

of different upper secondary, technical and vocational schools from public and private sphere were compared according to sociostructural variables (socioeconomic conditions, family size), psychosocial (parental closeness and control, anomy, alienation), personality (self-esteem, social anxiety, locus of control) and educational variables (school achievement, perception of past education, school attachment). In partial studies some other psychosocial and psychological variables were processed (values, achievement motivation, narcissism, intellectual ability). Distinctive patterns of students from different types of schools were further analyzed to gain more detailed picture of Slovenian secondary education sphere.

Identifying the patterns of students' goal orientations

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There are a number of different models of goal orientations in academic settings that have been developed by different researchers. The most of these models propose two general goal orientations that concern the reasons students are pursuing when approaching and engaging in a learning task. They are labelled learning and performance goals (Pintrich, 2003). Niemivirta (1996) distinguished a third type of goal orientation: work-avoidance goal orientation. The aim of this study was to examine classification of students into groups considering different goal orientations and to compare those groups in some other variables relevant for self-regulated learning process (gender, general self-esteem, academic self-efficacy, values, perceived academic control, academic achievement and expectancy of future academic achievement). The participants were 335 adolescents (aged between 13 and 17 years) which completed the questionnaires anonymously during a regularly scheduled classroom period. K-means cluster analysis was used to classify students into four groups according to their pattern of goal orientations: first group consisted of students with very low score on learning goal orientation and very high score on performance and work-avoidance goal orientations; second group consisted of students with very low score on learning and performance goals and very high score on work-avoidance goal orientations; third group included students with very high score on all goal orientations and fourth group included students with very high score on learning orientations and low score on performance and work-avoidance orientations. Obtained statistical analyses revealed differences between identified groups of students concerning their academic self-efficacy, learning task value, perception of academic control, and expectancy of future academic achievement. Particularly, the second group students have the lowest self-esteem, the lowest perceived academic control, the lowest expectancy of future achievement and they do not value learning tasks very highly.

Psychotherapy, clinical, counseling and health psychology

Meta analysis of the research conducted in the field of some obstetric risk factors for postpartum depression in Iran within 1995-2005

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Mood disorders including postpartum depression are among the most important mental health disorders in postpartum period. There are numerous independent studies conducted in Iranian scientific and research centers but their meta analytic evaluation can yield practical and precise result. This is a meta analytic research using Hunter and Schmidt approach. The subjects comprised 11 research projects and dissertations conducted in Iran within 1995-2005 based on a standard check list. The researches based on methodological parameters entered the study. The check list validity and reliability were respectively confirmed by content validity and consistency index. After summarizing the results, the effect size was calculated and combined based on meta-analysis approach and then commented according to Cohen chart. According to the calculated effect size, the findings of this research

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