

سبک‌های اسنادی و سبک‌های یادگیری همگرا- واگرا

در دانشجویان افسرده و عادی

Attribution styles and converging-diverging learning styles
in depressed and non-depressed students

تاریخ پذیرش: ۸۷/۱۰/۲۳

تاریخ دریافت: ۸۷/۴/۱۱

Ghasemi N. PhD[✉], Fathi-Ashtiani A. PhD,
Raeesi F. MScنظام‌الدین قاسمی[✉]، علی فتحی آشتیانی^۱،
فاطمه رئیسی^۱

Abstract

Introduction: This study was to compare attribution styles and converging-diverging learning styles in depressed and non-depressed students.

Method: It is a casual comparative study through which 170 university students selected by convenience sampling. The participants evaluated by Kolb's learning style inventory (LSI) and attribution style questionnaire (ASQ) for both positive and negative events. Using Beck's depressed inventory (BDI), the participants divided into two groups of depressed (n=45) and non-depressed (n=125). The collected data analyzed by Chi-square test and Mann-Whitney U.

Results: Depressed students, in comparison to non-depressed students, used less internal and stable attribution styles in positive events and there was no significant difference between the two groups in using global-specific attribution styles in positive events. However, depressed students, compared to non-depressed students, used more internal attribution style in negative events and there was no significant difference between groups in other aspects of attribution styles. Moreover, no significant difference found between the two groups in using diverging-converging learning styles. Also, in negative events, those who had converging learning style didn't use more pessimistic attribution styles in comparison with those who had diverging learning style.

Conclusion: With a better understanding of both attribution and learning styles of students as two important cognitive variables, we can take a step toward recognizing cognitive vulnerability of mood disorder.

Keywords: Attribution Styles, Converging-Diverging Learning Styles, Depression

چکیده

مقدمه: تحقیق حاضر با هدف مقایسه سبک‌های اسنادی و سبک‌های یادگیری همگرا- واگرا در دانشجویان افسرده و عادی انجام شد.

روش: این پژوهش از نوع علی- مقایسه‌ای است که با نمونه‌گیری در دسترس، سبک یادگیری و سبک اسنادی ۱۷۰ دانشجو در مقطع کارشناسی را به کمک پرسش‌نامه سبک‌های یادگیری کلب (LSI) و پرسش‌نامه سبک‌های اسنادی (ASQ) برای وقایع خوشایند و ناخوشایند سنجید. افراد به کمک پرسش‌نامه افسردگی بک به دو گروه افسرده (۴۵ نفر) و عادی (۱۲۵ نفر) تقسیم شدند. داده‌های به‌دست‌آمده با آزمون من- ویتنی و مجذورکای تجزیه و تحلیل شدند.

یافته‌ها: دانشجویان افسرده در مقایسه با دانشجویان عادی، در موقعیت‌های مثبت از اسناد درونی و پایدار کمتری استفاده کردند و بین دو گروه از لحاظ سبک اسنادی کلی- اختصاصی در موقعیت مثبت تفاوت معنی‌داری وجود نداشت. در صورتی‌که در موقعیت منفی، دانشجویان افسرده در مقایسه با دانشجویان عادی از اسناد درونی بیشتری استفاده کردند و در سایر ابعاد اسنادی تفاوتی با هم نداشتند. به‌علاوه، بین گروه افسرده و غیرافسرده در استفاده از سبک یادگیری (همگرا- واگرا) تفاوت معنی‌داری مشاهده نشد. همچنین افراد دارای سبک یادگیری همگرا در مقایسه با افراد دارای سبک یادگیری واگرا، در موقعیت‌های منفی از اسنادهای بدبینانه بیشتری استفاده نکردند.

نتیجه‌گیری: شناخت سبک اسنادی و الگوی یادگیری افراد می‌تواند به‌عنوان دو متغیر مهم شناختی در فهم آسیب‌پذیری شناختی اختلالات هیجانی نقش مهمی ایفا کند.

کلیدواژه‌ها: سبک اسنادی، سبک یادگیری همگرا- واگرا، افسردگی

[✉] **Corresponding Author:** Faculty of Clinical Psychology, Isfahan University, Isfahan, Iran
Email: nezamghasemi@yahoo.com

[✉] دانشکده روان‌شناسی بالینی، دانشگاه اصفهان، اصفهان، ایران
^۱ گروه روان‌شناسی، مرکز تحقیقات علوم رفتاری، دانشگاه علوم پزشکی بقیه... (عج)، تهران، ایران

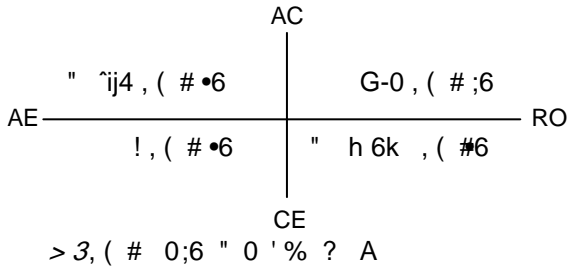
5 m ! ! 0 5 @ A !+
 5, m ! " " 3j4 <& =
 s2(! #, ? ! ! MZ .ij4 = r-0q 0
 >3 ! 3 \$K J# / \$t 0 0h6k
 99 0, ' G >o?.2/
 , &, #! 3,-0< +, ' =
 0;6 \6 3, M6& A# !,.-4
 ,</.v,(#l + , &+ ' . ;6
 & A#wM M . T !" A#
 0 M =P! 0 u6& 9Bw, \$#
 \$.!z! y (\$.! 3 x&
 ,! v,! g+ -K / 3l &z! y,k
 Z <P! 0. +, +? 6S4 ? 6Sg
 ' J ! 3 l 0 c 3 5' .
 ,< ! 6{ 0 ! , 6& GP&! =-G
 Mv MW (v,3 ,! v,! g
 3 P ! ;! C3 0 3 l &
 !,</. 0 PK! " Q4 & ;6
 ,! ?m2(+ " 0 "+K ! # , *0
 -. , -4 2 L+! -. , c
 9Y9T9N9B " -0 \$F#!\$ &
 c * & GP ;6 + "< ' -0+-G
 3 , = 6& "# (, "#
 ,W (! M ,y L (! 0
 lz< 0 ! ,! ! M ,3! 6{0 !
 ,3!,< 0 ! ,W (! M ,y
 3 ! , 5z6{ 0 ! ,! ! M
 | Z+m+\$W JH , Q5!
 " } KQ5{ # Fy c v9
 } K= R6& V 3 ,D&
 ;6 ;+ (E
 3 \$ 5 o! c PK" -/"[W
 ! & ! ' ,#[G , (#, # % H0 3
 C< ?[. ~03! , W (,</. ?m2(-K
 #, +
 , (# F ; ' . ;6 IJ ~ 4 &=
 0;6 4 &! , + 0 ! 0 # (
 = " +! , +0 * &L+ M ?! <
 ;6 ! ;6 k , s0 ~0!UM
 Z * .!" ' *% = !v G-0
 |0 X M ~0M = W lK ~0!UM
 " o' *% " ' *% , 0

!"#\$%&' ! (#) * & +
 ! ! " # 0 + , -. /
 -52. ! 0' 4 0! 1 0 #,- 123
 , 3 4 0 ,6 (7(0
 #, < , (# 0 0 0;6 :9
 = > ! \$ # ' # ,.-4 / 3
 = EB 3 \$ -. ? ! < @ A B 0 ! C 4
 ,(# ! \$. ! ,</. , (# 0 (+,63 & F
 ! , G GHIJ J4(# ' . 3
 3 \$ \$K ? .2/ + " < ! L+ M "
 " -0 & , & O \$ - & # ! ,
 ! P ! % ! # * & !
 B 0 ! R & L+ S & & ? # # , l (
 ? W V & # " -0, U ! = : 8 5
 0 ? ! < & > 6 ! " ! A# M , U !
 >3 = R ! ,.-4, (# 0 "+K
 , + 0 ! , 0 X M \$ 3 ! 4 l 0 < ! ? J
 A# , ! 0 64 , (# Z J < = 8 # ,
 ? .2/ L+ M' -J ? ! < & ! [3 - &
 0, & +(0 + 3' H # ,
 G , (! , " J , 3 %] ! =
 0;6 ? ! < & : 8 0, ^4 & < ? W
 [` = 60 Q6 ? ! < & \ . `
 b8 # ,
 (ELT) , * & GP Q6 + ,
 ,63 & c = >3 , (# ;6 Z >3
 "d M # & = P , # ! , l & - M
 , # ! P + , ' +4 e4 , ' !
 ' # = ! G3 , U ! ! 3 & P %
 & K JH (H GP = 9f8 3
 (RO) , & " 0 % (CE) , . * & \$ # > & & 3 " #
 (AC) , . [+ Z J < (AE) G% +
 " # , " # JH ! g ! h GP 4 &
 " # ! Z ! ! AE \$ RO " # ! \$ # !
 " # JH J >3 & 3 AC \$ CE
 5 , \$ # " 0 h 6k ! " ij3 G-0 !
 G-0 ? ! < 0 " # = + Z 3 0
 & 3 (0 c ! 0% , -. " < =
 ! n2. ! , * 0 o , 5 ! l m \$ 0
 + ' ! % P & ! \$ P A & C !

Archive of SID

\$!"#

G% + !, . * & + , . [Z J < n < & ,
 * & AC-CE 3 , " - ! , & " 0 % +
 AE-RO! - . ! z . [+ Z J < v , .
 ? A , ! z G% + v , & " 0 %
 e ; e JH ? A ! = , 5
 ' % ; 6 Q e 0 3 , 0 \$ % &
 ; 6 ! " 3 ij 4 ; 6 G-0 ; 6 ! ; 6 ! 0 ,
 # , " " 0 h &



`6{ AE-RO !, < AC-CE ` " - v9
 z ` ` 5 ? ` A Z JH e " - y #
 " h 6k , (# ; 6
 6{ [AE-RO ! 6{ AC-CE " - v9
 ; 6 z 5 ? A ! e " - , y #
 G-0 , (#
 , < [AE-RO !, < AC-CE " - v9
 , (# ; 6 z 5 Z e " - , y #
 !
 # , < AE-RO ! 6{ AC-CE " - v9
 ; 6 z 5 ? A Z ! e " - , y
 " 3 j 4 , (#
 ` ` ; 6 # ? A ; [" -
 ~ ! / ; 6 JH 0 ,
 ` ; 6 # ? A # JH " -
 ` 0 ~ 0 ! U ` M [` = ` ~ ` 7 ` (, 6`
 ` 9 a 8 / ` 3 , 6 6 . ! , ! ! " # " <
 ` 0 ` # D ` & ff , ` 6 ! 3 < P D D 9 4
 AE-RO ff , ` 6 ! 3 ` < AC-CE y 1 ` + ` JH
 Ma ` & 9 a , G ` 6-0 = ` r-0 ! Nf , ` 6 ! 3 < P
 ~ M 6 . > | > 3 ! 1 + JH =
 fa ` & ff = , 6 ! 3 < P L ! ; 6 0
 - ` 3 L [ff T & 9 ' 3 - ! L ! !
 ,, ` 6 ! 3 ` < P > ` ! ! + * % E a Y ! 4
 ff D AC ` Y a RO ` ff 9 CE ` ff N
 9 8 ! AE

' * % = ! • ? ! < , < ! 6 { 0 !
 ? ! < & ! v G-0 ; 6 € P + " o ! "
 G-0 • 6 ' * % = r-0 ! • 4 !
 0 + ! • 6 ' * %
 % z < 5 , W (M , y
 • 3 " <

' 4 3 v , . Q + ! K ~ 0 ! U M
 0 , \$ % & - # ' J & K ! + " G % ' * % 3
 < E T f * % = ' + ' / , 3 ! 4 1
 , 5 sj K + C M ! 1 - L !
 ' . * % 9 D T " * % ' . * % N T
 # i A " o * %
 ~ 0 ! U M 0 [(B D I) ; , ~ M ; , ~ M
 , ? m K 1 [=> & ' .
 , 1 2 . 3 " D 9 ~ M = # i A
 f 6 3 [N " 0 3 "+
 * , , + , < A ? 4 ! # , j " - E &
 , - 0 ; < V \$ 5 K Y E ~ M = " - { 3 K
 ff E < 0 ; + ' + + + , ! ! ff E , !
 ff , 6 ! 3 < P > | G n & = r-0 3 L [9 8
 0 ? - , G 6-0 > | = - G ! 0 , 1
 3 , & # , Y 9 8 9 + \$ 3 " - ~ A
 > | ? W ' * % = ! ! ! ; R &
 ! ! ; # L [' 6 . ff a f < P
 9 b 9 ! ~ M = "+ , ! ! G-0 ! ' !
 ff E > ! ! 3 4 ' - " -
 ' 3 - ! L ! 6 . > | = - G ! !
 ff T , + + 6 . ff E ! v = ... ^ &
 6 > | ' J ! ? % & !
 9 8 ! ' * % = ff a
 ~ M = | L S I > 3 0 ; 6 ~ M
 , . * & O Z - 5 J H \$ # - 4 0 ! 9 8
 ! (A C) , . [+ Z J < (R O) , & " 0 % C E)
 " † # ~ M = s 0 (A E) G % +
 " - J H ~ M - 5 J H
 " # J H G % " - J H = , 3
 Z \$ 0 ! 3 , A % < & ! ; 6 3
 0 # = ! ` ! n ` < & + 4 ` G

•^ 0" \$ &! [*&0' \$ &! [*& L!
' + ! ,<W & + " < SPSS 14 [Z
Z * Ž ^ ! j * ! , ! v = ; M o

" D!9 ! 4 , - , <W &
" ` o " ! ` ! 3 *% 9_f Pk
l & z N y " ! z 9 D y

, 0 " ! e + & !
0 ; 6 ! ; ' + " - = > K

+,# +)*&) '(%&	
h 6k " 3j4 - G 0	s G = "# " s G \$
99 Na DN ND _Tj 99	TYDEY9DT+ -
Y 9_ 9E b NY DN a 99 D NT	"
9_ YT E_ T9 Y9 Yf9	NDY9_f. /

Pk 0! 0 * 6 ! , V 0 !
+ 4& + 3*&

\$94 5,78	5*6 5,78
(v, M v, !	" (12 "# " (v, M v, ! \$# +
W, - ; W, - ;	
fb DT DT NE fb DT 9f_ = G	
9E 9_ 9D 9_ 9f 9a IT S + -	
NY Ma Na TD NY T_ Da a = G	
9N 99 9f 9b 9Y 99 NY S "	
Mb 99 9b 9D JE T_ 9T f = G	
9N 9Y 99 99 9a 9N 99 S :!	

9N s ! DEY T - \$3 = = G
"! ! DN a " ! ; ' + " - = G
+ " ! ! = , ? ! < & ! 99" o
, ! D!9 ! 4 = - l % " 0 % = c
s ! = G ! 1 + JH 0 ; 60
" , < ! 6 { 0 5 " ! ! ? -

! = - G R & ~ M = (ASQ) ; 6 ~ M
J & " # (, c c * & 6 ' - 0
, < ! 6 { 0 M , % . 0 3 #
, W (v, 3 ! M v M , ! v, ! /
" + z 0, 0 M 3, - 0 > y
~ # 3 , l 5 " + ! ~ M = 3,
" 5 ~ # ! 6 { 0 M " 5
+ , + I J \$ # 05 = , < 0 M
! ' G R ! Š ! + \$ F # # \$ 65
3 & & # (! + , + ~ M + CM
' (! " h < & ! 5 + ; 0 3
X M 05 + ; 0 ? m ! 3 < R #
" + ! + ; 0 3 # (, 0 + + C ... 0
3, 0 . ' ! " 3 30 , . , l !
= + Y - 4 > c = 6 &
= + ; 0 # (G Y ! # (0 !
0 ! 3 " # ! k 0 ! N \$ # 0 !
, - n & " - ! 0 = P ! '
M , ! , ! ! 0 { ! 0 G E
, n & " - z W (, 3 M
7 (8 + 4 _ > P 5 X_M 5 = + ; 0
% " 0 X M = + , ! @ • , + # "
> e - 4 } K ! i (} K \$ 3 ? -
/ 6 { 0 ! Q + 0 X M e - 4 \$ W K
! z 4 / , < 0 ! e - 4 \$ W K C ... ! 4
Y . 4 / , < ! 6 { 0 ! e - 4 \$ W K &
? - . - * = G E k ~ 0 ! U M
" 0 0 +
; " # , ? P k R & ASQ , ! ? 6 S
„ 6 ! 3 < ASQ ' < ' * % ! ,
' [h [> 6 . ! , ! ! f f
! ' M 9 B Fa , & ASQ , G 6 - 0
~ M = f f D & f T < P ' - 0
f f T , 6 ! 3 < P ' * % ! 4 [' !
f f E , ! i () K f f N , ! } K
} K f f D M i () K f f Y M } K
, 3 i () K f f Y , 3
M ! (E b f ! h ' + 4 ' - 0 ! 6 4
f f E @ & ! „ 6 ! 3 < P > l + 0 ,
f f _ ! , < f f E f f D 6 { ; 6
D B ! 0 ! \$ 3 f f Y

Archive of SID

& !"#
 '% !v G-0 ;6 + " < , < W & 0
 ž = ø" h 6k " ij4 0 •6 3
 0 •6 ! " o ' *% ! G-0
 ' *% G-0 ž! = ø" h 6k " ij4
 (, ! ' [= % + > &"&
 •6 + " < € P + 3 Ž% !j* ' + V
 ! 4! , ?! <& " ! ! = ! G-0
 ^ 4 & € P + . ! " ' *% 3 ' G
 ?! <& G ' !v G-0 •6 + " <

!v G-0 '<&, c , !v= ' + V N !
 = 6& •6 + " < !

=@AP	= E	=@	'(
\$C D 2	E	\$ "	4&Q (
bDb	aYfTff	b9a	\$4 =%
9YED	9T_fTff	DDNN	P Q
vf9DE	vfYNE	9Y	Z
fbfD	ftDf	faDb +	@47 >?&

G-0 ;6 = # = 3 '% = r-0 0
 ?! <&< 5 7 (;6 ; + " < ! !
 , ! v, ! , < 5 4! ,
 4! , ?! <&W (v, 3 ! M M
 <& ' *%, < 5 3 Q '% !
 0 + % ! <&' *% G-0
 Ÿ! 4y 3- " < zE+ Z†30 y

RS
 " ^ '% ~0!UM
 -^ M, ! + 6{ 0 5 " o
 ,W (v, ^ •6 + " < € P! ^, " <
 4! " ! ! = = ,&! <& 6{ 5
 % ~ " , < 0 5 = r-0
 ' * M!, ^ 6 , ! +<"
 •6 3 '% ' -0! + M
 &m " - , < 0 ! z M, ! v, ^ y
 </. ~* 1 y 6{ </. 6 , < </.
 !K ~0!UM V = 3 z< ! 6{
 & •6 = r-0 D8 , A-0
 , [J ~0^!, W (, (# ' ! 0 , G <#
 , (# F • ' . •6 ^, ~ M
 , ~ M *% = , & , -^ + J
 0 % # 10 , < •6 !, -^ ! ^

6{ 0 ! P k 0! ; !
>?& '(. / * \$ " "# 4& + @47 =% \$4 * %,< ,
ffa DfbT 99NljT bŷjTl 9D . =@ EfbjT Yij N " \$ "
f9DY DEaf 999I aŷjb` 9D . =@/ ENŷ _jak N " \$C D 2
fff9 9bfY 99Tt blj_ 9D . = E Db† YjE' N " E

. !" = 3 '% , !v= ' + V
 ?! '<& `6{ `05 ,W (v, 3 + " <
 v M!, !v, ! c + ,P! 4! ,
 3 ' + , 3 K = 4! , ?! <& M
 ` M!, ! + 6{ 6 " ' *%
 E! 4y 3 " < . ' *% -3

, < 0 ! P k 0! F !
>?& '(. / * \$ " "# 4& + @47 =% \$4 * %,< ,
ff9_ D9E 9ff9I af9f 9D . =@ NTI 9ffjTŷ N " \$ "
f9bE JDNNN 9fE9jT aljY 9D . =@/ NDŷjT bljYi N " \$C D 2
ffEaT DTY 9fNN aljTl 9D . = E Nfb bfjb` N " E

+ , < 0 5 " ' *% 3 '% 0
 3 " < . ' *% 6 % , !
 ! ,W (v, 3 c + J = , ?! <& ,P!
 M!, 3 ' [4! = ! 4W M
 - 0(# M! 4y % " ' *%
 , ! v, ! " ! . " ! ! ,
 , < ! 6{ 5 Mv M, W (v, 3
 " # N! E ! 4

,6 !nk , ! e+ & ! P k 0" ! 0 " # Q
% " , l : ! 44E! J "# "< H)*& 4 M *? H , # " #
z•, ! z•, ! z•, ! z•, ! z_ŷjTŷ 9D zEj_fj Tt z9ŷ9ŷDl zDj_ŷNl " " , l zDj_ŷYN z9ŷjTŷDl z_ŷYŷ9ŷ zŷjDŷt "
z9ffj9_ŷ zNjDj aŷ zDj_ŷE zEŷTŷ : ! X Nba p' ffY9 N'aa

\. & "# (, ^ '% u 6&=
 DB #, + ,< 0 ! !L+ MP &
 Z G Ø '<&Q n(S ,(# 4 0"
 3 ; M~ ,0O 0 - ,
 !|0< >6 = ! 3 ? .2/ ± M
 * ! u 6& " n(J& , ^ 0"+
 4 ? .2/ (! "# " ! ,65 0 * &
 #, i , (# •6 • ~ \. V &
 ^ , (# 0 "+! \$ P = -0 D8
 -0 , ! , # > IJ " -0, 6& jMs k
 GP! •6 ! D8 #, "
 & ^ #, 4 & -0 , A# F ! ' .
 # , * 0?m2 (, (# jM> IJ , -J ~
 , "+ K + •6 ~0!UM "+!#
 , F# % M , 0"+ Ku 6& ! &
 ! , 5 , " , K! - , ' !
 = ^ , % ' \$ # & P! ' !
 = & j ' . , - 4 0' + ! 0 J " (
 ? . 0 GP ! •6 \$ # e
 + " < n % & ! + + †2W 0 ,
 5 > •6 ! L (•6
 ^ 0 J ' - . ! & m , ! 2

, & . GP . •6 DB #, & ,
 " 0 J4 & , k 0 ! = 6& A#
 ! | 0 # H # , * 0 ! , < / . 0P K
 , A% ? & 4! k = ,]
 • \$5 K & L (•6 = # ^ " ^
 ?m2 (% + k (~0 ^ ! , J ' IJ \$.
 0 ! * & ^ \$ ' ! M ^ D8 # , !
 4! ' 0 , - ~ [, k (• , <
 ~ 3 (/ & 3 \$65+ ,
 z = R ! "+ K 7 (y , + , < 0 !
 0 ! (, ~ Mh / + , < , (# •6 0 h
 0l + , - . n / + = r-0 ! " , <
 DNDB # , * - 0 \ .
 v" ~ij4 '<& 0•6 + > & & " H
 '% 0 , P! , ^ " < % G-0 ! h 6k
 0 •6 + " < . ! " = ^
 D8 ^ ! , 0 # 4! , & ! < & ! v G-0
 •6 0 , + ^ 0•6 ,
 G ^ ! , (# •6 6 , & , (#
 0 , + ! ^ , * & - ^ " # (,
 G " ! ! 6 , S G , (# •6
 3 '% (0 C4 0 , '% ~ [
 ! 7 (0 GP ! , < , 6& •6 = u 6&
 •6 ! # 4! , ' GP J ' - .
 ! / m ! # , - ' - . , ~ M \ .
 , * 0 0 P K ^ '% ? ! < 0 D8 ' /
 ' - . ! ~ ! # 6 . , c
 = r-0 ! 0 u 6& , 6 ^ ! , 0 < # ? J
 \. > •6 ! M (y 6 { (
 . # , " J ! , < / . + , ~ M
 0 y , < 0 5 ^ '% ! K ~ 0 ! UM
 ! (& m , ! + G-0 z
 •6 • ^ 4 & ! ! v G-0 •6 + " < =
 = 4! k , < 5 7 (
 x \$ K G-0 ! '<& 3 '% k
 ^ , " < J # v , K + %
 + " < = ! & 3 ^ , A% G 0
 L+ M ! , + , & . ' ! • ' . •6
 , 6& jMk = # = r-0 ! , + 0 !
 •6 †2W = r-0 ! D8 4! 0 ! . ' ^ M
 0 4 ! •6 †2W \ .
 ' ! P # , 4 0 5

: 4
 @ 0 c " ' ^ , ' J 0 ø
 9EaTj ! % ' J8 q 6 .
 2- Duff A, Duffy T. Psychometric properties of Honk
 Mumford's Learning Styles Questionnaire (LSQ).
 Personality and Individual Differences 2002;33(1):147-63.
 3- Pocey BL. Determining learning style preferences
 students. Nurse Educator. 2000;20(2).
 4- Delargy CB. The relationship among age, gender
 a learning style as measured by Kolb's learning style
 inventory. University of Georgia; 1991.
 5- DeCapua A, Wintergerst AC. Assessing and validat
 learning styles instrument. System. 2005;33(1):1-16
 6- Furnham A, Jackson CJ, Miller T. Personality and
 style and work performance. Personality & Individua
 Differences. 1999;27(6):1113-22.
 7- Barmeyer CI. Learning styles and their impact on
 cross-cultural training: An international comparison in
 Germany and Quebec. International Journal of Internat
 Relations. 2004;28(6):577-94.
 8- Robinson JL. Individual learning styles and thei
 relationship to leadership styles: The Claremont Coll
 University; 2005.
 9- Toms WM. Exploring the relationship between Kolb
 learning styles and TLP leadership styles in the New
 Jersey state police: A correlation study: The George Was
 University; 2007.
 10- Kolb AY, Kolb DA. Learning styles and learning
 spaces: Enhancing experiential learning in higher
 education. The Academy of Management Learning &
 Education. 2005;4(2):193-212.

9T 9Eaf, (#Z . ? P k | J&I4 q= K ! ^ , (#

21- Sanjuán P, Pérez A, Rueda B, Ruiz Á. Interactive effects of attributional styles for positive and negative events on psychological distress. *Personality & Individual Differences*. 2008;45(2):187-90.

22- Chang E, Sanna LJ. Negative attributional style as a moderator of the link between perfectionism and depressive symptoms: Preliminary evidence for an integrative model. *Journal of Counseling Psychology*. 2001;48(4):490-5.

23- Safford SM, Alloy LB, Abramson LY, Crossfield CA. Negative cognitive style as a predictor of negative events in depression-prone individuals: A test of the stress generation hypothesis. *Journal of Affective Disorders*. 2007;99(1-3):147-54.

24- Shook NJ, Fazio RH, Vasey MW. Negativity bias in attitude learning: A possible indicator of vulnerability to emotional disorders? *Journal of Behavior Therapy & Experimental Psychiatry*. 2007;38(2):144-55.

25- Shokri O, Farahani MN, Kormi R. Effect of cognitive styles and learned helplessness (cognitive explanatory model) on solving cognitive problems. *Psychological Research*. 2005;8(1):59-83.

26- Thelwell RC, Lane AM, Weston NJV. Mood states, self-set goals, self-efficacy and performance in academic examinations. *Personality & Individual Differences*. 2007;42(3):573-83.

27- Moore MT, Fresco DM. The relationship of explanatory flexibility to explanatory style. *Behavior Therapy*. 2007;38(4):325-32.

28- Alloy LB, Abramson LY, Whitehouse WG, Hogan ME, Panzarella C, Rose DT. Prospective incidences, first onsets and recurrences of depression in individuals at high and low cognitive risk for depression. *Journal of Abnormal Psychology*. 2006 Feb;115(1):145-56.

29- Ilgen MA, Hutchison KE. A history of major depressive disorder and the response to stress. *Journal of Affective Disorders*. 2005 Jun;86(2-3):143-50.

30- Kolb DA. *Learning style inventory*. Boston, MA: Allyn and Company Press; 1988.

31- Poropat A. The relationship between attributional style, gender and the five-factor model of personality. *Personality & Individual Differences*. 2002;33(7):1185-201.

32- Dykema J, Bergbower K, Doctora JD, Peterson AC. Attribution style questionnaire for general use. *Journal of Psychoeducational Assessment*. 1998;14:100-8.

33- Bridges KR. Using attributional style to predict academic performance: How does it compare to traditional methods? *Personality & Individual Differences*. 2001;31(5):723-30.

34- Alloy LB, Abramson LY, Whitehouse WG, Hogan ME, Panzarella C, Rose DT. Prospective incidences, first onsets and recurrences of depression in individuals at high and low cognitive risk for depression. *Journal of Abnormal Psychology*. 2006 Feb;115(1):145-56.

35- Ilgen MA, Hutchison KE. A history of major depressive disorder and the response to stress. *Journal of Affective Disorders*. 2005 Jun;86(2-3):143-50.

36- Kolb DA. *Learning style inventory*. Boston, MA: Allyn and Company Press; 1988.

37- Poropat A. The relationship between attributional style, gender and the five-factor model of personality. *Personality & Individual Differences*. 2002;33(7):1185-201.

38- Dykema J, Bergbower K, Doctora JD, Peterson AC. Attribution style questionnaire for general use. *Journal of Psychoeducational Assessment*. 1998;14:100-8.

39- Bridges KR. Using attributional style to predict academic performance: How does it compare to traditional methods? *Personality & Individual Differences*. 2001;31(5):723-30.

40- Alloy LB, Abramson LY, Whitehouse WG, Hogan ME, Panzarella C, Rose DT. Prospective incidences, first onsets and recurrences of depression in individuals at high and low cognitive risk for depression. *Journal of Abnormal Psychology*. 2006 Feb;115(1):145-56.

41- Ilgen MA, Hutchison KE. A history of major depressive disorder and the response to stress. *Journal of Affective Disorders*. 2005 Jun;86(2-3):143-50.

42- Kolb DA. *Learning style inventory*. Boston, MA: Allyn and Company Press; 1988.

43- Poropat A. The relationship between attributional style, gender and the five-factor model of personality. *Personality & Individual Differences*. 2002;33(7):1185-201.

44- Dykema J, Bergbower K, Doctora JD, Peterson AC. Attribution style questionnaire for general use. *Journal of Psychoeducational Assessment*. 1998;14:100-8.

45- Bridges KR. Using attributional style to predict academic performance: How does it compare to traditional methods? *Personality & Individual Differences*. 2001;31(5):723-30.

46- Alloy LB, Abramson LY, Whitehouse WG, Hogan ME, Panzarella C, Rose DT. Prospective incidences, first onsets and recurrences of depression in individuals at high and low cognitive risk for depression. *Journal of Abnormal Psychology*. 2006 Feb;115(1):145-56.

47- Ilgen MA, Hutchison KE. A history of major depressive disorder and the response to stress. *Journal of Affective Disorders*. 2005 Jun;86(2-3):143-50.

48- Kolb DA. *Learning style inventory*. Boston, MA: Allyn and Company Press; 1988.

49- Poropat A. The relationship between attributional style, gender and the five-factor model of personality. *Personality & Individual Differences*. 2002;33(7):1185-201.

50- Dykema J, Bergbower K, Doctora JD, Peterson AC. Attribution style questionnaire for general use. *Journal of Psychoeducational Assessment*. 1998;14:100-8.

51- Bridges KR. Using attributional style to predict academic performance: How does it compare to traditional methods? *Personality & Individual Differences*. 2001;31(5):723-30.

52- Alloy LB, Abramson LY, Whitehouse WG, Hogan ME, Panzarella C, Rose DT. Prospective incidences, first onsets and recurrences of depression in individuals at high and low cognitive risk for depression. *Journal of Abnormal Psychology*. 2006 Feb;115(1):145-56.

53- Ilgen MA, Hutchison KE. A history of major depressive disorder and the response to stress. *Journal of Affective Disorders*. 2005 Jun;86(2-3):143-50.

54- Kolb DA. *Learning style inventory*. Boston, MA: Allyn and Company Press; 1988.

55- Poropat A. The relationship between attributional style, gender and the five-factor model of personality. *Personality & Individual Differences*. 2002;33(7):1185-201.

56- Dykema J, Bergbower K, Doctora JD, Peterson AC. Attribution style questionnaire for general use. *Journal of Psychoeducational Assessment*. 1998;14:100-8.

57- Bridges KR. Using attributional style to predict academic performance: How does it compare to traditional methods? *Personality & Individual Differences*. 2001;31(5):723-30.

58- Alloy LB, Abramson LY, Whitehouse WG, Hogan ME, Panzarella C, Rose DT. Prospective incidences, first onsets and recurrences of depression in individuals at high and low cognitive risk for depression. *Journal of Abnormal Psychology*. 2006 Feb;115(1):145-56.

59- Ilgen MA, Hutchison KE. A history of major depressive disorder and the response to stress. *Journal of Affective Disorders*. 2005 Jun;86(2-3):143-50.

60- Kolb DA. *Learning style inventory*. Boston, MA: Allyn and Company Press; 1988.

61- Poropat A. The relationship between attributional style, gender and the five-factor model of personality. *Personality & Individual Differences*. 2002;33(7):1185-201.

62- Dykema J, Bergbower K, Doctora JD, Peterson AC. Attribution style questionnaire for general use. *Journal of Psychoeducational Assessment*. 1998;14:100-8.

63- Bridges KR. Using attributional style to predict academic performance: How does it compare to traditional methods? *Personality & Individual Differences*. 2001;31(5):723-30.

64- Alloy LB, Abramson LY, Whitehouse WG, Hogan ME, Panzarella C, Rose DT. Prospective incidences, first onsets and recurrences of depression in individuals at high and low cognitive risk for depression. *Journal of Abnormal Psychology*. 2006 Feb;115(1):145-56.

65- Ilgen MA, Hutchison KE. A history of major depressive disorder and the response to stress. *Journal of Affective Disorders*. 2005 Jun;86(2-3):143-50.

66- Kolb DA. *Learning style inventory*. Boston, MA: Allyn and Company Press; 1988.

67- Poropat A. The relationship between attributional style, gender and the five-factor model of personality. *Personality & Individual Differences*. 2002;33(7):1185-201.

68- Dykema J, Bergbower K, Doctora JD, Peterson AC. Attribution style questionnaire for general use. *Journal of Psychoeducational Assessment*. 1998;14:100-8.

69- Bridges KR. Using attributional style to predict academic performance: How does it compare to traditional methods? *Personality & Individual Differences*. 2001;31(5):723-30.

70- Alloy LB, Abramson LY, Whitehouse WG, Hogan ME, Panzarella C, Rose DT. Prospective incidences, first onsets and recurrences of depression in individuals at high and low cognitive risk for depression. *Journal of Abnormal Psychology*. 2006 Feb;115(1):145-56.

71- Ilgen MA, Hutchison KE. A history of major depressive disorder and the response to stress. *Journal of Affective Disorders*. 2005 Jun;86(2-3):143-50.

72- Kolb DA. *Learning style inventory*. Boston, MA: Allyn and Company Press; 1988.

73- Poropat A. The relationship between attributional style, gender and the five-factor model of personality. *Personality & Individual Differences*. 2002;33(7):1185-201.

74- Dykema J, Bergbower K, Doctora JD, Peterson AC. Attribution style questionnaire for general use. *Journal of Psychoeducational Assessment*. 1998;14:100-8.

75- Bridges KR. Using attributional style to predict academic performance: How does it compare to traditional methods? *Personality & Individual Differences*. 2001;31(5):723-30.

11- Kolb DA. *Learning style inventory*. Boston, MA: Allyn and Company Press; 1988.

12- Poropat A. The relationship between attributional style, gender and the five-factor model of personality. *Personality & Individual Differences*. 2002;33(7):1185-201.

13- Dykema J, Bergbower K, Doctora JD, Peterson AC. Attribution style questionnaire for general use. *Journal of Psychoeducational Assessment*. 1998;14:100-8.

14- Bridges KR. Using attributional style to predict academic performance: How does it compare to traditional methods? *Personality & Individual Differences*. 2001;31(5):723-30.

15- Alloy LB, Abramson LY, Whitehouse WG, Hogan ME, Panzarella C, Rose DT. Prospective incidences, first onsets and recurrences of depression in individuals at high and low cognitive risk for depression. *Journal of Abnormal Psychology*. 2006 Feb;115(1):145-56.

16- Ilgen MA, Hutchison KE. A history of major depressive disorder and the response to stress. *Journal of Affective Disorders*. 2005 Jun;86(2-3):143-50.

17- Kolb DA. *Learning style inventory*. Boston, MA: Allyn and Company Press; 1988.

18- Kayes DC. Internal validity and reliability of Kolb's learning style inventory version 3. *Journal of Business & Psychology*. 2005;20(2)

" ij4 ! G-0, (# 0*6 > - 0b ;#[M , Z . 0# '+! ' *% !' ž h 6k

2. " G% | J& :# , # ^ ' 0 ! , J v,

9E_b, 6/ 6/

