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PREDICTING OF LIFE QUALITY BASED ON ATTRIBUTIVE STYLE AND GOAL ORIENTATION OF FEMALE STUDENTS

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ABSTRACT
The aim of this study was to predict the life quality based on attributive style and goal orientation of female students in 2012 to 2013 academic year. Correlation research method was used for this purpose. The statistical population consisted of all students in the female junior high school with a total of 240 individuals, which the total of 150 individuals were randomly selected by multi-stage cluster sampling method. Then, the orientation questionnaire of public documents of Deci and Ryan, goal orientation questionnaire of Boofard and the quality of life questionnaire of World Health Organization was performed on each sample to measure each variable. Data was analyzed by using the Pearson correlation and multiple regression analysis. The findings of research indicated that there is no significant relationship between the attributive style and its subscales with quality of life's dimension. But, the significant relationship has been obtained between the goal orientation (learning and avoidance) with quality of life's dimension. Moreover, the goal orientation and subscales (dominative learning, and avoidance performance) had also the ability to predict the quality of life.

Key words: Quality of Life, Attributive Styles, Goal Orientation

INTRODUCTION
Today, a large part of the effort has been made to find solutions for the educational problems which parents and teachers deals with while facing the students. Because students are from selected and various strata of society and creators of their own country's future and their health level and quality of life are effective in learning and increasing their scientific knowledge to have academic success in a way that several researches reveal the appearance of some of unfavorable psychological manners and behaviors such as anxiety and depression, and burnout in academic environments.
Since, the behavioral problems are very obvious among students and fewer students are immune to them, so finding the variables that determine the students' problems has great importance.
No unique definition has been given to define and measure quality of life despite many attempts, yet. The World Health Organization has defined quality of life as follows: it is the evaluations and perceptions of individual from his life under the influence of cultural systems and value of situation in which they live in and in fact goals, expectations, the criteria and individual's wishes are effective widely on physical and psychological conditions, the rate of independence, social relationships and his beliefs (WHOQOL group, 1996).
Quality of life has four dimensions: (1) physical dimension, which refers to one's ability to perform daily activities and tasks that need to spend energy and it could include measures such as mobility, power, energy, pain, discomfort, sleep and rest, and capacity and working power. 2 - The psychological dimension that includes psychological aspects such as depression, fear, anger, joy, peace. Some of the subgroups of this dimension are as follows: pictures of him, both positive and negative feelings, thinking, learning and religious beliefs, learning, memory, concentration, religion and mental status (WHOQOL - BREF). 3. The social dimension is concerned to the ability of communication with family members, neighbors, and other social groups and occupational status, sexual life, academic and general economic conditions. 4. The environmental dimensions related to power, energy and ability to conduct daily activities, financial resources, physical security, environmental, recreational opportunities, transportation, health care and self-care (WHOQOL group, 1992). Ahmadi *et al.,* (2011) in his paper entitled

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"Predicting the quality of life on life skills" showed that a significant relation between the total score of the students' life quality and total score of students' skills led to the development of quality of life.

The attributive style is the first predictive variable in this study. This subject is discussed in cognitive theories of motivation which are called the attribution theories. As human being, we give reasons to explain our behavior and its reason or attribute to a factor. In fact, the way of perception and interpretation of individual from the causes of success and failure is himself which has been considered the major determinant of motivation (Weiner, 1972; Deci *et al.,* 2001). This study has three dimensions: (1) autonomous orientation that one source is an inner cause and evaluates the individual tendency to intrinsic motivation. 2. Controlled orientation which means the tendency of individuals to control of behavior by reward encouragement, punishment and beliefs of others. 3. Impersonal orientation that the measure is the person's beliefs of success which depends on fate and out of his own will (Deci *et al.,* 1991; Wiener, 1994). Sanjan *et al.,* (2008) showed in their studies entitled "Interaction of attributive style for positive and negative events on psychological distress" that negative attribution styles or tendency to explain negative situations through internal and stable causes has higher negative effect and lower positive effect. According to the learned helplessness model formula, individuals suffered from negative attribution with positive events by external, unstable and specific causes carry higher negative effects. Furthermore, the increase in negative attribution styles by internal stable causes is accompanied with the positive effect. They also concluded that negative attributive styles associated with psychological distress and show the direction of the attributive style for positive position may play an important role in discomfort or well-being of people. Because researches show that students with internal attribution style are positive and stable, and their goal orientation is toward domination, and they have higher intrinsic achievement (Shahraray *et al.,* 2005).

The second predictive variable in the above research is the goal orientation of students. This concept refers to the goal of student achievement and it means the desire and eager or effort which an individual shows to achieve a goal or mastery of the object, individuals, thought or a high criteria.

Boofard (Hashemi and Latifian, 2009) draws three independent goal orientations: 1. The tendency performance goal, which focuses on acquiring competencies and confirmed by others. In this orientation, it is focused on competition and power display of our capabilities and others, and this power display is the basis of individual's self value. Individual intends to pursue objectives that are in the competence norm in the society (Ames, 1992). 2. The goal of performance, which focuses on avoiding of unworthiness in the eyes of others. In other words, while the individual will not want to be the best but he does not wish to fail, in fact, the individual emphasizes on comparing himself with others, and avoidance of the emergence of incompetence. 3. Goal orientation that focuses on increasing the competence and achieving the skills in the task. These individuals have positive emotions and say enjoy challenging and trained themselves for attention, precise thinking and remembering the strategies that have been worked out for them (Moshtaqi, 2012).

From the viewpoint of Ames (1992), the goal of parents on students' goal orientation is effective, because the reaction of parents on children's performance in school is effective. One of the other effective factors is the environmental structure role and the effect of cultural factor in the formation of kinds of orientations (Ames, 1992). The personal goals that a person adopts are also very sensitive to the properties of structure. Thus, the structure type can have a huge effect on the goals that the students choose in the class (Pintrich and Garcia, 1991).

In this study, it is attempted to analyze the probability of the existence of the relation between the attributive styles and goal orientation with the dimension of quality of life simultaneously and multi-dimensionally. In other words, with respect to the mentioned subjects, the personal inference which can draw from the presence subject in this study is that it is likely that attributions of students are negative and towards controlled and impersonal orientation and the type of goal orientation is functional since these subscales, the behavior and performance of individual have been controlled by others and depend on the beliefs, rewards, punishments and comparisons with the others and it has the competitive manner so the student cannot set up healthy and cooperative communication with peers and others, and it is likely to feel

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unrest which is not irrelevant to the quality of his life. But on the contrary, it is likely if the documents are positive and constructive i.e. it is going towards autonomous orientation and goals of learning is the type of dominative one due to the overlap of these two factors taken together, the individual accepts his own responsibility for his actions, and participates with others in the doing the assignments and he always looks for challenging issues and he will continue his effort again in case of failure so it seems natural that such a student makes a better physical, psychological and, in particular better social health for himself to be able to achieve his development goals. So this presence study is looking for replying this question whether or not there is relationship between the attributive style and goal orientation with the quality of life simultaneously, and also whether or not the quality of life of students can be predicted by a attributive style and goal orientation.

Research Hypotheses
1 –There is a relation between the attributive style and quality of life of female students at the junior high school of Ghorveh.
2 –There is goal orientation and quality of life among female students in the junior high school in Ghorveh.
3 –The quality of life of female students in the junior high school in Ghorveh can be predicted by an attributive style goal orientation.

MATERIALS AND METHODS
Method
The Method of this study is a descriptive and the type of correlation. The nature of the variables and the relationship between them has been analyzed by the data obtained from the related questionnaires. The population of the present study is all first grade students in public school studying in 2012-2013 academic year in Ghorveh with the total of 240 students. The number of samples under the survey in this study is 150 female students from the mentioned statistics by using the table of Morgan and Curjesi that were selected by multi-stage cluster. In this case that, three high schools were randomly chosen among the 5 public high schools in Ghorveh and 2 junior grade classes, each 25 students, were selected among the first year class of high school.

Research Tool
Deci and Ryan's General Orientations Scale, Goal Orientation questionnaire (AG-AQ) of Boofard *et al.,* (Hashemi and Latifian, 2009) and Questionnaire of The World Health Organization Quality Of Life (WHOQOL - BREF) (1996) is used to collect data of research.

Public Documents Orientation Questionnaire: Public Documents Orientation Scale made by Deci and Ryan (2001) in 1985, this questionnaire consists of 17 items and evaluates three different motivational orientations in people, the autonomy tendency, to be controlled tendency and impersonal tendency. The final coefficient for each of the subscales of the questionnaire which were obtained in this study was 0.69 for autonomy attributive styles, 0.70 for controlled attributive styles, 0.68 for impersonal attributive styles, and 0.78 for the total test of attributive style.

Goal orientation questionnaire: This test has been prepared by adaptation of 20-item orientation questionnaire of Boofard *et al.,* in 1998 (Hashemi and Latifian, 2009) and evaluates 3 types of goal orientation including dominative learning, tendency performance and avoidance performance.

Coefficients reported by Boofard *et al.,* by the method of Cronbach's alpha were 0.88 and 0.75 for domination dimension and tendency performance and avoidance performance, respectively (Hashemi and Latifian, 2009).

As well, in Noushadi's research in 2001, Cronbach's alpha coefficient obtained for domination factor was equal to 0.83, for tendency factor was equal to 0.72 and for avoidance performance was equal to 0.85 (Khademi and Noshadi, 2009). In this study, the reliability coefficients also for each subscale were as follows: 0.69 was obtained for goal orientation of the dominative learning, 0.80 was obtained for tendency performance orientation and 0.66 was obtained for avoidance performance orientation and 0.76 was obtained for goal orientation total test.

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Quality of Life Questionnaire: Quality of life questionnaire of World Health Organization has four domains of (physical, psychological, social and environmental) that measured with 26 questions (WHOQOL group, 1996). In the study of Nejat *et al.,* reliability's amount with intra-cluster correlation index in the area of physical health has been equal to 0.77, in the area of the emotional has been equal to 0.77, in the area of social relation has been equal to 0.75, and finally in the area of environmental health has been equal to 0.84. In this study, the valid values which has been obtained for each of the domains was 0.69 for physical health,, 0.70 for mental health, 0.69 for social health and 0.78 for environmental health and 0.84 for the total quality of life test. Overall, the obtained results showed acceptable reliability and validity of the structural factors of this instrument in Iran among healthy and patients subjects. This study has been performed to translate and validate the questionnaire (WHOQOL - BREF) for the first time in Iran (Health University Journal and Health Research Institute) (Nejat *et al.,* 2006).

Findings

First research hypothesis: There is relation between the attributive style and quality of life of the junior high school students in Ghorveh. The hypothesis test results are presented in Table 1.

Table 1: Relationship between attributive style and quality of life of students

Attributive styles	Autonomous		Controlled		Impersonal	
Quality of Life	r	P	r	P	r	P
Physical	0.067	0.412	-0.042	0.608	-0.155	0.058
Mental	0.118	0.149	0.010	0.900	-0.143	0.081
Social	0.087	0.291	0.089	0.278	-0.014	0.866
Environmental	-0.009	0.918	0.006	0.943	-0.130	0.113
General	0.068	0.412	0.009	0.918	-0.155	0.058

n=150

In the direction to the test of the first hypothesis, the Pearson correlation coefficient results shows that no significant relation was seen between the autonomous attributive style and physical, psychological, social, environmental dimensions and the quality of life. Besides, no significant relation was seen between the controlled attributive style and physical, psychological, social, and environmental dimension and the quality of life. In addition, no significant relation was seen between the impersonal attributive style and physical, psychological, social, environmental dimension and quality of life. So, the first research hypothesis was not confirmed.

The second research hypothesis: There is a relation between goal orientation and quality of life in the junior high school students in Ghorveh. The hypothesis test results are presented in Table 2.

Table 2: The relationship between goal orientation and quality of life for students

Goal orientation Quality of Life	Dominative learning		Tendency performance		Avoidance performance	
	r	P	r	P	r	P
Physical	0.380	0.0001**	-0.037	0.657	-0.270	0.0001**
Mental	0.399	0.0001**	-0.038	0.647	-0.442	0.0001**
Social	0.310	0.0001**	-0.142	0.083	-0.354	0.0001**
Environmental	0.216	0.008**	-0.029	0.724	-0.299	0.0001**
General	0.395	0.0001**	-0.062	0.454	-0.421	0.0001**

*n=150 =, **P <0.01*

Along with the test of the third hypothesis of this study, the Pearson correlation coefficient test result shows that a direct significant relation can be seen between the goal orientation of dominative learning

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and physical, psychological, social, environmental dimensions and quality of life. Also, a significant inverse relationship was observed between the goal orientation of avoidance performance, physical, psychological, social, environmental dimensions and quality of life. But no significant relation was seen between goal orientation of functional performance and physical, psychological, social, environmental dimension and quality of life.

Third research hypothesis: the quality of life of female students at the junior high school of Ghorveh can be predicted by the attributive style and goal orientation. The hypothesis test results are presented in Table 3-5.

Table 3: List of variables imported in the regression analysis of the quality of life based on attributive style and students' goal orientation

Model	Imported Predictive Variables	Criterion Variable	Method
1	Goal Orientation of Avoidance Performance	Quality of Life	Stepwise
2	Goal Orientation of Dominative Learning		

Table 4: The summary of regression model based on the quality of life and the attributive style and goal orientation of the students

Model	Variable	R	R^2	AR^2	SE
1	Goal Orientation of Avoidance Performance	0.421	0.177	0.171	10.191
2	Avoidance Performance and Dominative Learning	0.497	0.247	0.237	9.779

The results of the regression analysis shows that based on the first model, the goal orientation of avoidance performance ($F_{(1, 148)} = 31.820$, $P<0.01$) and based on the second model, goal orientations of avoidance performance and dominative learning ($F_{(2, 147)} = 24.164$, $P<0.01$) significantly have the ability to predict the quality of life for female students at the junior high school of Ghorveh**.**

Table 5: Regression coefficients of prediction of the quality of life based on attributive style and goal orientation of the students

Model	Coefficient	B	SE	Beta	t	P
1	Constant	101.225	3.573		28.334	0.0001**
	Avoidance performance	-0.995	0.169	-0.421	-5.641	0.0001**
2	Constant	76.152	7.578		10.049	0.0001**
	Avoidance performance	-0.732	0.173	-0.323	-4.230	0.0001**
	Mastery learning	0.867	0.234	-0.238	3.710	0.0001**

**P <0.01

Hence based on the second model, the prediction equation of the quality of life based on the attributive style and goal orientation of the students can be written as follows:

In the above equation: $y' = a + b_1 x_1 + b_2 x_2$

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It is the prediction of students' quality of life $= y'$

It is the constant coefficient which the value is 76.152. $= a$

It is the coefficient of goal orientation of avoidance performance which its value $= b_1$ is-0.732.

It is the goal orientation of avoidance performance. $= x_1$

The correlation value of goal orientation of dominative learning is 0.867 $= b_2$

The grade of goal orientation is dominative learning. $= x_2$

CONCLUSION
Discussion & Conclusion
A. the Pearson correlation coefficient result between two variables of the attributive style and quality of life suggests the first hypothesis is rejected. In this case no significant relation was seen between each of three dimensions of public documents (autonomous, controlled and impersonal) with quadruplet dimension of quality of life (the physical, psychological, social and environmental). These results are inconsistent with previous findings, including Sanjay *et al.,* (Pintrich *et al.,* 2007), is inconsistent. In their study entitled "the mutual effects of attribution styles in both positive and negative events on psychological distress" they showed a negative attribution style is related with psychological distress in people' life. Iravani and Izadi, (1999), in their study entitled "the relationship between attributive styles with mental health" showed that there was a significant negative relation between these two variables. One of the things that have been caused the difference with the result of previous studies is the environmental and contextual conditions which influence on attribution (Wiener, 1994; Pintrich *et al.,* 2007). Since, it is possible that the general context which was used in the scales exists in this study is different with the purposed context and environment in the other's researches and also the instruments were used in those researches. Moreover, it should also be noted that this study was done on a small and limited sample it was only limited to girls which can be one of the reasons for the differences.
B. Pearson's correlation coefficient test in the second hypothesis suggests that a significant relation was seen between the goal orientation of the dominative learning and quality of life and all its dimensions. Also a significant reverse relation was seen between the goal orientation of avoidance performance with the quality of life and all its dimensions. But no meaningful relation was seen between the goal orientation of tendency performance with the quality of life and all its four dimensions. The results of this hypothesis is in consistent with the findings of King and Hinds (2003), based upon that the competition is the characteristics of the functional goal orientation is one of the factors that affected and is rooted all aspects of life, if the competition in the field of education is used for quality it is virtually impossible to control the competition and determine the scope for the student. The result of hypothesis as well as Yaghobi's study (1995) is parallel to goal orientation based on the influence of socio - economic. The results of study of Kareshki, Kharrazi and Tabatabai Indicate that all components of the environment and the classroom (love, joy, energy, challenge and power) and achievement goals (dominative, orientation performance and avoidance performance) are interrelated (Karshky, 2008; Karshky *et al.,* 2006). It could be inferred that students who have a learning goal orientation since they focus on subjects' understanding, therefore they need to do activities, to have mental health, not to have the stress and to have a positive relationship with friends and classmates and to have a sense of security in order to achieve their goals. Conversely, students who have goal orientation of avoidance performance emphasize on comparing themselves with others and experience more anxiety (Weiner, 1972; Wiener,

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1994). It seems natural they make to their physical, psychological, social, and environmental health and quality of life risky and since they compete, they cannot have a healthy relationship with others. In goal orientation of functional performance, the student emphasizes on comparison of himself with the others to achieve the competence and proving his abilities (Weiner, 1972; Wiener, 1994) and no relation was seen between this type of orientation and the quality of life and its dimension. What is important is that the second hypothesis can be a two-way mode, i.e. the quality of life and its dimension can also involve in determination of the type of goal orientation of students. As the studies have shown that the peripheral structure has a considerable role in formation of different goal orientation (Na'amy). Besides, Pintrich and Schunk, translated by Shahraray and Keshavarzi, Firouzbakht and Fouladchang have shown that the personal goals which a person adopts are very sensitive to the context's characteristics such as family context and class context (Pintrich *et al.,* 2007; Keshavarzi *et al.,* 2011).

C. The test result of regression analysis in third hypothesis showed that the goal orientation of avoidance performance and dominative learning orientation have significantly the ability to predict the quality of life of female students at the junior high school of Ghorveh. King and Hinds (2003) believes that the students which have the goal orientation of avoidance performance emphasize on competition so they believe the cooperative methods which can cause the creation of motivation in students and the improvement of their quality of life. Moreover, this method in dominative learning is with the emphasis on understanding and without emphasis on achieving the accessible grade. The result of Karshky's studies (2008), showed that the achievement goals (dominative and avoidance performance) have a significant relationship with all components of the environment and the classroom (love, joy, energy, power, challenge). In a correlation research on guidance school students Midgely and Kaplan did not acquire a relation between the tendency performance goal and adaptable learning strategies but the tendency performance goal has a positive relation with superficial process of non-adaptable learning strategies (Midgley *et al.,* 2011). Yaghobi believes that students with respect to their goal orientation influence on context and their families and society environment (Yaghobi, 1995). Regarding the lack of the quality of life prediction by attributions with regards to this issue that not special research has been performed yet, it can totally said that students may have a good quality of life but they hesitate in the selecting of the type of attribution and the way of finding cause so they act as if they want to do just that.

The General Conclusion:
In general, we can say that the attributive styles in the opposite to goal orientation does not have the ability to predict quality of life of females students purposed in this study. It should be noted that some of the differences in the results of previous researches with this study may be due to use different scale, the classroom environments, differences in gender and different participants. It is obvious that theory development is required in these fields especially (criteria) in this study and it is necessary to do the experimental works beyond the correlation till these relations become more evident and adding up of results become easier. So, it is suggested teachers make more efforts to guide the students toward the goal orientation of dominative learning and autonomous attributive education till to have constructive and deserving help to improve the quality of life of students and to decrease their academic problems by this method.

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