

*

(128)

(ANCOVA (3×2))

(ANCOVA (3×2))

:

(Graham and Weiner, 1996; Weiner,

:

1992; 1994)

(Locus of control)

(Eggen and Kauchak, 2004)

(Heider, 1958; Rotter,

(Stability)

1966; Schunk, 2008; Weiner, 1992; 1994)

(Controllability)

(Schunk, 1982)

*

2009/1/9

.2010/1/31

Persuasion	(Vicarious Experiences)	(Weiner, 1994)
		:
(Bandura,	.1994; Pajares, 1996 a)	
(Bandura, 1997; Pajares,	1996 b)	(Perceived Self-Efficacy)
	.(Bandura, 1997)	
	(Schunk, 1982)	.(Pajares, 1996 b)
		.(Favret, 1980; Paik, 1991)
	.(Good and Propy, 1990)	
.(Hall et al., 2006; Robertson, 2000)	(Attribution training)	.(Pajares, 1996 b)
.(Robertson, 2000)		
	.(Good and Propy, 1990)	
		.(Pajares, 1996 a; 1996b)
(Gredler, 1997; Schunk,	.2008)	(Mastery Experiences)
		:

) :

(

:

(Zilber, 1990)

(110 =)

(Brophy, 1998; Dweck and

.Elliot, 1983)

()

(Sowa and Burks, 1983)

(Paik, 1991)

(Cognitive

(55 =)

: restructuring)

(Stajkovic and

Sommer, 2000)

(Consolidation exercise)

(Hsieh, 2004)

(500=)

.(Forsterling, 1985)

(Hoy, 1986)

(Hsieh and Schallert, 2008)

" :

"

(Dweck, 1975)

(Favret, 1980)

(Perry and Struthers, 1994)

)

(

(Schunk, 1982)

)

:

(Ruthig, Perry,

)

(

Hall, and Hladkyj, 2004)

(

-

(Shelton,

Anastopoulos and Linden, 1985)

(Hall, Perry, Chipperfield, Clefton, and Haynes, 2006)

)

(255=)

(

"

"

"

"

(Schunk and Cox, 1986)

(Shively, 1984)

(Jenson, 1991)

:

(Borkowski, 1988)

(Martin, 2000)

$(0.05 = \alpha)$

.1

$(0.05 = \alpha)$

.2

(
 $(0.05 = \alpha)$

)
.3

$(0.05 = \alpha)$

.4

$(0.05 = \alpha)$

.5

)

$(0.05 = \alpha)$

.6

(Hall, Perry,
Chipperfield, Clefton, and Haynes, 2006)

:

(0.05 = α) .1

(0.05 = α) .2

.()
(0.05 = α) .3

(128)

(0.05 = α) .4

(0.05 = α) .5

() .()
(0.05 = α) .6

. ()

.()

(128)

:

(1)

(1)

45	24	21	
46	21	25	
37	19	18	
128	64	64	

(Dweck, 1975; Favret, 1980; Hall, Perry, Chipperfield, Clefton, and Haynes, 2006; Perry and Struthers, 1994; Schunk, 1982; Sowa and .Burks, 1983)

:

45

(Schwarzer and

Jerusalem, 1993)

(Harter, 1982)

(2002)

.(2000)

(22)

) (5)

() :

(3) ()

(4) (

() .

() .

()

()

:

.(

)

:

() (5) (4) (3) (2) (1)

() .

) () () ()

() .

.(

()

(110-22)

(%80)

"

" "

(120)

(23)

" "

-

" "

-

"

.(0.661 -0.396)

:(Internal consistency)
(120)
(0.78)

.(Robertson, 2000)

(25)

(42)

(KR-
(0.82)

20)

(ANCOVA

(2×3))

(ANCOVA (2×3))

(2)

(2)

0.000	150.86	8047.22	1	8047.22	
0.006	7.76	413.89	1	413.89	
0.000	8.25	440.29	2	880.59	
0.713	0.139	18.09	2	36.18	
		53.34	121	6454.25	
			128	842977.0	
			127	17203.867	

.0.05 = α

(3)

(7.76)

(3)

(0.05 = α)

(82.36)

(78.73)

(3)

()

0.116	2.36	0.922	82.36	
0.116	1.99	0.918	78.73	

(4)

1.103	77.13	45	
1.083	80.73	46	
1.205	83.78	37	

(LSD)

.(5)

.(0.05= α)

(5)

(LSD)

0.00	6.651	-
0.061	3.054	-
0.022	3.596	-

.0.05 = α

(6)

(4.354)

(0.05 = α)

(ANCOVA

(2×3))

(6)

0.275	1.019	0.449	1	1.019	
0.025	4.354	3.80	1	4.354	
0.318	0.979	1.416	2	1.958	
0.594	0.281	0.476	2	0.563	

...

0.718	0.841	0.908	121	102.328	
			128	719.0	
			127	11.86	

$$.0.05 = \alpha$$

(Hsieh,

2004; Hsieh and Schallert, 2008; Stajkovic and Sommer,
2000; Zilber, 1990)

(3)

(3)

.(Paik, 1991)

(2.36)

.(1.99)

(Schunk, 1982)

(Schunk and Cox, 1986)

(Favret, 1980)

.(Shelton et al., 1985)

(Hall et al., 2006)

(Ruthig, et al., 2004)

(Perry and Struthers, 1994)

(Borkowski, 1988)

.(Dweck, 1975)

.(7.76)

(Martin, 2000)

(Shively, 1984)

(Jenson, 1991)

.(4.354)

(Hsieh, 2004; Paik, 1991)

(Schunk, 1982)

(Favret,

1980)

(Bandura, 1994; Pajares, 1996 a)

(Shelton et al., 1985)

(Dweck, 1975)

(Hall et

(Shively, 1984)

al., 2006)

(Schunk, 2008)

(Schunk, 2008)

(Weiner, 1994)

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The Effect of Training on causal Attribution and Level of Achievement on Improving the Perceived Academic Self-Efficacy and Persevering on Studying

*Ahmad Al-Ziq**

ABSTRACT

Research confirmed the possibility of changing the way students use to attribute their success and failure. The aim of this study was to investigate the effectiveness of causal attribution training and level of achievement on the perceived self-efficacy and persevering on studying. The sample consisted of (128) students from the University of Jordan. A program of causal attribution training has been developed for the purpose of this study. The members of an experimental group have been subjected to the program, whereas the members of an equivalent control group have been subjected to nothing. To answer the research questions, corrected means and standard deviations for students' scores were obtained. Further, two way analysis of covariance (2x3) was performed to investigate the effect of causal attribution training, level of achievement and their possible interactions on the academic perceived self-efficacy as the dependent variable. In addition, two way analysis of covariance (2x3) was performed to investigate the effect of causal attribution training, level of achievement and their possible interactions on the persevering on studying as the dependent variable. Main findings indicated that, first, there was a significant effect for causal attribution training on students perceived self-efficacy and persevering on studying, second, there was a significant effect for level of achievement on perceived self-efficacy, third, there was no interaction between attribution training and level of achievement. These findings emphasize the importance of improving students' ability to attribute their success and failure.

Keywords: Causal Attribution, Attribution Training, Academic Perceived Self-Efficacy, Persevering On Studying, Motivation, Cognitive Motivation.

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