

Gender Impact on Negative Attributional Styles and Trait Anxiety among B.Ed Trainees

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ABSTRACT: The present study is to examine the impact on gender's negative attributional styles and trait anxiety among students of B.Ed colleges in Chennai. Data collection has been done through survey method. The sample for the studies was taken from Teacher Education Colleges (Government, Government-aided, & private). The total numbers of samples are Three hundred. Investigator has collected hundred samples each from government, government-aided, and private respectively. Tools used for the study based on Attributional Style Questionnaire (ASQ) by Peterson et al., 1982., and Trait Anxiety inventory for Adult by Spielberger, Gorsuch, Lushene, Vagg, & Jacobs, 1983. A researcher has framed a hypothesis that there is no significant impact of gender on negative attributional styles and trait anxiety of B.Ed trainees. The implications of research in this area may allow the educators to modify selectively their teaching strategies to favourably influence anxiety and causal attributions. It is concluded that gender has an impact on negative attributional style and trait anxiety among B.Ed trainees.

KEYWORDS: Negative Attributional styles, Trait Anxiety, Bachelor of Education (B.Ed).

I. INTRODUCTION

This research concerns the impact on negative attributional style and trait anxiety among the students in Teacher Education Colleges. The student's academic performance is a primary criterion of learning and achieving in teacher institution. Since evaluation of students' knowledge is integral part of the educational system, the perceptions of whether students have succeeded or failed academically have a significant impact on their expectancies in future performance, mood, and subsequent academic outcomes (Weary, Stanley, & Harvey, 1989). According to these authors, anxiety in academic situations may reduce future performance expectancies, foster negative mood states, and inhibit success in their educational programs. Attributional style is defined as the pattern of explanations for the causes of events. This refers to the person's perception of what causes the behaviour (i.e., whether the behaviour is due to internal or external factors and whether personal or environmental factors accounted for the behaviour. Abramson (1978) argued that there are three dimensions relating to a person's causal attributions and that each dimension is related to a particular aspect of adaptation to an uncontrollable event. The first dimension is the locus of one's causal explanation. "Did this event happen due to something about me (an internal attribution) or something about the situation (an external attribution)?" According to Abramson (1978), the internal attribution, but not external attributions, for bad events are related to loss of self-esteem. The second dimension is the stability of the causal explanation. "Did this event happen due to something that will persist (a stable attribution) or something that is transient (an unstable attribution)?" according to the reformulation after exposure to an uncontrollable bad event, stable attributions may lead to more chronic adaptational deficits. Finally, the globality of the causal explanation concerns whether cause of this event influences many aspects of life that is global explanation or influences only the currently experienced event. Tennen and Herzberger (1985) contend that the globality of a person's causal explanation includes a generality of adaptational deficits across situations. A bad event attributed to a global to a global factor may lead to pervasive adaptational deficits, whereas attributing the event to a more specific cause will lead to less pervasive deficits.

International Journal of Innovative Research in Science, Engineering and Technology

(A High Impact Factor, Monthly, Peer Reviewed Journal)

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Vol. 7, Issue 2, February 2018

II. RELATED WORK

Mohammad Khodayarifard (2006). Relationships between Attributional Style and Trait Anxiety for Preadolescent Australian Boys and Girls¹ The study was examined relationships among components of attributional style and trait anxiety for 428 English-speaking boys and girls, grades 4-6, from primary public schools in New South Wales, Australia. Students completed general measures of attributional style and trait anxiety. Results showed a small but significant relationship between negative attributional style and trait anxiety. In addition, girls reported higher trait anxiety than boys, and attributional style and trait anxiety were strongly correlated for girls, but not for boys. Compared to younger students, older students reported more internal attributions for negative events and higher overall scores on negative attributions. Implications of these results for education are discussed.

III. STATEMENT OF THE PROBLEM

The investigator has an interest in analysing influence of gender's negative attributional styles, their anxiety and their relationship to each other. There may be differences among genders negative attributional style that can influence their performance in college, relationship with peer, opinion on real life aspect. The investigator also has a keen interest to study trait anxiety to study whether there is a difference among males and females in teacher education colleges. Teacher education colleges were suitable plot for the study of negative attributional styles and trait anxiety. Attributional style, trait anxiety, and socio-demographic factors are three constructs which have received widespread attention over the years. However, researchers have virtually ignored the relationship between students' attributional style and their academic performance (Nolen-Hoeksema, Girgus, & Seligman, 1986). The present study combined these constructs to investigate. (1) Students' negative attributional style & trait anxiety. 2) And gender impact on negative attributional style and trait anxiety. Based on these ideas in mind the investigator has chosen the topic on "Gender impact attributional styles and trait anxiety among B.Ed students.

IV. METHODOLOGY

Survey method has been adopted in this study to find the out gender impact on negative attributional styles and trait anxiety among the B.Ed trainees in Teacher Education College

V. SAMPLE

The sample for the studies was taken from Teacher Education College in Chennai (Government, Government-aided, & private). The total number of samples are 300. Out of which 100 each from government, government-aided, and private respectively.

VII. TOOLS USED

1. Attributional Style Questionnaire by Peterson et al., (1982)
2. Trait Anxiety inventory for Adult by Spielberger, Gorsuch, Lushene, Vagg, and Jacobs, (1983)

VIII. OBJECTIVES OF THE STUDY

1. Primary objectives: To study the gender impact of negative attributional styles and trait anxiety among teacher trainees.
2. Secondary objectives: To examine the impact of gender negative attributional styles and trait anxiety among students in Teacher education Colleges.

International Journal of Innovative Research in Science, Engineering and Technology

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Vol. 7, Issue 2, February 2018

IX. HYPOTHESIS

- 1) There is no significance difference between males and females in the level of negative attributional style among the B.Ed. trainees.
- 2) There is no significance difference between males and females in the level of trait anxiety among the B.Ed trainees.

X. RESULT

Table 1: Differentiation of mean Scores of Internal Negative of Males and Females from Government College of Education

Categories of Gender	Number	Mean	Standard deviation	Critical Ratio	Level of Significance
Male	50	26.84	2.31	2.66	0.01
Female	50	24.3	4.45		

From the table 1 It is clearly understood that the calculated critical ratio values are significantly ($p > 0.01$) greater than the table critical ratio values. Hence, hypothesis has been rejected and proved; there is a significant difference between the mean scores of males and females in internal negative attributional styles in the case of government colleges of education.

Table 2: Differentiation of mean Scores of Stable Negative of Males and Females from Government College of Education.

Categories of Gender	Number	Mean	Standard Deviation	Critical Ratio	Level of Significance
Male	50	19.24	4.36	5.00	0.01
Female	50	22.94	2.89		

From the table 2 It is clearly understood that the calculated critical ratio values are significantly ($p > 0.01$) greater than the table critical ratio values. Hence, hypothesis has been rejected and proved; there is significant difference between the mean scores of males and females in stable negative attributional styles in the case of government colleges of education.

Table 3: Differentiation of mean Scores of Global Negative of Males and Females from Government College of Education

Categories of Gender	Number	Mean	Standard Deviation	Critical Ratio	Level of Significance
Male	50	20.56	4.10	0.88	NS
Female	50	19.96	2.49		

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From The table 3 it is clearly understood that the calculated critical ratio values are significantly lesser than the table critical ratio values. Hence, hypothesis has been accepted and proved; there is no significant difference between the mean scores of males and females in global negative attributional styles in the case of government colleges of education.

Table 4: Differentiation of mean Scores of Hopelessness of Males and Females from Government College of Education.

Categories of Gender	Number	Mean	Standard deviation	Critical Ratio	Level of Significance
Male	50	39.96	4.77	2.72	0.01
Female	50	42.68	4.40		

From The table 4 it is clearly understood that the calculated critical ratio values are significantly ($p > 0.01$) greater than the table critical ratio values. Hence, hypothesis has been rejected and proved; there is a significant difference between the mean scores of males and females in hopelessness attributional styles in the case of government colleges of education.

Table 5: Differentiation of mean Scores of internal Negative of Males and Females from Government-Aided College of Education.

Categories of Gender	Number	Mean	Standard deviation	Critical Ratio	Level of significance
Male	50	23.1	1.74	0.84	NS
Female	50	23.36	1.33		

From the table 5 it is clearly understood that the calculated critical ratio values are significantly lesser than the table critical ratio values. Hence, hypothesis has been accepted and proved; there is no significant difference between the mean scores of males and females in internal negative attributional styles in the case of government-aided colleges of education.

Table 6: Differentiation of mean Scores of Stable Negative of Males and Females from Government-Aided College of Education

Categories of Gender	Number	Mean	Standard deviation	Critical Ratio	Level of Significance
Male	50	24.56	1.71	1.26	NS
Female	50	24.1	1.90		

From the table 6 it is clearly understood that the calculated critical ratio values are significantly lesser than the table critical ratio values. Hence, hypothesis has been accepted and proved; there is no significant difference between the mean scores of males and females in stable negative attributional styles in the case of government-aided colleges of education.

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Table 7: Differentiation of mean Scores of Global Negative of Males and Females from Government-Aided College of Education

Categories of Gender	Number	Mean	Standard deviation	Critical Ratio	Level of Significance
Male	50	21.24	2.70	3.09	0.01
Female	50	22.64	1.75		

From the table 7 it is clearly understood that the calculated critical ratio values are significantly ($p > 0.01$) greater than the table critical ratio values. Hence, hypothesis has been accepted and proved; there is significant difference between the mean scores of males and females in Global negative attributional styles in the case of government-aided colleges of education.

Table 8: Differentiation of mean Scores of Hopelessness of Males and Females from Government-Aided College of Education.

Categories of Gender	Number	Mean	Standard deviation	Critical Ratio	Level of Significance
Male	50	45.8	2.96	1.71	NS
Female	50	46.74	2.54		

From the table 8 it is clearly understood that the calculated critical ratio values are significantly lesser than the table critical ratio values. Hence, hypothesis has been accepted and proved; there is no significant difference between the mean scores of males and females in hopelessness attributional styles in the case of government-aided colleges of education.

Table 9: Differentiation of mean Scores of Internal Negative of Males and Females from private College of Education

Categories of Gender	Number	Mean	Standard deviation	Critical Ratio	Level of Significance
Male	50	24.36	1.61	1.68	NS
Female	50	23.92	1.74		

From the table 9 it is clearly understood that the calculated critical ratio values are significantly lesser than the table critical ratio values. Hence, hypothesis has been accepted and proved; there is no significant difference between the mean scores of males and females in internal negative attributional styles in the case of private colleges of education.

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Table 10: Differentiation of mean Scores of Stable Negative of Males and Females from private College of Education

Categories of Gender	Number	Mean	Standard deviation	Critical Ratio	Level of significance
Male	50	24.4	1.73	2.11	0.05
Female	50	25.12	1.95		

From the table 10 it is clearly understood that the calculated critical ratio values are significantly ($p > 0.01$) greater than the table critical ratio values. Hence, hypothesis has been rejected and proved; there is a significant difference between the mean scores of males and females in stable negative attributional styles in the case of private colleges of education

Table 11: Differentiation of mean Scores of Global Negative of Males and Females from private College of Education

Categories of Gender	Number	Mean	Standard deviation	Critical Ratio	Level of Significance
Male	50	23	1.81	1.77	NS
Female	50	23.62	1.70		

From the table 11 it is clearly understood that the calculated critical ratio values are significantly lesser than the table critical ratio values. Hence, hypothesis has been accepted and proved; there is no significant difference between the mean scores of males and females in global negative attributional styles in the case of private colleges of education.

Table 12: Differentiation of mean Scores of Hopelessness of Males and Females from private College of Education.

Categories of Gender	Number	Mean	Standard deviation	Critical Ratio	Level of significance
Male	50	47.74	2.43	2.02	0.05
Female	50	48.74	2.51		

From the table 12 it is clearly understood that the calculated critical ratio values are significantly ($p > 0.01$) greater than the table critical ratio values. Hence, hypothesis has been rejected and proved; there is a significant difference between the mean scores of males and females in hopelessness attributional styles in the case of private colleges of education.

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Table 13: Differentiation of mean Scores of trait Anxiety of Males and Females from Government College of Education.

Categories of Gender	Number	Mean	Standard deviation	Critical Ratio	Level of Significance
Male	50	51	6.21	0.65	NS
Female	50	50.1	7.50		

From the table 13 it is clearly understood that the calculated critical ratio values are significantly lesser than the table critical ratio values. Hence, hypothesis has been accepted and proved; there is no significant difference between the mean scores of males and females in trait anxiety in the case of government colleges of education.

Table 14: Differentiation of mean Scores of Trait Anxiety of Males and Females from Government Aided College of Education.

Categories of Gender	Number	Mean	Standard deviation	Critical Ratio	Level of Significance
Male	50	52.76	6.36	1.67	NS
Female	50	50.6	6.56		

From the table 14 it is clearly understood that the calculated critical ratio values are significantly lesser than the table critical ratio values. Hence, hypothesis has been accepted and proved; there is no significant difference between the mean scores of males and females in trait anxiety in the case of government-aided colleges of education.

Table 15: Differentiation of mean Scores of trait Anxiety of Males and Females from private College of Education.

Categories of Gender	Number	Mean	Standard deviation	Critical Ratio	Level of Significance
Male	50	51.34	8.14	0.31	NS
Female	50	50.88	6.14		

From the table 15 it is clearly understood that the calculated critical ratio values are significantly lesser than the table critical ratio values. Hence, hypothesis has been accepted and proved; there is no significant difference between the mean scores of males and females in trait anxiety in the case of private colleges of education.

XI. EVIDENCES

Consistent with prediction, the combination of a negative attributional style for interpersonal events and the occurrence of such events were prospectively related to increases in self-reported suicidality over the course of the 10-week study. These findings displayed specificity with respect to interpersonal versus achievement-related styles and events. Contrary to hypothesis, hopelessness did not mediate the relation between the Attributional style x Stress interaction

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and the increases in self-reported suicidality (Thomas and David 1995) In finding, the individuals who attribute negative life events to internal, stable, and global causes will be more vulnerable to anxiety than those who make external, unstable, and specific attributions. Most interestingly, those adolescents more than 17 years evidence more negative-globality attributional style than group less than 16 years, and female adolescents may influence this pattern. These results suggest that targeting Adolescents with Transfusion-dependent thalassemia may be important for improving aspect of coping on psychological adjustment to their chronic illness. (LerlugsuSuwanthol et al 2017).Regression analyses showed that attributional style results from mood state and is not a familial risk factor for depression. However, the tendency to internalise negative events was related to having had a prior episode of depression, suggesting a 'scarring' effect. Also, non-severe events were associated with one subset of optimistic attributions. (Harriet A. Ball, Peter McGuffin and Anne E. Farmer 2008).Results showed a small but significant relationship between negative attributional style and trait anxiety. In addition, girls reported higher trait anxiety than boys, and attributional style and trait anxiety were strongly correlated for girls, but not for boys. Compared to younger students, older students reported more internal attributions for negative events and higher overall scores on negative attributions. (Mohammad Khodayarifard 2006)

XII. FINDINGS

1. There is a significant difference between the mean scores of males and females in internal negative attributional styles in the case of government colleges of education.
2. There is significant difference between the mean scores of males and females in stable attributional styles in the case of government colleges of education.
3. There is no significant difference between the mean scores of males and females in global negative attributional styles in the case of government colleges of education.
4. There is a significant difference between the mean scores of males and females in hopelessness attributional styles in the case of government colleges of education.
5. There is no significant difference between the mean scores of males and females in internal negative attributional styles in the case of government-aided colleges of education.
6. There is no significant difference between the mean scores of males and females in stable negative attributional styles in the case of government-aided colleges of education.
7. There is significant difference between the mean scores of males and females in global negative attributional styles in the case of government-aided colleges of education.
8. There is no significant difference between the mean scores of males and females in hopelessness attributional styles in the case of government-aided colleges of education.
9. There is no significant difference between the mean scores of males and females in internal negative attributional styles in the case of private colleges of education.
10. There is significant difference between the mean scores of males and females in stable negative attributional styles in the case of private colleges of education.
11. There is no significant difference between the mean scores of males and females in global negative attributional styles in the case of private colleges of education.
12. There is a significant difference between the mean scores of males and females in hopelessness attributional styles in the case of private colleges of education.
13. There is no significant difference between the mean scores of males and females' trait anxiety in the case of government colleges of education.
14. There is no significant difference between the mean scores of males and females' trait anxiety in the case of government-aided colleges of education.
15. There is no significant difference between the mean scores of males and females' trait anxiety in the case of private colleges of education.

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XIII. EDUCATIONAL IMPLICATION

The implications of research in this area may allow the educators to modify selectively their teaching strategies to favourably influence anxiety and causal attributions. In particular, teachers may be able to improve their negative attributions. Identifying maladaptive attribution associated with student's anxiety would have clear intervention and treatment implication. The empirical data derived from this investigation should provide important insights into psychological, educational and socio-cultural difficulties that exist among students in B.Ed colleges

XIV. CONCLUSION

According to the results of the present study, it may be concluded that the negative attributional styles and trait anxiety are vary from gender to gender or even the types of management of colleges

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