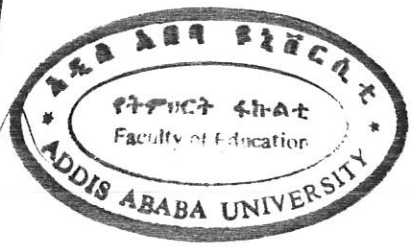
ADDIS ABABA UNIVERSITY
FACULTY OF EDUCATION
GRADUATE PROGRAM

JUNE 22, 1998

TO: Professor Theodros Solomon
Dean, SGC

FROM: Darge Wole
Chairman , FGC



SUBJECT: **Thesis**

Following is the list of candidates whose theses were forwarded to the FGC office by the departments of Curriculum & Instruction, Educational Administration and Educational Psychology. The departments have testified that the theses have been adjusted according to the recommendations of the examining boards.

Department of Curriculum & Instruction

1. Alemayehu Belachew Bekele
2. Dessalegn Fufa Benegde
3. Fetene Regassa Melka
4. Gebregziabher Debebe Berhe
5. Hussen Eshetu Yimer
6. Kahsay Gebre Hagos
7. Kindalem Kebede Molla
8. Lakew Alemayehu Desta
9. Mulualem Tesema Ergeta
10. Tilahun Fanta Negeri
11. Yeshimebrat Mersha Kassa
12. Zelalem Bekalu Tegegne

Department Educational Administration

1. Befakadu Zelcke Kidane
2. Degarge Minale Lakew
3. Girmay Berhe Tsadik
4. Gonie Tegbaru Erkyhun
5. Samuel Asnake Wolie
6. Temesgen Melaku Kassa

Department of Educational Psychology

1. Assefa Tafa Demie
2. Derbie Workineh Adamu
3. Eshetu Alemu Jilcha
4. Hagos Zeray Kebede
5. Mulugeta Tafesse Walessa
6. Zenebe Negawo Ayane

Thank you.

CAUSAL ATTRIBUTIONS OF PARENTS', PUPILS', AND TEACHERS' REGARDING PUPILS' ACADEMIC OUTCOMES

(THE CASE OF ARBAMINCH COMP. SEC. SCHOOL)

BY
DERBIE WORKINEH

A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS IN EDUCATIONAL PSYCHOLOGY

JUNE, 1998

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

CAUSAL ATTRIBUTIONS OF PARENTS', PUPILS', AND TEACHERS' REGARDING PUPILS' ACADEMIC OUTCOMES

(THE CASE OF ARBAMINCH COMP. SEC. SCHOOL)

BY
DERBIE WORKINEH

APPROVED BY EXAMINING BOARD

Habtegiorgis Berhane
Chairman, Department
of graduate Committee.

Makonnen Mimar
Advisor

Wubishet Shiferaw
Examiner - External

Habtegiorgis Berhane
Examiner - Internal

ACKNOWLEDGEMENT

My sincere appreciation goes to my advisor, Dr. Mekonnen Yimer for his continuous comments, suggestions, and detailed review of the study from its conception to its completion.

I would like to extend my gratitude to Ato Tamene Kitila (Lecturer in A.A.U.) who took the trouble in editing the whole manuscript.

I would also like to express my great indebtedness to my brother, Tibebu Debebe, who has ever been doing his best to complete my study.

I am also indebted to my friends Tamirat Girma, Damtew Darza and Dawit Betre who gave me material and moral support during the entire period of my stay in the university.

Last, but most important, I wish to express my gratitude to my wife Zebideru Nigussu and my children Hiwot, Amha, Bethelhem and Aden whose Patience and understanding have seen me through the entire period of my stay in the university.

ABSTRACT

The present study investigates the causal attributions of Arbaminch Comprehensive Secondary School pupils, parents and teachers regarding pupils success and failure, future academic outcome expectancy, and success and failure against pupils gender. Causal Attribution Scale and Future Academic Outcome Expectancy Scale were administered to: one , a random sample of 107 pupils from grade 10^{th} and 11^{th} (58 males and 49 females), two, 107 parents, and three, 12 teachers.

The result of t-tests and analysis of variance indicated that parents attributed pupils' success to themselves and to pupils. Pupils attributed their success to the teacher and themselves, and teachers attributed pupils' success to themselves and to pupils. In failure situation, parents tended to blame teachers and themselves, pupils tended to blame external causes, and teachers tended to blame pupils and parents. Statistically significant difference was not obtained between male and female pupils in their attribution of success and failure. The three groups of attributers significantly differ in their expectation of pupils' future performance. Hence, parents showed high future success expectancy than pupils and teachers. Furthermore, a significant difference was obtained among the three groups in their attribution of success and failure against pupils gender. However, gender by itself did not appear as a source of variation throughout the study.

It was concluded that there was attributional difference between the attributers in their causal explanation of pupils' success and failure, future academic outcome expectancy, and success and failure against pupils gender. However, the attributional difference was not due to the gender difference but due to other variables which influence their attribution.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

CHAPTER ONE

1. INTRODUCTION

1.1 Background

Evaluation is as much a part of education as is teaching. In most schools and universities pupils are regularly tested and evaluated by their teachers, who communicate their appraisals in the form of grade. When the papers are handed back, or report cards are sent home, students find out if they have succeeded or if they have failed (Frosyth, 1986). How do pupils react to these academic evaluations? Forth further revealed that the answer to this question depends upon their attribution, which emphasize on "what did I get on the test?'' and why did I get this particular grade?"

In addition to the attribution of pupils regarding their academic outcome, members of the school community (teachers, parents, administrators, etc.)have various assumptions about the causal explanations that produce the various effects observed in the school (Marsh, 1984). According to Christenson et al. (1983) instructional decisions are a function of complex interaction between student characteristics (traits), teacher characteristics and other factors (e.g., material resources, pressure from either the community or school administration). Therefore, Guttman (1982) reported that pupils, teachers and parents were studied for their causal attribution in order to learn the attributional pattern of these groups and to test the congruence among them. Guttman further stated that knowledge of the reason given by pupils, teachers and parents for academic behavior in school will help those concerned to understand and deal with such academic behavior.

Freize et al, & Weiner (cited in Marsh, 1984:1291) suggested that one's attributions or beliefs about the causes of success and failure are important mediators of performance in achievement settings and have strong effect on how one reacts to one's own and other's successes and failures. Supporting this idea, Abramson, Seligman and Teasdale (cited in

Davis & Stephan, 1980:237) argued that one reason for studying causal attributions in achievement settings is their potential for influencing subsequent behavior. Identifying the causal factors responsible for one's failure is the first step in understanding that outcome, and may influence reactions to similar subsequent situations.

It was suggested that people attempt to enhance or protect their self-esteem by taking credit for success and denying responsibility for failure. This notion of internal attribution for success and external attribution for failure was self-serving bias or ego-defence (Nicholls, 1975). Further, Luginbuhl et al. (1975), and Weiner & Kukla (1970) reported that individuals do not employ the same causal explanations to their success and failure. Hence, they tend to see themselves as being more "personally" responsible for their successes than they do for failures and view "external" factors as responsible for their failures.

Research findings elicited mixed results of sex related attributions that males and females make for their success and failure. Freize (1976) and Valle & Frieze (1976) have pointed out that since people appear to have lower expectations for females and to make determental causal attributions about success and failure, females internalize these beliefs and form maladaptive patterns. In other study, Bar-Tal (1978) further confirmed that there is a tendency for females to attribute to external factors and to employ more luck attributions than males mainly in situations involving success. Since expectancies are held to reflect causal attributions (Weiner, 1985) it was anticipated that sex difference in attribution might occur.

On the other hand, other investigators (O'Connell et al., 1982; Bar-Tal & Guttman, 1981; Darom & Bar-Tal, 1981) found that sex difference did not emerge in overall analysis of the data, nor did the presence of negative imagery significantly affect the attribution for success and failure.

In the Ethiopian context, the issue of causal attributions regarding academic outcomes has received little attention. Few studies have been carried out in relation to causal attributions. Darge (cited in Yalew, 1996:51) reported little sex difference in causal attributions whereas Tamire (1995), and Yalew (1996) identified that males more than females attributed their success to internal factors, and failure to external factors.

The above studies have mainly concentrated on sex differences in causal attributions for academic outcomes. Members of the community, mainly parents and teachers who play an important role for pupils' academic achievement were not considered.

Thus, above all, lack of relevant local study, and the existing incongruity among different views concerning gender differences in causal attributions, future expectancy of parents', pupils', and teachers' for pupils' academic outcomes have initiated the researcher to focus on an important and unexplored research question in the Ethiopian context which has an implication for academic achievement especially at the high school level.

1.2. Statement of the Problem

As mentioned above, although a lot has been said about causal attribution in terms of success and failure, it is not surprising if one says that much work still remains untouched in the Ethiopian context. Kelley's (cited in Weiner, 1985:548) states that, the attributer is not simply an attributer, a seeker after knowledge; his latent goal in attaining knowledge is that of effective management of himself and his environment. Further, Weiner (1985) argued that once a cause is, or causes are assigned, effective management may be possible and perception or guide for future action can be suggested.

Thus, the main purpose of this study was to investigate the causal perceptions of parents'; pupils' and teachers' regarding pupils' academic outcome as well as their causal perceptions in terms of sex and their expectation of pupils' future academic outcomes.

The study also aims at investigating the importance of causes not traditionally included in attribution studies. In view of the above purpose, the study was designed to answer the following questions.

1. What causal explanations do parents, pupils, and teachers give to explain pupils' success and failure?
2. Is there a gender difference in the causal attribution of pupils along the dimensions of causality and stability?
3. Do parents, pupils, and teachers significantly differ in their expectancy of pupils' future academic outcome?
4. Do parents, pupils and teachers significantly differ in their causal attribution of pupils academic outcome?
5. Do parents, pupils and teachers significantly differ in their attribution of success and failure along pupil's gender?

1.3 Objectives of the study

The objectives of this study are to:

1. Determine whether or not parents, pupils and teachers ascribe similar causes for success and failure.
2. Determine whether or not parents, pupils and teachers have similar expectancy of pupil's future performance.
3. Identify how much teachers known about parents and academic performances of pupils.
4. Adapt causal attribution instruments in the Ethiopian Secondary School context.

1.4. Significance of the study

Much is not known about what parents, pupils, and teachers attribute to pupils' academic outcomes in Ethiopia, specifically in Arbaminch Comprehensive Secondary School. This study is expected to have some theoretical and practical contributions that will shed some light on the questions mentioned earlier.

The findings of the study would also help members of the school community (e.g., guidance and counselling officers, school administrators, teachers, parents, etc.) to design appropriate measures for improving the teaching learning process.

Moreover, the findings of the study might also help interested individuals, mainly educators and psychologists to conduct further research in the area.

1.5. Delimitation of the study

This study is delimited to Arbaminch Comprehensive Secondary School. This is mainly because the researcher is familiar with the area, which facilitates the researcher's communication with teachers, parents, and pupils.

The study is also delimited to grade ten and eleven students. This is due to the fact that grade ten and eleven students have better knowledge and information to attribute to the subjects they learn, the teacher and the school since they have stayed in Arbaminch Comprehensive Secondary School for more than a year. Whereas grade nine students who have joined this school from different junior secondary schools immediately few months before this study was conducted were excluded from the study.

Grade twelve students were excluded from the study to make the expected responses consistent. That is, grade twelve students expect to pass the Ethiopian Secondary School

Leaving Certificate Examination (E.S.L.C.E.), whereas grade ten and grade eleven students expect to pass from grade to grade in classroom examinations.

1.6. Operational Definition of Terms

Academic Achievement - Score of the student obtained from the evaluation of the teacher.

Attribution - A cause one associates or relates to one's academic outcome. Also called causal perception, causal ascription.

Expectation - Future expected result in terms of success or failure.

External - The cause of academic outcome outside the subject, something that reflects an aspect of the situation or other person.

Failure - A grade which is considered as unsatisfactory by individual subjects.

Internal - The cause of academic outcome within the subject, something that reflects an aspect of dispositional causes of behavior.

Outcome - Result obtained by the student in terms of success or failure.

Sex - Being a male or a female, also used interchangeably with gender.

Stable - The cause of academic outcome is something permanent (does not change with time).

Success - A grade which is considered as satisfactory by individual subjects.

Unstable - The Cause of academic outcome is temporary and variable (change with time).

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1 An Overview of the Origin and Development of Attribution Theory

In recent years, one of the most active areas of social psychological research has been the investigation of how individuals in every day life "figure out" what causes behavior (Bar-Tal, 1978). Numerous studies have explained attribution theory as, a theory that seeks to explain what the specific causes of that behavior is (Weiner, 1985; Feldman, 1990),the manner in which individuals interpret the causes of behavior; either their own or that of another (Bar-Tal & Raviv, 1982),the reference that an observer makes about the causes of behavior (Griffin, Combs, et al., 1983), and to postulate an explanation or causes for a behavior (Storms, cited in Herzberger, 1979:2).

The first systematic analysis of causal structure was proposed by Hider (1958). Therefore, several attribution researchers have credited Hider as the originator of attributional approach in psychology (e.g., Frieze, 1976; Weiner, 1985; 1992). Hider's study (1958) originally proposed a one dimensional locus of control classification of causality which are situational causes of behavior (environmental factors) or dispositional causes of behavior (internal traits of personality factors).

In further assessment of achievement related behavior, Weiner and his associates (Weiner,1972b; 1974; Weiner et al., 1972; cited in Bar-Tal, 1978, :260) proposed an attributional model that was based on the assumption that beliefs about the causes of success and failure mediate between the perception of an achievement task and final performance. According to these attribution theorists, individuals have been shown to view the causes of their successes and failures as being due to four causal elements (ability, effort, task difficulty and luck). Hence, following Hider these causal elements

were classified into dimensions of locus of causality (internal versus external) and stability (stable versus unstable).

Further, Rosenbaum (cited in Weiner, 1985: 551; Weiner, 1979: 5) proposed adding controllability (controllable versus uncontrollable) as a third dimension.

2.2 Classification of Attribution Theory

Recent findings have led to shifts in focus both attribution theory and research, with a greater emphasis being placed on the dimensions of causal elements. The new emphasis is reflected in the following statements by Weiner (1979:5-6).

> In as much as the list of conceivable causes of success and failure is infinite, it is essential to create a classification scheme or taxonomy of causes. In so doing, similarities and differences are delineated and the underlying properties of the causes are identified. This is indispensable requirement for the construction of an attributional theory of motivation.

Consistent result was found in the study of Overwalle (1989).
Studies have identified three causal dimensions of success and failure (Weiner, 1979; 1985; 1990; 1992). Two of these dimensions are particularly important: locus of causality, this reflects whether the cause is something about the person who has succeeded or failed versus something external to the person; while stability, refers to whether the cause is under the control of the person or other people.

Attribution researchers further, Falbo, Frieze, Weiner et al, (quoted in Bar-Tal, 1978: 260) reveal that the four causal elements (ability, effort, task difficulty, and luck) can be classified into two dimensions: locus of causality and stability. Ability and effort are considered internal because they originate from within the person, whereas task

difficulty and luck originate from outside the person and are, therefore, considered external causes. In terms of stability, ability and task difficulty are considered as stable because they do not vary if the same task is reattempted, but effort and luck are considered highly unstable because they fluctuate over time.

Other investigations, however, disagree with the original assumption of Weiner, Freize, et al. (cited in Bar-Tal, 1978:260) that state individuals tend to use four causes for explaining their academic outcomes. For example, Bar-Tal and Darom (1979) has pointed out that the original causal elements of Weiner for explaining achievement successes and failures may be too limiting. Hence, in their study, Bar-Tal and Darom identified eight causal elements for pupils success and failure. Similarly, Bar-Tal and Guttman (1981) compared teachers', pupils' and parents' causal attributions of pupils' academic achievement and identified ten causal elements of success and failure.

Moreover, in his research work, Marsh (1984) argues that attributions cannot be adequately summarised by a single internal or external score. According to this researcher, factor analysis of self-attribution responses provide little or no support for the dimensions typically hypothesized in attribution research. Russell (1982) suggests that the placement of causal dimensions may vary greatly from person to person as well as from situation to situation depending on the context. Therefore, the meaning of common sense causal ascription cannot always be inferred from the original taxonomy. Effort, for example, can be perceived as stable or unstable (Elig and Frieze, 1979; Weiner, 1979). Depending on the context, luck can be either internal or external (Meyer, 1980; Weiner, Nierenberg, and Goldstein, 1976) and task difficulty can be either stable or unstable (Meyer, 1980; Valle and Freize, 1976).

According to Meyer's (1980) multivariate investigation of dimensionality formation and consequences in causal attributions of success and failure, there was no evidence to suggest that subjects distinguished between causes on the basis of stable versus unstable dimension. Meyer, further, reported that factor- analysis results showed that

difficulty of examination loaded into unstable rather than stable direction, the loading for luck, rather than being negative, external direction, was near zero, and mood loaded in the controllable direction rather than uncontrollable direction. These unexpected findings are consistent with suggestions of Weiner (1979); Weiner, Russell and Lerman (1979) which suggest that the nature of the individual causal element is open to subjective interpretation and may vary from person to person and situation.

2.3. Educational Implication of Attribution Theory

Application of attribution theory that has direct relevance to education was taken by Weiner and his associates (Weiner, Frieze, Kukla, Reed, Rest and Rosenbaum, 1971; cited in Bar-Tal, 1978: 259). Weiner et al., attempted to analyse individual's achievement-related behavior as determined by individuals' causal perception of successes and failures. Further, Weiner et al., suggested that individuals evaluate their achievements as success or failure and that causal ascription pertaining the perceived success or failure mediate between antecedents of attributions and achievement-related behavior.

According to Kelley's study (1982:13), attribution ideas have been used to solve a number of practical problems. Among these,

1. In education - the effect of attribution on self-esteem and persistence after failure.
2. In sport psychology - the explanations athletes give for winning or losing and the effects of these explanations on group motivation.
3. In clinical and counseling psychology - attributional interpretations have been made for the problems clients bring to the clinic and for the intervention procedures used in their treatment.

4. In interpersonal relations - the attributions made and communicated for important interpersonal events such as in marital conflict and separation.

Frosyth et al, (1981) reported that attributions about failure become important because they provide means through which students can insulate themselves from the negative implication of the performance or take full advantage of examination information that may have a positive impact. Further, Folkes, Wong and Weiner (cited in Graham, 1986:40) summarized that we are more likely to ask why following failure rather than success and response to unexpected as opposed to anticipated outcomes. Therefore, causal search is functional because it may impose order on a sometimes uncertain environment.

Weiner's achievement motivation theory (1979) found that the causal attribution and the ensuing failure feedback on a test were expected to influence perceived control and achievement in a subsequent performance. Supporting this idea Perry and Magnusson (1989), in their investigation of causal attributions and perceived performance in different instructional conditions, confirmed that students who accurately perceived their performance as failure, a lack of effort (internal, unstable) attribution should enhance personal responsibility for their failure and increase striving for success. A test difficulty (external, stable) attribution should reduce personal responsibility and offer less possibility of changing failure to success.

Moreover, emphasizing the importance and implication of attribution theory in educational settings, researchers have argued that students' attribution for their academic outcomes influences their self-concept, well-being, and social-adjustment (Ames, 1978; Weiner, 1990). Further, attributional explanations indicate students

difference in their belief about the causes of their success or failure which have implication in achievement behavior (Bar-Tal, 1978).

Weiner's approach to classroom motivation and experience (Weiner, 1979; 1990) reports the importance of causal attribution in explaining the consequence of academic failure and success. According to this perspective, achievement striving, affective reaction, and expectations concerning future outcomes are determined, in part, by students attributional conclusion. Similarly, MaCmahan's study (cited in Davis and Stephan, 1980:237) suggests that people utilize knowledge of their outcomes to make causal attribution into subsequent expectations and decision making.

2.4. Individuals Causal Attributions and Academic Outcomes

People characteristically tend to attribute an outcome to their own behavior (internal orientation), or to the behavior of others, to chance, or to fate (external orientation) (Hider, 1958). Based on this notion, a substantial body of literature has demonstrated that subjects are more likely to attribute their own success to internal causes and attribute their failure to external causes. For instance, Frieze and Weiner (1971) state that people tend to attribute success more to internal factors and failure more to external factors. In addition, the empirical investigation of Zuckerman (1979) confirms that out of 38 studies, 27 (71%) found subjects taking more responsibility for success than failure, while 2 (3.3%) found subjects accepting more responsibility for failure than success.

The effect of attributing internal factors for success and external factors for failure further discussed in the study of Feldman, Saletsky, et al. (1983) stating that internally oriented persons would be more affected by, and more responsive to, expectations that they think are based on their own competence than externally oriented individuals. Conversely, expectations regarding their partner's competence would be accepted and acted on more readily by externally oriented individuals.

Miller (1976:901) quoting Miller and Ross suggests three reasons for individuals to take responsibility for success than failure. These are when,

1. Individuals are more likely to accept responsibility for expected outcomes than unexpected outcomes, and in general people expect success than failure.
2. Individuals discern a closer covariation between behavior and outcomes in the case of increasing success than in the case of constant failure, where changes in behavior are not perceived to be associated with changes in outcomes.
3. Individuals tend to hold an erroneous conception of contingency, which leads them to associate control primarily with the occurrence of desired outcomes.

Many authors have argued the divergent attribution for success and failure result from the individuals motivation to maintain his or her self-esteem (e.g. Weiner, Freize, Kukla, Reed, Rest and Rosenbaum, 1971; cited in Larson, 1977:430). Although individual's motivation contributed for attribution of success and failure, other investigators, for example, Feather and Simon (cited in Larson, 1977:431) have shown that attribution may also result from non-motivational process as prior expectations for success.

Moreover, studies examining causal attributions have also disclosed that individual differences in making attributions are those associated with achievement needs. Hence, according to Bar-Tal and Freize (1976), Kukla (1972) individuals high in achievement needs differ in their attribution from individuals low in achievement needs. In addition, Bernstein et al., (1979:1810) quoting Miller and Ross suggest that in achievement situation, if high expectations are based on individual's belief that they possess the appropriate skills and will exert sufficient effort, then success will be

attributed to the internal factors of ability and effort. Failure, on the other hand, disagrees with high expectations, and leads to external attributions such as luck and task difficulty.

2.4.1. Parents' Causal Attributions to Pupils' Academic Outcomes

Parental involvement in students academic and social lives is one variable that would seem-likely to have important potential for promoting students' academic achievement (Bloom, 1984). In the educational domain, Parent involvement has typically focused on specific activity, such as going to school activities and events (Epstein & Becker 1982), helping with homework, or number of contacts between families and schools (Iverson, Brownlee, and Walberg, 1981; cited in Grolinick, et al., 1994:238).

Other investigators define parental involvement as, parents' expectations of school performance (Parson, et al. 1982), verbal encouragement or interactions regarding school work (Epistien cited in Keith, et al. 1986:374), general academic guidance and support (Bloom, 1984), and students' perception of the degree to which their parents influenced their plans for after high school and monitored their daily activities and school progress (Keith, Reimers, 1986).

According to Ginsburg et al., (1993) parental involvement has beneficial implication for children's cognitive, behavioral and psychological development. Further, several studies cited in Ginsburg et al., 1993:1462 report that parental involvement has been positively related to children's self-esteem (Loab, Horst, and Harton, 1980), internal locus of control (Gurdon, Nowicki, and Wicheern, 1981), peer popularity and effective classroom functioning (Bronstein et al., 1992), school performance, teacher ratings of competence behavior (Grolinick and Ryan, 1989). Bloom's study (1984) suggests that parental encouragement and support through the elementary years has a very great consequence for children over the many years they attend schools and colleges. Similarly, Epstein (cited in Grolinick, 1993:239) argued parent's involvement may

convey to the child the importance of education. This might lead to more responsible and independent behavior in school.

Feherman et al., (1987) confirm that parents might help their high school children to achieve higher grades through monitoring their children's daily activities, by keeping close track of how they are doing in school, and by working closely with students concerning planning for post-high school pursuits. On the other hand, the study on the potential importance of parents as socialisation agents with regard to children's perceived academic competence suggests that children's perception of their academic abilities are related to parental perception of, expectation for, and standards to the child academic abilities and performance (Parsons, Adler, and Ckaczala, 1982; Phillips, 1987).

Some studies disclosed positive relationship between parents accuracy of judgment and children's cognitive development. Therefore, more accurate parents tend to have competent children and are fairly good at judging their children's overall academic achievement (Miller, 1988). However, even though parents are good at judging children's academic performance, there are certain exceptions. For example, Cotter Shoemaker's study (cited in Miller, 1988:270) reports that parents do err, the dominant error that parents do is over estimation of the child's ability. Further, Miller (1988:270) quoting Entwisele and Haibuck, suggests that over estimation is also common (although not inevitable) in parents prediction of their child's academic performance.

Lobel and Bampchat (1992) reveal that among a group of uniformly high achieving children, perceptions of academic competence were influenced more by parent's perceptions than the children's record achievement. In consequence, Miller (1988) reports that parents of high-ability children appear to be more accurate simply because their child's performance happens to fit the generally optimistic expectations that parents hold. On the contrary, Phillips (1987) suggested that parents of children with

lower perceived academic competence are relative to other parents held lower expectations, yet set higher standards for their children.

Some investigators suggest that there is mother-father difference in the accuracy of judging children's ability. Knight (cited in Miller, 1988:271) argued that possible mother-father difference reported in terms of heredity versus environmental contributions to ability, perceived influence of parent with regard to different aspects of ability, and probable stability of a child's behavior and attributers. Further, Miller (1988) found that mothers generally have more experience with children, both their own and others, than do fathers. Mothers should therefore be more accurate at judging children's ability.

All the aforementioned findings are according to the writer bear evidence for the significance of assessing parents' causal attributions regarding pupils academic outcomes. Predictions on parental attributions (Bar-Tal and Guttman, 1981) assumes that parents tend to believe that they exert a great influence on their children's achievements through genetic transmission and through socialisation processes. Thus, the attributions of academic achievements to pupils' internal causes are believed to reflect parents' own internal characteristics. Parents can, therefore, give credit to their children for their achievements and experience ego-enhancement.

Bar-Tal and Guttman's study (1981) compared parents', pupils' and teachers' attributions and confirmed that parents tended to attribute their children's success mainly to home conditions and teacher's explanations, while they attributed failure mainly to home conditions, and child's lack of interest and ability.

2.4.2. Pupils' Causal Attributions and Academic Outcomes

Children's feelings about themselves and beliefs about their abilities may be expected to influence both their behavior and interpretations of achievement-related experiences

(Feather & Simon, 1971; Weiner, 1985). In a school setting, Weiner (1979) stated that the search for understanding often leads to the attributional questions of "Why did I succeed or fail?" or more specifically, "Why did some body gets a better mark on this examination than me?" Further more, Weiner reported that within attribution context, student's beliefs about the causes of success and failure have a major importance in understanding achievement related behavior.

Studies suggest three perspectives which can account for the impact of pupils' academic outcomes on attributions (Frosyth, 1980; cited in Frosyth, 1986:20)

1. Attributional asymmetries are self-serving(e.g., Covington and Omelch, 1979; Miller, 1976). According to this view, success increases students' confidence by attributing their performance to internal factors. In contrast, failure can avoid students self-esteem, deny responsibility for their performance blaming their grades on external factors.
2. A logical, information processing explanation (e.g. Feather, 1969; Feather and Simon, 1971, cited in Frosyth, 1986:20). According to this approach, if students' outcome match their expectations they expect to succeed and pass or expect to fail, they tend to attribute their outcomes to stable internal factors. However, if their outcomes violate their expectations, then they attribute to unstable factors.

3. Interpersonal implications of attributions. Bardley (1978) argued that because students performances are often public and the subject of considerable discussion, students attribute poor grades to external factors to avoid the embarrassment of academic failure and attribute good grades to internal factors to create the impression of competence.

According to Glaser (cited in Freize and Snyder, 1980:193) children come to the classroom with wide individual differences. One important individual difference for school performance may be the child's beliefs about the causes of success and failure. Therefore, students attribute their success and failure in ways to maintain positive self-concept ability (Covington and Omelich, 1979).

Numerous studies have established a clear relationship between children's achievement and causal attributions for success and failure. For example, Bar-Tal (1978); Glimore and Reid (1979); Griffin et al., (1983); Arkin and Marayama (1979); and Marsh (1984) state that in situations with a successful outcome, high achieving children attribute success to internal factors (e.g. ability and effort), whereas they attribute failure to a luck or effort or external factors. On the other hand, low achievers, attribute their success to factors beyond their control such as luck or task difficulty while attributing their failure to lack of ability. However, Bar-Tal and Darom's finding (1979), disagreed with the finding that states, success would be attributed more to internal factors than to external factors and failure would be attributed more to external factors than internal factors. Hence, Bar-Tal and Darom found that pupils tended to attribute success mainly to external factors, and failure mainly to internal factors.

Studies have documented the effect of internal and external causal attributions on academic achievement. Zuckerman (1979) revealed that the tendency to make more internal attributions following success and more external ones following failure has been interpreted in terms of self-serving bias providing enhancement and protection of self-esteem. In another study, Freize and Snyder (1980) report that the major causes used by most children to explain testing outcomes have an internal locus of control, and that internal locus of causes produce strong affective reaction of pride and shame. The implication is that the testing situation has a powerful impact on student's self-esteem. Similarly, Curren and Harich (1993) found that students who attribute failure to stable lack of ability entertain a more bleak view of their academic carrier than the

one who attributes failure to unstable lack of effort. Curren and Harich, further confirm that attributions for success to stable causes should have a positive impact on one's self image, whereas attributions for failure to stable causes should have negative impact.

Feather and Simon (1971) argue that subjects who passed the examination saw ability as a more important cause of their outcome than did subjects who failed the examination (ego-enhansive), but, luck and task difficulty attribution were greater following failure than following success (ego-defensive). Supporting this idea, Davis and Stephan (1980) identified that high outcomes were associated with internal attributions and low outcomes were associated with external attributions. Therefore, it appears that students who perform poorly avoid the blame for failure by making ego-defensive external attributions. These attributions enable them to make unreasonably high predictions for future performance. Further, Kovenklioglu and Greenhaus (1978) found that for successful students expected and actual future performances were positively related to attributions to high ability and negatively related to attributions to good luck . For failures, expected performances were positively related to attributions to low effort and negatively related to attributions for low ability.

Assessment of causal perceptions for success and failure regarding advantaged, integrated and disadvantaged pupils, Raviv, Bar-Tal, et al. (1980) reveal that advantaged pupils tended to make higher attributions to internal rather than external causes and to stable rather than unstable causes in the case of success. In the case of failure, they tend to make higher attributions to internal rather than external causes. Integrated and disadvantaged pupils tended to make higher attributions to internal rather than external causes in the case of success. For failure, higher attributions were made to stable causes as opposed to unstable causes.

Griffin et al., (1983) assessed the success and failure of college students' performance. The result confirmed that in addition to the four traditional causes of achievement,

attributions were made to teachers' performance, interest in the course, and past training. Further, the findings confirmed that successful students made higher attributions than unsuccessful students to teacher's performance, effort, ability and interest.

Studies examining the causal perceptions of teachers' and pupils' success or failure on a test (Darom and Bar-Tal, 1981) disclosed that teachers attributed success to themselves, to home conditions, and to effort and interest on the part of the pupil. Teachers attributed failure to the pupils' lack of preparation, to pupils' low ability, and to test difficulty. Further, Darom and Bar-Tal found that causal perception of pupils was similar to that of teachers.

In a similar study, Bar-Tal and Guttman (1981) compared teachers' pupils' and parents'' causal attributions regarding pupils' academic outcomes. The result suggests that pupils tend to attribute their success mainly to their own efforts, teacher's explanations, and their own diligence and ability, while they attribute failure mainly to a lack of parents help and difficulty of tests.

2.4.3. Teachers' Causal Attributions for Pupils' Academic Outcomes

Research supports the value of teacher judgments as indicators of school environment. Barko and Cadwell (1982) reported that teacher judgments of pupil attributes are particularly important issues because so many decisions about pupils are based on teachers' perceptions of the pupils' performance. Similarly, Dusek and O'Conell (1973) argue that teachers' own judgments were very good predictors of students' performance. William's (cited in Bennett, et al., 1993:347) further confirmed that high school teachers' perceptions of students conformity to the classroom behavior norms added considerably to the prediction of academic grade over and above prior achievement and background.

Pupil may fail or succeed on tests given by the teacher. The causes that explained by the teacher for the outcomes achieved by the student may have an effect on teachers expectations concerning pupil's future achievement (Bar-Tal, 1978). In turn, teacher's expectations may influence pupils achievement behavior (Rosental and Jacobson, 1968; cited in Bar-Tal and Darom, 1981:233).

Different authors quoted in Bar-Tal and Darom (1981:233) found conflicting results regarding teachers' perception of pupils' performances. For example, Johnson, Feigenbaum, Weiby (1964), Beckman (1970), and Brandt, Haiden, and Brophy (1975) reported that pupils' performances may lead teachers to some what biased causal perceptions of the pupils' success and failure. On the other hand, Beckman (1973), Ross, Bierbrauer and Polly (1974), and Ames (1978) did not find any biases in teacher's causal perceptions.

Moreover, other studies have considered teachers' attributions regarding pupil's academic outcomes and reported interrelated results. For example, according to Marson (cited in Cooper and Lowe, 1977: 1488), teachers are more influenced by negative information about students than they are by positive or neutral information. Cooper and Lowe (1977) state that teachers perceive smart students as more personally responsible than average students for success and dull students as a more personally responsible for failure.

Another study (Bennett et al., 1993) identified that teachers' perceptions of boys' academic skills were more negative than the perceptions of the girls' capabilities. Furthermore, Bennett et al., revealed that students who were perceived as exhibiting bad behavior were judged to be in academically poorer category than those who behaved satisfactorily regardless of their scholastic skill and gender. However, teachers' gender biased outlook was not supported in the study of Hoge and Butcher (1984). The study suggests that there was no evidence to show that the pupil's gender as a biasing variable in the judgments. However, there were indications that the pupil

ability variable was a source of bias for some teachers. Similarly, Shaywitz, Shaywitz, Fletcher, and Escobar (cited in Bennett et al., 1993:348) found that teachers rated boys lower than girls on ability and achievement, although standardized tests indicated no such disparities.

2.5 Gender - Role Effects on Achievement Attributions

A number of studies came with inconsistent findings regarding sex differences in causal attributions. Some researchers argued that there was a significant sex difference between male and female pupils regarding their attributions of academic success and failure (e.g., Simon & Feather, 1973; Nicholls, 1975; Bar-Tal and Frieze, 1976) while others reveal that there was no significant relationship between sex difference and academic outcomes (Marsh, 1986; Gaeddert, 1987, Bar-Tal & Guttman, 1981).

Studies examining sex differences and causal attributions of success and failure posited that females use unstable and external attributions for success more than males (Deaux, cited in Bierhoff and Bierhoff, 1982:25). In a similar study, Deaux & Emswiller (cited in Goeddert, 1987, 688) noted that females attribute failure to stable factors, such as lack of ability, more than males. Further, there is a tendency for females to be more external and to employ more luck attributions than males, and females rate their ability less highly than males in situations involving success (Bar-Tal & Frieze, 1976; Simon & Feather, 1973; Bar-Tal, 1978).

Griffin, et al., (1983) established a significant relationship between male students' perceptions of their success and their attributions to stable factor (e.g., ability). For females, success was correlated with attributions to more unstable factors (effort, interest). These correlation are constant with experimental studies which have shown a strong tendency for males to make ability attributions (stable) and for females to make attributions to unstable causes (Bar-Tal & Freize, 1976; Deaux & Farris, 1977).

Several studies disclosed sex differences regarding success and failure among students. Thus, boys have higher expectancies for success than girls (Crandall, Feather, cited in Nicholls, 1975: 675), females feel and function relatively poor when the task is presented as important ability measure (Nicholls, 1975), girls react less positively than boys to intellectual challenge (Hoffman, Maccoby, cited in Nicholls, 1975:380), males expect higher performance than females in masculine task (Rosenfield & Stephan, 1987), and expectations are always higher for males than for females at least in task oriented situations (Deaux, 1976; cited in Bierhoff and Bierhoff, 1982:27). Further, researchers reported that boys see high ability and the demonstration of high ability as more important than do girls (Miller, 1986), girls display greater willingness to attribute poor performance to low ability (Dweck & Reppucci, 1973; Nicholls, 1975), girls may see intellectual competence as less appropriate, boys are more likely to engage in ego-defensive attributions (Zuckerman, 1979), and to attribute failure to luck and success to ability (Nicholls, 1975).

According to Dweck, Goetz, & Strauss (1980), attributions may be partly responsible for certain sex differences in academic achievement. Hence, Dweck et al., confirm that males tend to be exposed to more negative feedback than females. However, they tend to attribute this feedback to non ability factors (e.g., teachers explanation, lack of effort). In contrast, failure feedback for females focuses on ability. In consequence, girls tend to attribute their success to external factors, while blaming themselves for their failures (Deaux, cited in Frosyth, 1986:31).

Studies demonstrate that females would be expected to do less well than males. Hence, observers would be less likely to attribute females success to their ability (Frieze, 1976). Supporting this idea, Bierhoff and Bierhoff (1982:27) quoting Kiesler report that sex stereotypes contain different traits for males and females in which males are described as intelligent, competent, and active. While females are seen as warm, emotionally expressive, and tender. Similarly, Feldman-Summers et al. (1974), suggest that if

females are believed to have lower abilities then when they do succeed, their successes should be attributed to other causal factors and less to ability.

On the other hand, a substantial body of literature disagree the sex-role effects on academic outcomes. For example, Marsh (1986) investigating self-serving effect, pointed out that sex was not correlated with the self serving effect. Thus, the size of the self-serving effect appeared to be similar for boys and girls. Consistent results were found in the study of Simon and Feather (1973); Smead & Chase (1981); O'Conell and Susan (1982), and Gaeddert (1987).

Moreover, the study of Bar-Tal and Guttman (1981) compared teachers'; pupils' and parents' causal attributions of pupils' achievement. The result revealed that there was no difference in answers between male pupils and female pupils nor between mothers and fathers in the causal attributions of academic performance and expectation for future performance.

2.6 Causal Attributions and Future Academic Achievement Expectations

Several researchers have pointed out the role of expectancies on academic achievement. For example, Valle & Frieze (1976) suggested that future expectations have important implications for decisions about hiring, promoting, admission etc. Similarly, Mayer (1987) stated that person's expectations concerning task influence the person's academic behavior such as choice of tasks, persistence, and intensity of effort. Furthermore, expectations that students hold about their own performance affects their behavior (Rapport & Rapport, 1975; Zenna, Sheras, Cooper, 1975).

Weiner (1992) posited the expectancy principle which states: changes in expectancy of success following an outcome are influenced by the perceived stability of the cause of the event. According to Weiner (1992:285) this principle has three corollaries.

Corollary 1: If the outcome of an event is ascribed to stable cause, then that outcome will be anticipated with increased certainty, or with an increased expectancy, in the future.

Corollary 2: If the outcome of an event is ascribed to an unstable cause, then the certainty or expectancy of that outcome may be unchanged or the future may be anticipated to be different from the past.

Corollary 3: Outcomes ascribed to stable cause will be anticipated to be repeated in the future with a greater degree of certainty than are outcomes ascribed to unstable causes.

In his investigation, Weiner (1992) identified that expectancies are recorded after failure due to four causes; ability, effort, task difficulty and luck. Furthermore, Weiner (1992: 28) reported.

> If locus of causality determines expectancies, then the value following ability and effort should differ from those following task difficulty and luck as the causes, for these pairs are internal and external in locus of causality, respectively. On the other hand, if causal stability influences expectancy of success, then expectancies after the unstable causes of effort and luck should differ from (be greater than) the expectancies given the ability and task stable attributions.

According to Convington and Omelich (1979), expectancy is predicted to vary directly along the stable/unstable attributional axis. Specifically, expectancy is said to be higher

when failure is attributed to unstable elements (effort, luck) and lower when ascribed to stable elements (ability, task difficulty).

In subsequent research, Bar-Tal (1978) reported that the stability dimension affects cognitive changes in expectancy following success or failure. Thus, according to Bar-Tal, when one perceives one's successes as caused by good luck (unstable external factor), the resulting expectancy is that failures might occur in the future. Attribution to lack of effort (an internal unstable cause) in failure situations results in a higher expectancy for future success than attributions to stable causes. Failure attributed to lack of ability results in low-expectancy for future success. Ability is stable and success attributed to ability results in high expectancy for future success. Attribution of success to ease of task, a stable cause result in high expectancy for success, and attribution of failure to difficulty of task result in low expectancy for success.

Feather, Feather and Simon (cited in Simon and Feather, 1973:46) confirmed that unexpected outcomes, whether success or failure, would be attributed to good or bad luck and expected outcomes to internal stable factors (ability or lack of ability).

In another research, Frosyth et al. (1981) pointed out that individuals who failed expressed the most negative expectations when they felt their performance was caused by external, uncontrollable factor. Conversely, individuals who succeeded expressed some what more positive expectations when they felt that their score was the product of internal controllable factors.

Using a paired analysis technique, Kovenklioglu (1978) found that for students who succeeded on the tests, expected and actual future performance were positively related to attributions to good luck. Whereas for failures, expected performance was positively related to attribution to low effort and negatively related to attributions to low ability.
Study on pre-and post- performance assessment of university students attributions on examination performance (Davis & Stephan, 1980) suggested that when students' actual

performances are consistent with high expectancies, the students emphsize ability and effort in explaining the success. However, when actual performance is low, ability and effort are de-emphasized as causes and the low outcomes tend to be attributed to the difficulty of the test. Simon & Feather's study (1973) argue that when peoples outcomes confirm expectancies, they are attributed to the factors which constituted the basis of the expectancies. When expectancies are not consistent, however, the belief on which they were based become subject to change and these factors will tend to be de-emphasized in the attribution process. Thus according to the above authors (Simon & Feather, 1973; Davis & Stephan, 1980) if people base their expectations on internal factors, and if they expect to do well, then they will attribute success to internal factors, while failure is attributed more to external factors.

Feldman & Theseiss (1982) studied the joint effects of teacher and students expectations, and the result confirmed that students performance was a function of teacher's expectation in which teacher's attitudes and rated competence were affected by their expectations regarding the student, and the students' attitudes were affected by their expectations about the teacher. Further, Feldman & Theseiss argued that students were affected by their own expectations about the teacher when they expected that the teacher was very competent, and the students viewed the teacher and the lesson very positively.

Jones & Goethals (cited in Feldman & Bernisten, 1978: 732) suggest that early performance determines an anchor or expectation to which later success or failure is assimilated. Supporting idea was found in the study of Feldman & Bernisten (1978) and argued that there is a primacy effect in self- attribution of ability. Hence, early performance tended to be the major determinant of both prediction of future success and recall a prior performance. Further, Valle & Frieze (1976) demonstrated that predictions for the future are determined by both the initial expectation and the actual performance.

CHAPTER THREE

3. DESIGN OF THE STUDY

3.1 Subjects

Three groups of subjects took part in the present study: parents, pupils and teachers in Arbaminch Comprehensive Secondary School.

A pilot study, the objectives of which were to test and improve instruments, was carried out on pupils of two grade levels. Altogether, there were 60 subjects who participated in the pilot study. That is, 30 students from grade ten (19 male and 11 female), and 30 students from grade eleven (20 male and 10 female) were selected and used as a pilot group. They were randomly selected using the list of grade ten and eleven students obtained from Arbaminch Comprehensive Secondary School.

The main study was designed to be conducted on: one, a random sample of 120 pupils (67 males and 53 females) selected from 16 sections, (i, e. from grade ten, 43 (22 males and 21 females) and from grade eleven,77 (45 males and 32 females)); two, 12 teachers teaching in one of those grades and sections; and three, 120 parents (one parent from each pupil). Pupils were selected using a random number table after listing males and females separately and a random selection was made on the basis of the proportion of males and females in each section.

However, due to unavailability of 13 parents (due to unwillingness, repeatedly being outside home, work schedule or being away from the locality), pupils with missing data of parents were excluded from the final analysis . This reduced the number of pupils to 107 (58 males and 49 females) from grade ten, 41 (21 males and 20 females) from grade eleven,66 (37 males and 29 females) and the number of parents to 107 (56 fathers and 51

mothers). The 107 pupils were divided for 12 teachers and each teacher filled a questionnaire for an average of 9 pupils that are thought by him.

3.2 Procedure

The study employed two measures: one, "The Causal Attribution Scale for Academic Successes and Failures" developed by Tamire (1995) and two, "Future Academic Performance Expectation Scale" developed by Frosyth and McMillan (1981). In addition to the structured causal attribution scale, open-ended items were employed to identify other perceived causes of success and failure.

Before conducting the pilot study, the items and the directions were translated to the Amharic language by experts (two English and two Amharic language teachers of Addis Ababa University). This was made to overcome any language problem of the subjects in understanding the items and the directions.

Furthermore, out of the 20 items developed by Tamire (1995), four of them were found consisting of two ideas which made the items confusing. Therefore, to make these items clear, the ideas were expressed separately which raised the original 20 items to 24. The instrument was used by modifying the direction and restricting the scale to 4 than 5. This was made to make the instrument appropriate and clear for the subject.

Finally, the 24 structured items together with the open - ended items were then tested on a pilot study on a randomly selected sections on pupils who were not part of the main study. The pilot study was carried out after pupils received their English and Mathematics grades of the mid-semester examination of the first semester. Based on the scores of the pilot group, the reliability of the scale was computed. The scale was found to be sufficiently reliable (Cronbach alpha =0.78).

According to the results of the pilot study, one item deviated from the cut-off point of the scale and was discarded from the final instrument. At the same time, the open-ended item yielded two other perceived causes of success and failure (suggested by 25% of the respondents). This raised the final instrument to 25 items.

In order to administer the final instrument, 6 assistants (teacher candidates from Arbaminch Teachers' Training Institute) were selected and oriented on how to administer the instrument. The instrument was administered after pupils received their first semester English or Mathematics grades. Teachers and parents were contacted separately to fill the questionnaire. For those parents who were illiterate, the questionnaire was filled by either the researcher or his assistants. The questionnaire that was given to parents, pupils and teachers contain the same items and instructions (except for the instructions given to parents and teachers for the purpose of respect).

3.3 Instrument

3.3.1 Questionnaire

Causal Attribution Scale

The instrument consisted of 25 items which are perceived causes of success and failure. Pupils evaluated their academic performance of the first semester as success or failure. In addition, teachers and parents evaluated pupils performance in the same way. Based on what they evaluated, they rated the importance of each perceived cause on a four point-scale (4= Highly Important, 3 = Important, 2= Less Important, and 1 = Unimportant).

Future Academic Outcome Expectancy Scale

The instrument consisted of an item in which parents, pupils and teachers rated their expectations of pupils future academic performance on a five point scale (5= Very High, 4 = High, 3 = Medium, 2 = Low and 1 = Very low).

3.4 Data Analysis

After the data was tabulated and organized, the analysis was carried out using appropriate statistical procedures.

First, to investigate whether there was attributional bias among the three groups, the 25 causal attribution items were combined into four groups: Parent-related causes, pupil-related causes, teacher-related causes, and external causes by three judges (graduate students of psychology). Then multiple t-test was computed to see the statistical difference of the four groupings. In addition, one-way analysis of variance with repeated measures was computed to test for a significance difference between each group of attributers and the four groupings.

Second, analysis of variance with factorial design (2 x 2) was performed to test significant difference between pupils' sex and their academic outcome (success and failure). Furthermore, a t-test was computed to find out whether or not there was a difference of causal perception of academic outcome between male and female pupils along the dimensions of causality and stability. Here, the 25 causal attribution items were classified into internal-external and stable-unstable dimensions by three judges (graduate students of psychology) based on Elig & Friez's classification (cited in Darom and Bar-Tal, 1981: 285) and Tamire's (1995) classification.

Third, one-way analysis of variance was carried out to see the statistical difference among parents, pupils and teachers in their expectation of pupils future academic outcome.

Fourth, analysis of variance with factorial design (3 x 2) was performed to find out statistically significant difference for success and failure among the three groups. The statistical analysis comparing the causal perceptions of parents', pupils' and teacher's' was performed only with those cases in which there was agreement between parents, pupils, and teachers with regard to the evaluation of the grade as success or failure. This

restriction was used because of the correlated nature of the data (i.e., a parent, a pupil and a teacher evaluated the same grade). Thus, the analysis was carried out in 63 cases. In 47 of the cases there was agreement between parents, pupils and teachers regarding the evaluation of grades as failure, and in 16 of the cases there was an agreement regarding the evaluation of grades as success.

Finally, analysis of variance with factorial design (3 x 2 x 2) was performed to find out whether there was statistically significant difference among the three groups in classifying pupils academic outcome (success and failure) along pupils gender.

It should also be noted that Newman-Keul's test (Broota, 1989) was computed to identify the group(s) contributed for the total variation. Further, Duncan's post-hoc comparison (Broota, 1989) was employed to test the difference between the three groups in estimating pupil's future success. All significant tests were done at $\alpha = .05$ level.

CHAPTER FOUR

4. RESULTS

The results of the main study are presented in the following sequence: causal explanations of parents', pupils', and teachers' for pupils success and failure, effect of pupils gender on their academic outcome, future academic outcome expectancy as perceived by parents', pupils'; and teachers', attribution of parents', pupils' and teachers for pupils academic outcome, and attribution of parents', pupils' and teachers' for the academic outcome of male and female pupils.

4.1 Causal Explanations of Parents', Pupils' and Teachers'.

Parents', pupils', and teachers' causal ascription of pupils' academic outcome were assessed by combining the 25 perceived causes into four groupings: Parent-related causes, pupil-related causes, teacher-related causes and external causes. The results are given in Table 1.

Table - 1

Number of Observation, Means and Standard Deviations of the Four Groupings of Attributions by Parents, Pupils and Teachers.

Group of Attributers	Outcomes	Causes			
		Pupil-related causes	**External Causes**	**Teacher-related Causes**	**Parent-related Causes**
Parents	Success (n=32)	M 3.15 SD 0.5230	2.62 0.4580	3.05 0.8407	3.15 0.6502
	Failure (n=75)	M 1.89 SD 0.7197	1.85 0.5415	2.08 0.9158	2.07 0.9905
Pupils	Success (n=29)	M 3.10 SD 0.7428	2.58 0.5124	3.23 0.8075	2.94 1.045
	Failure (n=78)	M 1.84 SD 0.637	3.16 0.5460	2.16 0.9337	2.14 1.08
Teachers	Success (n=44)	M 2.94 SD 0.5257	2.41 0.4989	3.35 0.5932	2.61 0.7420
	Failure (n=63)	M 3.35 SD 0.3889	1.94 0.4274	1.89 0.9083	3.08 0.6730

Note: - Attributions are expressed as means on a 1-4 scale with higher means indicating greater attributions.

- The means were compared only with in rows.

As depicted in table 1, parents attributed pupils success to pupil-related causes (M=3.15), to parent-related causes (M=3.15), to teacher related causes (M=3.05), and to external causes (M=2.62). Whereas failure was attributed to teacher-related causes (M=2.08), to parent-related causes (M=2.07), to pupil-related causes (M=1.89), and to external causes(M=1.85). For success, statistically significant difference among the four groupings was obtained between pupil-related causes and external causes (t=4.3124, $P<0.05$) between external causes and teacher related causes (t = -2.5398), and between

external causes and parent related causes ($t = -3.7696$, $p < 0.05$). Statistically significant difference was not obtained in failure situation. High attributional variability of parents was obtained in failure situation. That was, parent-related causes (SD = 0.9905), and teacher-related causes (SD = 0.9158). (See App. E)

Pupils attributed their success to teacher-related causes (M = 3.23), to pupil-related causes (M = 3.10), to parent-related causes (M = 2.94), and to external causes (M=2.58), whereas pupils attributed their failure to external causes (M= 3.16), to teacher-related causes (M= 2.16), to parent-related causes (M = 2.14), and to themselves (M = 1.84). Pupils' attribution of success showed statistically significant difference between pupil-related causes and external causes ($t = 3.1085$, < 0.05) and between external causes and teacher-related causes ($t = -3.664$, $p < 0.05$). For failure situation, except the comparison between teacher-related causes and parent-related causes, ($t = 0.1238$, $p > 0.05$), all the other groupings yielded statistically significant difference by a multiple t-test. Furthermore, pupils attribution showed high attributional variability for teacher-related causes (SD = 0.8075 and SD = 0.9337), and for parent-related causes (SD = 1.045, and SD = 1.08) in success and failure situations respectively (See App. E)

Teachers attributed pupils success to teacher related causes (M = 3.35), to pupil-related causes (M = 2.94), to parent-related causes (M = 2.61), and to external causes (M=2.41). For Failure, teachers attributed to pupil-related causes (M = 3.35), to parent-related causes (M = 3.08), to external causes (M = 1.94), and to themselves (M=1.89). For success, multiple t-test between the four groupings showed statistically significant difference between pupil-related causes and external causes ($t = 4.8570$, $p < 0.05$), between pupil-related causes and teacher-related causes ($t = -3.4300$, $p < 0.05$), between pupil-related causes and parent related causes ($t= 2.407$, $p < 0.05$), between external causes and teacher-related causes ($t = -8.048$), and between teacher-related causes and parent-related causes ($t = 5.164$, $p < 0.05$). Similarly, in failure situations

except between external and teacher-related causes, teachers attribution yielded statistically significant difference for all groupings by a multiple t-test. (see app. E).

Furthermore, one-way analysis of variance with repeated measures was performed for each group of attributers in terms of the four grouping, and the result is summarized in Table 2.

Table - 2

Summary of the Analysis of Variance with Repeated Measures for Parents, Pupils and Teachers in Terms of the Four Groupings.

Source of Variation	SS	DF	MS	F
a) Parents' Attribution (Success)				
Between SS	30.6033	31		
Within SS	25.1613	96		
Causes (Treatment)	5.7620	3	1.9207	9.2076*
Residual (Error)	19.3993	93	0.2086	
Total	55.7646	127		
b) Parents' Attribution (Failure)				
Between SS	94.8516	74		
Within SS	103.1856	225		
Causes (Treatment)	3.3402	3	1.1134	2.4753
Residual (Error)	99.8454	222	0.4498	
Total	198.0372	299		
c) Pupils' Attribution (Success)				
Between SS	44.0881	28		
Within SS	35.3154	87		
Causes (Treatment)	7.7564	3	2.5854	7.8799*
Residual (Error)	27.5593	84	0.3281	
Total	79.4035	115		
d) Pupils' Attribution (Failure)				
Between SS	120.4625	77		
Within SS	93.2553	234		
Causes (Treatment)	5.8675	3	1.9558	5.1699*
Residual (Error)	87.3878	231	0.3783	
Total	213.7178	311		
e)Teachers'Attribution (Success)				
Between SS	26.5815	43		
Within SS	57.0775	132		
Causes (Treatments)	22.4628	3	7.4876	27.9076*
Residual (Error)	34.6147	129	0.2683	
Total	83.6590	175		
f)Teachers'Attribution (Failure)				
Between SS	40.8023	62		
Within SS	170.5072	189		
Causes (Treatment)	111.2942	3	37.0981	116.5507*
Residual (Error)	59.2130	186	3.3183	
Total	211.3095	251		

*$p < 0.05$

As it was indicated in table 2 above, attribution by parents', pupil' and teachers' on the grouped-perceived causes significantly differ in success situations. $F(3,93) = 9.2076$, $p < 0.05$, $F(3,84)=7.8799$, $p < 0.05$, and $F(3.129) = 27.9076$, $p < 0.05$ respectively. In failure situation, significant difference was obtained for pupils and teachers attribution $F(3,231) = 5.1699$, $p < 0.05$, and $F(3,186) = 116.5507$, $P < 0.05$ respectively. Whereas attribution of failure by parents was not statistically significant.

According to Duncan's multiple range test, causes of success by parents showed statistically significant difference between parent-related causes and external causes ($M=0.53$), between pupil-related causes and external causes ($M = 0.53$), and between teacher-related causes and external causes ($M= 0.41$). Causes of success attributed by pupils showed a significant difference between teacher- related causes and external causes ($M = 0.65$), and between pupil related causes and external causes ($M = 0.52$). Causes of success attributed by teachers showed highly significant difference of teacher-related causes from external, parent-related and pupil-related causes ($M = 0.94$, $M = 0.74$, and $M = 0.41$) respectively. Pupil- related causes of failure also significantly differ from external causes and parent-related causes with a mean difference ($M = 0.53$, and $M = 0.33$) respectively. Causes attributed for pupils failure by teachers showed a significant difference of pupil-related causes from teacher-related causes, external causes and parent related causes ($M = 1.46$, $M = 1.41$, and $M = 0.27$) respectively. Furthermore, a significant difference was obtained between parent-related causes and teacher-related causes ($M = 1.19$), and between parent-related causes and external causes ($M = 1.14$).

4.2 Gender and Causal Attribution

To examine whether there is attributional difference of male and female pupils in their academic outcome, analysis of variance (2 x 2) was performed and the result is summarized in Table 3.

Table 3

Summary of Analysis of Variance for Pupils' Gender and Their Academic Outcome (Success and Failure)

Source of variation	SS	DF	MS	F
B (gender)	287.046	1	287.046	1.880
C (outcome)	7040.403	1	7040.403	46.123*
B x C	217.314	1	217.314	1.424
Residual	15722.398	103	152.645	
Total	23267.161	106		

*$p < 0.05$

As indicated in Table 3, the effect of gender and the interaction of gender and outcome were not statistically significant, $F(0.05, 1, 103)$, $p > 0.05$, whereas the main effect of outcome (success and failure) was statistically significant $F(0.05, 1, 103) = 46.123$, $p<0.05$.

Furthermore, to investigate the mean difference between male and female pupils' attribution along the dimensions of causality (internal-external), t-test was computed. The results of these analysis are shown in Table 4.

Table - 4

Number of Observations, Means, Standard Deviations and t-values of Internal-External Causal Attributions of Male and Female Pupils.

	Causal Attribution											
	Internal						External					
	Success			Failure			Success			Failure		
Gender	n	M	SD	n	M	SD	n	M	SD	n	M	SD
Male	16	3.74	0.244	42	1.83	0.618	16	1.70	0.229	42	2.00	0.559
Female	13	3.50	0.348	36	1.87	0.634	13	2.43	0.399	36	2.07	0.686
t-values	2.18*			-0.28			-6.19*			-0.50		

*t < 0.05

Table 4 above shows t-test values of male and female pupils whether they internalize or externalize their attribution for success and failure. The result revealed that male and female pupils significantly differ in their causal attribution of success. As a result, males internalize their success more than females ($t = 2.18$, $p < 0.05$) whereas females externalize their success than males ($t = -6.19$, $p < 0.05$).

To test whether there is attributional difference of pupils of the same sex along the locus of causality, t-test was computed and the result is summarized in Table 5.

Table -5

Number of Observations, Means, Standard Deviation, and t-values for Internal-External Causal Attributions of Pupils of the Same Gender.

Causal Attributions

		Internal			External			
Gender	Outcome	n	M	SD	n	M	SD	t-value
Male	Success	16	3.74	0.244	16	1.70	0.229	24.40*
	Failure	42	1.83	0.618	42	2.00	0.559	-1.32
Female	Success	13	3.50	0.348	13	2.43	0.399	7.29*
	Failure	36	1.87	0.634	36	2.07	0.686	-1.28

*t < 0.05

As indicated in Table 5, both males and females attributed their success to internal factors (t= 24.40, p<0.05, and t = 7.29, p < 0.05 respectively) rather than external factors. Both males and females did not show statistically significant difference in internalizing or externalzing their failure.

Furthermore, to test gender difference in classifying causal attributions in terms of the dimensions of stability (stable-unstable) t-test was performed and the results are summarized in Table 6.

Table- 6

Number of Observations, Means, Standard Deviations and t-values of Stable Unstable Causal Attributions for Male and Female Pupils.

	Causal Attribution											
	Stable						Unstable					
	Success			Failure			Success			Failure		
Gender	n	M	SD	n	M	SD	n	M	SD	n	M	SD
Male	16	2.58	0.235	42	1.97	0.609	16	2.45	0.276	42	3.58	0.327
Female	13	2.92	0.303	36	2.00	0.651	13	2.68	0.438	36	1.88	0.653
t-value	-3.29*			-0.21			-1.72			14.84*		

*t < 0.05

As can be seen from the above table, male and female pupils significantly differ (t=-3.29, $p<0.05$) in attributing their success to stable causes. In addition, statistically significant difference was obtained in attributing failure to unstable causes ($t = 14.84$, $p < 0.05$).

To identify whether pupils of the same gender significantly differ in explaining their academic outcome in terms of the dimensions of stability (stable-unstable), t-test was carried out and the result is summarized in Table 7.

Table - 7

Number of Observations, Means, standard Deviations and t-values for Stable-Unstable Causal Attributions of Pupils' of the Same Gender.

		Causal Attributions						
		Stable			Unstable			
Gender	Outcome	n	M	SD	n	M	SD	t-values
Male	Success	16	2.58	0.253	16	2.45	0.276	1.38
	Failure	42	1.97	0.609	42	3.58	0.327	-15.09*
Female	Success	13	2.92	0.303	13	2.68	0.438	1.69
	Failure	36	2.00	0.651	36	1.88	0.653	0.78

*t < 0.05

Table 7, above shows that male pupils significantly differ in explaining their failure along stable and unstable dimensions ($t=-15.09$, $p<0.05$). Whereas statistically significant difference was not observed for females both in success and failure situations.

4.3 Future Academic outcome Expectation

Table - 8

Means and Standard Deviations of Pupils' Future Academic Outcome Expectation by parents, pupils and teachers.

	Attributers		
	parents	Pupils	Teachers
	(n=107)	(n=107)	(n=107)
M	4.09	4.07	2.77
SD	0.77	0.87	0.99

Note: Expectations are expressed as means on a 1-5 scale with higher means indicating greater expectancy.

To test whether estimate of pupils' future academic outcome varies among parents, pupils and teachers, one-way analysis of variance was computed. The summary of this analysis is shown in Table 9 below.

Table - 9

Summary of Analysis of Variance for the Attributers Future expectation of pupils Academic outcome.

Source of variation	SS	DF	MS	F
Between Attributers (Groups)	123.8879	2	61.9439	80.1966*
Residual	245.6262	318	0.7724	
Total	369.5141	320		

*$p < 0.05$

As can be seen from the above table, the variation of parents', pupils', and teachers' regarding pupils' academic outcome expectation was highly significant $F(2,318)=80.1966$, $P<0.05$.

Moreover, Duncan's post-hoc comparison with 0.05 criterion revealed a significant difference between teachers and pupils (M=1.30), and between parents and teachers (M=1.32). The difference between parents and pupils was not significant.

4.4 Comparison Among the Groups for pupils Academic outcome

Table -10

Number of Observation, Means and Standard Deviations of Parents', Pupils' and Teachers' Attribution by Success and Failure.

	Attributers								
	Parents			Pupils			Teachers		
Outcomes	n	M	SD	n	M	SD	n	M	SD
Success	16	77.06	9.89	16	65.88	8.48	16	64.50	15.76
Failure	47	47.43	14.11	47	48.11	14.54	47	65.98	9.90

Note: The highest possible outcome score was 100.

To examine whether attribution showed variation among the three groups of attributers and outcome, a 3x2 analysis of variance was computed and the summarized result is shown in Table 11.

Table - 11

Summary of Analysis of Variance for Comparing the Three Groups of Attributers in Terms of Pupils Success and Failure.

Source of variation	SS	DF	MS	F
A(attributers)	6036.899	2	3018.450	18.619*
B (outcome)	8392.466	1	8392.466	51.768*
A x B	5886.704	2	2943.352	18.156*
Residual	29667.624	183	162.118	
Total	49983.693	188		

*P < 0.05

Table 11 presents the results of analysis of variance. The table shows that the difference among the three groups of attributers was statistically significant $F(2,183)=18.619, p<0.05$. In addition, the main effect of outcome was highly significant $F(1,183) = 51,768$, $p < 0.05$. Furthermore, the interactions of attributers-by-outcome were statistically significant $F(2,183)=18.156$, $P<0.05$.

Newman-Keul's post-hoc comparison showed statistically significant difference between the three groups of attributers. That is, between parents and teachers (M=12.56), and between parents and pupils (M=11.18) in the situation of success. Similarly, statistically significant difference was obtained for failure situation. That is, between teachers and parents (M=18.55), and between teachers and pupils (M=17.87)

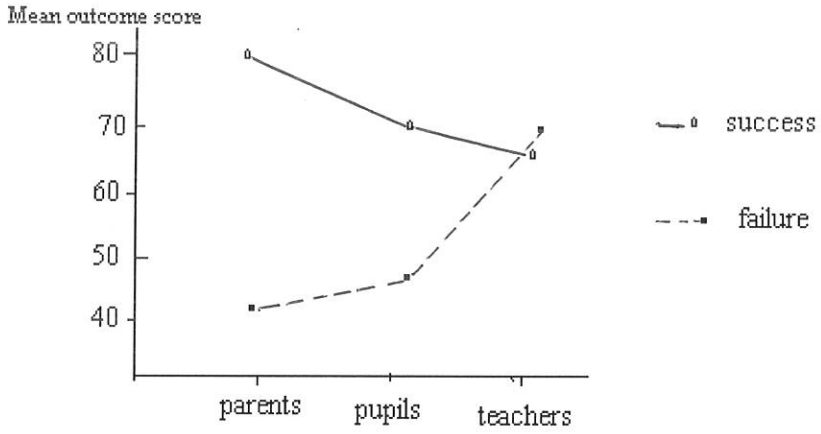


Fig.1. AB Interaction Profile

Attributers-by-outcome interaction, as depicted in Figure 1, clearly indicates that parents followed by pupils have the highest mean score for success than teachers. Whereas parents' and pupils' attribution for failure was lower than those of teachers. In other words, teachers causal perception of pupils success was lower than those of parents and pupils, and at the same time teachers attributed pupils' failure higher than parents and pupils. The trend of the figure, further more shows that parents and pupils attribution increase for success and decrease for failure, whereas teachers attribution increases for failure and decreases for success.

4.5. Causal Attribution of the Three groups of Attributers in Terms of Pupils Gender.

Table - 12

Number of Observations, Means, and Standard Deviations of Parents', Pupils', and Teachers' Causal Attributions for the Academic Outcome of Male and Female Pupils.

		Attributers		
Outcome	Gender	Parents	Pupils	Teachers
Success	Male	n 22	16	27
		M 73.36	63.62	66.67
		SD 13.15	5.97	9.72
	Female	n 11	13	17
		M 76.36	71.62	70.29
		SD 8.71	8.11	9.18
Failure	Male	n 35	42	31
		M 48.54	48.29	65.97
		SD 14.57	12.36	10.37
	Female	n 39	36	32
		M 48.04	49.83	65.84
		SD 12.51	15.25	9.75

Note : The highest possible outcome score was 100.

To investigate parents', pupils', and teachers' causal attributions of academic outcomes for male and female pupils, 3 x 2 x 2 (Attributers x gender x outcome) analysis of variance was computed and the result is summarized in Table 13.

Table - 13

Summary of Analysis of Variance for Comparing the Three Groups of Attributers in Terms of Pupils Gender.

Source of variation	SS	DF	MS	F
A (attributers)	6977.779	2	3488.889	24.924*
B (gender)	200.784	1	200.784	1.434
C (outcome)	15556.465	1	15556.465	111.132*
A x B	125.572	2	62.786	0.449
A x C	7163.154	2	3581.577	25.586*
B x C	339.768	1	339.768	2.427
A x B x C	28.887	2	14.443	0.103
Residual	43254.206	309	139.981	
Total	73646.615	320		

*$p < 0.05$

As depicted in table 13 above, the analysis of variance yielded significant main effect for attributers $F(2,309)=24.924$, $p<05$, and outcome $F(1,309)=111.132$, $p<0.05$. In addition the interaction of attributers-by-outcome was also found statistically significant $F(2,309)=25.586$, $p<0.05$.

Regarding to attributers, Newman-Keul's pairwise comparison showed that parents' attribution for females success significantly differ from pupils attribution of males success. That is, parents attribution of female pupils success is higher than those of pupils attribution for males success (M=12.74). For failure, teachers attribution of females was significantly different from parents attribution of females, pupils attribution of males, parents attribution of males, and pupils attribution of females (M = 17.76, 17.55, 17.30, and 16.01 respectively). Furthermore, statistically significant difference was obtained between teachers attribution of male pupils failure, and parents attribution

of females failure, pupils attribution of males failure, parents attribution of males failure, and pupils attribution of females failure (M = 17.89, 17.68, 17.43, and 16.14 respectively).

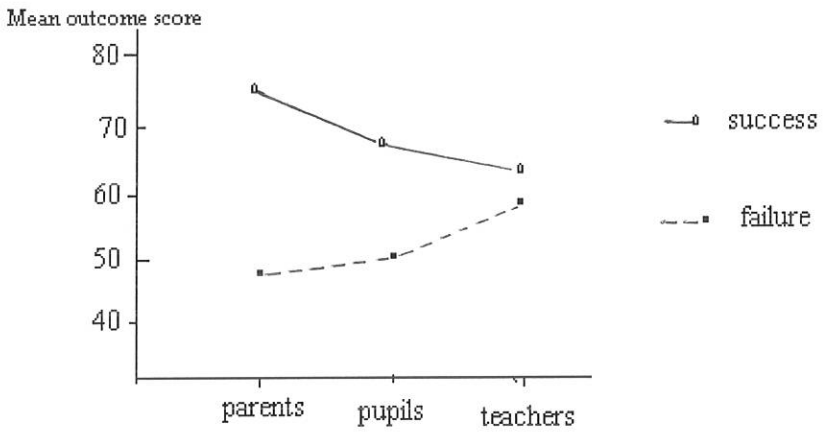


Fig. 2. AC Interaction Profile

Figure 2 shows attributers-by-outcome interaction. As the figure indicate parents had higher mean outcome score in the situation of success and lower mean score for the situation of failure. To be more specific, the magnitude of the difference between success and failure was higher for parents than it was for pupils and teachers. Furthermore, the trend of the figure shows that parents and pupils attribution increase for success and decrease for failure, whereas teachers attribution increases for failure and decreases for success.

CHAPTER FIVE

5. DISCUSSION

5.1 Causal Attributions of Parents', Pupils' and Teachers' in Situations of Pupils Success and Failure

The result of the present study indicates that causal ascription of pupils' and teachers' agree in situations of success. That is, both pupils and teachers attributed pupils success to teacher-related causes (e.g., teacher's competence in teaching, effective grading system, good test items), to pupil-related causes (e.g. ability, interest, effort, self-confidence, language command, skill in time management, good study habit), to parent-related causes (e.g., parental help and moral support, good home condition for learning and studying...)and external causes(e.g., luckiness, God's help, good mood during the examination, friends help, good examination schedule) respectively. But parents' ascription of causality is some what contradictory to those of pupils' and teachers mainly in teacher-related causes and parent-related causes. That is, parents attributed pupils success in the order of parent-related causes, pupil-related causes and external causes, while pupils and teachers attributed success in the order of teacher-related causes, pupil-related causes, parent-related causes and external causes.

In the situation of failure, the three groups of attributers (parents, pupils and teachers) disagree in their causal ascription of pupils failure. For example, parents tend to blame teachers (e.g., lack of ability in teaching, poor grading system, defective test items), themselves (e.g., absence of parental help and moral support, unfavourable home condition for learning and studying), pupils (e.g., lack of ability, lack of interest, language problem, lack of self-confidence, lack of time management skill, lack of good study habit), and external causes (e.g., unluckiness, absences of God's help, bad mood during the examination, shortage of appropriate materials for learning, inappropriate examination schedule, absence of friends help). Pupils tend to blame external causes,

the teacher, parents and themselves, whereas teachers tend to blame the pupil, parents, external causes and themselves respectively.

The most apparent feature of this finding in the case of parents and teachers is the self-protective character (self-serving bias). That is, all of them except pupils attribute success some what to themselves and attribute failure to others. The present result confirms previous findings of Brandt et al. (1975), Darom and Bar-Tal (1981), and Bar-Tal and Guttman (1981) that state pupils tended to attribute their success to the teacher while they attribute failure to causes outside themselves and teachers take credit when their students perform well and assign the attribution to others when the students perform poorly.

All the attributers share similarities in attributing external causes as the least important causes for pupils success. As a result, the post-hoc test revealed that external causes compared with other causes showed a significant difference throughout the analysis.

Causal ascription of parents' was somewhat different from those of pupils and teachers. As a result, teachers were less credited for pupils success and were made responsible for pupils failure. This finding did not support previous findings of Bar-Tal and Guttman (1981) which reported that parents credited teachers for pupils success and attributed to other factors when pupils failed. From the result, it seems that the role of teachers in improving pupils academic outcome was valued less by parents. On the other hand, pupils credited teachers for their success and did not blame them as parents did in the situation of failure. This might be because pupils perceive their teachers as important agents in improving their academic performances.

The present study confirm that there was attributional similarity of pupils and teachers mainly in the situation of success, and causal attribution of parents' differ form those of pupils and teachers both in success and failure situation. The attributional similarity of pupils and teachers might be because their attribution was dependent on their interaction

in the classroom situation. Whereas attributional difference of parents might be due to the fact that their attribution was dependent on the information that they have received from their child and significant other (e.g., members of the school community, friends of the child.) or in some cases parents attribute without having sufficient information regarding their child's academic performance and the school situation.

Furthermore, beside the self-serving bias, attributional difference of parents', pupils' and teachers' mainly in failure situation might be because of the absence of communication among the three groups regarding pupils' academic performances.

Generally, even though the present data confirms that the three groups of evaluators attributed to different causes for pupils success and failure, more data should be required such as pupils back ground, social contact of the teacher with pupils and parents, relationship between parents and the school, parents educational status... etc. to identify the source of this attributional variation. Thus, based on these variables further research on causal attribution is warranted.

5.2 Effect of Pupils' Gender on Their Causal Attribution

The results of the present study indicate that there was no statistically significant difference between male and female pupils in attributing their academic outcome as success and failure. This finding supports previous research work of Freize et al (1982), that state the domains of personality and situational variables affected more pupils' attribution than did gender.

However, the present study shows a significant difference of male and female pupils in internalizing and externalizing their academic outcome mainly in a success situation. Therefore, males attributed their success more to internal causes (M=3.74) than females (M=3.50) whereas females attributed their success more to external causes (M=2.43) than males (M=1.70). This result agrees with previous findings of Nicholls (1975),

Bar-Tal and Frieze (1976), Bar-Tal and Darom (1979), Bierhoff-Alferman and Bieroff (1982) and Tamire (1995) in which male and female pupils differ in internalizing and externalizing their attribution in situations of success and failure. On the other hand, this finding disagrees with the previous findings of Bar-Tal and Raviv (1982), Miller (1976), Freize et al. (1982), O'Conell and Susan (1982), and Goeddert (1987) that state that there was no significant difference between male and female pupils in internalizing and externalizing their academic outcomes.

Statistical analysis performed to test attributional difference for pupils of the same gender in internalizing and externalizing their academic outcome yielded a significant difference for males and females (Table 5). The result showed that in success situation both males and females attributed their success more to internal causes (M=3.74, and M=3.50) than to external causes (M=1.70, and M=2.43) respectively. This might reflect that males and females perceive internal causes as more important means of their success than external causes.

Comparison of male and female pupils academic outcome on stability dimensions showed statistically significant difference for success and failure. As a result, males attributed their failure more to unstable causes than females did (M=3.58 and M=1.88 respectively). On the other hand, females attributed their success more to stable causes (M=2.92) than males (M=2.58). This findings partially disagrees with previous findings of Bierhoff-Alferman and Bierhoff (1982), Deaux (cited in Goeddert, 1987: 688), Tamire (1995) that states that females attribute more to unstable factors for success than males while for failure females attribute to stable factors than males.

A close observation of the means in table 4 and 5 indicate that, for both sexes internal causes are attributed as more responsible for pupils success than external causes. This might be seen from the perspective of Finny and Weiner's study (quoted in O'Conell and Susan, 1982: 606). These authors propose that since success is increasing the societal desirability for females as well as continuing to be desirable for males, both male and

female high school and college students attributed their success to internal factors and failure to external factors.

5.3 Future Academic Outcome Expectation

As it was discussed in the previous section (5.1.), causes attributed for the academic outcomes of pupils by the three groups of attributers (parents, pupils and teachers) were quite different mainly in situation of failure. Similarly, these groups significantly differ in their estimate of pupils' future academic outcome.

Looking at Table 8, the mean scores were M = 4.09, 4.07, 2.77 for parents, pupils and teachers, respectively. This signifies that parents and pupils have higher expectations for future success than teachers, whereas, teachers do not expect better grader from their pupil as parents and pupils. This finding is consistent with previous findings of Bar-Tal and Guttman (1981) in which teachers' expectation for pupils future performance was significantly lower than either pupils' or parents' expectation, with no difference in expectation between the latter two groups.

In the preceding discussion of this study (5.2), it was stated that male pupils attributed their success to internal factors as well as to stable factors, while attributing failure to external and unstable factors. According to various research findings, such attributions lead pupils to have high expectation for future success. For example, Bar -Tal (1978), Frosyth et al (1981), Weiner (1985) propose that success attributed to internal factors (e.g., high ability) results in high expectancy for future success, while failure attributed to internal factors resulted in low expectancy for future success. Further more, Zuckerman (1979) and Covington & Omelich (1979) reported that expectancy is said to be higher when failure is attributed to unstable elements and lower when ascribed to stable ones.

In the present study, parents' expectation of pupils success was greater than those of teachers and pupils. This replicates previous findings of Bar-Tal and Guttman (1981). However, such parental judgements were considered to be inaccurate by previous findings. For example, Hess and Holloways (1984), Miller (1988) reported that parents accuracy in judging their child is typically far from perfect, and some parents do not do very well (e.g. they overestimate what their child can do).

In contrast to parents' and pupils' high expectation of pupils' success, teachers' expectation of pupils success was found to be lower. This finding agrees with previous findings of Bar-Tal and Guttman (1981). Some research findings suggest teachers judgement as accurate and good predictor of students performance (O'conell, Dusek et al, 1974). According to these authors, teachers' expectancy effects were more a reflection of teachers ability to accurately estimate the academic potential of children in their class room than the bias effect.

Although the present finding confirms the presence of future expectancy difference between parents, pupils and teachers regarding pupils' success, more systematic investigation seems appropriate to explore how and why this discrepancy is formed and the way in which its effect is manifested in pupils academic performance.

5.4 Comparisons Among the Three Groups of Attributers

The analysis of variance performed to investigate the presence of attributional difference among the three groups of attributers yielded statistically significant difference in pupils success and failure. That is, in success situation, parents' causal attribution for pupils' success was higher than pupils' and teachers' (M=77.06, 65.88 and 64.50 respectively). Whereas for failure, the situation was reversed, that is, causal attribution of teachers for pupils failure was higher than those of pupils and parents (M=65.68, 48.11, and 47.43 respectively).

A close observation of the mean scores in table 10 indicates that, causal ascription of pupils' and teachers' was some what in agreement with success situation (M=65.98, and 64.50 respectively) whereas, in case of failure, the agreement was somewhat between parents and pupils (M=47.43, and 48.11 respectively). Furthermore, as figure 2 indicates the highest attributional discrepancy is observed between parents and teachers. This attributional discrepancy, as it was discussed in the preceding section (chapter four), might be due to the fact that parents, pupils and teachers tend to attribute pupils success to themselves on one hand and on the other hand, they tend to blame causes outside themselves for pupils' failure.

In addition, the attributional discrepancy of the three groups of attributers shows attributional incongruity among them in perceiving pupils performance. As a result, it is not surprising if the present finding replicates what was discussed (found)in the preceding sections of this study as well as in previous research work. For example, Miller (1988) states that parents over estimate their children's performance and underestimate their failure. Furthermore, Brandt et al., (1975), Darom and Bar-Tal (1978), and Bar-Tal and Guttman (1981) reported that parents, pupils and teachers are characterised by self-protective (self-serving) bias.

5.5 Parents' Pupils' and Teachers' Attribution in Terms of Pupils Gender

Results of the present study clearly indicate that there are attributer differences in explaining success and failure against pupils' gender. That is, more parents than teachers and pupils perceived that female pupils were more successful than male pupils. Whereas male pupils perceived as failure by teachers than parents and pupils.

Attributional differences between parents, pupils and teachers which were observed in this study are somewhat the replications of what was discussed in the previous sections. The result also supports the findings of Miller and Davis (1992) that state parents ' and

teachers' judgement differs as a result of the kind and amount of relevant experiences. On the other hand, such findings which identified gender differences in attribution disagree with previous findings of Hoge et al. (1984) who propose that students' gender had virtually no impact on attributions, and gender-related traits provide little prediction beyond that of achievement goals.

Even though the result of the present study confirms the presence of attributional difference among the three groups, the specific finding of the present study was surprising. That is, parents' attribution of females as more successful than males was unexpected and somewhat different from previous findings of attribution which confirm male pupils as more successful than females. For example, Parson et al. (1982), argued that parents perceive their daughters more than their sons as low in their achievement expectation, weak in school work and not so ambitious for college and career goals.

Attributers- by -gender interaction and the main effects of gender are not significant. However, the attribution of the three groups shows statistical discrepancy. Therefore, the source of variation might be the difference in the perceptions of the attributers in terms of other variable rather than the gender of pupils.

To sum up, in view of the various discrepant findings, more data and systematic investigation seem warranted to identify the source of these variations.

CHAPTER SIX

6. SUMMARY AND CONCLUSION

The primary objective of this study is to investigate whether there is attributional difference of parents', pupils' and teachers' in their causal ascription of pupils' academic outcome, perception of success and failure against pupils gender, and expectation of pupils' future academic outcome in the Ethiopian high school context. Specifically, parents, pupils and teachers of Arbaminch Comprehensive Secondary School have been selected as subjects for this study.

In light of the above objectives, the following specific questions were formulated for investigation.

1. What causal attributions do parents, pupil and teachers give to explain pupils' success and failure?
2. Do pupils' significantly differ in explaining success and failure along their sex?
3. Is there a gender difference for pupils in attributing success and failure along the dimensions of causality and stability?
4. Do parents, pupils and teachers vary in their future expectancy of pupils' academic outcome?
5. Do parents, pupils and teachers significantly differ in their causal attribution of pupils success and failure?
6. Do parents, pupils and teachers significantly differ in attributing success and failure along pupils gender?

The study was conducted on a total sample size of 321 subjects. Pupils of two grade levels, grade ten, 41 (21 males and 20 females) grade eleven, 66 (37 males and 29 females), parents, 107 (one of each pupil's parents), and 12 teachers (teaching one of the

grades & sections) participated in the study. Here, the 107 pupils were divided among 12 teachers with an average of 9 pupils for one teacher.

Two instruments, namely causal Attribution scale and Future Academic outcome Expectancy scale were used to collect data. The first instrument measures the causal attribution of parents', pupils and teachers' regarding pupils' academic outcome, and the latter measures their future academic outcome expectancy. After the instruments were administered to a pilot samples, a reliability test was carried out. This led to improving the instrument.

After the data were collected, the analysis was carried out using multiple t-test, one-way analysis of variance with repeated measures and analysis of variance with two and three factorial designs.

The analysis disclosed that,

1. Parents, pupils and teachers significantly differ in the types of causal ascription used for pupils success and failure. As a result, for success parents tended to credit pupils and themselves, pupils tended to credit the teacher and themselves and teachers tended to credit themselves and pupils. Whereas for failure, parents tended to blame teachers and themselves, pupils tended to blame external causes and teachers tended to blame pupils and parents.
2. Pupils' attribution showed that gender difference did not appear as a source of variation for their success and failure. However, male and female pupils significantly differed in internalizing and externalizing their academic outcomes. That is, males interanlize their success more than females and females externalize their success more than males. Furthermore, comparison of pupils of the same sex revealed that both males and females internalize their success and externalize their failure. Males also attributed their failure more to unstable causes than females did.

3. Expectancy for pupils' future academic outcome significantly differs among the three groups' of attributers. As a result, parents and pupils attribution was higher than teachers.
4. Statistically significant attributional difference was obtained among the three groups in terms of pupils gender. However, gender did not appear as a source of variation through out the analysis.

From the above findings, one may conclude that , the causal attributions of the three groups are some what similar to previous research work. What makes this finding different is the causal attribution of parents' that deviate from pupils' and teachers' through out the analysis (i.e., causal explanations of parents for pupils success and failure, parents' higher expectation of pupils future success than teachers and pupils, and higher perception for females as successful than pupils and teachers did). To identify the sources of these variations among the attributers, mainly for parents, further research is recommended.

The three groups of attributers did not tend to take responsibility for pupils' failure. Since parents, pupils, and teachers are interrelated variables that play an important role for pupils' better academic performance, such attributional pattern needs to be changed in a way that parents, pupils, and teachers take responsibility for both success and failure. Therefore, it is desirable for educators and psychologists to conduct further research on how to change such attributional pattern.

Male pupils attributed their success more to internal and stable causes and their failure to external and unstable causes. According to attribution theory, such attributional pattern enable pupils to have high academic achievement motivation. Therefore, it is suggested that such attributional pattern be encouraged. Since females attribution of success to external factors weakens their achievement motivation, this situation needs to be modified (changed).

To sum up, the present findings have an important implication for further research on how to minimize the attributional discrepancies among the three groups of attributers, and strengthen the relationship among these variables for better academic performance of pupils.

BIBLIOGRAPHY

Ames, C. (1978). Children's Achievement Attributions and Self-reinforcement, Effects of Self-concept and Competitive Reward Structure. Journal of Educational Psychology, 70, 345-355.

Arkin, R. M., and Marayama, G. M. (1979). Attribution, Affect and College Exam Performance. Journal of Educational Psychology, 71, 85-93.

Barko, H., and Cadwell, J. (1982). Individual Differences in Teachers' Decision Strategies: An Investigation of Classroom Organization and Management Decisions. Journal of Educational Psychology, 74,598-610.

Bar-Tal, D. (1978). Attributional Analysis of Achievement-related Behavior. Review of Educational Research, 48, 259-269.

Bar-Tal, D., and Darom, E. (1979). Pupils' Attribution of Success and Failure. Child Development, 50, 264-267.

Bar-Tal, D., and Frieze, I. H. (1976). Attribution of Success and Failure for Actors and Observers. Journal of Research in Personality, 10, 256-265.

Bar-Tal, D., Goldberg, M., and Knaani, A. (1984). Causes of Success and Failure and Their Dimensions as a Functions of SES and Gender: A Phenomenological Analysis. British Journal of Educational Psychology, 54, 51-61.

Bar-Tal, D., and Guttman, J. (1981). A Comparison of Teachers', Pupils' and Parents' Attributions Regarding Pupils Academic Achievements. British Journal of Educational Psychology, 51, 301-311.

Bar-Tal, D., and Raviv, A. (1982). Consistency of Pupils Attributions Regarding Success and Failure. Journal of Educational Psychology, 74, 104-110.

Beckman, L. (1973). Effects of Student's Performance on Teachers' and Observers' Attributions of Causality. Journal of Educational Psychology, 61, 76-82.

Bennett, R. E., Gottsman, R.L., Rock, D.A., and Cerullo, F. (1993). Influence of Behavior Perceptions and Gender on Teachers' Judgments of Students Academic Skill. Journal of Educational Psychology, 85, 347-355.

Bernstein, W. M., Stephan, W. G., and Davis, M. H. (1979). Explaining Attribution for Achievement: A Path Analytic Approach. Journal of Personality and Social Psychology, 37, 1810-1821.

Bierhoff - Alferman, D., and Bierhoff, H. W. (1982). The Importance of Sex and Outcome in Causal Attributions. In H. Hiebsch (ed), Social Psychology, (pp. 27-33), Amsterdam: North - Holland Publishing Company.

Bloom B.S. (1984). The Search for Methods of Group Instructions as Effective as one-to-one Tutoring. Educational Leadership, 41, 4-17.

Bradly, G. W. (1978). Self-serving Biases in the Attribution Process: A Re-examination of the Fact or Fictious Question. Journal of Personality and Social Psychology, 36, 56-71.

Brandt, L. J., Hayden, M. E., and Brophy, J. E. (1975). Teachers' Attitudes and Ascription of Causality. Journal of Educational Psychology, 67, 677-682.

Broota, K. D. (1989). Experimental Design in Behavioral Research. New Delhi: Wiley Eastern Limited.

Christenson, S. Y., Wang, J. J., and Algozzine, B. (1983). Teachers' Attributions for Problems That Result in Referral for Psychoeducational Evaluation. Journal of Educational Research, 76, 174-179.

Coladrci, T. (1986). Accuracy of Teacher Judgments of Students Responses to Standardized Test Items. Journal of Educational Psychology, 78, 141-146.

Cooper, H. H., and Baron, R. M. (1977). Academic Expectations and Attributional Responsibility as Predictor of Professional Teachers' Reinforcement Behavior. Journal of Educational Psychology, 69, 409-413.

Cooper, H. M., and Lowe, C. A. (1977). Task Information and Attributions for Academic Performance by Professional Teachers and Role Players. Journal of Personality, 45, 469-483.

Covington, M. V., and Omelich, C. L. (1979). Are Causal Attributions Causal? A Path Analysis of Cognitive Model of Achievement Motivation. Journal of Personality and Social Psychology, 37, 1487-1504.

Curren, M. T., and Harich, K. R. (1993). Performance Attributions: Effects of Mood and Involvement. Journal of Educational Psychology, 85, 235-248.

Darom, E., and Bar-Tal, D. (1981). Causal Perceptions of Pupils' Success and Failure by Teachers and Pupils: A Comparison. Journal of Educational Research, 74, 233-239.

Davis, M. H., and Stephan, W. G. (1980). Attribution for Examination Performance. Journal of Applied Social Psychology, 10, 235-248.

Deaux, K., and Farris, E. (1977). Attributing Causes for One's Own Performance - the Effects of Sex, Norms, and Outcome. Journal of Research in Personality, 11, 59-72.

Dusek, J. B., and O'Conell, E. J. (1973). Teacher Expectancy Effects on the Achievement Test Performance of Elementary School Children. Journal of Educational Psychology, 65, 371-377.

Dweck, C. S. (1975). The Role of Expectations and Attributions in the Alleviation of Learned Helplessness. Journal of Personality and Social Psychology, 31, 674-685.

Dweck, C. S., Goetz, T. E., and Strauss, N.L. (1980). Sex Difference in Learned Helplessness: IV An Experimental and Naturalistic Study of Failure Generalization and its Mediators. Journal of Personality and Social Psychology, 38, 411-452.

Dweck, C. S., and Repucci, N. D. (1973). Learned Helplessness and Reinforcement Responsibility in Children. Journal of Personality and Social Psychology, 15, 109-116.

Elig, T., and Frieze, I. H. (1979). Measuring Causal Attributions for Success and Failure. Journal of Personality and social Psychology, 37, 621-634.

Epstein, I. L., and Becker, H. J. (1982). Teachers' Reported Practices of Parent Involvement: Problems and Possibilities. Elementary School Journal, 83, 103-113.

Feather, N. T. (1969). Attribution of Responsibility and Valence of Success and Failure in Relation to Initial Confidence and Task Performance. Journal of Personality and Social Psychology, 13, 129-144.

Feather, N. T., and Simon, J. G. (1971). Attribution of Responsibility and Valence of Outcome in Relation to Initial confidence and Success and Failure of Self and Other. Journal of Personality and Social Psychology, 18, 173-188.

Feather, N. T., and Simon, J. G. (1971). Causal Attributions for Success and Failure in Relation to Expectation of Success Based Upon selective or Manipulative Control. Journal of Personality, 39, 527-541.

Feherman, P. G., Keitz, T. Z., and Reimers, T. M. (1987). Home Influence on School Learning: Direct and Indirect Effects of Parental Involvement on High School Grades. Journal of Educational Research, 80, 330-337.

Feldman, R. S. (1990). Understanding Psychology. 2nd ed. New York McGraw-Hill Publishing Company, pp. 641-645.

Feldman, R. S., and Bernstein, A. G. (1978). Primary Effects in Self-attribution of Ability. Journal of Personality, 46, 732-742.

Feldman, R. S., Saletsky, R. D., Sullivan, J., and Theseiss, A. J. (1983). Students Locus of Control and Response to Expectations About Self and Teacher. Journal of Educational Psychology, 75, 27-32.

Feldman - Summers, S., and Kiesler, S. B. (1974). Those Who Are Number Two Try Harder: The Effect of Sex on Attributions of Causality. Journal of Personality and Social Psychology, 30, 846-855.

Feldman, R. S., and Theseiss, A. J. (1982). The Teacher and Student as Pygmalion: Joint Effects of Teacher and Student Expectations. Journal of Educational Psychology, 74, 217-223.

Frieze, I. H. (1976). Causal Attributions and Information Seeking to Explain Success and Failure. Journal of Research in Personality, 10, 293-305.

Frieze, I. H., and Synder, H. N. (1980). Children's Beliefs About the Causes of Success and Failure in School Settings. Journal of Educational Psychology, 72, 186-196.

Frieze, I. H., and Weiner, B. (1971). Cue Utilization and Attributional Judgments for Success and Failure. Journal of Personality, 39, 591-606.

Frieze, I. H., and Whitely, B. E., Hanusa, B. H., and McHugh, M. C. (1982). Assessing the Theoretical Model for Sex Difference in Causal Attributions for Success and Failure. Sex Roles. 8, 33-43.

Frosyth, D. R. (1986). An Attributional Analysis of Students' Reaction to Success and Failure in R. S. Feldman (ed.). The Social Psychology of Education: Current Research and Theory (pp. 17-39), Cambridge, Cambridge University Press.

Frosyth, D. R., and McMillan, J. H. (1981). Attributions, Affect and Expectations: A Test of Weiner's three Dimensional Model. Journal of Educational Psychology, 73, 393-401.

Gaeddert, W. P. (1987). The Relationship of Gender and Gender-related Traits, and Achievement Orientation to Achievement Attribution: A Study of Subject Selected Accomplishments. Journal of Personality, 55, 687-710.

Gilmor, T. M., and Reid, D. W. (1979). Locus of Control and Causal Attributions for Positive and Negative Outcomes on University Examinations. Journal of Research in Personality, 13, 154-160.

Ginsburg, G. S., and Bronstein, P. (1993). Family Factors Related to Children Intrinsic/ Extrinsic Motivational Orientation and Academic Performance. Child Development, 64, 1461-1478.

Graham, S. (1986). An Attributional Perspective on Achievement Motivation and Black Children. In H. Hiebsch (ed.), Social Psychology (pp.39-55) Amsterdam: North-Holland Publishing Company.

Griffin, B. Q., Combs, A. L., and Combs, N. N. (1983). Attribution of Success and Failure in College Performance. Journal of Psychology, 114, 259-266.

Grolnick, W. S., and Slowiaczak, M. L. (1994). Parents' Involvement in Children's Schooling: A Multidimensional Conceptualization and Motivational Model. Child Development, 65, 237-252.

Guttman, J. (1982). Pupils', Teachers' and Parents' Causal Attributions for Problem Behavior at School. Journal of Educational Research, 73, 14-21.

Hess, R. D., and Holloways, S. D. (1984). Maternal Variables as Predictors of Children's School Readiness and Later Achievement in Vocabulary and Mathematics in 6th Grade. Child Development, 55, 1901-1912.

Herzberger, S. D. (1979). Actor and Observer Attributions in a Multitrait - Multimethod Matrix. Journal of Research in Personality, 13, 1-15.

Hider, F. (1959). The Psychology of Interpersonal Relations, New York: Wiley.

Hoge, R. D., and Butcher, R. (1984). Analysis of Teacher Judgments of Pupil Achievement Levels. Journal of Educational Psychology, 76, 777-781.

Keith, T. Z., Reimers, T., and Fehrman, P. G. (1986). Parental Involvement, Homework, and TV Times: Direct and Indirect Effects on High School Achievement. Journal of Educational Psychology, 78, 373-380.

Kelley, H. H. (1982). The Two Major Facets of Attribution Research: An Overview of the Field. In H. Hiebsch (ed.), Social Psychology (pp. 11-14), Amsterdam: North - Holland Publishing Company.

Kerlinger, F. N. (1986). Foundation of Behavioral Research (3rd ed.). New York: Holt, Rinehart and Winston, Inc.

Kovenklioglu, G., and Greenhaus, J. H. (1978). Causal Attributions, Expectations and Task Performance. Journal of Applied Psychology, 13, 698-705.

Kukla, A. (1972). Attributional Determinants of Achievement - related Behavior. Journal of Personality and Social psychology, 21, 166-174.

Larson, J. R. (1977). Evidence for Self-Serving Bias in the Attribution of Causality. Journal of Personality, 45, 430-441.

Liginbuhl, J., Crowe, D., and Kahan, J. (1975). Causal Attributions for Success and Failure. Journal of Personality and Social Psychology, 31, 86-93.

Lobel, T. E., and Bempechat, J. (1992). Socialization of Achievement: Influence of Mothers' Need for Approval on Children's Achievement Cognition and Behavior. Journal of Educational Psychology, 84, 529-536.

Marsh, H. W. (1984). Relations Among Dimensions of Self - Attribution, Dimensions of Self - Concept, and Academic Achievements. Journal of Educational Psychology, 76, 1291-1308.

Marsh, H. W. (1986). Self - Serving Effect (Bias?) in Academic Attributions: Its Relation to Academic Achievement and Self - Concept. Journal of Educational Psychology, 78, 190-200.

Mayer, R. E. (1987). Educational Psychology: A Cognitive Approach. California, Harper Collins publishers.

McMahan, I. D. (1973). Relationships Between Causal Attributions and Expectancy of Success. Journal of Personality and Social Psychology, 28, 108-114.

Meyer, J. P. (1980). Causal Attributions and Failure: A Multivariate Investigation of Dimensionality, Formation and Consequences. Journal of Personality, 38, 704-718.

Miller, D. T. (1976). Ego Involvement and Attributions for Success and Failure. Journal of Personality and Social Psychology, 34, 901-906.

Miller, S. A. (1986). Parents' Beliefs About Their Children's Cognitive Abilities. Developmental Psychology, 22, 276-284.

Miller, S. A. (1988). Parents' Beliefs About Their Children's Cognitive Development. Child Development, 59, 259-285.

Miller, S. A., and Davis, T. L. (1992). Beliefs About Children: A Comparative Study of Mothers, Teachers, Peers and Self. Child Development, 63, 1251-1265.

Miller, S. A., Manhal, M., and Mee, L. L. (1991). Parental Beliefs, Parental Accuracy, and Children's Development. A Search for Causal Relations. Developmental Psychology, 27, 267-276.

Nicholls, J. G. (1975). Causal Attributions and Other Achievement Related Cognition: Effects of Task Outcome, Attainment Value, and Sex. Journal of Personality and Social Psychology, 31, 674-685.

Nicholls, J. G. (1978). The Development of Concepts of Effort and Ability, Perceptions of Academic Attainment, and the Understanding That Difficult Tasks Require More Ability. Child Development, 49, 800-814.

Nicholls, J. G. (1979). Development of Perception of Own Attainment, and Causal Attributions for Success and Failure in Reading. Journal of Educational Psychology, 71, 94-99.

O'Connell, A. N., and Susan, P. (1982). Fear of Success and Causal Attributions of Success and Failure in High School and College Students. Journal of Psychology, 111, 141-151.

O'Connell, E. J., Dusek, J., and Whealer, R. (1974). A Follow up Study of Teacher Expectancy. Journal of Educational Psychology, 66, 325-328.

Overwalle, F. V. (1989). Structure of Freshman's Causal Attributions for Examination Performance. Journal of Educational Psychology, 81, 400-407.

Parsons, J. E., Adler, T. F., and Ckaczala, C. M. (1982). Socialization of Achievement Attitudes and Beliefs: Parental Influence. Child Development, 53, 310-321.

Parsons, J. E., and Ruble, O. N. (1977). The Development of Achievement Related Expectancies. Child Development, 48, 1075-1079.

Paschal, R. A., Weinstein, J., and Walberg, H. J. (1984). The Effects of Homework on Learning: A Quantitative Synthesis. Journal of Educational Research, 78, 97-104.

Perry, R. P., and Magnusson, J. L. (1989). Causal Attributions and Perceived Performances: Consequences for College Students' Achievement and Perceived Control in Different Instructional Conditions. Journal of Educational Psychology, 81, 164-172.

Phillips, D. A. (1987). Socialization of Perceived Academic Competence Among Highly Competent Children. Child Development, 58, 1308-1320.

Rapport, H. M., and Rapport, H. (1975). The Other Half of the Expectancy Equation: Pygmalion. Journal of Educational Psychology, 67, 531-536.

Raviv, A., Bar-Tal, D., and Bar-Tal, Y. (1980). Causal Perceptions of Success and Failure by Advantaged, Integrated, and Disadvantaged Pupils. British Journal of Educational Psychology, 50, 137-146.

Rosenfield, D. J., and Stephan, W. G. (1978). Sex Differences in Attributions for Sex-typed Tasks. Journal of Personality, 46, 244-259.

Ross, L., Bierbrauer, G., and Polly, S. (1974). Attribution of Educational Outcomes by Professional and Non professional Instructors. Journal of Personality and Social psychology, 29, 609-618.

Russel, D. (1982). The Causal Dimension Scale: A measure of How Individuals Perceive Causes. Journal of Personality and Social Psychology, 42, 1137-1145.

Simon, J. G., and Feather, N. T. (1973). Causal Attributions for Success and Failure at University Examinations. Journal of Educational Psychology, 64, 46-50.

Smead, V. S., and Chase, C. L. (1981). Student Expectations As They Relate to Achievement in English Grade Mathematics. Journal of Educational research, 75, 115-126.

Tamire Andualem (1995). Attributions of Students to Their Academic Outcome in Addis Ababa university. Unpublished MA Thesis, Addis Ababa university, June, 1995.

Valle, V. A., and Frieze, I. H. (1976). Stability of Causal Attributions as a Mediators in Changing Expectations for Success. Journal of Personality and Social Psychology, 33, 579-587.

Weiner, B. (1979). A Theory of Motivation for Some Classroom Experiences. Journal of Educational Psychology, 71, 3-25.

Weiner, B. (1985). An Attributional Theory of Achievement Motivation and Emotion. Psychological Review, 92, 548-573.

Weiner, B. (1990). A History of Motivational Research in Education. Journal of Educational Psychology, 82, 616-622.

Weiner, B. (1992). Human Motivation Metaphors Theories and Research. California; Sage Publications, inc.

Weiner, B., and Kukla, A. (1970). An Attributional Analysis of Achievement Motivation. Journal of Personality and Social psychology, 15, 1-20.

Weiner, B., Nierenberg, R., and Goldstein, M. (1976). Social Learning (Locus of Control) Versus Attributional (Causal Ability) Interpretations of Expectancy of Success. Journal of Personality, 44, 52-68.

Weiner, B., Russell, D., and Lerman, D. (1979). The Cognitive-emotion Process in Achievement-related Contents. Journal of Personality and Social psychology, 32, 1211-1220.

Yalew Endawok (1996). Gender Differences in Causal Attributions for Successes and Failures, and Academic Self - efficacy Among High School Students. The Ethiopian Journal of Education, XVI, 50-74.

Zenna, M. P., and Sheras, P. L. And Cooper, J. (1975). Pygmalion and Galatea: The Interactive Effects of Teacher and Student Expectations. Journal of Experimental Social Psychology, 11, 279-287.

Zuckerman, M. (1979). Attribution of Success and Failure Revisited, or: The Motivational Bias is Alive and Well in Attribution Theory. Journal of Personality, 47, 245-287.

APPENDIX A Code _____

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY

Questionnaire to be Filled by Parents of Pupils in Arbaminch Comprehensive Secondary School

The purpose of this questionnaire is to collect information on parents attributions (perceived causes) of pupils' academic outcomes (success or failure) in examinations.

While filling the questionnaire, which is related to your feeling on the causes of your son's/daughter's success or failure, feel free and be genuine in your responses, your responses will be kept confidential.

- Don't skip any question.

Thank you in advance for your honest responses.

General Information

In recent first semester English or Mathematics examinations, your son or daughter may have Succeeded (satisfied with what he / she has scored though it does not necessarily mean a pass grade) or Failed (dissatisfied with what he / she has scored though it does not necessarily mean a fail grade).

PART I

Direction - Use a mark "X" for the appropriate response of the questions below.

1.	Subject	English _____	Mathematics	_____
2.	Sex of your child	Male _____	Female	_____
3.	Grade	11^{th} _____	10^{th}	_____

PART II

The possible perceived causes of pupils' success and failure are listed on page 3 (section A) and on page 4 (section B) respectively. The degree of influence of each cause may vary from "Unimportant" to a "Very Important". These are:

1. Unimportant (UI)
2. Less Important (LI)
3. Important (I)
4. Very Important (VI)

Please indicate the degree of the effect of each perceived cause of your son's / daughter's academic outcomes with a mark "X".

N.B.
The information you are expected to provide depends on what you feel about your son's / daughter's result. For instance, if your son / daughter has succeeded, you are expected to mark on the perceived causes of success on page 3 (section A). On the other hand, if your son / daughter has failed, you are expected to mark on the perceived causes of failure on page 4 (section B).

PART III

Direction - Indicate your expectation regarding your son's / daughter's future grades with a mark "X".

1. How do you expect your son / daughter to do well on future tests in the next second semester?

Very Low 1	Low 2	Medium 3	High 4	Very High 5

APPENDIX B Code _____

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY

Questionnaire to be Filled by Students of Arbaminch Comprehensive Secondary School

The purpose of this questionnaire is to collect information on your attributions (perceived causes or causes you think) of your academic outcome (success or failure) in examinations.

While you fill the questionnaire, which is related to your feeling on the causes of your success and failure, feel free and be genuine in your responses. Genuine information helps the effectiveness of the study.

N.B.

- Your responses will be kept confidential.
- Don't skip any question.
- Do not write your names

Thank you in advance for your honest responses.

General Information

In your recent first semester English or Mathematics examination you may have Succeeded (satisfied with what you have scored though it does not necessarily mean a pass grade) or Failed (dissatisfied with what you have scored though it does not necessarily mean a fail grade).

PART I

Direction - Use a mark "X" for the appropriate responses of the questions below.

1. Grade 11th_____ 10th_____
2. Sex Male_____ Female_____
3. Subject English____ Mathematics_____

PART II

The possible perceived causes of pupils' success and failure are listed on page 3 (section A) and on page 4 (section B) respectively. The degree of influence of each cause may vary from "Unimportant" to a "Very Important". These are:

1. Unimportant (UI)
2. Less Important (LI)
3. Important (I)
4. Very Important (VI)

Please indicate the degree of the effect of each perceived cause on your academic outcomes with a mark "X".

N.B.
The information you are expected to provide depends on what you feel about your result. For instance, if you have succeeded in your examination, you are expected to mark on the perceived causes of your success on page 3 (section A). On the other hand, if you have failed, you are expected to mark on the perceived causes of failure on page 4 (section B).

PART III

Direction - Indicate your expectation regarding your future grades with a mark "X".

1. How do you expect to do well on future tests in the next second semester?

Very Low 1	Low 2	Medium 3	High 4	Very High 5

APPENDIX C Code_____

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY

Questionnaire to be Filled by Teachers of Arbaminch Comprehensive Secondary School

The purpose of this questionnaire is to collect information on teachers' attributions (perceived causes) of pupils' academic outcomes (success or failure) in examinations.

While filling the questionnaire, which is related to your feeling on the causes of pupil's success or failure, feel free and be genuine in your responses, your responses will be kept confidential.

- Don't skip any question.

Thank you in advance for your honest responses.

General Information

In recent first semester English or Mathematics examinations, pupils may have Succeeded (satisfied with what they have scored though it does not necessarily mean a pass grade) or Failed (dissatisfied with what they have scored though it does not necessarily mean a fail grade).

PART I

Direction - Use a mark "X" for the appropriate response of the questions below.

1. Pupil's grade 11th _____ 10th _____
2. Subject that you teach English _____ Mathematics ___

PART II

The possible perceived causes of pupils' success and failure are listed on page 3 (section A) and on page 4 (section B) respectively. The degree of influence of each cause may vary from "Unimportant" to a "Very Important". These are:

1. Unimportant (UI)
2. Less Important (LI)
3. Important (I)
4. Very Important (VI)

Please indicate the degree of the effect of each perceived cause on pupil's academic outcomes with a mark "X".

N.B.
The information you are expected to provide depends on what you feel about pupil's result on the subject that you teach. Hence, if you feel that students have succeeded, you have to mark on the perceived causes of success on page 3 (section A). On the other hand, if you feel that students have failed, you have to mark on the perceived causes of failure on page 4 (section B).

PART III

Direction - Indicate your expectation regarding your pupils' future grades in your subject with a mark "X".

1. How do you expect your student to do well on future tests in the next second semester?

Very Low 1	Low 2	Medium 3	High 4	Very High 5

A. Perceived Causes of Success

No.	Causes	1 UI	2 LI	3 I	4 VI
1	Ability in the subject*				
2	Easiness of the exam**				
3	Easiness of the subject**				
4	Interest in the subject*				
5	Hard work (Constant effort) for studying***				
6	Immediate effort for exam***				
7	Self - confidence*				
8	God's help****				
9	Luckiness****				
10	Good mood during the exam****				
11	Good language command*				
12	Ability in fast understanding of the test items*				
13	Ability in fast remembering of the test answers*				
14	Good skill in time management *				
15	Planned study (good study habit)*				
16	Parental help**				
17	Parental encouragement and moral support**				
18	Good conditions at home for learning**				
19	Good conditions at home for studying**				
20	Teacher's competence in teaching (explanation)**				
21	Teacher's effectiveness in giving marks**				
22	Availability of appropriate materials for learning**				
23	Friendship**				
24	Good exam schedule****				
25	Clearly worded and fair test items**				

B. Perceived Causes of Failure

No.	Causes	1 UI	2 LI	3 I	4 VI
1	Lack of ability in the subject*				
2	Difficulty of the exam**				
3	Difficulty of the subject matter**				
4	Lack of interest in the subject*				
5	Lack of hard work (Constant effort) in studying***				
6	Lack of immediate effort for exam***				
7	Lack of self - confidence*				
8	Absence of God's help****				
9	unluckiness****				
10	Bad mood during the exam****				
11	Language problem*				
12	slowness in understanding the test items*				
13	Difficulty in remembering the test answers*				
14	Lack of time management skill*				
15	Unplanned study (lack of good study habit) *				
16	Absence of parental help**				
17	Absence of parental encouragement and moral support**				
18	Absence of favourable conditions at home for learning**				
19	Absence of favourable conditions at home for studying**				
20	Teacher's incompetence in teaching (explanation) **				
21	Bad grading system of the teacher, e.g. Bias**				
22	Scarcity of appropriate materials for learning**				
23	Absence of friend's help**				
24	Bad exam schedule ****				
25	Defected test items (e.g. unclear and unfair test item).**				

Note - Items number 24 x 25 included by open - ended questions.

* Internal items, stable items

** External items, stable items

*** Internal items, unstable items

**** External items, unstable items

አዲስ አበባ ዩኒቨርሲቲ

በትምህርት ሣይኮሎጂ ክፍል

የድኅረ ምረቃ ፕሮግራም

ኮድ ——

<u>በአርባምንጭ አጠቃላይ ሁለተኛ ደረጃ ትምህርት ቤት የተማሪዎች ወላጆች የሚሞላ መጠይቅ</u>

የዚህ መጠይቅ ዓላማ ልጅዎ በሚሠጠው የክፍል ፈተና ለሚያገኘው/ለምታገኘው አጥጋቢ የሆነ ውጤት ወይም አጥጋቢ ያልሆነ ውጤት እርስዎ መንስኤ ይሆናሉ ብለው የሚያምኗቸውን /የሚገምቷቸውን/ ምክንያቶች ለመሰብሰብና ለመመርመር ነው።

በመጠየቁ የሚሰበሰበው መረጃ ለታቀደው ጥናትና ምርምር ጉዳይ ብቻ የሚውልና በሚስጥር የሚያዝ ሲሆን ልጅዎ ላገኘው/ችው ውጤት መንስኤ ይሆናሉ ብለው የሚያምኑትን /የሚገመቱትን / ምክንያት ነፃ በሆነ አመለካከትና በሐቅ /በእውነት/ መመለሱ ለጥናቱ ዓላማ መሳካት ከፍተኛ ጠቃሚታ አለው።

ለትብብርዎ በቅድሚያ አመሰግናለሁ።

<u>መግለጫ</u>

በቅርብ በተሰጠው የአንደኛው ሴምስተር የእንግሊዝኛ ወይም የሒሳብ ፈተና ልጅዎ አጥጋቢ ውጤት ወይም አጥጋቢ ያልሆነ ውጤት እግኝቷል/ለች።

አጥጋቢ ውጤት <u>(Success)</u> - ማለት በተሰጠው ፈተና ከፍተኛ ውጤት ማስመዝገብን የሚያሣይ ሣይሆን በተገኘው ውጤት <u>መርካትን</u> ይመለከታል።

አጥጋቢ ያልሆነ ውጤት <u>(Failure)</u> - ማለት በተሰጠው ፈተና ዝቅተኛ ውጤት ማስመዝገብን የሚያሣይ ሣይሆን በተገኘው ውጤት <u>ያለመርካትን</u> ይመለከታል።

ክፍል አንድ

ይህን ምልክት “ x ” በመጠቀም ከዚህ በታች የተሰጡትን ጥያቄዎች ይመልሱ

ሀ· የትምህርት ዓይነት እንግሊዝኛ ———— ሒሳብ ————

ለ· የልጅዎ ፆታ ወንድ ———————— ሴት ————

ሐ· ክፍል 11ኛ ———————— 10ኛ ————

ክፍል ሁለት

ልጅዎ ላገኘው/ችው· አጥጋቢ ውጤት ወይም አጥጋቢ ያልሆነ ውጤት መንስኤ ሊሆን የሚችሉ ምክንያቶች በሁለት ተከፍለው / “ ሀ ” በገፅ 3 እና “ ለ “ በገፅ 4/ ተዘርዝረዋል የእያንዳንዱ መንስኤ / ምክንያት / የአስተዋፅኦ ወይም የተፅዕኖ ደረጃ ከ “ አላስፈላጊ ” እስከ “በጣም አስፈላጊ” ይለያል። እነርሱም

1 አላስፈላጊ

2 በመጠኑ አስፈላጊ

3 አስፈላጊ

4 በጣም አስፈላጊ ናቸው·

የሚሰጡት ምላሽ ልጅዎ ላገኘው/ችው· ውጤት ምንስኤ ይሆናሉ· ብለው· በሚያምኗቸው· /በሚገምቷቸው/ ምክንያቶች ላይ የተመሠረተ ሲሆን የልጅዎ ውጤት አጥጋቢ ነው· ብለው· ካመኑ ምክንያቶቹን/መንስኤዎቹን በ “ሀ” ክፍል ገፅ 3 ይሠጣሉ። በሌላ በኩል የልጅዎ ውጤት አጥጋቢ ካልመሰልዎት ምክንያቶቹን/መንስኤዎቹን በ “ ለ” ክፍል በገፅ 4 ይሠጣሉ። በዚህም መሠረት እያንዳንዱ መንስኤ ለልጅዎ ውጤት ምን ያህል አስተዋፅኦ እንዳደረገ ወይም በል ጅዎ ውጤት ላይ ምን ይህል ተፅዕኖ እንዳደረገ ይህንምልክት “x” በመጠቀም ይመልሱ።

ክፍል ሦስት

ከዚህ በታች በተሠጠው ጥያቄ የልጅዎ የወደፊት የፈተና ውጤት ምን ሊሆን እንደሚችል ያለወትን ግምት ይህን ምልክት " x " በመጠቀም ከተሰጡት አማራጮች ውስጥ በመምረጥ ይመልሱ።

1· ወደፊት በሚሰጠው የሁለተኛ ሴምስተር ፈተና ልጅዎ /የተሻለ ውጤት/ ያገኛል/ታገኛለች የሚለው ግምትዎ ምን ይህል ነው?	1 በጣም ዝቅተኛ	2 ዝቅተኛ	3 መካከለኛ	4 ከፍተኛ	5 በጣም ከፍተኛ

አዲስ አበባ ዩኒቨርሲቲ

በትምህርት ሣይኮሎጂ ክፍል

የድኅረ ምረቃ ፕሮግራም

ኮድ ——

<u>በአርባምንጭ አጠቃላይ ሁለተኛ ደረጃ ትምህርት ቤት ተማሪዎች የሚሞላ መጠይቅ</u>

የዚህ መጠይቅ ዓላማ ተማሪዎች በሚሠጣቸው የክፍል ፈተና ለሚያገኙት አጥጋቢ ውጤት ወይም አጥጋቢ ይልሆነ ውጤት መንስኤ ይሆናል ብለው የሚያምኑትን /የሚገምቱትን/ ምክንያቶች ለመሰብሰብና ለመመርመር ነው።

በመጠየቁ የሚሰበሰበው መረጃ ለታቀደው ጥናትና ምርምር ጉዳይ ብቻ የሚውልና በሚስጥር የሚያዝ ሲሆን ለተገኘው የፈተና ውጤት መንስኤ ይሆናል ተብለው የሚታመኑትን /የሚገመቱትን / ምክንያቶች ሳይዘለሉ ነፃ በሆነ አመለካከትና በሐቅ /በእውነት/ መመለሱ ለጥናቱ ዓላማ መሳካት ከፍተኛ ጠቃሚታ አለው።

ለትብብርዎ በቅድሚያ አመሰግናለሁ።

<u>መግለጫ</u>

በቅርብ በተሰጠው የአንደኛው ሴምስተር የእንግሊዝኛ ወይም የሒሳብ ፈተና አጥጋቢ ውጤት <u>(success)</u> ወይም አጥጋቢ ያልሆነ ውጤት (Failure) አግኝተሀል/አግኝተሻል።

አጥጋቢ ውጤት <u>(Success)</u> - ማለት በተሰጠው ፈተና ከፍተኛ ውጤት ማስመዝገብን የሚያሣይ ሣይሆን በተገኘው ውጤት <u>መርካትን</u> ይመለከታል።

አጥጋቢ ያልሆነ ውጤት <u>(Failure)</u> - ማለት በተሰጠው ፈተና ዝቅተኛ ውጤት ማስመዝገብን የሚያሣይ ሣይሆን በተገኘው ውጤት <u>ያለመርካትን</u> ይመለከታል።

ክፍል አንድ

ይህን ምልክት " x " በመጠቀም ከዚህ በታች የተሰጡትን ጥያቄዎች መልስ /ሽ/

ሀ· ክፍለ 11ኛ —— 10ኛ ——

ለ· ያታ ወንድ —— ሴት ——

ሐ· ለመጠየቁ መልስ የተሰጠበት የትምህርት ዓይነት እንግሊዝኛ — ሒሳብ —

ክፍል ሁለት

ላገኘኸው/ሸው አጥጋቢ ውጤት ወይም አጥጋቢ ያልሆነ ውጤት መንስኤ ሊሆኑ የሚችሉ ምክንያቶች በሁለት ተከፍለው / " ሀ " በገፅ 3 እና " ለ " በገፅ 4/ ተዘርዝረዋል የእያንዳንዱ መንስኤ /ምክንያት/ የአስተዋፅኦ ወይም የተፅዕኖ ደረጃ ከ " አላስፈላጊ " እስከ "በጣም አስፈላጊ" ይለያል። እነርሱም

1 አላስፈላጊ

2 በመጠኑ አስፈላጊ

3 አስፈላጊ

4 በጣም አስፈላጊ ናቸው

በተሰጠህ/ሽ ፈተና ያገኘኸው/ሸው ውጤት አጥጋቢ ከሆነ በገፅ 3 /"ሀ"/ ላይ መልስ የሚሠጥ ሲሆን ያገኘኸው/ሸው ውጤት አጥጋቢ ካልሆነ በገፅ 4 /"ለ"/ ላይ መልስ ይሠጣል። በዚህም መሠረት እያንዳንዱ መንስኤ /ምክንያት/ ለውጤትህ/ሽ ምን ይህል አስተዋፅኦ እንዳደረገ ወይም በውጤትህ/ሽ ላይ ምን ይህል ተፅዕኖ እንዳደረገ ይህን ምልክት " x " በመጠቀም መልስ/ሽ።

ክፍል ሦስት

ከዚህ በታች በተሠጠው ጥያቄ የወደፊት የፈተና ውጤትህ/ሽ ምን ሊሆን እንደሚችል ያለህን/ሽን ግምት ይህን ምልክት " x " በመጠቀም ከተሰጡት አማራጮች ውስጥ ምረጥ/ጪ።

1· ወደፊት በሚሰጠው የሁለተኛው ሴምስተር ፈተና አጥጋቢ ውጤት /የተሻለ ውጤት/ አገኛለሁ የሚለው ግምትህ/ሽ ምን ይህል ነው?	1 በጣም ዝቅተኛ	2 ዝቅተኛ	3 መካከለኛ	4 ከፍተኛ	5 በጣም ከፍተኛ

አዲስ አበባ ዩኒቨርሲቲ

በትምህርት ሣይኮሎጂ ክፍል

የድኅረ ምረቃ ፕሮግራም

ኮድ ——

<u>በአርባምንጭ አጠቃላይ ሁለተኛ ደረጃ ትምህርት ቤት መምህራን የሚሞላ መጠይቅ</u>

የዚህ መጠይቅ ዓላማ ተማሪዎች በሚሠጣቸው የክፍል ፈተና ለሚያገኙት አጥጋቢ ውጤት ወይም አጥጋቢ ያልሆነ ውጤት መምህራኑ መንስኤ ይሆናሉ ብለው የሚያምኗቸውን /የሚገምቷቸውን/ ምክንያቶች ለመሰብሰብና ለመመርመር ነው።

በመጠየቁ የሚሰበሰበው መረጃ ለታቀደው ጥናትና ምርምር ጉዳይ ብቻ የሚውልና በሚስጥር የሚያዝ ሲሆን ተማሪዎች ላገኙት ውጤት መንስኤ ይሆናሉ ተብለው የሚታመኑትን /የሚገመቱትን / ምክንያቶች ነፃ በሆነ አመለካከትና በሐቅ /በእውነት/ መመለሱ ለጥናቱ ዓላማ መሳካት ከፍተኛ ጠቃሚታ አለው።

ለትብብርዎ በቅድሚያ አመሰግናለሁ።

<u>*መግለጫ*</u>

በቅርብ በተሰጠው የአንደኛው ሴምስተር የእንግሊዝኛ ወይም የሒሳብ ፈተና እርስዎ በሚያስተምሩት የትምህርት ዓይነት ተማሪዎ አጥጋቢ ውጤት <u>(success)</u> ወይም አጥጋቢ ያልሆነ ውጤት (Failure) አግኝቷል/ለች።

አጥጋቢ ውጤት <u>(Success)</u> - ማለት በተሰጠው ፈተና ከፍተኛ ውጤት ማስመዝገብን የሚያሣይ ሣይሆን በተገኘው ውጤት <u>መርካትን</u> ይመለከታል።

አጥጋቢ ያልሆነ ውጤት <u>(Failure)</u> - ማለት በተሰጠው ፈተና ዝቅተኛ ውጤት ማስመዝገብን የሚያሣይ ሣይሆን በተገኘው ውጤት <u>ያለመርካትን</u> ይመለከታል።

ክፍል አንድ

ይህን ምልክት " x " በመጠቀም ከዚህ በታች የተሰጡትን ጥያቄዎች ይመልሱ

ሀ· የተማሪው ክፍል 11ኛ —— 10ኛ ——

ለ· የሚያስተምሩት የትምህርት ዓይነት እንግሊዝኛ —— ሒሳብ ——

ክፍል ሁለት

ተማሪዎች ለሚያገኙት አጥጋቢ ውጤት ወይም አጥጋቢ ያልሆነ ውጤት መንስኤ ሊሆኑ የሚችሉ ምክንያቶች በሁለት ተከፍለው / " ሀ " በገፅ 3 እና " ለ " በገፅ 4/ ተዘርዝረዋል የእያንዳንዱ መንስኤ /ምክንያት/ የአስተዋፅኦ ወይም የተፅዕኖ ደረጃ ከ " አላስፈላጊ " እስከ "በጣም አስፈላጊ" ይለያል። እነርሱም

1 አላስፈላጊ

2 በመጠኑ አስፈላጊ

3 አስፈላጊ

4 በጣም አስፈላጊ ናቸው

የሚሰጡት ምላሽ በሚያስተምሩት የትምህርት ዓይነት ተማሪዎ ላገኘው/ችው ውጤት ምንስኤ ይሆናሉ ብለው በሚያምኗቸው /በሚገምቷቸው/ ምክንያቶች ላይ የተመሠረተ ሲሆን የተማሪዎ ውጤት አጥጋቢ ነው ብለው ካመኑ ምክንያቶቹን/መንስኤዎቹን በ "ሀ" ክፍል በገፅ 3 ይሠጣሉ። በሌላ በኩል የተማሪዎች ውጤት አጥጋቢ ካልመሰልዎት ምክንያቶቹን/መንስኤዎቹን በ " ለ" ክፍል በገፅ 4 ይሠጣሉ። በዚህም መሠረት እያንዳንዱ መንስኤ ለተማሪዎ ውጤት ምን ያህል አስተዋፅኦ እንዳደረገ ወይም በተማሪዎ ውጤት ላይ ምን ይህል ተፅዕኖ እንዳደረገ ይህን ምልክት " x " በመጠቀም ይመልሱ።

ክፍል ሦስት

ከዚህ በታች በተሠጠው ጥያቄ የተማሪዎ የወደፊት ውጤት ምን ሊሆን እንደሚችል ያለዎትን ግምት ይህን ምልክት " x " በመጠቀም ከተሰጡት አማራጮች ውስጥ በመምረጥ ይመልሱ።

1· ወደፊት በሚሰጠው የሁለተኛ ሴምስተር ፈተና ተማሪው/ዋ /የተሻለ ውጤት/ ያገኛል/ታገኛለች የሚለው ግምትዎ ምን ይህል ነው?	1 በጣም ዝቅተኛ	2 ዝቅተኛ	3 መካከለኛ	4 ከፍተኛ	5 በጣም ከፍተኛ

የአጥጋቢ ውጤት (Success) መንስኤዎች

መንስኤ ምክንያቶች	1 አላስፈላጊ	2 በመጠኑ አስፈላጊ	3 አስፈላጊ	4 በጣም አፈላጊ
የትምህርት ችሎታ መኖር				
የፈተናው ቀላልነት				
የትምህርቱ ቀላልነት				
ለትምህርቱ ፍላጐት መኖር				
ባላሰለሰ ሁኔታ በማጥናት ጥረት ማድረግ				
በፈተናው ወቅት ወዲያው ጥረት መደረጉ				
በራስ መተማመን መቻል				
የእግዚአብሄር ርዳታ መኖሩ				
ዕድለኛነት				
በፈተናው ወቅት የነበረው ጥሩ ሁኔታ /ምሳሌ መረጋጋት፣ የፈተናው ክፍል አመቺ መሆን…ወዘተ/				
ጥሩ የቋንቋ ችሎታ መኖሩ				
የፈተናውን ጥያቄ ቶሎ ለመረዳት መቻል				
የፈተናውን ጥያቄ መልስ ቶሎ ለማስታወስ መቻል				
ጊዜን በአግባቡ ለመጠቀም መቻል				
በዕቅድ ላይ የተመሠረተ ጥሩ የአጠናን ልምድ መኖሩ				
የወላጆች ድጋፍ መኖሩ/ምሳሌ ቤት ውስጥ ማስተማር/				
የወላጆች ማበረታታትና የሞራል ድጋፍ መኖሩ /ምሳሌ፡– ምክር፡ሽልማት … ወዘተ /				
እቤት ውስጥ ለመማር አመቺ ሁኔታ መኖሩ				
እቤት ውስጥ ለማጥናት አመቺ ሁኔታ መኖሩ				
የመምህሩ የማስተማር /የገለፃ / ችሎታ				
የመምህሩ ትክክለኛ ማርክ አሰጣጥ /ምሳሌ፡–ያለማዳላት/				
ለትምህርት አስፈላጊ የሆኑ ቁሳቁሶች መሟላታቸው				
የጓደኞች ድጋፍ መኖሩ				
የፈተናው መርሀግብር /ፕሮግራም / ጥሩነት /ምሳሌ፡– የፈተናዎች አለመደራረብ፡ በቂ ጊዜ … ወዘተ/				
የፈተናው ጥያቄ ግልፅ መሆን				

አጥጋቢ ያልሆነ ውጤት (Failure) መንስኤዎች

መንስኤ ምክንያቶች	1 አላስፈላጊ	2 በመጠኑ አስፈላጊ	3 አስፈላጊ	4 በጣም አፈላጊ
የትምህርት ችሎታ ማነስ				
የፈተናው ከባድነት				
የትምህርቱ ከባድነትነት				
ለትምህርቱ ፍላጐት ማጣት				
ባላሰለሰ ሁኔታ በማጥናት ጥረት ያለማድረግ				
በፈተናው ወቅት ጥረት ያለማደረግ				
በራስ ያለመተማመን				
የእግዚአብሄርን ርዳታ ማጣት				
ዕድለቢስነት				
በፈተናው ወቅት የነበረው መጥፎ ሁኔታ /ምሳሌ ያለመረጋጋት፣ የፈተናው ክፍል አመቺ አለመሆን…ወዘተ/				
የቋንቋ ችሎታ ማነስ				
የፈተናውን ጥያቄ ቶሎ ለመረዳት ያለመቻል				
የፈተናውን ጥያቄ መልስ ቶሎ ለማስታወስ ያለመቻል				
ጊዜን በአግባቡ የመጠቀም ችሎታ ማነስ				
በዕቅድ ላይ የተመሠረተ ጥሩ የአጠናን ልምድ ማጣት				
የወላጆችን ድጋፍ ማጣት /ምሳሌ ፡– ቤት ውስጥ ለማስተማር ያለመቻል/				
የወላጆች ማበረታታትና የሞራል ድጋፍ ማጣት				
እቤት ውስጥ ለመማር አመቺ ሁኔታ ያለመኖር				
እቤት ውስጥ ለማጥናት አመቺ ሁኔታ ያለመኖር				
የመምህሩ የማስተማር /የገለፃ / ችሎታ ማነስ				
ትክክለኛ ያልሆነ የማርክ አሠጣጥ /ምሳሌ፡– አድልዎ/				
ለትምህርት አስፈላጊ የሆኑ ቁሳቁሶች አለመሟላት				
የጓደኞችን ድጋፍ ማጣት				
የፈተናው መርሀግብር /ፕሮግራም / ጥሩ ያለመሆን /ምሳሌ፡–የፈተናዎች መደራረብ፡ የጊዜ እጥረት … ወዘተ/				
የፈተናው ጥያቄውች ግልፅነት ማጣት				

APPENDIX D

Classification of Causal Attribution Items In Terms of Four groups.

Classification	Item members
Parent - related causes	16, 17, 18, 19.
Pupil - related causes	1, 4, 5, 6, 7, 11, 12, 13, 14, 15.
Teacher - related causes	20, 21, 25.
External causes	2, 3, 8, 9, 10, 22, 23, 24.

APPENDIX E

Means, Standard - deviations, and t-values for the Four Groupings in Pupils' Success Condition by Parents, Pupils and Teachers.

Parents' Attribution (n = 32)

Cause	Mean	SD	Cause	Mean	SD	t-values
x_1	3.15	0.523	x_2	2.62	0.458	4.3124*
x_1	3.15	0.523	x_3	3.05	0.841	0.5714
x_1	3.15	0.523	x_4	3.15	0.650	0
x_2	2.62	0.458	x_3	3.05	0.841	-2.5394*
x_2	2.62	0.458	x_4	3.15	0.650	-3.7696*
x_3	3.05	0.841	x_4	3.15	0.650	-0.5322

Pupils' Attribution (n = 29)

Cause	Mean	SD	Cause	Mean	SD	t-values
x_1	3.10	0.742	x_2	2.58	0.512	3.1085*
x_1	3.10	0.742	x_3	3.23	0.807	-0.6382
x_1	3.10	0.742	x_4	2.94	1.045	0.6726
x_2	2.58	0.512	x_3	3.23	0.807	-3.6640*
x_2	2.58	0.512	x_4	2.94	1.045	-1.6667
x_3	3.23	0.807	x_4	2.94	1.045	1.1832

Teachers' Attribution (n=44)

Cause	Mean	SD	Cause	Mean	SD	t-values
x_1	2.94	0.525	x_2	0.498	0.498	4.857*
x_1	2.94	0.525	x_3	3.35	0.593	-3.430*
x_1	2.94	0.525	x_4	2.61	0.742	2.407*
x_2	2.41	0.498	x_3	3.35	0.593	-8.048*
x_2	2.41	0.498	x_4	2.61	0.742	-0.501
x_3	3.35	0.593	x_4	2.61	0.742	5.164*

$t^* < 0.05$

Note:

x_1 = Pupil-related causes
x_2 = External causes
x_3 = Teacher related causes
x_4 = Parent-related causes

Means, Standard-deviations, and t-values for the Four Groupings in Pupils' Failure Condition by Parents, Pupils and Teachers.

Parents' Attributions (n = 75)

Cause	Mean	SD	Cause	Mean	SD	t-values
x_1	1.89	0.719	x_2	1.85	0.541	0.3842
x_1	1.89	0.719	x_3	2.08	0.915	-1.4116
x_1	1.89	0.719	x_4	2.07	0.990	-1.2721
x_2	1.85	0.541	x_3	2.08	0.915	-1.8714
x_2	1.85	0.541	x_4	2.07	0.990	-1.6871
x_3	2.08	0.915	x_4	2.07	0.990	0.0641

Pupils' Attributions (n = 78)

Cause	Mean	SD	Cause	Mean	SD	t-values
x_1	1.84	0.637	x_2	3.16	0.546	-13.9093*
x_1	1.84	0.637	x_3	2.16	0.933	-2.5019*
x_1	1.84	0.637	x_4	2.14	1.08	-2.1142*
x_2	3.16	0.546	x_3	2.16	0.933	8.1699*
x_2	3.16	0.546	x_4	2.14	1.08	7.4507*
x_3	2.16	0.933	x_4	2.14	1.08	0.1238

Teachers' Attributions (n = 63)

Cause	Mean	SD	Cause	Mean	SD	t-values
x_1	3.35	0.889	x_2	1.94	0.427	19.3948*
x_1	3.35	0.889	x_3	1.89	0.908	11.7457*
x_1	3.35	0.889	x_4	3.08	0.673	2.7579*
x_2	1.94	0.427	x_3	1.89	0.908	0.3959
x_2	1.94	0.427	x_4	3.08	0.673	-11.3546*
x_3	1.89	0.908	x_4	3.08	0.673	-8.3546

$t^* < 0.05$

Note:

x_1 = Pupil-related causes
x_2 = External causes
x_3 = Teacher related causes
x_4 = Parent-related causes

I, the undersigned, declare that this thesis is my work and that all sources of material used for the thesis have been duly acknowledged.

Name: Derbie Worknesh

Signature 

Place and Date of Submission 22/5/98

ADDIS ABABA UNIVERSITY.