

Objectives style and its relation to solving problems and taking decision for students in faculty of physical education for girls Helwan- Unv

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Objective considered a future requirement that individuals and groups want to reach it and make a great effort to verify them .Objectives style are classified to three classes : “Ability Objective” . “Perform – Enterprise Objective“, “ Perform – Withdrawal Objectives”.

The ability to solve problems is a fundamental demand for individual life and an important success aspect . Some psychological scientist identify that there is a resemblance between solving problems and taking decisions as both of them need thinking skills .

So the objectives clarify the way to students and make them choose between the available Alternativer to verify their objectives which may affect their ability to solve problems and take decisions.

The research aim to identify objectives style and their relation to solving

problems and taking decision for students in faculty of physical education for girls – Helwan unv .

The descriptive method was used as it is appropriate for the research nature, the research sample consist of (167) students from fourth grade, the researcher used first : Objectives style scale (Elliot & Church) ,second : Questionnaire for solving problem and taking decisions designed by the researcher as a data collecting tools .

The results help in identifying objectives style the students adopt it , realize the students ability to solve problems and taking decisions , there is a significant statistical direct co – relation between (Ability objectives , Perform – Enterprise objectives) and solving problems ,taking decision according to research sample opinion .

Introduction and Search problem

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The human being is honored than other living organism by brain that have ability to think .,In the community of knowledge that we live in thinking considered the fundamental base and an essential tools to deal with requirements of this era .(15:2)

Objectives considered a future requirements that individual and groups desire to reach it and make a great effort to fulfil them , and they form the ethics that control individual and groups behaviour and include tasks that we attempt to implement and a goal we try to achieve.(9:117)

“Elliot Et Al “ adopt as “Thar Ghabari ,Renda Mehasana “ (2013)(13) have mentioned in their studies the idea of performance objective as it consist of enterprise and withdrawal dimensions and they develop it so the objective style was classified into three category which are : Ability objective , Perform – enterprise objectives , Perform – Withdrawal objectives.

So who set for himself “Ability Objective he try to develop and improve himself through improving the skills he have , but who adopt “Perform

–Enterprise Objectives” all he care about is competing the others and predominate them or have their approval , the one whose his objective is “ Perform – Withdrawal “ so he concentrated on avoiding appear as unqualified ,and avoid the different tasks fearing of failure .

So the objectives clarify the way to students and make them choose between the available substitutions to verify their objectives which may affect their ability to solve problems and take decisions.

By this we can say that there is a problem for a certain individual if some points is available such as the individual engage to verify his aim , or there is an obstacle between the individual and his aim , or the individual make some trials to achieve his aim .

Ability to solve problems is a fundamental requirement in individual life and an important success factor . Psychology scientist identify that their is a resemblance between solving problems and taking decisions as everyone of them need thinking skills.(16)

There is a relation between solving problems and taking decision as both of them

include a series of steps start by a problem and ends by a solution , also both of them aim to acheive a final decision (12:4)

Taking decision process is the life content for individual and group activity and consider a main life component .

“Habib”(2007) (6)has mentioned that taking decision mean choosing between Alternatives In a certain situation ,decision is choosing the best Alternative after studying the consequence (resultant) for every Alternative and its influence on the objective we want to achieve, choosing the Alternatives according to available information from different resources which help in achieving best results.

Taking decision usually known as choosing between substitutions .Their is a strong relation between problem existence and taking decision , usually the existence of problem is the motive and stimulator to take decision (7:21)

We found that the university student face through her life many problems that is different in nature , wherever there is a problem there is a

decision have to be taken and this may be due to lack in specifity and clarity of adopted objective style that in turn obstacle her ability to solve problems and taking appropriate decision this motivate the researcher to make this study . Also as a university staff and her direct contact with the students she try to identify the objective style that is adopted by fourth grade students in faculty of physical education for girls ,Helwan –Unv , as it is the final grade and the first step in the working field and the students charecterized by their academic experience from previous educational year which help the students in identifying the chosen objective style that have a relation to solving problem ability and taking decision through academic life and this what the researcher aim to identify .

Research importance

The research importance is identified in the following point

1- Deal with two important aspect which are objectives style and solving problem and taking decisions as the style of objectives that the students

adopt can help them in solving problems and taking decision in their academic life.

2- The result of this study may be useful to university teaching staff by taking into consideration objective style and their importance in education process.

3- Hoping that the result of this study (research) and its recommendation help in applying future research using other variables.

4- This study is considered from the first research according to researcher knowledge that deal with objective style and their relation with solving problems and taking decision for students of physical education faculty for girls. Helwan-university

Aim of research

This research aim to recognize objectives style and their relation to solving problems and taking decision by realizing:

1- Objectives style that the students of fourth grade in faculty of physical education for girls .Helwan-university adopt.

2-Ability of fourth grade students in faculty of the physical education for girls to

solve problems and take decision.

3- The relation between objective style that the fourth grade student adopt.

Research request

1-What are the objectives style that fourth grade students in physical education for girls adopt it?

2-What are the abilities of faculty students to solve problems and taking decisions?

3-Is there a statistical significant correlation between objective style and ability to solve problems and taking decision?

Research design:

The researcher use the statistical descriptive method to apply this study as it is appropriate for the research .

Research sample and community

The research sample was intentionally chosen from all fourth grade students in faculty of physical education for girls –Helwan university that recorded in year 2014-2015 and they were (167) students .(40) students were chosen randomly from the research community for applying pilot study and scientific calculation for the questionnaire form .The questionnaire was applied on

its final form on the main research sample that was (127) students.

Data collecting tools:

The researcher use a questionnaire form as a data collecting tool as follows:

A- Reviewing the specific scientific reference in the research field and the related studies to the present research subject.

B- As a result of previous reviewing the questionnaire form consist of two parts :

First : objectives style scale :

It is a scale prepared by” Elliot & Church “ (1997) and used in a previous researches & studies as “Rafa Zagloul” (2006) (9),”Thar Gobari “(2013) (13) .

This scale consist of three objectives style (Ability objectives, Perform-enterprise objectives, Perform-Withdrawal objectives), six statement was composed for every style, so the scale consist of (18) statement .

The scale was applied on a pilot study sample of (40) students extracted from the research community for validity & reliability of the scale and to confirm that the scale is appropriate for the present study .

Second:Questionnaire form for” Solving problems and Taking decision”

1- The researcher specify the questionnaire aspect and the statement in every aspect.

2- The questionnaire in its first form(A) consist of three aspect (35 statement) and was reviewed by a group of experts from 28/9/2014 -8/10/2014.

3- The experts approve the questionnaire aspect and the researcher choose the statement that take 80% or more according to expert opinion.

4- According to experts opinion two statements were deleted no (12,7) from the second pivot ,also statement no (5) from third pivot . Also the researcher adjust the statement no (2) in the first aspect ,statement no (6) from the third aspect , so the questionnaire statement become (32) statement , every statement has a three scale balance as follows “Agree”=3” , “agree o a certain extent =2” , “Do not agree =1” , so the minimum degree for the questionnaire will be (32) , middle degree (64) , the maxiumum degree (96) . So from (32-64) degree the students don’t have the ability to solve problems or take

decision , but from (65- 96) the students will have the ability to solve problems and take decision.

5- The pilot study for the questionnaire by its two parts was applied in its first form (B)

on a sample of (40) students from 13/10/2014 – 23/10/2014

First : calculate the scientific factors for objectives style scale

A- Validity factor :

Internal consistency validity

Table (1)

The co- relation value between statement degree and its aspect for objectives style scale (N=40)

N	First aspect Ability objectives	N	Second aspect Perform-Enterprise objectives	N	Third aspect Perform-Withdrawal objectives
1	*. ٥٠١	7	*. ٣٩١	13	*. ٤١٣
2	*. ٤١٠	8	*. ٤٠٠	14	*. ٥٠٨
3	*. ٣٩٠	9	*. ٤١٢	15	*. ٤٧٣
4	*. ٤٢٢	10	*. ٥٠٣	16	*. ٣٩٢
5	*. ٥٠٦	11	*. ٣٩٤	17	*. ٥٠٤
6	*. ٣٩٥	12	*. ٤٧١	18	*. ٣٨٨

Value of (R) on 0.05 significant level =0.325

Table (1) show that there is a statistically significant co- relation between degree for every statement and the whole

degree of the aspect that is related to, which indicate the validity of the statement and that it is applicable.

B- Reliability factor:

Table (2)

Alfa kronbakh value for calculating reliability

N	Dimensions	Alfa
1	Ability objectives	0.823
2	Perform- Enterprise objectives	0.711
3	Perform- withdrawal objectives	0.864

Alfa value =0.951

Table (2) show that :

Alphakronbakh value for every objective style dimension is a satisfying value to approve the scale reliability and that it is applicable.

Second: Scientific calculation for the questionnaire form of solving problem and taking decision

A-Validity factor:

Table (3)

Co-relation value between every statement degree and the related aspect For solving problems and taking decision (N=40)

N	First aspect General orientation for the problem	Second aspect Create substitution and taking decision	Third aspect Evaluate solving the problem
1	*. ٤٧٨	*. ٤٥١	*. ٤٤٤
2	*. ٦١٨	*. ٣٩٧	*. ٤٠٠
3	*. ٤٩٢	*. ٦٠٢	*. ٣٨٥
4	*. ٣٨١	*. ٤٠٥	*. ٤١٦
5	*. ٥٠٠	*. ٤٧٩	*. ٤٧٢
6	*. ٤٢٨	*. ٣٨٣	*. ٦٠٣
7	. ٦٠١	*. ٦١٧	*. ٣٩٩
8	*. ٤٤٨	*. ٤٠٨	*. ٤٥٦
9	*. ٣٩٨	*. ٤٥٨	
10	*. ٤٧٨	*. ٤٣٢	
11	*. ٤٥٧	*. ٤٧١	
12		*. ٣٨٦	
13		*. ٦٠٨	

R value on 0.05 level =0.325

Table (3) show that there is a statistically significant co – relation between every degree

statement and the related pivot ,which indicate the validity of questionnaire statement.

Table (4)
Co –relation value between aspect degree and the whole degree
for solving Problems and taking decision (N= 40)

N	Pivots	(R) value
1	General orientation for the problem	0.718*
2	Create substitution and taking decision	0.801*
3	Evaluate solving problems	0.693*

(R) value on 0.05 level=0.325

Table (4) show that : There is a statistically significant co – relation between aspect degree

C-Reliability factor :

and the whole degree for the questionnaire.

Table (5)
Alfa kronbath value to calculate questionnaire reliability

N	Pivots	Alfa
1	General orientation for the problem	٠,٨٧١
2	Create substitution and taking decision	٠,٧٥٠
3	Evaluate solving problems	٠,٨٠٢

Alfa value =0.900

Table (5) show that : AlfaKronbath value for questionnaire aspect is a suitable value to approve the questionnaire reliability and indicate that it is applicable.

The fundamental study :

The researcher applied the questionnaire form by its two parts (Objectives style scale – Solving problems and taking decision questionnaire) in its final form on (127) from

fourth grade students after confirming the validity and reliability of questionnaire form ,the application procedure was from 17/11/2014 – 15/12/2014.

Statistical analysis

- 1-Descriptive statistics .
- 2-Person co –relation value.
- 3-Alfakronbath value.

Reviewing and discussion of results

Table (6)
Arithmetic mean ,Standard deviation,co –efficient curve
to statement of objectives style scale

Scale	Aspect	N	Statement	M	Dev	Curve
Objectives style	Ability objectives	1	I want to learn as much as possible from this educational grade	٤.٤٥٦٧	٠.٧٨٤٣	-٢.٠١٠
		2	It is important for me to understand whole subject content as much as possible	٤.٤٨٨٢	٠.٦٢٨٣	-٠.٠٢٨
		3	I hope to have a deeper understand to the subjects i learned	٤.٤٣٣١	٠.٨٠٢٧	-٠.١٣٢٢
		4	I want to totally master the subject that i learn	٤.٤٨٨٢	٠.٧٣٣٢	-٠.٨٠٠
		5	I love the subjects that alert my curiosity even if it is difficult	٤.٢٥٩٨	٠.٩١٩٠	-١.٢٩٠
		6	I love the subjects that challenge my abilities as they make me learn new things	٤.٤٥٦٧	٠.٦٩٨٧	-٠.٩٠٧
Objectives style	Perform –Enterprise objectives	7	I want my performance to be better than others students	٤.٥٤٣٣	٠.٦٨٧٣	-١.٣٥١
		8	My fundamental aim is to have a better degree than other students degree in any learned subject	٤.٤٨٨٢	٠.٦٧٦٩	-٠.٩٧١
		9	I am trying hardly to demonstrate my abilities according to other students abilities	٤.٣٤٦٥	٠.٧٨٠٥	-١.٢٠٥
		10	Motivation to learn is due to idea of predominating my colleagues	٤.٠٧٠٩	٠.٨٦٥٤	-٠.٥٨٦
		11	It is important for me that my performance will be good in comparison to other students performance	٤.٤١٧٣	٠.٧٧٠٩	-١.١٩٦

Follow Table (6)
Arithmetic mean ,Standard deviation,co –efficient curve
to statement of objectives style scale

Scale	Aspect	N	Statement	M	Dev	Curve
		12	I want my performance to be good in my class to demonstrate my abilities in front of my teachers, family. friends and others	٤.١٨٩٠	١.٠٢١٥	-١.٣٤٢
	Perform –withdrawal objectives	13	I usually think : what if my performance was bad in this educational grade	٣.٩٣٧٠	١.١٣٢١	-١.٢٠٨
		14	I feel anxiety about possibility of having a lower degree in my educational grade	٤.٠٥٥١	١.٠٠٢٤	-١.٢١٦
		15	What force me to work is my fear that my performance is bad in my educational grade	٣.٩٠٥٥	١.٠١٩١	-٠.٩٠٥
		16	I just want to avoid the bad performance in this educational grade	٤.١١٠٢	١.٠٤٨٣	-١.٢٧٤
		17	I afraid that if i ask my teacher a stupid question he think that i am not intelligent	٣.٧٤٠٢	١.١٠٧١	-٠.٦٤٤
		18	I hope that will be no degrees in this educational grade	٤.٤٢٥٢	٠.٨١١٨	-١.٧٤٤

Table (6) show that :

The arithmetic mean value vary from research sample in their responses to the statement of objective style scale , and

that the range of co-efficient curve was between (+3 , -3) which indicate data equality

Table (7)
Arithmetic mean ,Standard deviation,co –efficient curve
of objectives style scale dimension

N	Dimension	M	D	Curve
1	Ability objective	26.58	3.13	-1.01
2	Perform – Enterprise objective	26.05	3.64	-1.02
3	Perform –Withdrawal objective	24.17	4.03	-0.933

Table (7) show that : The arithmetic mean value vary for research sample in their response to objective style scale dimension, the co – efficient curve was between (+3 , - 3) which indicate the equality of data.

Table (6 ,7) show that the arithmetic mean for “Ability Objective “ aspect was higher as it reach (26.58) , the” Perform-Enterprise objective “ take the second rank as it reach (26.05) , and the “Perform – Withdrawal objective “take the third rank as it reach (24.17) . This shows that the students can adopt more than one style from objective style by various degree and confirm that the students oriented to perfect the educational tasks and the subject they learn , also they try to maintain their social and academic image in front of the surroundings , also try to avoid failure as it has negative effect on them .

The student adopting to “Ability Objective style “ was supported by that the faculty depend on a great extent on practical aspect and skill perfection , also due to students experience from

educational achievements through the previous three academic year which make them more aware about adopting “Ability Objective “ more than other objective style.

“ David” (2009) said that the objective style that the individual adopt it may be one of the factor that help in forming his personality . So if he adopt the perfection objective his work will directed to learning and find the best chance to achieve this , but if he adopt perform objective his aim will be to predominate the others and avoid the difficult task that may determine him as a loser .

The result of this study agreed with studies result of “zaglool”(2006) (9) , “Thar,Renda “(2013)(13) ,”Gardener” (2006) (3) that the student adopt the “Ability Objective” in the first rank .

This concluded results from table (6, 7) answer the first request that attribute :

What are the objective style the fourth grade students in faculty of physical education for girls – Helwan unv adopt ?

Table (8)
Arithmetic mean ,Standard deviation, co –efficient curve
For statement of solving problems and taking decision
questionnaire

Questionnaire	Dimension	N	Statement	m	D	Curve
Solving problems and taking decision	General orientation to problem	1	I view the problem as a normal thing in human life	٢.٥٨٢٧	٠.٥٥٥٥	-٠.٨٩٨
		2	I can handle my daily problem	٢.٥٠٣٩	٠.٥٦١٧	-٠.٥٦٢
		3	I think to face my problem	٢.٦٦٩٣	٠.٥٠٤٨	-١.١٠٠
		4	I talk about the subject that i have a problem in it	٢.٥٥١٢	٠.٦٢٦٣	-١.٠٨٣
		5	I arrange my thoughts when i face a problem	٢.٤٢٥٢	٠.٦٨٤٥	-٠.٧٨١
		6	I know how to start to solve the problem i have	٢.٤٤٠٩	٠.٥٨٦٣	-٠.٤٨٧
		7	I recognize the problem as soon as i feel the existence of a problem	٢.٦١٤٢	٠.٥٣٥٢	-٠.٩٤٣
		8	I collect data about problem that i face	٢.٥٥٩١	٠.٥٥٨٥	-٠.٧٩٢
		9	I examine the different component of the problem	٢.٥٥٩١	٠.٥٧٢٦	-٠.٨٧٩
		10	I try to identify the problem	٢.٧١٦٥	٠.٤٦٩٧	-١.٢٠٤
		11	I use a specific statement to describe the problem i face	٢.٥٤٣٣	٠.٦١٠١	-٠.٩٤٩

Follow Table (8)
Arithmetic mean ,Standard deviation, co –efficient curve
For statement of solving problems and taking decision
questionnaire

Questionnaire	Dimension	N	Statement	m	D	Curve
Solving problems and taking decision	Create substitutions and taking decision	12	Ask others about their opinion to know different possibilities to solve the problem	٢.٥٢٧٦	٠.٥٧٥٠	-٠.٧٤٥
		13	Think about the negative and positive point for suggested solution	٢.٦٦٩٣	٠.٥٠٤٨	-١.١٠٠
		14	Balance the positive and negative substitution to solve the problem	٢.٥٤٣٣	٠.٥٣٠٩	-٠.٤٩٨
		15	I think of a new solution to any problem	٢.٥٩٠٦	٠.٥٢٤٨	-٠.٧٠٥
		16	I am flexible and do not have a stiff thinking for a certain solution	٢.٦٠٦٣	٠.٥٦٥٧	-١.٠٩٨
		17	Become free from frustration feelings and think well	٢.٤٢٥٢	٠.٦٣٦٥	-٠.٦٥٣

Follow follow Table (8)
Arithmetic mean ,Standard deviation, co –efficient curve
For statement of solving problems and taking decision
questionnaire

Questionnaire	Dimension	N	Statement	m	D	Curve
		18	I think about all the possible solutions before adopting one of them	٢.٥٠٣٩	٠.٥٧٥٦	-٠.٦٥٠
		19	Try to predict results before adopting a specific solution	٢.٥٢٧٦	٠.٥٤٦٧	-٠.٥٥٥
		20	Avoid un appropriate substitutions for solving problems	٢.٥٥٩١	٠.٥٨٦٣	-٠.٩٥٣
		21	Concentrate on substitutions that may be suitable to solve problems	٢.٥٩٠٦	٠.٥٠٩٥	-٠.٥٥٥
		22	I concentrate on the positive side of the preferred solution	٢.٥٦٦٩	٠.٥٤٣٢	-٠.٧٢٣
		23	Choose the appropriate solution for the problem that is characterized by its efficiency	٢.٦٦٩٣	٠.٤٧٢٣	-٠.٧٢٨

Follow Table (8)
Arithmetic mean ,Standard deviation, co –efficient curve
For statement of solving problems and taking decision
questionnaire

Questionnaire	Dimension	N	Statement	m	D	Curve
Solving problems and taking decision	Evaluating the problem solution	24	Put a plan to implement the suitable solution for the problem	٢.٥٦٦٩	٠.٥٤٣٢	-٠.٧٢٣
		25	Try to recognize the reason for failing in solving the problem	٢.٦٤٥٧	٠.٥٢٧٥	-١.١٠٤
		26	Caring about evaluating my problems solution after applying it in reality	٢.٥٦٦٩	٠.٥٢٨٤	-٠.٦٠٠
		27	Reviewing the solution after applying it according to its success	٢.٥٥١٢	٠.٥٣٠٢	-٠.٥٣٢
		28	Caring about evaluating solving problems steps	٢.٦٢٢٠	٠.٥١٨٤	-٠.٨٥٤
		29	Follow the secondary problems that may	٢.٤٥٦٧	٠.٥٧٤٠	-٠.٤٦٨

			happen due to the main problem			
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Follow Table (8)
Arithmetic mean ,Standard deviation, co –efficient curve
For statement of solving problems and taking decision
questionnaire

Questionnaire	Dimension	N	Statement	m	D	Curve
		30	Concentrate on the nearby results to the solution i reach	٢.٥٤٣٣	٠.٥٨٧٦	-٠.٨٨٦
		31	Concentrate on the distant results to the solution i reach	٢.٤٤٨٨	٠.٥٨٧٠	-٠.٥١٦
		32	Caring about finding another solution for the problem in case that the solution i choose failed	٢.٧٣٢٣	٠.٤٦٢٠	-١.٣٠٥

Table (8) show that :

The value of arithmetic mean vary for the research sample in their responses to statement of solving problem and taking

decision questionnaire, and the co-efficient curve was(+3 , -3 which indicate the equality of data.

Table (9)
Arithmetic mean ,Standard deviation, co –efficient curve
And whole degree for aspect of solving problem and taking
decision questionnaire

N	Aspect	M	D	Curve
1	General orientation for the problem	28.16	3.55	-0.530
2	Create substitutions and taking decision	35.99	4.14	-0.273

3	Evaluate the problem solution	17.92	2.27	-0.420
4	Whole degree for solving problems and taking decision questionnaire	82.07	8.65	-0.245

Table (9) show that:

The value of arithmetic mean vary for the research sample in their responses to aspect of solving problem and taking decision questionnaire , ,and the co-efficient curve was(+3 , -3) which indicate the equality of data.

From table (8,9) we recognize that the arithmetic mean for students responses to whole degree of solving problem and taking decision questionnaire (82.07) and this indicates that the students have the ability to solve problems and taking decision as it was mentionaed before that the questionnaire degree from (65 - 96) shows that the students have the ability to solve problems and taking decisions.

The researcher resume this that the ability to solve problems and taking decision is considered a fundamental demand to human life continuation due to many problems they face daily , may be the need to be co-ordinated and regain balance are from the fundamental reasons that the students deal with the problems they face and try to find

solutions by taking the appropriate decision .Also the sample age is more than (18) so they have the ability to think ,identifying the problem and choose the available substitutions to take the appropriate decision .

These study results agreed with results of “Thar,Renda”(2013) (13) which shows that the students use a solving problem strategy ,”Thar Mohamed”(2011) (14) shows that the secondary schools principals have the ability to take decisions , “Mohamed Tawfik”(2011)(8) shows that the principals of governmental schools have a higher level on ability to solve problems , “Selcuk,Caliskan &Erol” (2007)(11) identify that students use solving problem strategy in learning.

These concluded result from table(8,9) answer the second request that attributs:

What are the abilities of students of faculty of physical education for girls helwan-unv. To solve problems and take decision ?

Table (10)

Co-relation value between objective style and whole degree of solving problem and taking decision (N=127)

Ability Objectives		Perform- Enterprise objective		Perform – Withdrawal objective	
R	Significant	R	Significant	R	Significant
*0.258	0.003	*0.195	0.028	0.137	0.124

*Significant at > 0.05

Table (10) show that: there is direct correlation between (ability objective),(perform-Enterprise objectives) and solving problems taking decision for the research sample but no statistical significant correlation with,(perform-with drawl objectives) .

The researcher assume this result that the students care about mastering the educational subjects, deeper and extensive learning and understanding which help them in educational excellence, as the ability objectives let the students use positive thinking method, also the students are interesting in good performance and competing with others through perform-Enterprise objectives, which contribute in solving problems that they face and taking the appropriate decision.

So there is a direct correlation as long as the students adopt the two objective style (Ability

objective, Perform – Enterprise objective) the ability to solve problems and taking decision increase

This result agree with “Thar, Renda” (2013) (13) study that show positive significant correlation between solving problems strategy and two objective style,(Ability objective, perform –enterprise objective)”Gashan El Mmansour” (2012)(4) there is a positive correlation between reasonable conclusion and sovling problem,” Hagar Ahmed “(2012)(5) indicate that there is a statistical significant positive correlation between sentimental intelligence dimensions and the whole degree for solving problems “ Thar Mohamed” (2011) (14) identify that there is a statistical significant relation between ability level to take a decision and principle leading behavior , “Rami mahmoud “ (2011) (10) there is a statistical significant positive co -relation between emotional intelligence

and taking decision , “ Afzal ,
atta & Shujj “ (2013) (1) there
is a positive co-relation
between emotional intelligence
and taking a vocational
decision ,”Selcuk ,Caliskan &
Erol (2007) (11) shows that the
more increase in educational
level for students the more they
use solving problem strategy.

This concluded results from
table (10) answer the third
request that attribute :Is there a
statistical significant co –
relation between objective
style adopted by fourth grade
students in faculty of physical
education for girls – Helwan
unv and ability to solve
problem and take decision?

Results:

The researcher reach the
following results:

1-Identifying adopted objective
style by fourth grade students
in faculty of physical education
for girls –Helwan unv which
are :Ability objectives ,
Perform- Enterprise objectives,
Perform –Withdrawal
objectives.

2- Identifying the ability of
fourth grade students faculty of
physical education for girls –
Helwan unv on solving
problems and taking decision ,

the study shows that the
students have the ability to
solve problems and take
decision.

3-There is a statistical
significant direct co-relation
between two style of (Ability
objective – Perform –
Enterprise objective) and
solving problems and taking
decision .

Recommendations:

According to research
sample , procedure and results
the researcher recommended
the following :

1-The problems , resist it and
trying to solve it considered
from the basic skills that the
modern human must learn and
master to face the future
challenges and problems.

2-Helping students to identify
their objectives and to have
various objectives specially
ability objectives.

3-Directing the students to
proper ways of thinking ,
solving problems and taking
desicions.

4-Appling more studies on
objectives style and their
relation to other variables

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