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The Efficiency of Training Objective Management on Attribution Styles among Students of Islamic Azad University, Hamedan

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Abstract

One of the methods useful in improving the targeting of the people, using the management approach that emphasized the role of cognitive processes such as attribution styles. Therefore, this study aimed to target management training on attribution styles among students of Islamic Azad University, Hamedan. Quasi-experiment was conducted. The study population included all students of Islamic Azad University, Hamedan are the 2014- 2015 school year. The sample in this research includes 30 people of Azad University students, Hamedan that have chosen in clustered multi- stages and then divided to two control and experiment groups randomly and equally. Therefore, there are 15 people in each class as experimental group and 15 other ones as control group. Measurement tools are documentary styles, Sligman documentary questionnaires (1982). The results show that aim management training has positive and negative attribution styles. In addition, this training causes improvement of positive attribution styles and decreasing negative attribution styles among students.

Keywords: Training aim management, positive attribution styles, negative attribution styles.



1. Introduction

Attribution styles theory is a framework for determination of optimistic and pessimistic structures and use for expecting depression totally (Hjelle, Busch & Warren, 1996) that person applies attribution styles for understanding his competences. In the same way as the Ames Research (1992), Pintrich (2000) and Dweck (2002) noted that the positive relationship between goal setting and perception have emphasized the merit and in line with targets and also the role of cognitive processes such as attribution styles (Walters, 2006).

One of useful methods for approving objective management level among people is using objective management approach. In this method a person reproduces his effort's meanings by drawing life horizons and tries to improve his abilities and capacities along with achieving to objectives. (Wentzel, 2005).

Objective management base on goals is a comprehensive management system that coordinates all key effort is a logical method and orientates toward objectives efficiency (Kountze, translation by Mohammadali Toosi, 2005).

Objectives management refers to a collection of official or semi- official processes that starts with goal determination and continues to operation evaluation (Rezaian, 2010).

Although objective management has wide usage, there is no analogy for its definition. Some argues it as an evaluation tool, some as motivation method and others as a planning and observation tool (Stouner & Freeman, translation by Mohammadali Toosi, 2006). This method presented by Peter Drucker in his book 'management practice'. (Farhangi, 2005).

More information about goal which results from goal management will cause better operation among students. With more knowledge about goal and more understanding, people will do better and their stability against possible changes for achieving to goals will decrease (Fotohi banab, Hashemi, Sadeghi & Beirami, 2010). Zimmerman (2004) showed that training objective management for people who has internal attribution style causes more efficiency and in comparison, those who have external attribution style won't benefit from objective management and their operation and efficiency won't change. From the other side, Schunk (2009) concludes that management base on goal is able to improve person efficiency and more self- esteem. On the other hand, the results of this research are useful for families, advisors, professors and young's undertakers for better planning and managing attribution styles in order to achieve improved ones. Therefore, theoretical income of this study will helpful in pathology, solving conflicts, education problems and its operational income is helpful for better planning for management base on objectives. Since aiming training shapes with management it will cause better individual operation and decrease their stability against possible changes for aims. Now according to above explanations about objective management and attribution styles a question has raised: Is objective management able to be effective for attribution styles among students?

2. Methodology

This research is semi-experimental and interventional survey. Survey plan, pre- test plan, post- test plan is same with control group. This plan concludes from two triable groups that both of them will be determined. The first determination is before intervention by doing a pre- test and the second one is after intervention. After devoting trials in two groups, pre- test has



done in both groups. Next, triable groups should have same condition in pre- test and then starts management intervention in for test group. This intervention longs for 12 sessions each 60 minutes, while control group has normal education plan. In each session they given some homework and next session they will review before starting. Sessions contents include; first and second session: goal determination, third and fourth session: aiming, fifth session: analyzing weak, powerful points, treats and chances, sixth session: aims determination by using mind plan, seventh session: different methods of aiming in important situations of life, eight session: different three kinds of aims, ninth session: priority of aims, tenth and eleventh sessions: training aim tasks and its factors and twelfth session: recognition of obstacles for aims study (Fotohibanab et.al, 2010). The research population includes all students of Azad University, Hamedan, educational year; 2014- 2015. Static sample includes 30 people of these students that have chosen randomly in multi- stages clusters and divided to two groups; control and experimental. Such that 15 people are in experimental class and 15 others in control class. For gathering data, the following tools used:

Determination tools for attribution styles, Sligman questionnaire for attribution styles (1982). (Quoted from Bigdeli, 2003). Generally this questionnaire includes some assumptive situations like; five positive happenings and five negative events. Each answer has 1 to 5 grade. For each of positive events one is the best or worst grade while five is the highest or the best grade. For all negative answers, one is the highest and five is the lowest or the best grade. In fact, this questionnaire calculates positive and negative events grades, individually, because low grade for one positive events is a negative attribution but low grade for one negative event is a positive attribution (Sheikheslami, 2008). Different studies approved internal stability of questionnaire. Peterson and Park (1998) by using Alpha coefficient evaluated its stability equal to 44% to 69%. Also Sheikheslami (2008) by using alpha coefficient evaluated it equal to 0/5 and in significance level 0/0001.

3. Findings

First hypothesis of research

Training objective management is effective on positive attribution styles of Azad University students, Hamedan.

For determining first hypothesis we used analysis of Covariance. In above hypothesis training objective management is independent variant, positive attribution styles grade is dependent variant in post- test and positive attribution styles in post- test mood are control variants. At first, before determining study hypothesis, some pre- conditions such as variants normality, determining regression incline, line relation and variances equality will be focused. Table 1 by using covariance analysis determines the effect of training objective management in positive attribution styles.



Table 1. Covariance analysis of first hypothesis

Significance level	static F	Average of squares	Freedom degree	Total squares	
0/000	28/587	220/853	2	441/706	Refined model
0/043	4/507	34/822	1	34/822	Width from source
0/000	45/951	355/006	1	355/006	Pre- test
0/002	12/403	95/923	1	95/823	group
-	-	7/726	27	208/594	error
-	-	-	30	11825	total
-	-	-	29	650/3	Refined total
0/655		R ² determined	0/679		R ²

R2 value shows that almost 65% of change in dependent variant is because of change in independent variant. Also, since significance level for refined model is less than 0/05, with 5% possible error we can call this mode ‘correct’. In addition, significance level of F static in pre- test variant is led than 0/05. Therefore, accident variant is in relation with dependent variant. The results of group show that group has significant effect on dependent variant. According to covariance analysis results on first hypothesis in table 4-7 it becomes clear that training objective management is effective on positive attribution styles of Azad University students, Hamedan. So first hypothesis approved and zero hypothesis is denied ($F_{(1,27)} = 12.403, P < 0.05$).

Second hypothesis of research

Training objective management is effective on negative attribution styles of students in Azad University, Hamedan.

In order to determine second hypothesis, we used single variant covariance analysis. In this hypothesis training objective management as independent variant, negative attribution styles grade in post- test mood as dependent variant and in post- test as control variant will play. At first before determining hypothesis of research some pre- conditions have been controlled; variants normality, regression slope harmony, line relation and variance equality. Table (2) by using covariance analyses has been determined training objective management on negative attribution styles.

Table 2. Covariance analysis in second hypothesis of research

Significance level	static F	Average of squares	Freedom degree	Total squares	
0/000	185/233	210/353	2	420/705	Refined model
0/149	2/211	2/51	1	2/51	Width from source
0/000	366/915	416/672	1	416/672	Pre-test
0/000	50/402	57/237	1	57/237	group
-	-	1/136	27	30/661	error
-	-	-	30	7909	total
-	-	-	29	451/367	Refined total
0/927		R ² determined	0/932		R ²



R2 value shows that almost 92% of change in dependent variant is because of change in independent variant. Also according to that significance level for refined model is less than 0/05, therefore by %5 error we can determined model 'correct'. Also significance level from F static in pre- test variant is less than 0/05. Therefore, random variate relates to dependent variate. The results of group effect show that group has meaningful effect on dependent variate. Therefore, the results of covariance analysis on second hypothesis are in table 4-10 and show that training objective management is effective on negative attribution of Azad University students. Therefore, second hypothesis approved and zero hypothesis denied ($F_{(1,27)} = 50.402, P < 0.05$).

4. Discussion and Conclusion

Since the first hypothesis is about determining the effect on training objective management on positive attribution style of students in Azad University, Hamedan, the results in previous discussions show that training objective management is effective on positive attribution styles by 95% reliability ($P < 0/05$). In fact, training objective management causes more positive attribution style. In this regard, Yosoufi and Sheikh study (2002) that are about comparison and determination of planning reeducation attributions and compounding effect on self-esteem, self-beneficent, attribution style and successful motivation among boy students of Kermanshah guiding school, the results are compatible with first hypothesis. They showed that planning for reeducation of attribution can have effect on positive attribution style and improves their level. In fact, this process causes more self-esteem, self-beneficent and motivation. Also Fotohibanab et. al (2010) that is about efficiency of training objective management on students' tendency toward attribution styles shows that strategic training of this approach is effective on students' positive attribution style and more motivation. In this regard, Shahniyilagh et. al (2010) studied relation between attribution styles with depression and educational level in girl students of primary school fifth level in Ahwaz. At last, they achieved to same conclusion, because they found that positive attribution styles can decrease depression and increase educational operation. In another study, Shahraray et al, (2011) determined the relation between attribution styles and motivation for educational improvement among second grade high school mathematical students. They found that attribution style can increase motivation for more improvement, because it relates positive events to inside, stable and general factors. Sanjavan et al, (2008) in his study named 'the relation between attribution styles and depression and anxiety', found that positive attribution of events to internal, stable and general factors, not only with depression but also, with anxiety and negative feelings has inverse relation. In fact, those who have positive attribution style, will have less depression, anxiety and negative feelings and positive attribution style can decrease depression, anxiety and negative feelings according to this inverse dependency.

Therefore, we can conclude from all results of this study and other same ones that training objective management will improve positive attribution style. Because objective management is a pattern of beliefs, attributions and tensions in a person and determines goals and behavioral aims and causes more tendency toward some situations and perform special in that situations, and at last causes relation between positive events and happenings and internal, stable and general factors and shapes positive attribution style. Also, objective management becomes clear person level to achieve goals and during this process evaluates person randomly and base on results provides some nice encourage and after achieving to objectives



because of dependency toward internal, stable and general factors causes more motivation for higher goals. In another word person attribution from positive situations is like achieving to pre-determined goals and their relation with self-ability and operation and causes more motivation for higher aims.

Since the second hypothesis of research is about training objective management effect on negative attribution style in Azad University students, Hamedan, the results show that training this approach is effective on negative attribution style with 95% reliability ($P < 0/05$). In fact, training objective management causes less negative attribution styles among students. In this regard Fotoohibanab et al, (2010) that is about the efficiency of strategic training objective management on students' tendency according to their attribution styles can decrease negative attribution styles. From other hand Yosoufi and Sheikh (2002) in a study named 'determination and comparison of planning for reeducation of attribution and their compounding on self-esteem, self-beneficence, attribution style and motivation among boy students of guiding school in Kermanshah', showed that this kind of planning is able to decrease negative attribution style. Because reeducation planning of attribution can make negative events more external, instable and not important. In this frame Mahmoodi (1999) determined attribution styles of girl successful and unsuccessful students in Tehran and found that for positive events, successful students' attributions are more internal, stable and general and for negative events unsuccessful students' attributions are more internal, stable and general. In fact, those who involve with objective management for negative events have external, instable and not important attributions. In a same research Zarei (2001) evaluates the relation between attribution styles and improvement motivation with education improvement among students of second grade in math field, Arak. He shows that for positive events there is positive and meaningful relation between motivation for improvement and attribution styles in internal, general and stable aspects and for negative events there is negative meaningful relation between improvement motivation and attribution styles in external and instable aspects. In another work, Anderman and Mijli (2007) determined the relation between objective management and basic aiming in education and showed that competency understanding will improve among people. In fact, objective management and aiming can make this feeling that success in works and improvement is not related to external, instable and no significant factors and therefore they can find their internal competency. Also Shaunk (2009) determines efficiency of objective management in tendency and finds that management base on goal can improve individual operation and more motivation.

Therefore, we can conclude that training objective management will decrease negative attribution styles. Because in management the goals are comprising between what it should achieve to and what it achieved and this process can along with edition and modification and failing in achieving to goals is negative attribution according to external, instable and little factors, so personal motivation for achieving to goals after facing with obstacles, events and negative facts never decrease. But they find more motivation for success. Because objective management is based on this fact that; in process of achieving to goals there are always some negative events and we shouldn't relate them to ourselves instead, relate them to external, instable and not important factors. In another word person attribution from negative situations hadn't described like facing with undefined problems and sometimes it relates to external factors that as a result will improve person motivation for higher goals.



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