

Abstract

TITLE:

Pupils attributional tendencies and learning instrumentality

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ABSTRACT:

In this dissertation we deal with an issue of pupils and students attribution in relation to life goals and perceived learning instrumentality for achieving these goals. We use life goals as an area for the two variables examination research. Besides the above mentioned variables we deal with another factors that we consider important in goals realization – future time perspective and students volitional characteristics, too.

We were interested in school success and failure attribution, verification the role of internal and controllable attribution in terms of future time perspective or difference between the concept learning instrumentality and future time perspective.

We used modified version of Inventory of motivational goals importance and learning instrumentality (De Volder, Lens, 1982) that we supplemented by questions about the attributional tendencies. Furthermore as a main method, we assigned students modified version of the Perspective orientation inventory (Pavelková, 2002), the Zimbardo time perspective inventory (Zimbardo, Boyd, 1999) and the Volitional components inventory (Kuhl, Fuhrmann, 1998).

The research showed that attributional tendencies and perceived learning instrumentality are not always unchanged characteristics, but they change due to different factors. Also showed that the attributional tendencies, learning instrumentality, volitional characteristics and future time perspective are important factors that influence life goals

realization. Relationship between future time perspective and prevailing internal and controllable attribution was confirmed, too. Further, it was confirmed that we can consider learning instrumentality and future time perspective as two different concepts.