society or organization. Social loafing, in a sense, corresponds to defective behavior in a social dilemma situation. Therefore, it is important for organizational managers to take proper measures so that social loafing does not lead to serious accidents. In this study, an attempt was made to explore social loafing in order to get insights into the prevention of accidents caused by such a behavior. Controlling the number of members in a group and the information feedback condition of task performance as experimental factors, it was explored how these factors affected the social loafing under a dual-task situation where participants were required to conduct both main calculation task and secondary vigilance (monitoring) task. The number of members in a group significantly ($p < 0.05$) affected the performance of the primary calculation task, and the performance of the primary calculation task increased with the increase of the number of members in a group, and both number of members and information feedback method significantly ($p < 0.01$) affected the percentage correct in the secondary vigilance task. As the number of members increased, the performance of secondary vigilance (monitoring) task tended to decrease. The feedback of performance information by dint of information feedback on own performance of both primary and secondary tasks, or information feedback on performance of both primary and secondary as a group was found to be effective for restraining social loafing.

Keywords: social loafing, defective behavior, vigilance task, number of members, feedback of performance information

Introduction

In our society or organizations, it is one of the major issues to enhance cooperative behavior so that violation-based accidents or scandals do not damage our society or organizations. We frequently encounter a conflict between the individual motive to maximize personal interests and the motive to maximize collective interests. If all social members attempt to maximize their personal interests, all get worse. This corresponds to a social dilemma situation, and such a situation in an organization, under which uncooperative behaviors frequently occur, can lead to violation of social rules, and at the worst case, it cannot help suffering from serious accidents or scandals. In a variety of social dilemma situations (Komorita & Parks, 1997), it is
necessary to promote cooperative behavior somehow and optimize interests of society or organization. A lot of studies are carried out to enhance cooperative behavior in social dilemma situations (Axelrod, 1997, 2006; Taylor, 1997).

Laughlin, VanderStoep, and Hollingshead (1991) demonstrated the advantage of a group work, and showed that group performance was better than individual performance. It was also demonstrated that cooperative and independent systems as a group led to higher productivity (Rosenbaum, Moore, Cotton, Cook, Hieser, Shovar, & Gray, 1980).

On the other hand, the disadvantages and the negative aspects of group work are pointed out. Groupthink (Turner, Pratkanis, Probasco, & Leve, 1993; Turner & Pratkanis, 1998; Janis, 1982) is most likely to occur when a group experiences antecedent conditions such as high cohesion, insulation from experts, and limited methodological search and appraisal procedures, and lead to symptoms such as illusion of invulnerability, belief in the inherent morality of the group, pressure on dissenters, self-censorship, and illusion of unanimity. Turner et al. (1993) empirically supported the evidence of groupthink. One of the major causes of the challenger space shuttle disaster is regarded to be due to groupthink, especially illusion of unanimity. In this case, although the manufacturer of O-ring recognized the risk of malfunction of O-ring under the severely cold temperature, the manufacturer agreed with the launch of the Challenger space shuttle because of illusion of unanimity.

Social loafing (Latané, Williams, & Harkins, 1979; Williams, Harkins, & Latané, 1981), in a sense, corresponds to defective behavior in a social dilemma situation. These phenomena also potentially lead to crucial accidents under cooperative working condition as a group. Therefore, it is important for organizational managers to take proper measures so that social loafing does not lead to serious accidents. Latané et al. (1979) showed the evidence of social loafing that one exerted less effort when one thought that one was carrying out a job in a group than one worked alone.

Williams et al. (1981) demonstrated that we consistently exert more efforts when we believed that our job performance was always identifiable in a group than when our job performance was never identifiable. However, they did not provide participants with the actual feedback on their job performance, but made participants believe that their performance was always identifiable.

Williams and Karau (1991) discussed the social compensation hypothesis for the social loafing, and demonstrated that we tend to work harder collectively than individually, provided that we expect co-workers to perform poorly on a meaning task. Kerr and Bruun (1983) discussed free-rider effects, although this does not completely correspond with the social loafing. They showed that group members exert less effort in their job with the increase of the perceived dispensability of their efforts for the success as a group.

In this study, an attempt was made to explore the social loafing in order to get basic insights into the prevention of accidents caused by this phenomenon. Using a dual-task experimental paradigm, we demonstrated the evidence of social loafing where the collective performance generally degraded with the increase of the number of members in the group. It was also explored how the feedback of each member’s performance or the performance of the group as a whole was effective for restraining social loafing.

Problems and Aim

It is possible that social loafing leads to a crucial accident. On February 19, 2008, the Japanese Aegis-equipped destroyer “Atago” that belonged to Japanese Ministry of Defense collided with the fishing boat
“Seitokumaru”. Consequently, two crews of the fishing boat were missing and thereafter identified as dead. One of the main causes of this accident is inferred as follows. Although 24 crews were working (on duty) on the Aegis-equipped destroyer when the accident occurred at about 4 a.m., nobody properly noticed the fishing boat, and thus could not take a proper countermeasure against the collision. In spite of many crews on duty, every crew must optimistically reckon that someone would notice the fishing boat, if any. This corresponds to the social loafing phenomenon.

Therefore, it is important to get insights into the prevention of accidents caused by social loafing. It is expected that the feedback of each member’s performance or the performance of the group as a whole helps restrain social loafing. Therefore, the aim of this study was to clarify the effect of feedback of performance of a member or a group on the restraint of social loafing.

Methods

Participants

Twelve male undergraduate or graduate students from 22 to 24 years old took part in the experiment. All signed the document on informed consent after receiving a brief explanation of the aim and the contents of the experiment.

Task

The following experiment was carried out referring to Williams et al. (1981). The main task was to add two three-digit numbers, and was self-paced. Thus, the answering time was not limited. The participants were required to conduct the main task as fast and accurately as possible. The secondary task was a vigilance task in which the participants were required to monitor the movement of vertical bar, and report as soon as possible when the bar length was beyond the predetermined limit (see Figure 1). The state in Figure 1 changed every 1 s, and the bar length changed randomly upward or downward. The bar length was randomly beyond the predetermined limit. It was programmed so that the bar length was beyond the limit from 18 to 22 times in one experimental session. The number of members was changed from one to two, and from two to four. The participants were told that the vigilance was regarded as successful if at least one member reported the abnormal state where the bar length was beyond the predetermined limit within the duration limit (2 s).

Design and Procedure

Both the number of members in a group and the condition of the information feedback were within-subject factors.

The experiment was carried out separately for the group of four participants. Thus, there were a total of three groups. Four personal computers were used for the experiment of one group. It was assumed that each participant carried out the primary and the secondary tasks alone, with a 2-member group, or with a 4-member group. Using a communication function of personal computers, the performance of each participant was recorded. As for the multiple group members (2-member and 4-member groups), the mean performance data of both primary and secondary tasks were calculated on the basis of the recorded performance data of each participant, and were presented to the display in Figure 1 whenever the data was updated.

The conditions of information feedback of each member’s performance or the performance of the group as a whole were controlled as follows: (1) No information on performance of both primary and secondary tasks is exhibited; (2) Information on own performance of both primary and secondary tasks is exhibited; and (3)
Information on performance of both primary and secondary as a group is exhibited with the information on individual performance equal to the condition (2) above. The displays corresponding to the three cases (1)-(3) are shown in Figure 1. In the condition (3), the performance ranking of the primary calculation task and the number of members who reported the abnormal state properly were presented as group information.

By clicking the “start” button in Figure 1, the experiment began. The participant must simultaneously carry out the main calculation task and the vigilance (monitoring) task. In the main task, the participant must enter the answer using a keyboard. Whenever the participant noticed that the bar length was beyond the predetermined limit, he must click the “report of abnormality” button in Figure 1 as soon as possible. If the bar length was beyond the limit and the “report of abnormality” button was not clicked within 2 s, this was regarded as an error trial.

The duration of each experimental condition was 5 mins. The order of performance of the three condition of information feedback ((1)-(3) above) was randomized across the participants. For each condition of information feedback, the performance of the conditions of number of members (alone, two, and four members) was also randomized across the participants. A total of nine experimental sessions were conducted for each participant. Between experimental sessions, the participants were allowed to take a short break of about 1 min.

The performance measure in the primary calculation task was the number of solved problems per session (5 mins). The vigilance was regarded as successful if at least one member reported the abnormal state where the bar length was beyond the predetermined limit within the duration limit (2 s). When at least one other member reported the abnormal state for multiple-member conditions (2 members and 4 members), this was regarded as successful even if the participant did not successfully report of the abnormal state. The performance measure in the secondary vigilance task was the percentage correct of successful report of abnormal state.

Results

The performance (number of solved problems) of the primary calculation task increased with the increase of the number of members in a group (see Figure 2). A two-way (number of members by information feedback method) ANOVA carried out on the number of solved problems in the primary calculation task revealed no significant main effect of information feedback method. A number of members by information feedback method interaction was also not significant. Only a significant main effect of number of members in a group \((F(2,22) = 4.964, p < 0.05)\) was detected. Fisher’s PLSD (Protected Least Significant Difference) revealed a significant difference between one-person and four-person conditions.

As the number of members increased, the performance (percentage correct report of abnormal state) of secondary vigilance (monitoring) task tended to decrease (see Figure 3). A similar two-way ANOVA conducted on the percentage correct in the secondary vigilance task revealed significant main effects of number of members \((F(2,22) = 11.288, p < 0.01)\) and information feedback method \((F(2,22) = 10.008, p < 0.01)\). A significant interaction between the number of members and the information feedback method \((F(4,44) = 2.962, p < 0.05)\) was also detected. Fisher’s PLSD revealed the significant differences \((p < 0.01)\) between the feedback condition (1) and the feedback condition (2), between the one-person and the two-person conditions, between the one-person and the four-person conditions, and between the two-person and the four-person conditions.
EFFECTS OF INFORMATION FEEDBACK OF TASK PERFORMANCE

Figure 1. Displays corresponding to the three cases (1)-(3).

(1) no information

(2) own information

(3) information as a group

*One of four reported the abnormality.*
Figure 2. Mean number of solved problems in primary calculation task as a function of number of members in a group and information feedback method ((1) when no information on performance of both primary and secondary tasks is exhibited; (2) when own information on own performance of both primary and secondary tasks is exhibited; and (3) when information on performance of both primary and secondary as a group is exhibited).

Figure 3. Mean percentage correct in vigilance task as a function of number of members in a group and information feedback method ((1) when no information on performance of both primary and secondary tasks is exhibited; (2) when own information on own performance of both primary and secondary tasks is exhibited; and (3) when information on performance of both primary and secondary as a group is exhibited).

The monitoring (vigilance) performance decreased with the increase of group members. This verified that the social loafing due to the increase of the number of members in the group occurred. This experiment also hypothesized that the feedback of each member’s performance or the performance of the group as a whole
helped restrain social loafing. As shown in Figure 3, the feedback information of performance in the monitoring task played an important role in preventing social loafing from occurring frequently.

**Discussion**

As shown in Figure 2, the number of solved problems increased with the increase of number of members. The increase of the number of members seemed to function so that the performance of the main calculation task is enhanced. This sacrificed the performance of the secondary vigilance task, and must eventually lead to the social loafing.

As shown in Figure 3, the performance in the secondary vigilance task decreased with the increase of members in the group. This corresponds with the result of Williams et al. (1981) and Latané et al. (1979). In short, the social loafing due to the increase of the number of members in the group was replicated and verified to occur.

As mentioned in “Problem and Aim” section, in the collision accident between the Japanese Aegis-equipped destroyer “Atago” and the fishing boat “Seitokumaru”, in spite of many crews being on duty, nobody properly noticed the fishing boat, and consequently could not take a proper countermeasure against the collision. Every crew must reckon that someone would notice the fishing boat even if he did not pay attention to the vigilance (monitoring) task. This includes the characteristics of social loafing phenomenon.

The aim of this experiment was to confirm whether the information feedback of each member’s performance or the performance of the group as a whole helped restrain social loafing. As shown in Figure 3, the feedback of each member’s performance or performance group as a whole in the monitoring task increased the percentage correct report of abnormal state, and was effective for preventing social loafing from occurring frequently. This tendency was more remarkable when the number of members was two or four. In summary, the feedback of performance data to all members of an organization is one of the effective measures to restrain collective or organizational (social) loafing. Therefore, such a system should be delivered to all members of an organization to prevent crucial accidents which stem from the collective or organizational loafing.

**Conclusions**

The effect of feedback of performance of a member or a group on the restraint of social loafing was explored. The results can be summarized as follows:

1. With the increase of number of members in a group, the percentage correct in the secondary vigilance task decreased. In such a way, the social loafing was empirically demonstrated;
2. We found that the feedback of the monitoring (vigilance) performance was effective for restraining social loafing to some extent.

**References**

EFFECTS OF INFORMATION FEEDBACK OF TASK PERFORMANCE


Assessing the Impact of Ho Chi Minh City Dieu Phap Pagoda’s Spiritual Support Activities on the Change in Lifestyle, Behavior of Buddhists and Visitors

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All of the spiritual support activities impact on lifestyle, behavior of Buddhists and visitors at “pretty positive” level (GPA from 3.61 to 4.25). Five activities impacting the most are “affection shelter”, “prayer”, “mid-autum festival”, and Sen Hong Buddhist family.

Keywords: assessing the impact, spiritual support activities, change in lifestyle, change in behavior, Buddhist, visitor

Introduction

In psychology, cognition-attitude-behavior is the structure or the way of human awareness. In Buddhism, this way is started from cognition, then gone to peacefulness or positive attitude and expressed by lifestyle and behavior. At the end, Buddhism leads people to a good life with thinking good and doing good. Therefore, Buddhism organizes many spiritual support activities in order to make that purpose come true better (Huynh, 2013).

Ho Chi Minh city Dieu Phap pagoda is a religious establishment under Buddhist Church of Ho Chi Minh City, which was founded in 1964, located at 88 Trang Long Street, Ward 13, Binh Thanh District by Venerable Thich Nguyen Phap abbot. At Dieu Phap pagoda, activities within the scope of religion as well as social, charitable activities attract more and more participants who are not only in Ho Chi Minh City but also in other provinces. It can be said that Dieu Phap pagoda is a spiritual support place for a large segment of residents. Therefore, understanding the impact of Dieu Phap pagoda’s spiritual support activities on the change in lifestyle, behavior of Buddhists and visitors has had a practical significance in order to get a more comprehensive view in assessment.

Method

To find out the change in lifestyle, behavior of Buddhists and visitors, the questionnaire was designed according to five selected questions from the lowest to the highest, the lowest score is 1 and the highest is 5, the GPA of each question is calculated as follows:

1. From 1 to 1.5: Very low;
2. From 1.51 to 2.5: Low;

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(3) From 2.51 to 3.5: Average;
(4) From 3.51 to 4.5: Pretty;
(5) From 4.51 to 5: Good.

Participants

The study surveyed over 471 people, including 111 men (23.6%) and 360 women (76.4%). Thus, women account for three quarters of all. This is also reflected in the fact because women go to the pagoda more often than men. In terms of jobs, there are 122 students—higher students (25.9%), 140 officials (29.7%), 42 traders (8.9%), 69 homemakers (14.6%), and 98 freedom workers (20.8%). Thus, the occupation of the objects is the quite diverse and relatively even in the proportion. The study of the impact of Dieu Phap pagoda’s spiritual support activities on the change in lifestyle, behavior of Buddhists and visitors pays attention to pagoda’s activities that are conducted regularly. Besides, assessment also considers the researching aspect of this topic and self-assessment of pagoda.

Research Results

Assessing the Impact of Ho Chi Minh City Dieu Phap Pagoda’s Spiritual Support Activities on the Change in Lifestyle, Behavior of Buddhists and Visitors

All of the spiritual support activities impact on lifestyle, behavior of Buddhists and visitors at “pretty positive” level (GPA from 3.61 to 4.25). Five activities impacting the most are “affection shelter”, “prayer”, “mid-autumn festival”, and Sen Hong Buddhist family with the GPAs are 4.28, 4.25, 4.21, 4.18, 4.13, respectively.

Regarding “affection shelter” activities, almost Buddhists and visitors have said that after visiting, chatting with elderly people or children there, they were treated better to their parents, lived with more love. From the real story of elderly people at a nursing home, Buddhists and visitors have a chance to review their acts, their behaviors that make them adjust and improve themselves.

While “praying”, besides the spiritual values that Buddhists and visitors receive, the impact on acts and behavior also appear. For Buddhists and visitors who really understand Buddhism will be aware that the Buddhist scriptures system just directs others, the deciding factor is each person receives it. The important factor is to practice Buddhism in life to be able to harvest the “sweetie fruit”.

“Mid-Autumn Festival” is dedicated to children. However, the organization of the Mid-Autumn festival is not only the participation of the children but also adults as preparation, logistics, and organization. A visitor shared that: “Every autumn occasion, I found myself more accountable. I understand that the children feeling and especially, I was trying to be able to care for children”.

“Sen Hong Buddhist family” is a very exciting activity, bearing the “psychological color” of Dieu Phap pagoda. The depth interviews showed that most of the children after participating in this activity are the positive changes in cognition and skills. Thus, changes in objects’s behavior are quite clear and practical. This activity is like a form of group activities or skill-clubs so the change in skills is also understandable.

“Accommodate and benefit all living beings”, “obsequies”, “free clinic” are low-impact activities to change Buddhists and visitors’s lifestyle and behavior when compared with other activities of Dieu Phap pagoda. However, comment on GPA, the levels of impact of these activities are still in the “pretty positive”. Because these are less organized activities at Dieu Phap pagoda, Buddhist and visitors have fewer opportunities to participate. Therefore, the impact of these activities on the behavior, lifestyle and behavior of Buddhists and
visitors is not strong when compared with other activities.

Thus, the impact of Dieu Phap pagoda’s activities on lifestyle, behavior of objects is in the “pretty positive” level. This is positive sign for Dieu Phap pagoda because this result demonstrates that the activities of pagoda are really valuable. In other words, Dieu Phap pagoda really goes into social life and affects the operation of a majority of people in the Vietnamese community.

Table 1
Assessing the Impact of Ho Chi Minh City Dieu Phap Pagoda’s Spiritual Support Activities on the Change in Lifestyle, Behavior of Buddhists and Visitors

<table>
<thead>
<tr>
<th>Serial number</th>
<th>Activities</th>
<th>GPA</th>
<th>Standard deviation</th>
<th>Ranking</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Prayer</td>
<td>4.25</td>
<td>0.90</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>Chanting</td>
<td>4.13</td>
<td>0.70</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>Repentance</td>
<td>4.03</td>
<td>0.82</td>
<td>7</td>
</tr>
<tr>
<td>4</td>
<td>Meditation</td>
<td>4.04</td>
<td>0.72</td>
<td>9</td>
</tr>
<tr>
<td>5</td>
<td>Release of animals</td>
<td>4.06</td>
<td>0.77</td>
<td>8</td>
</tr>
<tr>
<td>6</td>
<td>Posadha</td>
<td>3.87</td>
<td>0.89</td>
<td>13</td>
</tr>
<tr>
<td>7</td>
<td>Taking refuge</td>
<td>4.08</td>
<td>0.75</td>
<td>7</td>
</tr>
<tr>
<td>8</td>
<td>The night festival of flower garlands and colored lanterns</td>
<td>4.10</td>
<td>0.74</td>
<td>6</td>
</tr>
<tr>
<td>9</td>
<td>Pilgrimage in 10 pagoda’s scenery</td>
<td>3.95</td>
<td>0.84</td>
<td>12</td>
</tr>
<tr>
<td>10</td>
<td>Accommodate and benefit all living beings</td>
<td>3.58</td>
<td>0.77</td>
<td>17</td>
</tr>
<tr>
<td>11</td>
<td>Obsequies</td>
<td>3.61</td>
<td>0.83</td>
<td>16</td>
</tr>
<tr>
<td>12</td>
<td>Requiem in large scale</td>
<td>3.87</td>
<td>0.79</td>
<td>13</td>
</tr>
<tr>
<td>13</td>
<td>Affection shelter</td>
<td>4.28</td>
<td>0.70</td>
<td>1</td>
</tr>
<tr>
<td>14</td>
<td>Sen Hong Buddhist family</td>
<td>4.18</td>
<td>0.85</td>
<td>4</td>
</tr>
<tr>
<td>15</td>
<td>Eating house for the poor</td>
<td>4.10</td>
<td>0.83</td>
<td>6</td>
</tr>
<tr>
<td>16</td>
<td>Free clinic</td>
<td>3.81</td>
<td>0.86</td>
<td>15</td>
</tr>
<tr>
<td>17</td>
<td>Giving gifts to the poor</td>
<td>4.01</td>
<td>0.91</td>
<td>10</td>
</tr>
<tr>
<td>18</td>
<td>Entrance Exam Support Program</td>
<td>3.96</td>
<td>0.94</td>
<td>11</td>
</tr>
<tr>
<td>19</td>
<td>Relief</td>
<td>3.84</td>
<td>0.93</td>
<td>14</td>
</tr>
<tr>
<td>20</td>
<td>Mid-Autumn festival</td>
<td>4.21</td>
<td>0.82</td>
<td>3</td>
</tr>
</tbody>
</table>

Comparison of the Difference in Assessing the Impact of Ho Chi Minh City Dieu Phap Pagoda’s Spiritual Support Activities on the Change in Lifestyle, Behavior of Buddhists and Visitors on Some Aspects

Comparison of the difference in assessing the impact of Ho Chi Minh city Dieu Phap pagoda’s spiritual support activities on the change in lifestyle, behavior of Buddhists and visitor gender and status (Buddhists-visitors) aspects by independent sample t-test shows no significant difference statistically. Thus, although there are differences in GPA between male and female objects (GPAs are 4.05 and 3.82); between Buddhists and visitors (GPAs are 4.02 and 3.88), this difference was not significant in statistics. This demonstrates that Dieu Phap pagoda’s activities affect lifestyle, behavior of both male and female gender, both Buddhists and visitors. Statistical results are plotted in Figure 1.

One-way ANOVA test is conducted to compare the difference in assessing the impact of Ho Chi Minh city Dieu Phap pagoda’s spiritual support activities on the change in lifestyle, behavior of Buddhists and visitors on family circumstances, economic conditions, family and spiritual life aspects show no significant difference statistically.
Thus, a change in lifestyle, behavior of those who have no family or family who have prosperous economic conditions or difficult economic conditions, who have happy mental life or unhappy mental life after participating in activities is not significant statistically.

The result of one-way ANOVA test showed that the difference was statistically significant in age group of the change in objects’s lifestyle, behavior (Sig. = 0.00). Observing Figure 2 shows that lifestyle, behavior of ≥ 51 year-old group has the most change (GPA = 4.33), the second one is 21-30 year-old group (GPA = 4.07), the third one is 41-50 year-old group (GPA = 3.9), the fourth one is ≤ 20 year-old group (GPA = 3.75), and the last one is 31-40 year-old group (GPA = 3.23).

Thus, the oldest group (51 and older) is the group with most changes in lifestyle, behavior after participating in activities of Dieu Phap pagoda. Maybe, in this age, people have basically stable in family, career and the important thing is that they have had many experiences, so they easily absorb the values of Buddhism in order to apply in real life.

One-way ANOVA test is conducted to compare the difference in assessing the impact of Ho Chi Minh city Dieu Phap pagoda’s spiritual support activities on the change in lifestyle, behavior of Buddhists and visitors of occupational aspects. Result shows significant differences (Sig. = 0.00) and this difference is shown in Figure 3.

Among occupational groups, homemaker group (GPA = 4.72) has most changes, the second is the trader group (GPA = 4.38), the third is worker and employee group (GPA = 4.1), the fourth is student group (GPA = 3.75), and finally one is freelance worker group (GPA = 3.64). This phenomenon is caused by the fact that homemakers have more free time to go to pagoda than other occupational groups, so they have the conditions to participate in the activities of pagoda and receive more value. As a result, they have change, tune in daily life according to his/her own assessment.
ASSESSING THE IMPACT OF HO CHI MINH CITY DIEU PHAP PAGODA

Figure 2. Comparison of the difference in assessing the impact of Ho Chi Minh city Dieu Phap pagoda’s spiritual support activities on the change in lifestyle, behavior of Buddhists and visitors on age group aspects.

Figure 3. Comparison of the difference in assessing the impact of Ho Chi Minh city Dieu Phap pagoda’s spiritual support activities on the change in lifestyle, behavior of Buddhists and visitors on occupational aspects.
ASSESSING THE IMPACT OF HO CHI MINH CITY DIEU PHAP PAGODA

Figure 4. Comparison of the difference in assessing the impact of Ho Chi Minh city Dieu Phap pagoda’s spiritual support activities on the change in lifestyle, behavior of Buddhists and visitors on go-to-pagoda frequencies aspects.

For traders group, because of particular occupations, these people tend to look to the spiritual world. Therefore, they receive more value for better and more compassionate life.

An interesting result when conducting ANOVA test to compare the difference of go-to-pagoda frequencies a year in changing level lifestyle, behavior after participating in Dieu Phap pagoda’s activities: The result shows that the number of times each year going to pagoda is not always proportional to the change in lifestyle, behavior of objects.

Observing Figure 4, the groups of objects who just go to pagoda under three times a year change in lifestyle, behavior more positively than the group of objects who go to pagoda from three to 10 times (GPA is 4.07 compared with 3.55). Thus, there are those who do not often go to pagoda but they access to and understand the meaning of Buddhism so that self-adjust their own lifestyles. This result suggests one more approach for Dieu Phap pagoda, that is the approach of out reach. In other words, the propagation of Buddhism is not only limited to close Buddhists and visitors but also Buddhists and visitors who rarely go to pagoda.

Conclusion and Recommendation

All of the spiritual support activities impact on lifestyle, behavior of Buddhists and visitors at “pretty positive” level (GPA from 3.61 to 4.25). Five activities impacting the most are “affection shelter”, “prayer”, “mid-autum festival”, and Sen Hong Buddhist family. Building pagoda as a spiritual support point for a segment of the population is understood as a series of actions in order to guide and help people live better. This
is a process which requires an investment of ideas, content, forms and related conditions such as physical condition, time, etc.

The construction of the pagoda as spiritual support point has to be based on the positive impact on the cognition, attitude, and behavior of the people who live pagoda or even visit pagoda:

Firstly, determining spiritual support objects that pagoda proactively undertakes (in the spirit of the pagoda welcomes any object or group of objects);

Secondly, attenting to conditions such as physical facilities (infrastructure conditions and financial), human resources, activities’s content in order to supports people’s spirit effectively;

Thirdly, attenting to the needs of people who need support, the general direction of social life, the development of pagoda (Huynh, 2013).

These measures are divided into general measures and specific measures for each activities in order to continue to build the spiritual support point sustainability.

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Therapeutic Potential of Social Networking Sites for Caregivers

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SNS (social networking sites) such as Facebook and Twitter are widely used as a source of news, marketing, and entertainment. These online platforms also allow individuals to connect and maintain social ties with others. Researchers have recently begun investigating psychological, emotional, and behavioral correlates of SNS usage. The current study examines the potential benefits of SNS usage for persons serving in a caregiver role. While no differences were observed for perceived social support, SNS usage was negatively related to anxiety and depression levels for caregivers who utilize these platforms frequently.

Keywords: SNS (social networking sites), Facebook, caregivers, anxiety, depression

Social Networking Impact on Personal Happiness

SNS (social networking sites) have been accessible for almost two decades and have changed the way individuals communicate. SNS are generally described as a more dynamic Web 2.0 platform on the internet that allows users to interact and collaborate (Kramer & Winter, 2005). Facebook, Twitter, Instagram, and LinkedIn are among the most popular social networking sites (ebizmba.com, December 2013). Geographic restrictions and busy schedules that often impede human interaction make SNS an attractive form of “asynchronous” communication. While motivation to use SNS varies, potential outcomes such as links to well-being have been increasingly under investigation (Asbury & Hall, 2013).

Subjective well-being is defined by G. Lee, J. Lee, and Kwon (2011, p. 211) as, “a person’s cognitive and affective evaluations of his or her life”. Lee et al. (2011) consider the lack of social networking cues, or etiquette, a largely unexamined new territory. As a result, individuals have a tendency to show less self-censorship while engaged with SNS as opposed to face-to-face communication. The resulting, less-restrained online environment may provide a catalyst for increasing well-being via added self-disclosure.

Research conducted by Kim and Roselyn Lee (2011) examined the most popular SNS, Facebook, and correlated to psychological well-being for the users. Findings revealed that self-presentation to Facebook friends did contribute to the user’s overall sense of well-being, happiness, and social support. Also, Asbury and Hall (2013) found that highly engaged users of Facebook were more likely to report high levels of social support. Similar findings include relationships to high self-esteem, positive affect, and social connectedness (Gonzales & Hancock, 2011; Morris & Aguilera, 2012).

The current study examined SNS participation as a potential mechanism of well-being for users engaged in a caregiver role. Historically, multiple self-help resources and support groups have been available to those who provide chronic care for someone with physical or mental disabilities. Researches from the 1980s...
consistently found positive relationships between support groups, mental health, and well-being. Many of these findings relate to the efficacy for coping with stress by sharing and learning (Medvene & Krauss, 1989; Potasznik & Nelson, 1984). Powell (1987) summarized the general finding that supports group participants enjoy a sense of catharsis when allowed to share experiences with others who have similar stories.

There are numerous obstacles that prevent the potential benefits of traditional support groups. Limited resources, for example, may exist for those who live in rural environments (Perron, 2002). Furthermore, the demanding nature of the caregiver role may simply prevent attendance to available meetings. Certain disabilities inherently lead to restrictions on time, finances (some support groups charge a fee), and altered sleep and work schedules (Perron, 2002). However, social networking sites are immune to such limitations and provide an attractive alternative for those who are chronically engaged in a caregiver role.

As a result, our study tested the following hypotheses:

H1: Degree of participation with SNS will be related to overall well-being. Caregivers who utilize SNS frequently will report higher life satisfaction than those who seldom utilize SNS.

H2: Degree of participation with SNS will be related to depression. Caregivers who utilize SNS frequently will report less depression compared to those who seldom utilize SNS.

H3: Degree of participation with SNS will be related to anxiety. Caregivers who utilize SNS frequently will report less anxiety compared to those who seldom utilize SNS.

Method

Participants

Fifty-nine adults (42 women, 17 men, M-age = 26.2 years) were recruited via email listserv at a state university. Snowball sampling procedures encouraged respondents to recruit others via SNS such as Facebook. Qualifications to participate included: (1) 18 years of age or older; (2) account holder and user of SNS (examples of Facebook and Twitter provided); and (3) current status as a primary caregiver to someone with special needs. Prior to recruitment, the study was approved by the university’s Institutional Review Board and none of the participants were compensated.

Materials and Procedure

The recruitment email invited qualified participants to complete an online survey via Psychdata. The survey included a brief demographic section, followed by items assessing social support, depression, and anxiety. Seventy-eight percent of the participants identified as the caregiver of a parent with special needs, 13% identified as the caregiver of a child with special needs, 7% identified as the caregiver of both a parent and a child with special needs, and 2% identified as other. Social support items were from MSPSS (the Multidimensional Scale of Perceived Social Support) (G. Zimet, Dahlem, S. G. Zimet, & Farley, 1988). The social support scale consists of a 12-item questionnaire based on a 7-point Likert scale. The MSPSS assesses social support from both friends and family. The MSPSS has sound psychometric properties with measures of internal consistency ranging from 0.85 to 0.91 (Zimet, Powell, Farley, Werkman, & Berkoff, 1990). Depression (14 items) and anxiety (14 items) were assessed from the Depression and Anxiety Stress Scale (S. H. Lovibond & P. F. Lovibond, 1993), which has demonstrated high internal consistency with Cronbach’s alphas of 0.94 and 0.88 for those constructs (Nieuwenhuijzen, de Boer, Berbeek, Blonk, & van Dijk, 2003).
Results

Separate independent sample t-tests were performed to examine differences in social support, anxiety, and depression based on frequency of SNS participation. See Table 1 for descriptive data pertaining to each construct, participants were grouped as high versus low frequency of SNS usage based on a median split (median = 3 hours per week). The median split technique is a commonly used procedure in quasi-experimental designs and poses minimal threats to Type I error rates (Baumester, 1990). A Bonferonni correction was used to protect against the increased risk of Type I error when performing multiple tests. In addition, analysis of covariance procedures examined the potential moderating effects of sex and age of participant.

Table 1
Summary of Descriptives (Social Support, Anxiety, and Depression)

<table>
<thead>
<tr>
<th>Constructs</th>
<th>Min/Max</th>
<th>High / SNS Mean (Std. Error)</th>
<th>Min/Max</th>
<th>Low / SNS Mean (Std. Error)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social support</td>
<td>30/62</td>
<td>50.6 (0.46)</td>
<td>32/58</td>
<td>49.7 (0.40)</td>
</tr>
<tr>
<td>Anxiety</td>
<td>19/37</td>
<td>22.4 (0.79)</td>
<td>21/40</td>
<td>31.6 (0.91)</td>
</tr>
<tr>
<td>Depression</td>
<td>13/35</td>
<td>17.8 (0.33)</td>
<td>19/41</td>
<td>23.7 (0.42)</td>
</tr>
</tbody>
</table>

Note. *p < 0.01.

Social Support

The first hypothesis was not supported as mean comparisons of the overall social support score did not differ between high (M = 50.6) and low frequency users (M = 49.7) of SNS. The null hypothesis was also supported when controlling for sex and age of the participant.

Anxiety & Depression

Levels of anxiety was significantly higher for low frequency users of SNS (M = 31.6, S.D. = 3.2) compared to high users of SNS (M = 22.4, S.D. = 4.8). Independent sample t-test supported H2, t(58) = 5.70, p < 0.01. Difference between groups remained after controlling for sex and age. Support for H3 was indicated as
low frequency users of SNS reported higher levels of depression ($M = 23.7, S.D. = 2.5$) compared to high frequency users of SNS ($M = 17.8, S.D. = 3.1$). Differences between groups remained after controlling for sex and age; $t(58) = 4.31, p < 0.01$ (See Figure 1).

Discussion

There are a relatively large number of self-help and support groups available to caregivers residing in industrialized urban areas. While these resources may provide effective therapeutic intervention, multiple barriers are common for many who simply do not have the time or means to attend. The rising popularity of online support mechanisms such as SNS addresses many of these barriers. Asynchronous communication has also become more popular than synchronous communication as busy individuals can utilize SNS, email, and online bulletin boards at their own convenience (Perron, 2002).

While our findings related to anxiety and depression supported our hypotheses, it remains unclear why there were no differences in our groups related to social support. Ceiling and floor effects were ruled out as an explanation as average scores were just higher than the middle range of the MSPSS. Another possibility for this finding may have been explained by the nature of the caregiver role and items on the scale linked to parental relationships. Since the MSPSS examines social support from friends and family, parental items on the scale may have been influenced by the majority of caregivers who were taking care of parents with special needs. As a result, a follow-up analysis excluded the social support items related to parents, but again, no significant differences were discovered. Further investigation is warranted and the inclusion of multiple scales of measurement for social support is recommended.

There are several shortcomings related to our sample that warrant address. One weakness of the current study is the failure to identify a control group of participants who do not use SNS as the snowball sampling method actually utilized SNS for recruitment. As a result, comparisons between caregivers who are users and non-users of SNS should be investigated. While nearly 60% of persons worldwide utilize some type of social networking site (statisticsbrain.com, 2014), future studies should seek creative ways to recruit persons who do not use SNS. In addition, we did not collect data about the severity of special needs faced by caregivers. While self-report ratings are objective, disparity in the range of special needs should have been assessed.

While few studies have addressed the therapeutic potential of SNS, research based on internet usage suggests that such communities may actually be more beneficial in terms of emotional support and self-disclosure than the face-to-face counterparts (Salem, Bogar, & Reid, 1997). Current findings add to the existing literature in this area as lower levels of anxiety and depression was reported by caregivers who frequently use SNS. As the popularity of social networking sites continues to rise, we are encouraged by the potential therapeutic benefits suggested by our findings.

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From Drummond to Boaventura: In Search of Humanities in Scientific Epistemology

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This article presents an analysis of the search for the meaning of life and human happiness linked to science, from an interdisciplinary approach that includes two texts from different areas, that is literature in a specific poem *O homem; as viagens* (Andrade, 1973) and sociology in the book *Um Discurso sobre as Ciências* (Santos, 1997). Parallels are drawn between the two texts, regarding the paradigm of modernity, the quest for human happiness through science, the decline of mechanistic positivist ideals, and the emergence of a new integrative, complex paradigm. Representing areas until recently seen as opposites, both texts offer us insights from different ways of thinking and the use of words that allow us an accurate view of the human ideal of achievement, whether through scientific knowledge, or self-knowledge and with the action of coexistence.

*Keywords:* paradigm of modernity, scientific knowledge, emerging paradigm

**Introduction**

Fortunately, I live in an age that allows me to bring science closer to poetry in an academic work and approach texts that make different uses of words, but share similar themes and ideas.

I place myself in the emerging paradigm that views the scientific establishment as the approximating literary or artistic creation, with the intention that the active dimension of the transformation of reality subjects itself to contemplation of the result. Time in which scientific knowledge aims to teach how to live and translate into practical knowledge (Santos, 1997). Time in which, as stated in an interview with Rechikian (1993, p. 71), “... Each one can only depend on the strength of his word”.

It is from this perspective that I will try to find common ideas between poetry and science, drawing a parallel between the poem *Man; Travels*, by Carlos Drummond de Andrade, written in 1973 and the book *A Discourse on Sciences*, by Boaventura de Sousa Santos, written in 1997, aware that I would find many difficulties to make such an analogy for two reasons: First, as artistic language allows numerous interpretations, and mine being only one among many possibilities; second, knowing that talking about the emerging paradigm is an arduous task, given the “truths” and “values” present in our conceptions, coming from modern science, which, whether I am conscious or not, are still very present in mental structures (Piaget, 1967) with which I interpret the world (Vygotsky, 1999) and therefore will be in my analyses and interpretations.

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From Modern Science to the Emergence a New Paradigm

The term “paradigm”, originally used by Kuhn (1962) to designate a structure generating a set of values, beliefs and ways of thinking, shared by a society at a particular time, later on got an extension of meaning, with Morin (1992), referring to the term as the principle of organization of theories. In this context, the logic of the discussions within a scientific community is controlled by concepts and relationships imposed by a paradigm. For Morin (1992), a paradigm allows both the existence of dominant theories as well as the appearance of opposing theories, characteristic of a multi paradigmatic reality.

Scientific revolutions do not happen in space or suddenly, but from something pre-existing that is renewed and modified, in a slow and continuous manner. In the field of cognition, such a process is explained by Piaget (1973) with the concepts of accommodation and assimilation, as well as by Piaget and Garcia (1987) for whom the restructuring processes are constituted from something which exists and is characterized by lack of sequence, imbalances, and rebalancing.

Since this is a natural process in the evolution of knowledge built by human beings, from time to time the well-known explanatory models come into question for not responding more to new issues, coming into crisis. From the crisis emerge new models, which are intended to be more comprehensive and more explanatory, a constant process of re-construction and an expansion of knowledge.

It is in this field that we experience, from the late nineteenth century, a change in the way of interpreting reality and of conceiving the world, marked principally by the breakdown of ideas arising from what prevailed in modern science up till then. This change, however, does not have a fixed date. The processes of change are always long and begin within the heart of a dominant explanatory model.

Studies such as those of Darwin are examples of this slow change, as well as the advent of new ways of thinking, that question the existing paradigm. In addition to contributions in the area of biology, studies by the British naturalist established a new worldview, as a system in a constant process of evolution and change.

In the field of physics, Einstein’s Theory of Relativity proved that it was not possible to verify the simultaneity of distant events, only to define it, as arbitrary. According to this postulate, we identified that the measurements of space and time in the universe are relative and depend on the distribution of matter (Moraes, 1996). Also in the area of physics are studies that question the concept of the reality of matter by demonstrating that atoms are not indestructible, possessing space in which moves tiny particles, demonstrated by the experiments carried out by Rutherford, as well as a dual vision of the subatomic world observed by Bohr (1988), who in his Principle of Complementarily demonstrates the duality of form the vision of matter as particles or as waves, depending on how the subatomic units are approached.

Since then, there is evidence of the existence of phenomena as interconnections and which are no longer originating from isolated facts.

All these findings raise serious questions about the paradigm of modernity and the explanations for the phenomena, based solely on mechanistic and positivist character. Having its foundations shaken to the core by the discoveries of areas considered as “real science”, the paradigm collapses, and a new, broader, integrative and multidisciplinary proposition appears.

It is in this context that we see a new base of more humanized knowledge arise, in order to rescue from the ashes, from the margins of the modern that which was put in the background for not meeting the scientific character of the time. An integration across the various areas of knowledge is sought after, previously
considered as separate and opposite, to try to understand the complexity of phenomena, above all human phenomena which cannot be measured or quantified.

This paradigm is called “New Covenant” (Prigogine & Stengers, 1979), “New Physics and Physics of Taoism” (Capra, 1983, 1984), “Paradigm of Self-Organization” (Jantsch, 1980), “Post-Industrial Society” (Bell, 1976), “Communicative Society” (Habermas, 1982), or “Paradigm of Prudent Knowledge for a Decent Life” (Santos, 1997). Regardless of the name and the differences between the various propositions, they all converge on a well-known model, for this reason complex, non-dualistic, based on overcoming distinctions between natural sciences and social sciences, with a tendency to returning to value humanistic studies (Santos, 1997).

It is under such a conception which seems to follow a comparative analysis between two texts from different fields, literature and sociology, which together bring an analysis of the topic in question.

From Drummond...

**Man; Travels**

Man, beast of the earth so
Small
bores of the Earth.
Place of much misery and little
Fun
builds a rocket, a capsule,
a module
touches the Moon
lands carefully on the Moon
Steps on the Moon
plants flag on the moon
tries out the Moon
colonizes the moon
civilizes the Moon
humanizes the Moon
Humanized Moon: same as the Earth.
Man gets bored with the Moon
let’s go to Mars—order your machines.
They obey man
land on Mars
Step on Mars
tries out
colonizes
civilizes
humanizes
Mars with a device and art.
Humanized Mars, what a square place.
Let’s go somewhere else?
Of course—says the device sophisticated and sweet.
Let’s go to Venus.
Man puts his foot on Venus
sees the view—Is this it?
Well
Well
Well.
Man blows his mind if he does not go to
Jupiter
proclaims justice with injustice
repeat the dumb thing
repeating the repetitive
disquiet.
Other planets are left to other
colonies.
All of space turns earth-to-earth.
Man arrives at the Sun or goes on a
trip
only to see you?
He doesn’t see what he invents
fireproof clothing to live in the sun
Set foot on and
But the sun is boring, fake bull
Spanish tamed
There are other systems remaining out there
Than the sun to colonize
When all ends
It only remains for man
Will he be equipped?
For the very difficult most dangerous
Trip
From himself to himself
Step on the ground
Of his heart
Try out
Colonize
Civilize
Humanize
Man
Discovering in his own
Unexplored inner self
A perennial unsuspected joy
Of coexistence
...to Boaventura

In “man as beast of the earth / small / bores the earth / place of such misery and little / fun”, we find ideas similar to Santos’ (1997), when he presents the dominant paradigm. Here we see one of the main characteristics of a paradigm of modernity—a break with the models that preceded it and a new vision of the world and life, taking science as a promise to solve all the problems and miseries of Earth.

The Earth symbolizes the old, the archaic, common sense and the humanities that modern science despises and does not consider knowledge, because they are not quantified. So man builds “a rocket, a capsule, and
sends a module to the Moon”. Notice that man “builds”, knowledge is the result of an action of a subject on an object; mechanism and power of machines are the promise of science conquering the moon a metaphor here is the unknown, new progress.

Man “lands carefully...”, “steps on the Moon”, “plants a flag...”, “... tries out”, “colonizes...”, “... civilizes”, “humanizes...”. All these actions are carried out as the dominant paradigm; soon, landing carefully does not mean respecting differences and recognizing them, but to observe, measure, classify; to step, experiment, and plant a flag means taking the Moon as his, taking nature as simple and regular, able to be observed and measured accurately (Santos, 1997). To colonize, to civilize, and to humanize denote imposing totalitarian truths of modern science and demonstrating the predominance of cognitive-instrumental rationality (Santos, 2005).

In the following two stanzas, we see the need for man for even more knowledge through more mechanism. “Humanized moon is equal to the Earth / Man gets bored with the Moon / Let’s go to Mars—ordering their machines”. The world is seen as a place of order and stability; it is a machine whose operations can be determined through physical and mathematical laws: “land on Mars / Step on Mars / colonizes / civilizes / humanizes Mars with device and art”. The mechanistic determinism—a form of utilitarian and functional knowledge—has the ability to dominate and to transform, but not to profoundly understand reality.

Also note that the idea of the past repeats itself in the future, “man puts his foot on Venus / see the view—is this it? / Well / Well / Well”.

The fourth stanza and the beginning of the fifth represent the supremacy of the dominant paradigm and its unbridled quest for more and more technological advances: “Man blows his mind if he does not go to Jupiter”; “Other planets are left for other colonies / All of space turns earth-to-earth”—to reach its peak—“man arrives at the Sun”. The sun here is a metaphor for the biggest challenge posed to man, the hardest achievement that now, with the development of the machine, of the rational and the positive that has been achieved.

One can also see the attempt to solve the problems created by the mechanism with more mechanism, looking for an answer that can no longer be found in the paradigm itself: “proclaim justice with injustice / repeat the dumb thing / repeat the repetitive/disquiet”.

However the sun, having been conquered, there are no more challenges to face. The Sun is “boring”, “fake Spanish bull tamed”; according to Santos (1997, p. 24), “the great advance in knowledge brought about by the paradigm of modernity allows us to see the fragility of the pillars that held it up”. Science does not fulfill its promise to solve all the world’s problems; on the contrary, it has made many of them worse and is no longer able to solve those that it has created so the paradigm dives into a deep crisis “There are other systems remaining out there / than the sun / to colonize”.

Next, Drummond announces what Boaventura calls the emerging paradigm: “when all ends it / only remains for man / (will he be well-equipped) / the very difficult, the most dangerous / travel / from himself to himself / step on the ground / of his heart / try out / colonize / civilize / humanize / man / discovering on his own / unexplored inner self / perennial unsuspected joy of / coexistence”.

The answer was sought in the entire universe through scientific advancement under the paradigm of modernity but was not found, because we are not machines and without us they do not exist. As stated by Santos (1997, p. 30):

After the euphoria of the nineteenth century scientist and consequent aversion to philosophical reflection, well
symbolized by positivism, we come to the end of the twentieth century possessed by an almost desperate desire to have a complete knowledge of things, that is, knowledge about and within ourselves.

The paradigm which arises is due to a society revolutionized by science, so it cannot just be scientific, it must also be social and have at its core subject, the revaluation of the humanities and knowledge left behind by modern science.

We can see a comprehensive and intimate knowledge appears—“step on the ground / from your heart”—arising from the relationship between two individuals but not between a subject and an object: “discovering ...” “... the perennial unsuspected joy / coexistence”—which unites us to what we study and whose quality is assessed by personal satisfaction which is given to those who he accesses and shares it.

The two analyzed texts, even though they were written at different times by authors of fields that are nothing alike, in distinctly different languages, reveal related messages, dealing with the appreciation of the human condition in all its complexity and beauty. Neither the time nor the place is important, human beings are always human; there is no problem that passes by us and for which a good solution cannot be found, if it is not first searched for within ourselves, always considering our weaknesses and unknown potential.

**References**


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