

ACADEMIC PROCRASTINATION AND
STUDENTS' CAUSAL PERCEPTION FOR
THEIR ACHIEVEMENT AT AWASSA TABOR
SENIOR SCONDARY SCHOOL
(Sex and Grade Difference)

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List of contents

Contents	page
Acknowledgement.....	
List of tables.....	
Abstract.....	
CHAPTER ONE	1
1. Introduction	1
1.1. Background of the Study.....	1
1.2. Statement of the Problem.....	3
1.3. Objectives of the Study.....	4
1.4. Significance of the Study.....	5
1.5. Delimitation of the Study.....	5
1.6. Limitation.....	5
1.7. Operational Definitions.....	6
CHAPTER TWO	7
2. Review of Related literature	7
2.1. Academic Procrastination and Causal Perception /attribution/ of Achievement.....	7
2.1.1. Academic Procrastination.....	7
2.1.1.1. Causes of Procrastination	9
2.1.1.2. Types of Procrastinators.....	11
2.1.1.3. How to overcome Procrastination.....	13
2.1.1.4. Sex Difference in Academic Procrastination.....	14
2.1.2. Causal Attribution.....	15
2.1.2.1. Development of Attribution Theory.....	15
2.1.2.2. Significance of attribution theory.....	16
2.1.2.3. Attribution Theory and Education.....	17
2.1.2.4. Dimensions of Causal Perceptions or Attribution	18
2.1.2.5. The Consequences of Causal Perceptions on Expectations and Emotions.....	20
2.1.2.6. Sex Difference in Causal Attributions.....	21
2.1.3. The Relation of Academic Procrastination with Causal Attribution.....	23
2.1.4. The Relation of Procrastination and Causal Perception /attribution/ with Academic Achievement	24
CHAPTER THREE	
3. Methodology	27
3.1. Subjects.....	27
3.2. Instruments.....	27
3.3. Procedure.....	28
3.4. Data Analysis.....	29

CHAPTER FOUR	31
4. Results and Discussion	31
4.1. Results	31
4.1.1. Sex Differences in Academic Procrastination and Causal Perception	31
4.1.2. The Relation of Average Achievement with Academic Procrastinating Behaviors and Causal Perception of Achievement.....	35
4.1.3. Achievement Variation Accounted for Academic Procrastination and Causal Attribution	40
4.1.3.1. Achievement Variation Accounted for Procrastinating Behaviors.....	42
4.1.3.2. Achievement Variation Accounted for Internal and External Explanation of Success or Failure.....	44
4.1.3.3. Achievement Variation Accounted for Academic Procrastination and Casual Perception.....	47
4.2. DISCUSSION	52
4.2.1. Sex Difference in Academic Procrastination and Causal Attribution.....	52
4.2.2.1. Sex Difference in Academic Procrastination.....	52
4.2.2.2. Sex Difference in Causal Perception of Achievement.....	53
4.2.2. The Relation of Achievement with Procrastination and Causal Attribution of Achievement	55
4.2.2.1. The Relation of Achievement with Procrastinating Behaviors.....	55
4.2.2.2. The Relationship Between Achievement and Causal Attribution of Success or Failure.....	56
4.2.2.3. The Relation of Causal Attribution and Procrastination.....	57
4.2.3. Achievement Variation that is accounted for Procrastination and Causal Perception.....	58
4.2.3.1. Achievement Variation that is accounted for Procrastination.....	58
4.2.3.2. Achievement Variation Accounted for Causal Perception of Success or Failure.....	58
4.2.3.3. Achievement Variation accounted for Procrastination and Causal attribution.....	59
CHAPTER FIVE	61
5. Summary, Conclusion and Recommendation	61
5.1. Summary and Conclusion.....	61
5.2. Recommendation	64
References.....	66
Appendix	68
Questionnaires.....	69

List of Tables

Tables	Page
1. Sex difference in a academic procrastinating behaviors at Tabor High School Students	31
2. Sex difference in academic procrastinating behavior at each grade level of Awasa Tabor High School Students	32
3. Sex difference in internal and external causal perception (attribution) of Success at Tabor High School Students	33
4. Sex difference in internal and external causal perception of success at each grade level of Tabor High School Students	33
5. Sex difference in internal external causal attribution of failure at Tabor High School	34
6. Sex difference in internal and external causal attribution of failure at each grade level of Tabor High School	35
7. Correlation matrix for causal perception of success Procrastinating behaviors and average achievement at Tabor High School.....	36
8. Correlation matrix for causal perception of success, procrastinating behaviors and average achievement at each grade level of Tabor High School.....	37
9. Correlation matrix for causal perception of failure, procrastinating behaviors, and average achievement	38
10. Correlation matrix for causal perception of failure, procrastinating behaviors, and average achievement	39
11. Multiple regression for achievement and procrastinating behaviors at Tabor High School.....	42
12. Stepwise regression analysis for achievement and procrastinating behaviors at the combined group	42
13. Multiple regression analysis for achievement and procrastinating behaviors at each grade level	43
14. Multiple regression analysis for achievement and causal attribution of success at Tabor High School	44
15. Stepwise multiple regression for achievement and causal	

Abstract

This study focused on the problem of procrastination and causal perception or attribution with regard to high school students. Thus, its purposes were to investigate sex difference in academic procrastination and causal perception of achievement, to examine the extent of relationship of achievement to the components of academic procrastination and causal attribution of success or failure, to examine the extent of relationship of academic procrastination to causal perception, and to examine the extent of achievement variation that is accounted for academic procrastination and causal perception of success or failure.

A sample of 499 and 372 students of Tabor High School (9-12) were participated in the study for academic procrastination and causal attribution scales respectively. The data was analyzed through independent t-test, Pearson correlations and multiple regression analysis.

The independent t-test analysis showed statistically significant sex difference in procrastinating behaviors and explanation of success. There is no significant sex difference in attribution of failure. The Pearson correlation coefficients depicted: statistically significant positive correlation between achievement and internal explanation of success, statistically significant negative correlation between achievement and internal explanation of failure at grade 9, statistically significant positive correlation between relaxed type of procrastinating behaviors and internal explanation of failure, and relaxed type of procrastinating behavior and external explanation of failure at grade 9. The multiple regression analysis also indicated that 11.5 percent of the variation of achievement is explained to the linear combination of academic procrastination and causal perception of success and that 10.7 percent of the variation in the achievement is attributed to the linear combination of academic procrastination and causal perception of failure at the combined group.

Therefore, Tabor high school students' achievement seems to be influenced by academic procrastination and causal perception of success or failure.

CHAPTER ONE

INTRRODCTION

1.1 Background of the Study

Educationalists and Psychologists exert a lot of effort in investigating the problems that affect student's academic achievement and the teaching learning process in general. Among them some (Burka and Yuan 1983; Ellis and Knaus 1977; Ferrie and Emmons 1995; Milgram, Sroloff and Rosenbaum, 1986; Perry, 1993; Solomon & Rothblum, 1984) conduct research on issues related to procrastination. While others (Frieze, 1958; Weiner et al 1971; Feather & Simon 1971a, 1971b; Nicholls, 1975; Lewis 1976; Weiner, 1985, 1986; Darge, 1988; Tamirie 1995, 1997; Yalew 1996; Deribie, 1998) did so on causal attribution.

Procrastination refers to putting off doing something important. In academic context it refers to delaying in doing assignments and preparing for examination until the last period of examination time or submission date of assignments. This is a problem, which can lead students to feeling of guilt, inadequacy, depression, self-doubt and frequent failure (Perry, 1993; Milgram, Sroloff and Rosenbaum, 1986; Counseling service at Bufallo University (CSBU), 2003; Tucker-Ladd and Mental Health Net 1996-2000). According to Solomon and Rothblum (1984) the two fundamental kinds of procrastinators are the tensed and relaxed procrastinators. The tensed type often feels both an intense pressure to succeed and a fear of failure. While the relaxed type

often feels negatively towards his/her work and forgets it by playing. (Tuckor-Ladd and mental health Net 1996-2000).

Causal attribution (perception) on the other hand refers to the explanation of the individuals for their behavior or performance. The various factors to which people can attribute their performance outcome were originally discussed by Heider in 1958 and more recently by Weiner et al in 1971 and Rosenbaum in 1972 (cited in University of South Florida(USF), 1998/1999). According to Heider performance can be attributed to the person or to the situation. Weiner et al (1971) have also specifically argued that causal factors can be classified according to two dimensions; locus of causality (internal - external) and stability (stable-unstable). Finally the 3rd dimension was identified by Rosenbaum in 1972 and was called controllability (Weiner 1985). Regarding the types of causal attributions Weiner (1985, 1986) discussed four main types of causal attributions: ability, effort, luck and task difficulty. These factors also can be discussed under three dimensions: ability = internal - stable - uncontrollable; effort = internal - unstable - controllable; luck = external - unstable - uncontrollable and task difficulty = external - stable - uncontrollable (Weiner, 1985; Carlyon, 1997)

In compliance with this, this study is carried out to investigate how the two psychological conditions (academic procrastination and causal attribution of students for their achievement) related with academic out come.

This research is organized into five parts. The first chapter deals with the introduction: background of the study, statement of the problem, significance of the study, objectives of the study and

definition of terms. The second chapter is a room to manage the review of related literature. The third chapter deals with the methodology of the study. The fourth chapter pertains to present the result and discussion of findings, and the last chapter deals with summary, conclusion and recommendations

1.2 Statement of the Problem

William Knaus, a researcher in the field of psychology, estimated that 90 percent of college students procrastinate. Of these 25 percent are chronic procrastinators who usually end up in dropping out of college (C S B U, 2003). This may be one of the problems that hinder students from performing well in their academic endeavor and this resulting in anxiety and depression. Bandura (1997), as cited in Eilat et al (2000) explained that psychological conditions like depression, stress and anxiety could lead to low self-efficacy. Students with low self-efficacy attribute their failure to lack of ability and their success to luck or task easiness. Hence they may develop low expectation of future success and be hindered from doing their best.

The main reason why the investigator of this study is initiated to conduct a research in this area is that there is lack of studies, which relate academic achievement with academic procrastination and causal perception in the context of Ethiopian high schools. Moreover, there are some research studies on the area of causal attribution in which inconsistent results are observed regarding sex difference. For instance, Tamir (1995) and Yalew (1996) revealed that there is attribution difference between male and female students of Addis Ababa University and of Entoto High School respectively with the findings pointing out that males explained

their success to ability and effort while females attached it to luck and task easiness. Regarding failure, they also indicated that females attribute their failure to lack of ability while male attribute their failure to bad luck and task difficulty. Tamir (1997) also reported differently that more females attribute success to the level of efforts made in their academic domain when compared to males. For these reasons the investigator wants to pay her attention in the area of academic procrastination and causal attribution to add some research findings on the already existing results. In order to guide the research appropriately the following research questions are formulated.

1. Does sex show statistically significant difference in academic procrastination and causal explanation of students for their academic success or failure?
2. Is there any difference in academic procrastination and causal attribution across each grade level?
3. How are the components of academic procrastination and causal attribution of success or failure related to the academic achievement?
4. What is the relationship between academic procrastination and causal attribution?
5. To what extent is the variation in achievement is accounted for academic procrastination and causal attribution of success or failure?

1.3 Objectives of the Study

The main purpose of this study is to examine the relationship of academic procrastination and causal attribution with achievement and to investigate the extent of students' achievement

variation accounted for academic procrastination and causal attribution at Tabor high school (9-12). Moreover, the research attempts to examine the following specific objectives:

- Sex difference in academic procrastination and causal perception of achievement outcome.
- Differences in academic procrastination and causal attributions across each grade level.
- The relation of the components of academic procrastination and casual attribution.

1.4 Significance of the Study

The investigator of this study believes that the research will provide some information regarding the issue of academic procrastination, students' explanation of their success or failure and students' achievement variation accounted for academic procrastination and causal perception. So these information may have some implications that support the concerned bodies such as parents, teachers, counselors, directors and ministry of education in general to see the way that help students inside and outside the classroom. The information may also help students to analyze their problems and initiate them to do their best. Moreover, the research may add some findings on the already existing research results and serve as a base for further investigation

1.5 Delimitation

The scope of this study is limited at Tabor high school. This is because; it is a big school, which contained large number of students than any other schools in the Zone as well as in the region.

1.6 Limitation

One of the limitations of this study was the decrement of sample size for the collection of data on causal attribution scale. Since the two scales of measurements were administered at two different time the student who responded for the procrastination scale were not participated in responding for causal attribution due to attrition and absenteeism. Moreover, there is lack of literature concerning causal attribution of achievement across grade levels. Because of this no literature is found in review part concerning grade levels

1.7.Operational Definitions

Academic Procrastination - refers to delaying on completing assignments or preparing for examination until the last minute of submission or examination date

Relaxed type procrastinator - refers to student who forgets/dislikes his/her academic task for the sake of social life or playing.

Tensed type procrastinator - refers to a student who often feels both an intense pressure to succeed and a fear of failure

Other type of procrastinator -refers to a person who procrastinates his/her academic task due to some uncontrollable reasons like health and financial problem,

Causal Perception - refers to students' explanations of their achievement for themselves and to others based on their past experience.

Failure - refers to the dissatisfaction caused by not achieving the desired mark. It is not necessarily the fail mark.

Success refers to the satisfaction caused by achieving the desired mark. It is not necessarily the pass mark.

High school students - refers to students from grade 9 - 12

Achievement -refers to students' first semester average mark

Internal attribution-refers to explanation of academic outcomes to ability and effort

External attribution-refers to explanation of academic outcomes to luck, task characteristic, help, teachers and other environmental factors

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Academic Procrastination and Causal Perception (Attribution) of Achievement

2.1.1. Academic Procrastination

The desire to succeed and to excel is called achievement need. And the attitude that often used in conjunction with motivation to achieve is self- efficacy that is how capable people judge themselves whether they perform a task successfully (Bandura, 1977, cited in Tuckman 1999). Self-efficacy beliefs contribute to academic achievement by enhancing the motivation to achieve (Tuckman, 1999). The research that was conducted by Tuckman and Sexter (1990) compared the academic performance of students at high, intermediate, and low levels of self-efficacy. The result indicated that the highest self-efficacy group was found to be twice as productive as the middle group, and ten times as productive as the lower group. Moreover, the high group out performed their own expectations by 22%, the intermediate group equaled their own expectations; and low group fall below their own expectations by 77%. Therefore, this result reflects the clear relationship between self-efficacy beliefs and academic productivity (cited in Tuckman 1999). One of the factors, which negatively affect the students' self-efficacy beliefs by developing anxiety, depression and stress, is procrastination. Procrastination does not mean doing absolutely nothing but procrastinators often follow exactly the wrong track

and try to minimize their commitments (Perry, 1995). Students who describe themselves as procrastinators also tend to describe themselves as people who doubt their capabilities (Tuckman 1999; CSBU, 2003). If this is so they may get hindered from doing their best to be successful. Marano (2002) says, "There are many ways to avoid success in life but the most sure-fire just might be procrastination. Procrastinators sabotage themselves. They put obstacles in their path. They actually chose paths that hurt their performance". Moreover Marano describes the following ten points regarding procrastination and procrastinators.

1. Procrastinators can change their behavior but doing so consumes a lot of psychic energy.
2. There are big costs to procrastination. Health is one: it causes cold, flue, gastrointestinal problems in addition to stress and depression.
3. There is more than one flavor of procrastination. People procrastinate for different reasons.
4. Procrastinators actively look for distractions, particularly ones that don't take a lot of commitment on their part. They distract themselves as a way of regulating their emotions such as fear of failure.
5. Procrastinators tell lies to themselves. Such as, "I feel more like doing this tomorrow" or "I work best under pressure". But, in fact they do not get the urge the next day or work best under pressure.
6. Procrastination predicts higher levels of consumption of alcohol among the people who drink.

7. Procrastinators are made, not born. Procrastination is learned in the family milieu, but not directly. It is one response to an authoritarian parenting style. Having a harsh, controlling father keeps children from developing the ability to regulate themselves, from internalizing their own intentions and then from learning to act on them.
8. Procrastination is not a problem of time management or of planning. Procrastinators are not different in their ability to estimate time, although they are more optimistic than others.
9. It's not trivial, although as a culture, we don't take it seriously as a problem. It represents a profound problem of self-regulation
10. Twenty percent of people identify themselves as chronic procrastinator. For them, procrastination is a life style although a maladaptive one. And it cuts across all domains of their life.

2.1.1.1. Causes of Procrastination

According to counseling service at Buffalo University (2003), the causes of procrastination are poor time management, difficulty in concentrating, fear of failure, anxiety, negative beliefs (low self-confidence), personal problem (financial and health), unrealistic expectations and perfectionism.

- Poor time management - If one may be uncertain of his/her priorities, goals and objectives he/she may keep putting off his/her academic assignments for a later date, or spending a great deal of time with his/her friends and social activities or worrying about his/her upcoming examination and assignments rather than completing them.

- Difficulty concentrating - If the environment is distracting and noisy, it will be difficult for the individual to pay attention and concentration to complete his/her task on time. Hence he/she may promote frustration and confusion.

- Fear of failure and anxiety. If one is overwhelmed with the task and became afraid of getting a failing grade, he/she would spend a great deal of time worrying about his/her upcoming exams, paper and assignments rather than completing the work.

- Negative beliefs (lack of self confidence) such as, "I lack the necessary abilities /skills to perform the task", and "I cannot succeed in any thing", may allow one to stop him/herself from getting the work done. On the other hand, many procrastinators are convinced that they work better under pressure, or they'll feel better about tackling the work later (Szalavitz, 2003)

- Personal problems - like financial and health problems

- Unrealistic expectations and perfectionism

Likewise Milgram, Sroloff and Rosenbaum (1988) revealed three factors as causes of procrastination for academic as well as other tasks: dyphoric affect, covert negativism and perceived incompetence. Dyphoric affect refers to the negative emotional response associated with doing a particular task. People promptly perform tasks they regard as pleasant and avoid doing unpleasant ones or do reluctantly at the last moment. Covert negativism - people do some tasks readily simply because they regard the tasks as voluntary actions and do others later because they regard them

as impositions. Perceived incompetence refers to feeling of low self-efficacy. People delay doing a given task because they lack confidence in their task competence.

2.1.1.2. Types of Procrastinators

Different researchers had tried to classify procrastinator in to various types. For instance, Sapaddin and Maguire (1997) identified procrastinators into six types: 1. The perfectionists who dread doing any thing that is less than perfect, 2. The dreamer who has great ideas but hates doing the details, 3. The worrier who does not think things are right but fear that changes will make them worse; 4. The defer who resists doing any thing suggested or expected by someone else, 5. The crisis-maker who manages to find or make a big problem in any project often by starting too late, and 6. The over- door that takes on way to many tasks (cited in Tucker-Ladd and mental Health Net 1996-2000). Likewise, Joseph Ferrari (as cited in Marano 2002) identified three basic types of procrastinators: arousal types or thrill seekers, who wait to the last minute for euphoric rush; avoider types who may be avoiding fear of failure or even fear of success, but in either case they are very concerned with what others think of them; decisional types, who can not make decision. Solomon and Rothblum (1984) also classified procrastinators into two fundamental kinds: the tensed and the relaxed types. The tensed types of procrastinator often feel both an intense pressure to succeed and a fear of failure. While the relaxed type often feels negatively towards his/her work and forgets it by playing (Tucker-Ladd and Mental Health Net 1996-200)

Tensed type of procrastinator: - This seems similar to avoider type. Fiore (1989) described such a person as feeling overwhelmed

by pressure, unrealistic about time, uncertain about goals, dissatisfied with accomplishments, indecisive, blaming of others or circumstances for his/her failures, lacking in confidence and sometimes perfectionist. Thus the underlying fears for such a person are of failing, lacking ability and being imperfect. As a result, he/she will get over stressed and overworked until he/she escapes the pressure temporarily by trying to relax but any enjoyment gives rise to guilt. According to Burka and Yuen(1984) and Ells and Knaus(1977) the tensed type of procrastinator comes in five forms :

- a) The fear of successful achievement in school,
- b) Afraid of failing
- :if one is self critical and feels inferior, he/she will avoid doing many things, especially competitive activities,
- c) Needs to feel in control,
- d) Keeping the help of others,
- f) Keeping a frightening relationship at a distance.

On the other hand, the relaxed type of procrastinator forgets his/her work by playing or avoiding as much stress as possible by dismissing his/her work or disregarding more challenging task and concentrating on having fun or some other distracting activity.

Knaus (1979) had described three kinds of common diversions of relaxed type procrastinator (i.e. ways of avoiding the tasks that need to be done): action cop-outs, mental excuses, emotional diversions.

1. Action cop-outs- is doing something that is not a priority. Eg Watching TV, eating, playing, sleeping, or even cleaning. Once we are engrossed in the diversion, we block out the anxiety, self-doubts, anger, or boredom associated with the work we are putting off but should be doing.
2. Mental excuses- There are three main types of mental excuses

- a) When one promised him-or-her-self that he/she will be good, he/she can escape work and enjoy guilt-free play
- b) When an individual gives priority to some unimportant activities over the main but unpleasant or scary events
- c) When an individual has a defeatist attitude to the activities he or she never takes any action. E.g. "I want an "A" in mathematics but my teacher would never give me ".

3. Emotional diversions. Taking drugs, listening to music, reading novels and even getting involved in friendships, love, flirtations, or religion could at times serve to escape from unpleasant but important tasks

Such a person will not feel much pressure to change, unless he/she is confronted with reality by some event such as, flunking out of school or by serious thoughts about where his/her life is headed (Tucker Ladd and mental halter net 1996-2000).

Generally, both types of procrastinators dislike the chores. They create much of their own misery in the first place by telling themselves the task is really awful or by putting themselves down or telling themselves some lies. They work on less important obligation rather than fulfilling the more important obligation, or they use their time wastefully in some minor activity or pleasure. In most cases, they keep themselves ready to work, but end up avoiding the activity (Yaakub, 2000).

2.1.1.3. How to Overcome Procrastination

CSBU, (2003) provides the following suggestions to overcome the problem of procrastination:

- Recognize self - defeating problems such as fear and anxiety, difficulty concentrating, poor time management, and perfectionism.
- Identify your own goals, strengths and weaknesses.
- Compare your actions with the values you feel you have.
- Discipline your self to use time wisely and to set priorities.
- Study in small blocks instead of long time periods.
- Reward your self after you complete a task.
- Motivate your self to study: Do well on success, not on failure. Try to study in small group. Break large assignments in to small tasks. Keep a reminder schedule and checklist.
- Set realistic goal.
- Modify your environment; minimize noise or distraction; ensure adequate lighting; have necessary equipment at hand.

Don't waste time going back and forth to get things.

2.1.1.4 Sex Difference in Academic Procrastination

Sex difference is observed in procrastinating behavior of students though it is inconsistent (Beyer, 2002; Dembo and Jakubowski, 2004; and Pschyl, Coplan and Raid, 2000). The research that was conducted on undergraduate students of Carleton and Depaul university revealed that the more participants procrastinated, the more they engaged in emotion-oriented coping, blame, emotional containment, avoidance, and passivity and the less they engaged in task oriented coping and general activity. The results also indicated that women engaged more in coping styles of avoidance, distractions, social diversions, emotional expressions and social support than did men. That is, more women than men, showed

procrastinatory behavior. On the contrary some studies (Midgley & Urdan, 1995; Urdon, Midgley & Anderman, 1998 cited in Dembo and Jakubowski, 2004) have found that males report using more self-handicapping strategies (Procrastination) than do females. Since procrastination is a complex behavior, which may be influenced, by different variables like self-efficacy, self-esteem, self regulation, self control and perfectionism, it is difficult to determine the causes for the inconsistencies of these research results.

2.1.2 Causal Attribution

2.1.2.1 Development of Attribution Theory

Attribution theory was developed by social psychologists overtime from the theories of Fritz Heider (1958), Edward Jones, Keitch Davis (1965) and Hasold Kelley (1967) cited in(Universty of South Floreda(USF)1998/1999)

Heider is the first modern psychologist who wrote about attribution theory in his book The psychology of interpersonal Relationships (1958). He distinguished between internal and external attribution, arguing that both personal forces and environmental factors operate on the actor, and that the balance of these determines the attribution of responsibility.

Keller (1967) advanced Heider's theory by adding hypotheses about the factors that affect the formation of attributions: consistency, distinctiveness and consensus. Consistency refers to the degree to which the actor performs that same behavior toward an object on different occasions. Distinctiveness refers to the degree to which the actor performs different behaviors with different objects. Consensus - the degree to which other actors perform the same behavior with the same object.

In the 1970s the field of social psychology was dominated by attribution theorists and researchers. (USF,1998/1999). Among them, Bernard Weiner devoted considerable time in the field of attribution. He described the attribution of the individuals into three dimensions: locus of causality, stability and controllability (Weiner, 1985). In achievement situations the perceived causes of success and failure share these three properties.

The four basic causes that subjects most often attribute to success and failure are ability, effort, task difficulty /easiness and luck. There are also other less used attributions like bias of a teacher, mood, illness, fatigue, help of others and home environment (Weiner, 1986)

2.1.2.2 Significance Of Attribution Theory

Attribution theory studies how people make causal explanations and about how they answer questions beginning with why. It also deals with the information people use in making causal inferences, and with what they do with this information to manage their life. (USF,1998/1999). The known theorist in this area, Kelley (1971), cited in Weiner (1985), stated that the attributer is not simply an attributer, a seeker after knowledge; but his/her latent goal in attaining knowledge is to lead one to effective management of him-or-herself and his/her environment. Once causes are assigned effective management of them may be possible; and a guide for their future action can be suggested (Weiner 1985). Moreover, the theory describes the process of explaining events and the behavioral and emotional consequences of this explanation. For instance, Weiner (1985) described that the perceived stability of causes influence changes in expectancy of success and that all

three dimensions of causality affect a variety of common emotional experiences, including anger, gratitude, guilt, hopelessness, pity, pride, and shame. Expectancy and affection in turn are presumed to guide motivational behavior. Therefore, the theory relates the structure of thinking to the dynamic feeling action.

In general, attribution theory studies how people form causal explanations by dealing with information that people use in making causal inference; and helps an individuals how they use these information's to manage their life. It also describes the process of explaining events and the consequence of these explanations.

2.1.2.3. Attribution Theory and Education

The theory was first developed by social psychologists. Now, it is being applied in the field of Education. After students have been enrolled, they attained their learning and took an examination. Although their results may depend up on their preparations, each individual receives test results from the teachers and try to make explanations about their successes or failures. Not only students but also teachers and parents try to think about the causes of their students or children's academic achievement. Regarding achievement attributions, researchers (Frieze and Bar-Tal, 1976;Elig and Frieze, 1979; Frieze and Synder, 1980, Willson & Palmer, 1983; and Bar-Tal, Goldberg & Knaani, 1984; cited in Weiner 1985) conducted researches on students' explanation of success and failure and they reported the dominant attributions as follows respectively.

- Effort, ability, luck and other persons
- Task, ability, stable effort, and mood
- Unstable effort, ability and interest

- Effort, ability, task characteristics and interest
- Test preparation, concentration during study, effort for study, self confidence

The most dominant attributions in these causes are ability and effort (Weiner 1985). The consequence of attributions was also described by Weiner (1985, 1986), who is the latest reformulator of the theory (Carlyon, 1997). We will see the details in the next discussion. To summarize, attribution theory has an application in the area of education and serves all different uses that are discussed above. In other words, by investigating the students' explanation of success or failure and their consequences, it provides useful information for teachers and counselors that help them to guide students' future performance. The information also helps students to understand the strengths and weaknesses of the attributions that they make to their success or failure. So, this may enable them to manage and guide their learning appropriately.

2.1.2.4. Dimensions of Causal Perception

Heider (1958) discussed causal attributions by classifying the perceived causes into internal and external factors (Weiner 1985). And Killey (1972) as cited in Living Hinrichs (1995) added one factor on the classification of Heider's 1958: Internal, external and transient (something about the specific situation or particular moment in time) factors. According to him, in order to reach these kinds of attributions one needs to rely on the following three basic types of information.

1. Consensus - the degree to which others act in the same manner as the person in question

2. Consistency - the extent to which a person acts in the same manner under different situations.
3. Distinctiveness - the extent to which the person acts in the same way in other situation or only in this situation

The latest reformulate of attribution theory, Bernard Weiner, viewed the perceived causes of success and failure from another three dimensions: locuse of causality, controllability, and stability (Weiner, 1985).

1. Locus of causality - refers to the location of the causes. It can be internal or external like that of Heider's classification
2. Stability - This is the second dimension of the perceived causes and refers to the consistency of the causes across time.

The identification of this dimension was based on the argument that was raised by Weiner etal , (1971). They argue that among the internal causes, some fluctuate whereas others remain relatively constant. For instance ability is perceived as a constant capacity; in contrast, effort and mood are perceived as more variable. Similarly among external causes task difficulty is perceived as a constant while luck as unstable. Based on this reason they identify the dimension of stability (Cited in Weiner 1985).

3. Controllability - is the third dimension and refers to the degree to which the individual can control the perceived causes of his/her behavior. To identify this dimension, Rosenbaum (1972) used the same deductive reasoning like that of the identification of stability dimensions. The argument is that among the perceived causes some are

controllable while others are not. For instance, the individual can increase or decrease his/her effort expenditure. So, effort is controllable. Ability on the other hand is a predetermined factor. Therefore, it is difficult to increase or decrease that is the retarded person by any means cannot be a gifted person. In this case, ability is uncontrollable (cited in Weiner 1985). The four basic causal perceptions of outcomes (ability, effort, Task difficulty, luck) are therefore expressed in terms of these dimensions as follows.

- A) Ability: internal-stable-uncontrollable
- B) Effort: internal-unstable controllable
- C) Task difficulty/easiness/: external-stable-uncontrollable
- D) Luck: external unstable uncontrollable (Weiner 1985, 1986).

2.1.2.5. The Consequences of Causal Perceptions on Expectation and Emotion

The causal perception of individuals has played a great role on their emotional experiences and expectation of future outcome (Weiner, 1985; Oren, 1983; Feshbach and Weiner 1986; Darom and Bar-Tal, 1981). According to Weiner (1985), stability of cause rather than locus determines expectancy shifts. That means, if the causal conditions are expected to remain the same, then the outcome experienced in the past will be expected to recur. On the other hand, if the causal conditions are perceived as likely to change, then the present outcome may not be expected to repeat itself. Therefore, a success, which is explained under the stable causes like ability and task characteristics would produce relatively large

increment in the anticipation of future success and a failure would strengthen the belief that there will be subsequent failures. On the other version, a success that is explained under unstable factors like effort and luck would yield no increments in subsequent expectancy and could give rise to decrements in the subjective probability of future success. Similarly, failures will not argument the belief that there will be future failure.

Regarding emotional consequence of perceived causes, Weiner magnified the importance of the three dimensions of causality as affecting a variety of common emotional experiences including anger, gratitude, guilt, hopelessness, pity, pride and shame. Locus of a cause exerts an influence on self-esteem and pride: internal ascriptions elicit greater self-esteem for success and lower self-esteem for failure than do external attributions. The stability of the causes, by affecting expectancy also fosters feelings of hopelessness or hopefulness. Controllability affects social emotions: controllable causes of personal failure promote feelings of guilt and anger whereas uncontrollable causes generate Shame and Pity.

2.1.2.6. Sex differences in Causal Attributions

Numerous studies have demonstrated the existence of difference in causal attribution of achievement outcomes as a function of gender (Reno, 1981). Researchers (Bar-Tal and Frieze, 1976; Beyer, 1998/1988; Deribie, 1998; & Tamirie 1995) indicated that males more than females attribute success to ability (internal and stable factor) while females more than males explained failure to lack of ability. Other studies also revealed that females' attribution of success is more to luck (Bar-Tal and Frieze, 1976; Reno, 1982; Yallev, 1996); effort (Beyer, 1998/99; Reno,

1982; Tamir 1997) and task easiness (McMahon, 1972 cited in Reno 1981) than males. Males' explanation of failure is more to bad luck (Stipek and Granlinike 1986), lack of effort (Bayer, 1998/1999), and task difficulty (Yellow 1996) than females'.

On the contrary, there are some research findings, which depict insignificant differences between males and females causal attribution of their achievement. For instance, Derbie (1998) reported that both males and females did not show statistically significant difference in internalizing or externalizing the causes of their failure. Similarly, others (Marsh, 1986; Gaeddert, 1987; Bartals & Gultman, 1981 cited in Derbie 1998;) revealed that there is no significant difference between male and females in their causal attributions of success or failure.

Generally, the inconsistency of the research results may be emanating from the contextual nature of causal attribution. The explanation of the individual may be influenced by the interaction that he/she makes with others such as parents, teachers, friends etc (Kelley, 1967 cited in Turkey and Borgida, 1983). Especially parents and teachers have significant contribution in the formation of children's causal perception by providing information about gender issues. That means, in most societies, there is gender differentiation in parents' assessment of their child's competencies.

Boys are seen as superior to girls in hard subjects (mathematics and physics) while girls are seen as superior to boys in language skills and reading (Borich & Tombarie, 1995; Bornholt & Goodnow, 1999; Eccles, Janis, & Harold, 1990 cited in Raty et al 2000). Even

though boys and girls do equally well at school, parents are still inclined to perceive gender related differences (Raty et al 2000). As a result, parents invest more money to their sons' education than to their daughters'. Similar differentiation is also observed in classroom interactions. Most teachers in the classrooms give more attention, praise, and questions to boys than girls. Because they assume that girls are not active in learning due to their "low intelligence" (Berich & Tombarie, 1995; Elliot et al, 1996). Moreover, teachers frequently attribute failure in boys to lack of motivation while they attribute that of girls' more frequently to lack of ability (Elliet et al 1996). Thus, such kinds of interactions between children and others may influence their self-perception, task involvement, and causal attribution either positively or negatively (Eccles - Parson et al, 1982; Guimand & Roussel, 2000; Jacobs, 1991, Jacobs and Eccles 1992; Tiedeman, 2000; cited in Raty et al, 2000). From this, one can infer that children students reared in a society where gender differentiation is observed regarding the attainment of certain goals, attribution variation due to sex may appear. But in cases of those reared in a society where sex differentiation is not reflected, attribution difference due to sex may not appear.

2.1.3 The Relationship of Academic Procrastination with Causal Attribution

One's feeling of competency on a particular task is known as self-efficacy. It refers to one's degree of confidence by which outcome is achieved through the individual person (Bandura 1977, cited in Yallev 1996). The relation of procrastination and causal

perception is therefore evaluated in line with the individual's feeling of competency. If one procrastinates his/her work until the last period of time for different reasons, he/she may add stress, depression, and failure. Bandera (1981, 1986, 1997) cited in Borich and Tombarie (1995) discussed that stressful situation and failures affect one's self-efficacy. Success raises his/her sense of self-efficacy while failure diminishes it. Consequently he/she may develop feeling of helplessness. According to Myers (1993), a person with low feeling of competency often perceives that control is external : chance or out side forces determine his/her fate. This kind of perception makes an individual to have low expectation of future success and hinder him/her from doing his/her best. In other words, he/she learns procrastinating behavior. Therefore directly or indirectly procrastination and causal attribution are related and influence each other.

2.1.4 The Relationship of Procrastination and Causal Perception (Attribution) with Academic Achievement

Procrastination is a complex phenomena, which is manifested both in general public and academic environment. It includes the inability to delay gratification of pleasure, lacking in self-control, lacking in motivation for achieving target goals, and lacking organizational ability (Yaakub, 2000). It is also associated with depression, anxiety, low self-efficacy and low self esteem (Sirois, Melia-Gardon and Psychyl, 2003; Bandura cited in Eilliot 1996; and Yaakub, 2000). The negative effects of academic procrastination as it was discussed by researchers (Beswick, Rothblum and Mann, 1988, Clark & Hill, 1999; Lay & Burns, 1991;

Rothblum et al; 1986; Wesley, 1994; Wolf and Johnson, 1995 cited in Yaakub, 2000) was associated with missing deadlines for submitting assignments, delaying the taking of self-paced quizzes, claiming test anxiety, obtaining low grades and low cumulative grade point Average. Likewise, other researchers (Briordy, 1980, Solomon & Rothblum, McCown and Robert 1994, cited in Walker 1999) have estimated that 20-30 percent of academic achievement of university students is affected by procrastination. Even following failure, procrastinators tend to perform more poorly than they did (Arkin & Detchon , 1982). This implies the direct negative relation of procrastination and achievement (pychyl,2002).

On the other hand, when one performs a certain task he/she will try to ascribe the causes for his/her achievement in various ways. Some internalize while others externalize the causes of their behavior. According to Frieze and Weiner (1971) cues like, outcome information (success or failure) and prior experience with the task (consistency of performance) are used to infer the causes of hypothetical events (Ames, Amas, and Felker 1976). Moreover the explanation of the individuals varies according to their achievement and level of anxiety. Thus high achievers attribute their success more to effort, ability, intelligence and failure to lack of effort. While low achievers attributed their success to luck and task easiness and their failure to lack of ability (Weiner 1985, 1986) Similarly low test anxious persons tend to attribute their failure to lack of effort while high test anxious persons tend to attribute their failure to lack of ability. Consequently, low text anxious persons exert greater efforts and give greater attention to the task at hand and therefore perform better while highly test-anxious persons may

suffer from disengagement and intentional lapses which lead them to poor performance (Arkin & Detchon 1982). Thus, in achievement situation, the individual can be more advantageous when he/she explain success or failure in terms of internal and unstable factor (effort) and disadvantageous when he/she ascribe failure to internal-stable factor (ability).

CHAPTER THREE

METHODOLOGY

3.1 Subjects

The target population of this study was Awasa Tabor Senior Secondary School students with a total of 5750. Of these, 2570 were grade 9 (1820 male and 750 female), 2273 grade 10 (1440.male and 833 female), 470 grade 11 (380 male and 150 female), and 437 grade 12 (316 male and 151 female). From the population 575 subjects were selected through stratified sampling technique based on sex and grade. But the responses of 76 subjects were rejected due to the incompleteness of the questionnaire in light of academic procrastination scale. Similarly, the sample size meant for gathering information on academic causal perception decreased from 499 to 372 due to reasons like dropout, incompleteness of the scale, and student absenteeism.

3.2 Instrument

The main instrument of data collection was questionnaire survey. It contained two scales: academic procrastination and causal perception (attribution) of success or failure. The former was constructed based on review of related literature and Yaakub's (2000) procrastination scale with some modification while the latter was adapted from the causal attribution scale, which was developed by (Tamirie, 1995). Its reliability, according to Chrobach, alpha is 0.81. Both scales were prepared in the form of rating scale

ranging from strongly disagree carrying a weight of 1 to strongly agree a weight of 5.

3.2 Procedure

For the purpose of measuring the two variables considered affecting students' achievement, procrastination and causal attribution of achievement, two scales were developed. With regard to academic procrastination, 24 close-ended and one open-ended scale were constructed. In the same way, causal attribution of achievement scaled by 20 close-ended and one open-ended items of measurement. In order to minimize language problem both of the measurements were translated into Amharic. People having Bachelor of Arts Degree made the forward and backward translation of instrument in respective languages of Amharic and English. Eventually, pilot test was carried out on 40 students of Yirgalem Senior Secondary School. Based on the pilot test the computed reliability results according to Chrobach, alpha are 0.70 and 0.82 for procrastination and for causal attribution scales respectively. Moreover, the pilot test together with field observation yielded 6 and 8 items on procrastination and causal attribution scales respectively. Finally, after the modified scales were edited and evaluated, they were administered to the randomly selected samples at Tabor High School by the researcher and three other assistants (teachers at Tabor High School).

In order to get the real impression of students, procrastination scale was administered two weeks before final examination of first semester and causal attribution scale was administered after students received the first semester result.

Students were instructed to fill the causal perception scale based on their achievement satisfaction. They were instructed to fill " success" scale, if they perform good in all subjects as they expect and are satisfied by the result that they have achieved; and "failure" scale, if they perform poorly in all subjects below their expectation and are dissatisfied by the scores; and both "success" and "failure" scales at the same time, if they are satisfied by the scores achieved on certain subjects but are dissatisfied by what achieved on others. The students' average mark in the first semester examination was taken from record office of the school.

3.3 Data Analysis

Academic procrastination scale:

This scale contains 30 items: the first 12 items dealt with the behavior of tensed type of procrastinator; the next 12 assessed the behavior of relaxed type of procrastinator; and the last 6 items dealt with other uncontrollable type of procrastination factors. So, this variable is treated under three categories: tensed, relaxed and other type of procrastinating behaviors.

Causal perception (attribution) scales:

This scale contains 28 items for each attribution of success and failure. The first 8 items deal with internal attribution of success or failure, while the rest 20 items assess external causes of success or failure. In order to make the score to be balanced the following attempt was made:

First, the score of 20 items were calculated, then the obtained result was divided by five since there are five factors within external attribution that is, luck (items from 9-12), task

characteristics (items from 13-16), teacher's characteristics (items from 17-20), help (items from 21-24), and other environmental factors (items from 25-28). Finally, the obtained result was multiplied by two and was taken as a row score. Thus, this scale was treated under locus of causality dimension: internal and external.

Based on these classifications the researcher investigates the questions that were raised in the statement of the problem. Therefore: -

Sex difference in academic procrastination and causal perception of success and failure was analyzed by using independent t - test. Thus, here sex is treated as independent variable.

Pearson product moment correlation coefficient was employed to investigate the extent of relationship of achievement with the components of causal attribution and academic procrastination. The same statistic was also used to examine the relation of the components of academic procrastination with causal attribution.

Multiple regression analysis was employed to measure the proportion of variation in the achievement as result of procrastination and causal attributions. Moreover, stepwise regression analysis was used to pin out the significant variables for the variation in the achievement. Thus, achievement was treated as dependent variable whereas the components of procrastination and causal attributions are treated as predictor or independent variables. To test significance, alpha level 0.05 was used.

CHAPTER FOUR

Results and Discussion

4.1 Results

4.1.1 Sex difference in academic procrastination and causal Perception of achievement

One of the purposes of this study was to investigate whether or not there is sex difference in academic procrastination and causal perception of students for their academic success or failure at Awassa Tabor High School. To this end, academic procrastination is categorized into tensed, relaxed, and other type and causal perception of achievement into internal and external attribution. Thus, the obtained result is presented by combining all grades together and each grade level separately as follows.

Table 1: Sex difference in academic procrastination at Tabor High School Students.

Procrastinating behavior	Sex	N	Mean	Std. deviation	t	df.	Sig. (2-tailed)
Tensed	Male	329	26.50	7.920	2.258 *	497	.024
	Female	170	24.88	6.997			
Relaxed	Male	329	27.16	8.496	2.581**	497	.010
	Female	170	25.19	7.164			
Other type	Male	329	16.04	6.246	1.703	497	.089
	Female	170	15.10	4.961			

** t-value is significant at the 0.01 level (2- tailed)

*t-value is significant at the 0.05 level (2-tailed)

In order to determine sex difference independent t-test analysis is used. Thus Table1 shows, statistically significant sex difference in tensed type (t= 2.258, P < 0.05) and relaxed type (t= 2.581, P<0.01) of procrastinating behavior. In other words, at Tabor High School, males showed more tensed and relaxed type procrastinating behaviors than females

Table 2: Sex difference in academic procrastination at each grade level of Awasa Tabor High School Students.

	Academic Procrastinating behaviors	Sex	N	MEAN	std. deviation	t. test	df	Sig. (2-tailed)
GRADE 9	TENSED TYPE	Male	182	26.09	7.63	0.654	255	0.514
		Female	75	25.43	6.93			
	RELAXED TYPE	Male	182	26.48	7.56	0.995	255	0.321
		Female	75	25.51	6.66			
	OTHOR TYPE	Male	182	15.49	4.71	1.146	255	0.253
		Female	75	14.76	4.46			
GRADE 10	TENSED TYPE	Male	106	25.81	7.74	1.665	177	0.098
		Female	73	23.97	6.50			
	RELAXED TYPE	Male	103	25.47	7.21	1.722	177	0.087
		Female	73	23.62	6.71			
	OTHOR TYPE	Male	106	15.09	5.30	0.122	177	0.903
		Female	73	15.00	4.74			
GRADE 11	TENSED TYPE	Male	21	33.10	8.92	2.67	30	0.012
		Female	11	24.55	7.90			
	RELAXED TYPE	Male	21	35.52	12.08	2.437	30	0.021
		Female	11	25.64	8.04			
	OTHOR TYPE	Male	21	19.90	5.14	3.290	30	0.003
		Female	11	13.45	5.52			
GRADE 12	TENSED TYPE	Male	20	26.95	7.86	0.159	29	0.875
		Female	11	27.45	9.48			
	RELAXED TYPE	Male	20	33.65	11.22	0.134	29	0.894
		Female	11	33.09	10.91			
	OTHOR TYPE	Male	20	22.00	14.76	0.479	29	0.635
		Female	11	19.73	7.02			

From the four grade levels (9, 10, 11 and 12), statistically significant sex difference is observed only at grade 11. Therefore, Males in this grade level, showed more tensed ($t=2.672$, $P<0.05$) and relaxed ($t= 2.437$, $P < 0.01$) and other types of procrastinating behaviors($t=3.290$, $p<.01$) than females.

So much is the result of procrastination. Let us see what look like sex difference in causal attribution of success or failure.

Table 3: Sex difference in internal and external causal perception of success at Tabor high School Students.

Sex	Statistics	Causal Attribution	
		Internal	External
Male	N	223	223
	Mean	28.14	18.78
	Std. deviation	4.947	5.766
Female	N	149	151
	Mean	26.17	17.84
	Std. deviation	6.240	4.138
	t	3.394	1.384
	df	370	371
	Sig (2 tailed)	.001	.167

Table 3 shows statistically significant sex difference at Tabor High School Students in internalizing success rather than externalizing it. That is, in this school males explain success more to internal factors (ability and effort, (t= 3.394, P < 0.01)) than do females.

Table 4: Sex difference in internal and external causal perception of success at each grade level of Tabor High School Students

SEX	Causal Attributions								
	Statistics	GRADE 9		GRADE 10		GRADE 11		GRADE 12	
		Internal	External	Internal	External	Internal	External	Internal	External
Male	N	98	98	84	84	21	21	20	20
	X	28.33	19.98	27.68	19.05	28.76	16.67	28.55	15.95
	SD	4.73	6.12	5.30	4.38	5.049	3.903	4.50	3.47
Female	N	65	65	63	63	10	10	11	11
	X	25.95	19.31	25.51	17.14	29.00	17.70	28.64	18.73
	SD	6.47	5.06	6.05	6.53	6.89	4.86	4.65	3.93
	t	2.70	0.73	2.31	2.64	-.11	-0.64	-0.051	-2.036
	df	161	161	145	146	29	29	29	29
	Sig.	0.008	0.464	0.022	0.009	0.914	0.529	0.96	0.05

Concerning the treatment of each grade levels, Table 4 shows statistically significant sex difference in causal attribution of success at grade 9, 10, and 12. Thus, male Students at grade 9 and 10 explain their success to internal causes ($t = 2.70$, $P < 0.01$); and $t = 2.31$, $P < 0.05$ respectively) more than do females. At the same time, males at grade 10 explain their success to external factors - to task easiness and other environmental causes ($t = 2.64$, $P < 0.01$) than females. Females at grade 12 also ascribe their success to external factors - to teachers' ability and help ($t = 2.03$, $P < 0.05$) than males did.

Table 5: Sex difference in internal and external causal attribution of failure at Tabor High School.

Statistics		Causal Attribute	
		Internal	External
N		181	181
Male	Mean	20.55	16.11
	Std. deviation	6.312	5.011
N		144	144
Female	Mean	19.67	15.58
	Std. deviation	6.121	3.900
t		1.256	1.051
d		323	323
Sig. (2-tailed)		.210	.294

Table 5 shows no significant sex difference in internalizing and externalizing the causes of failure at the combined group.

Table 6: Sex difference in internal and external causal attribution of failure at each grade level of Tabor high school.

SEX	Causal Attributions								
	Statistics	GRADE 9		GRADE 10		GRADE 11		GRADE 12	
		Internal	External	Internal	External	Internal	External	Internal	External
Male	N	81	81	70	70	19	19	11	11
	Mean	20.73	16.28	19.97	15.89	21.84	17.00	20.64	14.73
	S.D.	5.98	6.03	6.90	4.109	5.63	3.94	6.47	3.55
Female	N	57	57	67	67	11	11	9	9
	Mean	18.93	14.88	20.31	16.27	19.45	15.64	19.89	14.78
	S.D.	7.10	3.94	5.17	3.74	6.71	4.78	6.13	3.31
	t	1.617	1.544	-.328	-.570	1.043	.845	.263	-0.03
	df.	136	136	135	135	28	28	18	18
	Sig. (2-tailed)	.108	.125	.744	.570	.306	.406	.795	.974

Like that of the combined group, statistically significant sex difference is not observed at each grade level

4.1.2. The relation of Average Achievement with Academic Procrastinating Behaviors and Causal Perceptions of Success

The other purpose of this Study was to examine the relation of average achievement of students with the components of academic procrastinating behaviors and causal attributions of academic success or failure. More over, the research tried to see what the relation of the components of academic procrastination with causal attribution of failure looks like.

Table 7: Correlation matrix for causal perception of Success, procrastinating behavior, and average achievement at Tabor High School.

		Attribution			Procrastinating behavior		Average achievement
		Internal	External	Tensed	Relaxed	Other	
Attribution	Internal	Pearson Correlation Sig. (2-tailed) N	1 279				
	External	Pearson Corr. Sig. (2-tailed) N	.411 .000 279	1			
Procrastinating behavior	Tensed	Pearson Corr. Sig. (2-tailed) N	-.077 .200 279	-.007 .906 279	1		
	Relaxed	Pearson Corr. Sig. (2-tailed) N	-.043 .473 279	-.007 .992 279	.528 .000 315	1	
	Other type	Pearson Corr. Sig. (2-tailed) N	.035 .563 279	-.003 .955 279	.216 .000 315	.351 .000 315	1
	Av. Achievement	Pearson Corr. Sig. (2-tailed) N	.174 .004 279	.054 .340 279	.066 .241 316	.188 .011 315	.120 .034 315

The significant positive correlation observed between internal attribution of success and average achievement ($r = .174$, $P < 0.05$), implies that the extent of students explanation of success to internal causes increases as their average achievement becomes rises and vice versa (Table7). Similarly, significant positive correlation of achievement with relaxed type ($r = .188$, $P < 0.05$) and other type ($r = .120$, $P < 0.05$) of procrastinating behavior is observed in Table 7. This means, as students show more relaxed and other type of procrastinating behavior, their achievement will increase.

Table 8: Correlation Matrix for Causal Perception of Success, Procrastinating Behaviors and Average Achievement at each grade level of Tabor High School

		GRADE 9						GRADE 10						GRADE 11						GRADE 12							
		Attribution		Procrastinating behavior			Av. Ach	Attribution		Procrastinating behavior			Av. Ach	Attribution		Procrastinating behavior			Av. Ach	Attribution		Procrastinating behavior			Av. Ach		
		I	E	T	R	O	Ach	I	E	T	R	O	Ach	I	E	T	R	O	Ach	I	E	T	R	O	Ach		
Causal attribution success	Internal	Correlation	1					1						1						1							
		Sign (2 (failed)	-					-						-						-							
		N	135					82						31						31							
	External	Correlation	.360	1				.588	1					.432	1					.497	1						
		Sign (2 (failed)	.000	-				.000	1					.015	1					.004	1						
		N	135	135				82	82					31	31					31	31						
Procrastinating behaviors	Tensed	Correlation	-.042	-.013	1			-.063	-.056					-.435	-.302	1				-.160	-.069	1					
		Sign (2 (failed)	.628	.876	-			.571	.724	-				-.014	.093	-				.391	.752	-					
		N	135	135	154			81	82	82				31	31	32				31	31	31					
	Relaxed	Correlation	-.053	.033	.500	1		.125	-.027	.345	1			.186	-.179	.704	1			-.089	-.058	.685	1				
		Sign (2 (failed)	.543	.682	.000	-		.262	.809	.000	-			.315	.328	.000	-			.636	.755	.000	-				
		N	135	154	154	154		82	82	98	98			31	31	32	31			31	31	31	31				
	Other type	Correlation	.054	.045	.144	.160	1	-.095	.005	.239	.386	1		-.012	.132	.350	.662	1		.057	-.107	.193	.226	1			
		Sig (2 (failed)	.533	.576	.075	.048	-	.393	.964	.018	.000	-		.941	.470	.049	.000	-		.761	.568	.299	.221	-			
		N	135	154	154	154	154	82	82	98	98	98		31	31	32	32	32		31	31	31	31	31			
	Av. Ach.	Av. Ach.	Correlation	.179	-.050	-.077	-.036	-.052	1	.108	-.069	-.043	-.090	-.002	1	-.024	-.110	.129	.249	.222	1	-.031	-.193	-.091	.190	-.047	1
			Sign (2 (failed)	.038	.541	.342	.659	.525	-	.334	.540	.672	.659	.981	-	.894	.548	.481	.189	.225	-	.870	.298	.627	.305	.801	-
			N	135	135	154	154	154	154	82	82	98	98	98	98	31	31	32	32	32	32	31	31	31	31	31	31

Note: I - stands for Internal
 E - stands for External
 T - stands for Tended type of procrastinating behavior
 R - stands for Relaxed of procrastinating behavior
 O - stands for other type procrastinating behavior
 Av. Ach. - Stands for achievement (average achievement)

Positive correlation between internal attribution of success and achievement at grade 9 and 10 implies that as students' achievement increase, their attribution of success to internal factors becomes higher and higher. On the other hand the correlation between achievement and procrastination is positive at grade 11 and 12 while at grade 9 and 10 the correlation of achievement with procrastinating behaviors is negative though it is not significant. Thus, at grade 9 and 10, the students achievement becomes lower and lower as their procrastinating behaviors becomes higher and higher.

The other finding is the negative correlation of internal explanation of success with tensed type of procrastinating behavior both at the combined group (table7) and at each grade level (table8), significant at grade 11 only ($r = - .435, P < 0.05$). This implies, as students show low tensed type of procrastinating behavior, they explain their success more to their effort and ability.

Table 9: Correlation matrix for causal perception of failure, procrastination and achievement at Tabor High School

		Causal perception		Procrastinating behaviors				Average Achievement
			Internal	External	Tensed	Relaxed	Other	
Causal perception	Internal	Pearson Correlation Sig. (2-tailed) N	1 - 245					
	External	Pearson Correlation Sig. (2-tailed) N	.270 .000 245	1 - 245				
Procrastinating behaviors	Tensed	Pearson Correlation Sig. (2-tailed) N	.014 .832 245	.124 .053 243	1 - 315			
	Related	Pearson correlation. Sig. (2-tailed) N	.027 .676 246	.044 .496 245	.528 .000 315	1 - 315		
	Other type	Pearson Correlation Sig. (2-tailed) N	-.002 .971 245	.026 .685 245	.215 .000 315	.837 .000 315	1 - 315	
	Average Achievement	Pearson Correlation Sig. (2-tailed) N	-.015 .809 245	-.133 .037 245	.066 .241 315	.188 .001 315	.120 .034 315	1 - 315

Table 10: Correlation Matrix for Causal Perception (attribution) of failure, Procrastinating Behaviors and Average Achievement at each grade level of Tabor High School

			GRADE 9					GRADE 10					GRADE 11					GRADE 12									
			Attribution		Procrastinating behavior			Av. Ach	Attribution		Procrastinating behavior			Av. Ach	Attribution		Procrastinating behavior			Av. Ach	Attribution		Procrastinating behavior			Av. Ach	
			I	E	T	R	O	Ach	I	E	T	R	O	Ach	I	E	T	R	O	Ach	I	E	T	R	O	Ach	
Causal attribution	Internal	Correlation	1					1						1						1							
		Sign (2 (failed)	-					-						-						-							
		N	114					81						30						20							
	External	Correlation	.264	1				.298	1					.569	1					-.325	1						
		Sign (2 (failed)	.000	-				.007	-					.001	-					.163	-						
		N	114	114				81	81					30	30					20	20						
Procrastinating behaviors	Tensed	Correlation	.137	.148	1			-.206	.119	1				.066	.061	1				.009	.136	1					
		Sign (2 (failed)	.145	.116	-			.065	.290	-				.731	.747	-				.969	.568	-					
		N	114	114	114			81	81	98				30	30	32				20	20	20					
	Relaxed	Correlation	.197	.225	.500	1		-.172	-.100	.345	1			-.152	-.136	.704	1			.112	-.053	.605	1				
		Sign (2 (failed)	.036	.017	.000	-		.125	.372	.000	-			.424	.475	.000	-			.637	.826	.000	-				
		N	114	114	154	154		81	81	98	98			30	30	32	32			20	20	20	20				
	Other type	Correlation	-.050	.120	-.144	.160	1	-.084	-.155	.239	.386	1		-.142	.157	.351	.602	1		.119	.100	.143	.226	1			
		Sign (2 (failed)	.599	.205	.075	.048	-	.457	.306	.018	.000	-		.453	.470	.047	.000	-		.616	.675	.299	.221	-			
		N	114	114	154	154	154	81	81	98	98	98		30	30	32	32	32		20	20	20	20	20			
	Av. Ach.	Av. Ach.	Correlation	-.208	-.172	-.077	-.036	-.052	1	-.060	-.065	-.043	-.090	-.002	1	.093	-.062	.129	.249	.222	1	.307	-.369	-.091	.190	-.047	1
			Sign (2 (failed)	.026	.067	.342	.659	.525	-	.597	.564	.072	.659	.981	-	.626	.746	.482	.189	.225	-	.189	.109	.627	.305	.801	-
			N	114	114	154	154	154	154	81	81	98	98	98	98	30	30	32	32	32	32	20	20	20	20	20	20

Note: I - stands for Internal
 E - stands for External
 T - stands for Tended type of Procrastinating behavior
 R - stands for Relaxed of Procrastinating behavior
 O - stands for other type Procrastinating behavior
 Av. Ach. - stands for achievement (average achievement)

As it is depicted in Table 9 and 10, negative correlation is found between achievement and external attribution of failure at Tabor High School (significant at the combined group only $r = -.133$, $P < 0.05$). This indicates that the lower the achievement of these students the more their attribution of failure to external factors will be. In similar manner, significant negative correlation is observed between internal explanation of failure and achievement at grade 9 ($r = .208$, $P < 0.05$; see Table 10). This means, at this grade level, students' attribution of failure to internal factors (lack of ability and effort) will become higher as their achievement will become lower.

Regarding the relation of Procrastination and attribution of failure, the only significant positive correlation is the relation of relaxed procrastinating behavior with internal explanation of failure ($r = .197$, $P < 0.05$) and external attribution of failure ($r = .225$, $p < 0.05$) at grade 9. This implies, students who show relaxed type of procrastinating behavior attribute their failure for both internal and external factors.

4.1.3 Achievement Variation that is Accounted for Academic Procrastination and Causal Perception

To investigate the proportion of variation in the achievement that can be explained by the linear combination of the components of academic procrastination and causal perception of success or failure multiple regression analysis is computed by

combining all grade levels together and at each grade level based on the following three points:

1. The proportion of achievement variation that can be explained by the linear combination of tensed, relaxed and other type of procrastinating behavior,
2. The proportion of achievement variation that is attributed to the linear combination of internal and external explanation of success or failure,
3. The proportion of achievement variation that is explained to the linear combination of the components of academic procrastination and causal perception of success or failure.

At each point of multiple regression computation, achievement is taken as dependent (criterion) variable where as each components of procrastinating behaviors (tensed, relaxed and other type) and causal perception of success or failure (internal and external) are treated as independent (predictor) variable.

To pin out significant variables for the variation of achievement stepwise regression computation (model) is used. It is known that this method reject computing regression analysis at all if the proportion of variation (R^2) is not significant.

4.1.3.1 Achievement variation that can be attributed for Procrastinating Behaviors

Table 11: Multiple Regression for achievement and procrastinating behaviors at Tabor High School

Variables entered	R	R²	Adjusted R²	F	Sig. (2-tailed)
TENSED	.201	.040	.031	4.365**	.005
RELAXED					
OTHOR					

*** F -value is significant at the 0.01 level (2- tailed)*

Table 12: *Stepwise regression analysis for achievement and procrastinating behaviors at the combined group*

mode l	Predictor variable	R	R²	Adjust edR2	F	Sig. (2-tailed)
1	Relaxed	.188	.035	.032	11.506**	.001

F-value is significant at the 0.001 level (2- tailed)

Note - Tensed and other type of procrastinating behaviors are excluded by stepwise regression analysis since they are not significant.

The proportion of variance (R^2) = 0.040, is significant at 0.01 alpha level (($F=4.365$) for achievement and procrastinating behaviors (table11). This means, four percent of the variation of students' achievement at Tabor High school can be accounted for the linear

combination of tensed, relaxed, and other type of procrastinating behaviors. Relaxed type of procrastinating behavior alone accounted for 3.5 percent variation in the achievement (table 12). Since tensed and other type of procrastinating behaviors contributes little or no significant variation in the achievement, they are excluded from computation.

Table 13: *Multiple regression analysis for achievement and procrastination at each grade level*

	Variables interval (predictor)	R	R²	Adjusted R²	F	Sig. (2- taile d)
GRA DE 9	Tensed Type	.088	.008	-.012	.387	.762
	Relaxed Type					
	Other Type					
GRA DE	Tensed Type	.108	.012	-.020	.371	.774
	Relaxed Type					
	Other Type					
GRA DE	Tensed Type	.259	.067	-.033	.669	.578
	Relaxed Type					
	Other Type					
GRA DE	Tensed Type	.330	.109	.010	1.098	.367
	Relaxed Type					
	Other Type					

There is no significant achievement variation obtained as result of procrastinating behaviors at each grade level (Table 13). Consequently, the computer did not provide stepwise regression result at all.

4.1.3.2 Achievement Variation that is Attributed for Internal and External Explanation of Success or Failure

Table 14: Multiple regression analysis for achievement and causal attribution of success at Tabor high School

Predictor Variables Entered	R	R²	Adjusted R²	F	Sig. (2- tailed)
Internal	.275	.075	.069	11.219**	.000
External					

** F-value is significant at the 0.001 alpha level (2-tailed)

Table 15: Stepwise multiple regression for achievement and causal attribution of success

Mode	Predictor Variables	R	R²	Adjusted R²	F	Sig.
1	Internal	.174	.030	.027	8.62**	.000
2	Internal	.275	.075	.069	11.22	.000
	External					

**F-value is significant at the 0.001 alpha level (2- tailed)

The result observed in table 14 and 15 revealed that the proportion of variation ($R^2 = 0.075$) is significant at 0.001 alpha levels at Tabor High School ($F=11.259$). This means, 7.5 percent of the variation of achievement in this School is attributed to the linear combination of internal and external perception of success. The stepwise regression analysis also verifies that both Predictor variables add significant achievement variation among students.

Table 16: Multiple regression analysis for achievement and causal perception (attribution) of success at each grade level of Tabor High School

	Predictor Variables	R	R²	Adjusted R²	F	Sig. (2-tailed)
G R A D E 9	Internal	.210	.044	.030	3.051	.051
	External					
G R A D E 10	Internal	.199	.040	.015	1.628	.203
	External					
G R A D E 11	Internal	.314	.098	.034	1.528	.235
	External					
G R A D E 12	Internal	.207	.043	-.026	.627	.542
	External					

Table 17: Stepwise regression analysis for achievement and causal perception of success at grade 9

Model	Predict or Variable	R	R²	Adjusted R²	F	Sig. (2-tailed)
1	Internal	.179	.032	.025	4.412*	.038

*F-value is significant at the 0.05alpha level (2-tailed)

Note - The excluded variable is external attributions of success

Table 16 shows significant achievement variation at grade 9 only (F =3.051, P < 0.05). In other words, the variation in the achievements that can be accounted for the linear combination of internal and external attribution of success is 4.4 percent. But the only significant contributor for the variation of achievement based on stepwise regression analysis (table 17) is internal perception of success (F= 4.412, P<0.05). Thus, 3.2 percent of the difference in the achievement can be explained by internal perception of success.

Table 18: Multiple Regressions analysis for achievement and causal perception of Failure at Tabor High School

Predictor Variables Entered	R	R²	Adjusted R²	F	Sig. (2-tailed)
Internal	.135	.018	.010	2.241	.109
External					

Table 19: Stepwise regression analysis for achievement and causal perception of failure at Tabor High School

Model	Predictor Variables	R	R²	Adjusted R²	F	Sig. (2-tailed)
1	External	.133	.018	.014	4.387*	.037

*F-value is significant at the 0.05 alpha level (2-tailed)

The proportion of variation (R^2) that is shown in Table 18 is 0.018, which is not significant at 0.05 alpha levels. In table 19, R^2 , being the same in figure as in table 18, however, has significant result at 0.05 alpha levels in stepwise regression analysis ($F = 4387, P < .05$). This implies that it is only external attribution of failure that contributes 1.8 percent of the variation of achievement among students of Tabor High School.

Table 20: Multiple regression analysis for achievement and causal perception of failure at each grade level

	Predictor Variables Entered	R	R²	Adjusted R²	F	Sig. (2-tailed)
GR AD E 9	Internal	.241	.058	.041	3.415	.036
	External					
GRAD E 10	Internal	.105	.011	-.014	.437	.648
	External					
GR AD E 11	Internal	.093	.009	-.065	.119	.889
	External					
GR AD E 12	Internal	.418	.175	.078	1.804	.195
	External					

Table 21: Stepwise regression analysis for achievement and causal perception of failure at grade 9

Model	Predictor Variables	R	R ²	Adjusted R ²	F	Sig. (2-tailed)
1	Internal	.208	.043	.035	5.061*	0.026

*F-value is significant at the 0.05 alpha level(2-tailed)

Note the excluded variable is external attribution of failure

Concerning the investigation of each grade level, the only significant proportion of variation ($R^2= 0.058$) was obtained at grade 9 ($F=3.415$, $P<0.05$), that is, 5.8 percent of the variation in the achievement of Students at this grade accounted by linear combination of internal and external attribution of failure (Table 20). But the predictor variable, which contributes 4.3 percent of the variation of achievement among student, is internal explanation of failure ($F=5.061$, $P < 0.05$).

4.1.3.3 Achievement Variation that is Explained for Academic Procrastination and Causal Perception of Success or Failure

Table 22: Multiple regression analysis for achievement, procrastination and causal perception of success. at Tabor High School

Predictor Variables Entered	R	R ²	Adjusted R ²	F	Sig. (2-tailed)
Tensed	.339	.115	.099	7.830**	.000
Relaxed					
Other type					
Internal					
External					

**F-value is significant at the 0.001 alpha level (2-tailed)

Table 23: Stepwise regression analysis for achievement, academic procrastination, and causal perception of success. At Tabor High School

Mo de	Predictor Variables	R	R²	Adjusted R²	F	Sig. (2- tailde)
1	Relaxed	.197	.039	.036	11.240**	.000
2	Relaxed	.269	.072	.066	10.750**	.000
	Internal					
3	Relaxed	.333	.111	.101	11.394**	.000
	Internal					
	External					

**F- value is significant at the 0.001 alpha level (2-tailed)

Note: the excluded variables are tensed and relaxed type of procrastinating behaviors.

Table 22 depicts that in Tabor High School the proportion of variation in the achievement that is explained to the linear combination of the components of procrastination and causal perception of success is 11.5 percent ($F = 7.083$, $P < 0.01$). The predictor variables, which contribute significant variation according to the stepwise regression analysis, are relaxed type of procrastinating behavior, internal and external attribution of success ($F=11.394$, $P<0.01$). Thus, the difference in the achievement of students that can be explained to the linear combination of relaxed, internal and external attribution of success is 11.1 percent.

Table 24: Multiple regression for achievement, procrastination and causal perception of success at each grade level of Tabor High School

	Predictor Variables Entered	R	R²	R²	F	Sig. (2-tailed)
Grade 9	Tensed	.220	.049	.012	1.318	.261
	Relaxed					
	Other type					
	Internal					
	External					
Grade 8	Tensed	.220	.048	-.014	.774	.571
	Relaxed					
	Other type					
	Internal					
	External					
Grade 7	Tensed	.356	.148	-.023	.867	.517
	Relaxed					
	Other type					
	Internal					
	External					
Grade 6	Tensed	.392	.154	.015	.908	.491
	Relaxed					
	Other type					
	Internal					
	External					

No significant variation of achievement is observed at each grade level. As a result the computer did not compute the stepwise regression analysis at all.

Table 25: Multiple regressions for achievement, procrastination and causal perception of failure at Tabor High School.

Predictor Variables Entered	R	R²	Adjusted R²	F	Sig. (2-tailed)
Tensed	.327	.107	.088	5.729**	.000
Relaxed					
Other type					
Internal					
External					

** F -value is significant at the 0.001 alpha level(2-tailed)

Table 26: Stepwise multiple regression for achievement, procrastination and causal perception of failure at Tabor High School

Model	Predictor Variables	R	R ²	Adjusted R ²	F	Sig. (2-tailed)
1	Relaxed	.281	.079	.075	20.850**	.000
2	Relaxed	.317	.100	.093	13.480**	.000
	External					

**F - value is significant at the 0.001 alpha level (2-tailed)

Note : the excluded variables are internal attribution of failure, tensed and other type of procrastinating behaviors.

The Proportion of students' achievement variation that can be attributed to the linear combination of the components of academic procrastination and causal attribution of failure (table 25) is 10.7 percent ($F = 5.729$, $P < 0.01$). Of this, 10 percent of the variation in the achievement according to stepwise regression analysis (Table 26) is accounted for the linear combination of relaxed type of procrastinating behaviors and external attribution of failure ($F = 3.480$, $P < 0.01$). Thus, the presence of tensed and other type of procrastinating behaviors and internal attribution of failure add little or no significant contribution for the variation of achievement among students.

Table 27: Multiple regression for achievement, procrastination and causal perception of failure at each grade level

	<i>Variables entered</i>	<i>R</i>	<i>R²</i>	<i>Adjusted R²</i>	<i>F</i>	<i>Sig. (2-tailed)</i>
GRADE 9	Tensed	.251	.063	.020	.454	.211
	Relaxed					
	Other type					
	Internal					
	External					
GRADE 10	Tensed	.128	.016	-.049	.251	.938
	Relaxed					
	Other type					
	Internal					
	External					
GRADE 11	Tensed	.403	.163	-.012	.932	.478
	Relaxed					
	Other type					
	Internal					
	External					
GRADE 12	Tensed	.630	.397	.182	1.843	.169
	Relaxed					
	Other type					
	Internal					
	External					

No significant proportion of variance in the achievement as result of procrastination and causal attribution of failure are found at each grade level multiple regression analysis (Table 27).

4.2 Discussion

4.2.1. Sex Difference in Academic Procrastination and Causal Attribution

4.2.1.1 Sex Difference in Academic Procrastination.

The result of this study revealed that males at Tabor high School show more tensed, relaxed and other types of procrastinating behaviors than females. This is similar with the findings of Midgley and Urdon (1995); and Urdon, Midgley and Anderman (1998). It may be due to the freedom that male are given from the family and the expectation of others for males' performance. In Ethiopian culture, males have more right to go and enjoy out side the home than females. As a result they may be more relaxed than females. On the other hand both parents and teachers expect males to achieve good in any academic area than females. This expectation may make them to be anxious and show perfectionist behavior. Anxious students may be driven by a need to achieve more than by a fear of failure, and perfectionist may be driven mostly by the fear of failure associated with negative evaluation of others (Szalavitz, 2003; and Jacobson.2000). Thus, these circumstances may allow male students to experience more tensed and relaxed type of procrastinating behavior than females.

On the treatment of each grade level no statistically significant sex difference is observed at grade 10,11 and 12. The possible reason could be or small sample size. Because when they combined together the presence of sex difference is verified.

4.2.1.2. Sex Difference in Causal Perception of Achievement

In the combined group males explain success to internal factor (ability and effort) than females. This accords with those reported by researchers (Yallev, 1996;and Derbie, 1998). No statistically significant difference is observed in externalizing success in the combined group. On the other hand, inconsistent result is obtained at each grade level in internalizing and externalizing the cause of success. At grade 9 and 10 males internalize their success than females; at grade 10, males externalize their success than females; and at grade 12, females externalize their success than males. The finding that is observed at grade12 is also similar with that of Yallev (1996), and Derbie (1998). No statistically significant sex difference is found in the attribution of failure.

Since causal attributions are influenced by informational cues, achievement needs (Frieze and wiener 1971; and wiener and Kulka, 1970 cited in Ames et al 1976), and the interaction that the attributer has with others (Kelly 1967, cited in Turkey and Borgida, 1983), it is possible to find inconsistent result even with in the same research. According to Frieze and Weiner (1971) informational cues in an achievement settings like outcome information (success or failure) and prior experience with task (consistency of performance) influence which causal elements are inferred for performance outcome. Consistency of performance across trials resulted in attributions to ability and task characteristics; and inconsistency lead to greater effort and luck

(cited in Ames et al 1976). Therefore the different experience that students have in their academic study may result in attribution difference. Moreover, the achievement need that the students have may bring attribution difference. Weiner and Kulka (1970) suggested that students with high achievement need perceive themselves as more able and ascribe success internally to high ability and effort, while those with low achievement need tend to ignore personal responsibility for success by locating the causal source to be external as in good luck or easy task. For failure outcomes, high-need achievers tend to make ascriptions to lack of effort, while low-need achievers blame lack of ability (cited in Ames et al 1976).

The other influential factors for the difference of causal attribution may be the interaction that the students have with others especially with parents and teachers. In many societies, particularly in Ethiopia, males and females from the very beginning are perceived and treated differently by parents and teachers. Males are perceived as more competent than females in any academic area (Genet, 1998). As a result both parents and teachers may explain the success of males to internal factors. Such type of perception and explanation may also lead females to accept themselves as somewhat inferior to males. So, this may affect the explanation of their success.

However, the issue behind the explanations of success or failure is their consequences. Feshback and Weiner (1986) stated that the locus of a causal attribution influence affective reaction to success or failure. That is, if one attributes success to internal causes as ability and effort, then more pride and self- enhancement

are experienced than if that success is attributed to external factors like task easiness or good luck. Stability on the other hand determines expectation of future performance. If the previous performance is ascribed to stable causes (ability and task) then the outcome experienced in the past will be expected to recur while if it is ascribed to unstable causes (effort and luck) then the present outcome may not be expected to repeat itself. Controllable causes of personal failure also promote feeling of guilt and anger, whereas uncontrollable causes generate shame and pity. Therefore, causal perceptions of success and failure may affect students' future achievement by influencing their expectation and emotion (Weiner 1985,1986). Hence this needs more attention inside as well as outside the school. Parents and teachers should be aware that the explanations that they forward for the performances of their children or students affect the achievement of the learner.

4.2.2. The Relation of Achievement with Procrastination and Causal Attribution of Achievement

4.2.2.1 The Relation of Achievement with Procrastinatory Behaviors

The result showed significant positive correlation of achievement with relaxed type ($r = .188, P < 0.05$) and other type ($r = .120, P < 0.05$) of procrastinating behaviors at the combined groups. This implies, as students show high-level of relaxed and other type of procrastinating behaviors, their achievement also increases. This is different from the theoretical concept, which reveals negative correlation of procrastination with achievement

(Pychyl, 2002; and Yaakub, 2000). Because there may be other factors that have influenced the students' achievement it is difficult to explain this result. The investigation of each grade level direct the focus of the problem at grade 11, and 12. While at grade 9 and 10 the correlation of these variables is negative, which is similar to the report revealed by the researchers (Pychyl, 2002; and Yaakub, 2000).

4.2.2.2. The Relationship Between Achievement and Causal Attribution of Success or Failure.

Statistically significant positive correlation between internal attribution of success and achievement as well as negative correlation between external attribution of failure and achievement was obtained at the combined group. This implies that as students' achievement becomes higher and higher, their explanation of success to internal factors could be increased. Conversely, their attribution of failure to external factors increased as their achievement becomes lower and lower. This is similar to the result that was reported by researchers (Weiner, 1994; Carlyon, 1997): higher achievers ascribe success to effort and ability while failure to bad luck and poor exam. So, students of Tabor High school seem to reflect the behavior of higher achievers according to their explanation.

On the hand, the treatment of each grade level showed that there is statistically significant negative correlation between achievement and internal explanation of failure is observed at grade 9 ($r = -.208$, $p < 0.05$). This means, as students average achievement becomes lower and lower, they explain failure highly

to internal factors. This finding is consistent with the result reported by a researcher (Carlyon 1997): lower achievers believe that failure is caused by lack of ability, which they can't do any thing about.

In teaching learning environment, it is important to assist the learner to develop a self-attribution explanation of effort (internal and controllable) rather than ability (internal and uncontrollable) and external factors: luck, task, help and the like (Tucker- Ladd and mental Health net, 1996-2000).

4.2.2.3. The Relation of Causal Attribution and procrastination

The result indicates negative correlation between internal explanation of success and tensed type of procrastinating behaviors significant at grade 9. In other words, students' explanation of success to internal factor increased as they showed low anxiety based procrastinating behaviors. This accords with the results reported by researchers (Arkin and Detchon 1982): low anxious persons ascribe their success to internal factor particularly to effort.

On the other hand, statistically significant positive correlation is observed between relaxed and internal attribution of failure ($r = .197, p < 0.05$) as well as relaxed and external explanation of failure ($r = .225, p < 0.05$) at grade 9. Thus, students explain their failure both to internal and external factors as they highly procrastinate their academic tasks due to playing and social life. This may be associated with feeling of helplessness and low self-efficacy. If individuals perceive the causes of previous failure were

external factors about which they cannot do any thing, they will develop feeling of helplessness (Weiner 1986). Similarly, if they develop a feeling of incompetence, they are hindered from trying their best (Szalavitz, 2003).

4.2.3. Achievement Variation that is Accounted for Procrastination and Causal Perception.

4.2.3.1. Achievement Variation that is Accounted for Procrastination

According to the finding, four percent of the variation in the achievement is explained by procrastinating behaviors (Table11). Science procrastination is a serious problem adversely affecting the academic achievement levels of between 20-30percent of students (McCown and Robert, 1994 cited in Welker, 1995), the variation may occur.

4.2.3.2. Achievement Variation Accounted for Causal Perception of Success or Failure

The variation of achievement that can be attributed for the linear combination of internal and external attribution of success at the combined group and at grade 9 is 7.5 and 4.4 percent respectively. The stepwise linear regression analysis showed that both internal and external explanation of success contribute significantly to the variation of achievement among the students of the combined group while at grade 9 it is only internal attribution of success that causes 3.2 percent of the variation in the achievement .On the other hand, the variation of achievement that

is explained to the linear combination of internal and external attribution of failure at the combined group and at grade 9 is 1.8 and 5.8 percent respectively. Internal attribution of failure has no contribution to the variation of achievement at the combined group whereas at grade 9, it accounts for 4.3 percent of variation in the achievement. There is no statistically significant achievement variation as a result of internal or external attribution of success or failure at grade 10,11 and 12. Causal attributions that students provide for their success or failure have been found to influence their self-concept, expectations and self-enhancement (Wiener, 1986). This may foster them to try or hinder them from trying their best. For instance, if a person has an external attribution of success, self-concept is not likely to change as a result of success or failure because the person will attribute it to external factor. So, this hinders an individual from trying the best. On the reverse, if a person has an internal (effort) explanation of success, he/she will expect similar outcome and be irritated to use his/her maximum effort to be successful (Tuckey – Ladd and mental health Net 1996). Therefore, it is possible to get achievement variation among students as the function of causal attributions.

4.2.2.3. Achievement variation accounted by Procrastination and causal attribution

The final result of multiple regression analysis showed that 11.5 percent of the difference in the achievement of Tabor high school students caused by the linear combination of procrastinating behaviors and causal attribution of success. The stepwise regression analysis also verifies that 11.1 percent of the

variation in the achievement is accounted for relaxed type of procrastinating behavior, internal and external attribution of success.

On the other side 10.7 percent of the variation in the achievement is found as a result of the linear combination of procrastination and causal attribution of failure. Out of this 10 percent of the variation is explained for relaxed type procrastinating behavior and external explanation of failure.

This variation may be emanating from the variability nature of the behavior of procrastination and causal attribution. Some students show high procrastinating behavior while others show low. Some students internalize their academic outcome while others externalize it. The high procrastinators may perform poorer in school than the low procrastinators. Those who internalize their success may perform better in school than those who externalize it.

CHAPTER FIVE

Summery, Conclusion and Recommendation

5.1 Summery and Conclusion

The purpose of this study was to investigate sex difference in academic procrastination and causal attribution of achievement, to examine the extent of relationship of achievement with academic procrastination and causal attribution of success or failure, the extent of relationship of academic procrastination with causal perception and the extent of achievement variation that is accounted for academic procrastination and causal perception of success or failure.

To this end, a sample of 499 and 372 of Tabor high school students (9-12) were participated in the study for academic procrastination and causal perception respectively. Instrument that were employed to collect data are academic procrastination and causal attribution scales whose Chrombach alpha reliability were 0.70 and 0.82 respectively

The statistical tools that were used in the study are independent t-test analysis, Pearson product moment correlation coefficient, multiple regression analysis and stepwise multiple regression analysis. Alpha level of 0.05 was used to test significance. Based on these analyses the obtained results are summarized as follows

Statistically significant Sex difference in procrastinating behaviors is observed at the combined group and at grade 9 while is not so at grade 10, 11, and 12. Males show more procrastinating behaviors than females do both at the combined group and at

grade 9. Likewise sex difference is found in the explanation of success. In the combined group, males internalize their success than females do but not significant variation is observed in externalizing it. At grade 9 and 10 males internalize their success than females do and at the same time at grade 10, they externalize success than females do. On the reverse females externalize their success than males do at grade 12. No statistically significant sex difference is obtained in the explanation of failure.

The investigation of relationships also shows negative correlation between achievement and procrastinating behaviors obtained at grade 9 and 10; statistically significant positive correlation between internal attribution of success and achievement is observed at the combined group; negative correlation between achievement and external attribution of failure is found at the combined group. Moreover at grade 9, statistically significant negative correlation coefficient is observed between internal explanation of failure and achievement; negative correlation coefficient is found between internal explanation of success and tensed type of procrastinating behaviors significant at grade 9 only; statistically significant positive correlation coefficient is obtained between internal explanation of failure and relaxed type of procrastinating behavior as well as between external explanation of failure and relaxed type of procrastinating behavior at grade 9.

On the other side, the result of multiple regression analysis indicates that the variation of students' achievement that could be explained to linear combination of the components of academic procrastination and causal attribution is 11.5 percent at the combined group. Of this, 11.1 percent of the variation is attributed

to relaxed type of procrastinating behavior, internal and external attribution of success. Conversely, the variation of achievement that could be accounted by the linear combination of procrastination and causal perception of failure is 10.7. Out of this the variation of achievement that is explained to relaxed and external attribution of failure according to stepwise regression analysis is 10 percent.

Based on this investigation one can conclude that Tabor high school students' achievement seems to be influenced by procrastinating behavior and causal attributions of success or failure.

5.2 Recommendations

In light of the discussion made in previous chapter, the following recommendations are forwarded:

1. Postponing academic tasks is one of the problems negatively affecting the student's achievement by leading them to develop feeling of incompetence. To minimize the problem, students should know the disadvantage of putting off doing academic tasks until the last period of examination time and submission of assignments and try to work hard in their day-to-day academic study. The help of teachers and parents should support this. Thus, it is preferable if the school pays more attention for informing parents and teachers to take responsibility in starting their follow up at the beginning of the school year. It is also more useful if the school set a monthly meeting with parents and teachers to evaluate the performance of the students in the school. Moreover, it should try to initiate teachers and counselors to conduct an action research to pin out high procrastinators and provide the necessary help as much as possible.

2. In the formation of causal attribution the interaction of students with their parents and teachers has a great role. So, it is suggested that the school could make contact with parents and teachers to direct students to explain their achievement to effort. This helps students to ascribe their success to effort and initiate them to exert much more effort to achieve better.

3. Even though all grade levels need follow up, the school should pay more attention at grade 9 as much as possible. Since it is a base for the next grades.
4. The School has over 5750 students and one counselor. Since it is difficult to provide sufficient help for students in this condition, the region as well as the Zone Education Bureau should assign additional counselor as much as possible.
5. It is advisable if further investigations are made on the area of procrastination and causal attribution to have reliable results.

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Appendix

Questionnaires

Addis Ababa University
School of Graduate Studies

Department of Educational Psychology

**Questionnaire to be filled by Yergalem Senior Secondary School
Students**

The main aim of this questionnaire is to study the causes of academic procrastination. The study is purely for academic purpose. Therefore, your response will be helpful for the attainment of the stated objective. So, you are politely requested to respond for the items accurately and honestly. Thank you for your good cooperation.

Instruction one

Here there are items, which ask general information. Mark "X" or give your response by using letters or numbers.

- | | | |
|----------------|--------------|------------|
| 1. Grade level | 9 _____ | 10 _____ |
| | 11 _____ | 12 _____ |
| 2. Sex | Female _____ | Male _____ |
| 3. ID No. | _____ | |
| 4. Age | _____ | |

INSTRUCTION TWO

Some possible causes for academic procrastination of students are listed below. After you have read them thoroughly, mark "X" for the behavior that bears your cause on one of the scale provided - strongly disagree (a weight of 1), disagree (a weight of 2), slightly agree (a weight of 3) agree (a weight of 4), strongly agree (a weight of 5) for each item.

No	Reasons for Academic Procrastination	Strongly disagree (1)	Disagree (2)	Slightly Agree (3)	Agree (4)	Strongly Agree (5)
1.	I postpone reading when I meet with a hard portion					
2.	As I get tired of unpleasant subject, I stop reading					
3.	I waste a lot of time by worrying about one or two subjects					
4.	I put off reading for fear of failure					
5.	I postpone my study for fear of successful achievement					
6.	When I read I fell unhappy					
7.	I feel anxious when I can't solve specific problems during study					
8.	When reading I have trouble concentrating					
9.	I avoid studying subjects on which I expect to do poorly					
10.	Instead of getting prepared for examination, I spent time waiting for help other people (parents / friends).					
11.	I put off most of my academic tasks due to getting dissatisfied of my accomplishment					
12.	I waste a lot of time resisting control made over me by others instead of pursuing reading or doing assignments					
13.	When I have a deadline, I put off academic tasks until the last period of submission or					

	examination					
14.	Most of the time I give priority to cleaning and cooking than to studying.					
15.	I am more interested in reading novels than reading any other subjects of my learning.					
16.	I don't want to miss any appointment due to reading (studying)					
17.	I postpone studying by giving priority to religious activities					
18.	I enjoy watching television rather than completing academic tasks					
19.	I don't miss attractive films for mere preparation of examination					
20.	Whatever the time of examination is approaching, I don't want to miss playing					
21.	Most of the time as soon as I start studying, I feel sleepy and hence stop reading					
22.	I give priority to issues related to social life than to academic tasks					
23.	I feel studying burns me out					
24.	I like playing than studying					

Other reasons _____

Addis Ababa University

School of Graduate Studies

Department of Educational Psychology

*The questionnaire to be filled by Yergalem Senior
Secondary School Students*

The purpose of this questionnaire is to collect information about students' causal perception for their success or failure. I assure you that the response that you will give will never be used for another purpose other than the one mentioned above. SO you are politely asked to respond for items accurately and honestly. Thank you very much for your kind cooperation.

Instruction one

According to the questions please mark "X" or write the answers The following are the items that ask general information. either in letters or numbers.

- | | | |
|----------------|--------------|------------|
| 5. Grade level | 9 _____ | 10 _____ |
| | 11 _____ | 12 _____ |
| 6. Sex | Female _____ | Male _____ |
| 7. ID No. | _____ | |
| 8. Age | _____ | |

INSTRUCTION TWO

Some of the perceived causes that students ascribe for their academic success or failure are listed below. After you read the items thoroughly, mark "X" for the idea that can represent your cause on one of scale provided - Strongly disagree (1point), disagree, (2points), slightly agree (3points), agree (4points), and strongly agree (5points). The information that you are expected to provide depends on what you feel about your achievement. For example if you think you have succeeded in some of your examinations but not in the others (failed in others), you are expected to mark on both conditions (success or failure). On the other hand if you have succeeded or failed in all of the exams, you need to mark on either of the conditions (i.e. success or failure not both)

No	Perceived Causes of Success	Strongly disagree (1)	Disagree (2)	Slightly Agree (3)	Agree (4)	Strongly Agree (5)
	I have succeeded in exam for					
1.	Ability in the subject					
2.	Fastness in understanding and memorization					
3.	Good language command					
4.	Sharp mindedness and self confidence					
5.	Hard work					
6.	Intensive and immediate effort for examination					
7.	A day to day planned study					
8.	Repeated exercise on class and home works					
9.	Having good luck					
10.	The inclusion of the exam in what I have prepared					
11.	Guessing					
12.	having a chance to get the answer from intelligent students that was thrown to another persons					
13.	Easiness of the exam			.86		
14.	Easiness of the subject					
15.	The items are directly taken					

	from class & home work questions					
16.	Exposed to repeated exam					
17.	God's help					
18.	Help of parents by providing the necessary learning materials and encouragement					
19.	Help of teacher in giving mark					
20.	Teacher's competence in teaching					

Other Reasons _____

No	Perceived Causes of failure	Strongly disagree (1)	Disagree (2)	Slightly Agree (3)	Agree (4)	Strongly Agree (5)
1.	Lack of ability in the subject					
2.	Lack of understanding and memorization					
3.	Language problem					
4.	Lack of Self Confidence					
5.	Not putting forth extra effort					
6.	Lack of intensive and immediate effort for examination					
7.	Lack of a day to day planed study					
8.	Not exercising on class and Home work questions					
9.	Having bad luck on examination					
10.	The exam was not from the content that I have studied					
11.	Having poor guessing chance					
12.	Bad luck in getting the answer of an intelligent students.					
13.	Difficulty of the exam					
14.	Difficulty of the subject matter					
15.	Items being out of our class and home work questions					
16.	Defects of questions in the test material					
17.	The items being out of the coverage of the subject					

	matter					
18.	Lack of help of God					
19.	Teacher's incompetence in teaching					
20.	Teachers incompetence in scoring					

Other reasons _____

ተ.ቁ	ለትምህርት ስራዬ መዘናጋት (መወዘፍ) ምክንያት	በጣም አልሰማማም (1)	አልሰማማም (2)	በመጠኑ እስማማለሁ (3)	እስማማለሁ (4)	በጣም እስማማለሁ (5)
1.	ከበድ ያለ ትምህርት (ይዘት) ካጋጠመኝ ጥናቴን ለሌላ ጊዜ ማስተላለፍ					
2.	የማይሰብ አድካሚ የትምህርት አይነት ካጋጠመኝ ማንበቤን ማቆም					
3.	በአንድና በሁለት የትምህርት አይነት ላይ በመጨነቅ ብዙ ጊዜ ማባከን					
4.	እወድቅ ይሆን በሚል ፍራቻ ማንበብን መዘናጋት					
5.	ስኬታማነትን በመፍራት ጥናቴን ለሌላ ጊዜ ማስተላለፍ					
6.	ሳኑብ ደስተኝነት አለመሰማት					
7.	ሳጠና የተወሰኑ ችግሮችን መፍታት ካልቻልኩ መጨነቅ					
8.	ማንበብ ስጀምር ትኩረቴን ለመሰብሰብ መቸገር					
9.	ጥሩውጤት አላመጣባቸውም ብዬ የማስባቸውን የትምህርት አይነቶች አለማጥናት					
10.	ለፈተና ዝግጅቴን ከማጠናቀቅ ይልቅ ሌሎችን ሰዎች (የቤተሰቦቼንና የጓደኞቼን) እርዳታ መጠበቅ					
11.	በስራዬ እርካታ ስለሌለኝ አብዛኛውን የትምህርት ስራዬን መወዘፍ					
12.	ጥናቴን ወይም የተሰጠኝ የትምህርት ስራ ከማጠናቀቅ ይልቅ ብዙውን ጊዜዬን የማጠፋው ሌሎች በኔ ላይ የሚያደርጉትን ቁጥጥር በመቃወም መሆን					
13.	ቀን ቀጠሮ ካለኝ የትምህርት ስራዬን እስከ ፈተናው ወይም ማስረከቢያው መጨረሻ ቀን ድረስ ማዘግየት					
14.	አብዛኛውን ጊዜ ከጥናት ይልቅ ለምግብ					

	ዝግጅትና ለፅዳት ቅድሚያ መስጠት					
15.	ከማንኛውም የትምህርት አይነት ይበልጥ ደስ የሚለኝ ድርሰት ማንበብ መሆን					
16.	በጥናት ምክንያት ማንኛውንም የፍቅር ቀጠሮ መሰረዝ አለመፈለግ					
17.	ለሐይማኖት ስራዎች ቅድሚያ በመስጠት ጥናትን ማስተላለፍ					
18.	የትምህርት ሥራዎቼን ከማጠናቀቅ ይልቅ ቴሌቪዥን መመልከት መፈለግ					
19.	በፈተና ዝግጅት ምክንያት የሚሰቡ ፊልሞች ለሌላ ጊዜ አለማስተላለፍ					
20.	የቴንም ያህል የፈተና ሰአት ቢቀርብ ጫዋታዬን መሰረዝ አለመፈለግ					
21.	ከትምህርት ሥራ ይልቅ ለማህበራዊ ህይወት ቅድሚያ መስጠት					
22.	አብዛኛውን ጊዜ ገና ጥናት ስጀምር እንቅልፌ ስለሚመጣ ንባቤን ማቆም					
23.	ጥናት መጥላት					
24.	ከጥናት ይልቅ ጫዋታን መውደድ					
25.	የጤና ችግር					
26.	የገንዘብ ችግር					
27.	የቤተሰብ ተፅዕኖ (ለጥናት ያላቸው ዝቅተኛ አመለካከት)					
28.	በድካም ችግር (በረዥም ጊዜ ምክንያት)					
29.	ለቤተሰብ ትዕዛዝ ቅድሚያ መስጠት					
30.	የሱስ ችግር (የጫት፣ የቡና ሱስ)					

ማሳሰቢያ፡- ስኬታማ መሆን ወይም አለመሆን ስሜት እንደ ግል እርካታችሁ ይገለጻል።

ስኬታማነት ስንል ባስመዘገብነው ማርክ መርካትን ወይም መደሰትን ይመለከታል የግድ ማለፊያ ማርክ ማግኘትን አይመለከትም

ስኬታማ አለመሆን ስንል ደግሞ ባስመዘገብነው ማርክ አለመርካትን ያመለክታል። የግድ መውደቅ ብቻ ላይሆን ይችላል።

ተ.ቁ	ለስኬታማነቱ የምጠቅሰው ምክንያት	በጣም አልስማማም (1)	አልስማማም (2)	በመጠኑ እስማማለሁ (3)	እስማማለሁ (4)	በጣም እስማማለሁ (5)
1.	ለትምህርቱ ያለኝ ችሎታ					
2.	የፈተና ጥያቄውን ፈጥኖ የመረዳትና የማስታወስ ችሎታዬ ጥሩ በመሆኑ					
3.	ጥሩ የቋንቋ ችሎታ ስላለኝ					
4.	ቦራስ የመተማመን ስሜትና ፈጣን ጭንቅላት ስላለኝ					
5.	ጠንክራ ስላጠናሁ					
6.	ያለ የሌሎች ሐይሌን ተጠቅሜ እንዳጠናሁ ወዲያውኑ ለፈተና ስለገባሁ					
7.	በየዕለቱ የተማርኩትን በዕቅድና ወዲያውኑ ስለማጠና					
8.	የሚሰጡኝን የቤትና የክፍል ስራዎች ሳልሰለኝ ደጋግሜ ስለሰራሁ					
9.	የማርክ እድል ስላለኝ					
10.	ፈተናው የወጣው እኔ ካጠናሁት ቦታ ስለሆነ					
11.	የአቦሰጥ እድል ስላለኝ					
12.	ጠላት ሰው የተወረወረው ^{ዎታ} የጎበዝ ተማሪ መልስ ለኔም ስለደርሰኝ					
13.	ፈተናው ቀላል ስለሆነ					
14.	ትምህርቱ ቀላል ስለሆነ					
15.	ጥያቄዎቼ ቀጥታ ከቤትና ከክፍል ስራ የተወሰዱ ስለሆኑ ቀሎኝ ስለሰራሁ					
16.	የተደገመ ፈተና በመሆኑ ቀሎኝ ስለሰራሁ					
17.	የመምህሩ የማስተማር፣ ችግር የመፍታትና የማበረታታት ችሎታ					

	ክፍተኛ ስለሆነ					
18	መምህሩ በተለያዩ ምክንያት ማርክ ስለሚጨምር					
19	መምህሩ ጥሩ ያስተራረም ችሎታ ስላለው					
20	የመምህሩ ፈተና አወጣጥ ግልፅ ስለሆነ					
21	እግዚአብሔር ስለረዳኝ					
22	ቤተሰቦቼ የሚያስፈልጉኝን መፅሐፍት ስለሚያቀርቡልኝና ስለሚረዱኝ					
23	ቤተሰቦቼ በጥናት ወቅት አስፈላጊውን እርዳታ ስለሚያደርጉልኝ					
24	የጓደኞቼ እርዳታ ስላልተለየኝ					
25	የፈተናዎቼ አለመደራረብ					
26	አመጽ የሆነ የፈተና ክፍል መኖር					
27	ከረብሻና ከጫጫታ ነፃ የሆነ የፈተና ክፍል መኖር					
28	ለጥናት አመጽ የሆነ ቦታ መኖር					

ተ.ቁ	ስኬታማ ላለመሆኔ የምጠቅሰው ምክንያት	(1)	አልስማማም (2)	በመጠኑ እስማማለሁ (3)	እስማማለሁ (4)	በጣም እስማማለሁ (5)
1.	ለትምህርቱ በቂ ችሎታ ስለሌለኝ					
2.	የመረዳትና የማስታወስ ችግር ስላለብኝ					
3.	የቋንቋ ችግር ስላለብኝ					
4.	በራስ አለመተማመን ችግር ስላለብኝ					
5.	ጠንክራ ስላላጠናሁ					
6.	ሙሉ ሐይሌን ተጠቅሜ በማጥናት ወዲያው ለፈተና ባለመግባቴ					
7.	በየዕለቱ የተማርኩትን በዕቅድ ባለማጥናቴ					
8.	የቤትና የክፍል ስራ ጥያቄዎችን ተከታትዬ ባለመስራቴ					
9.	የማርክ ዕድል ስለሌለኝ					
10.	ካጠናሁት ይዘት ጥያቄ ባለመውጣቴ					
11.	የአቦ ሰጥ ዕድል ስለሌለኝ					
12.	የጎበዝ ተማሪን መልስ የማግኘት ዕድል ስለሌለኝ					
13.	ፈተናው ከባድ ስለሆነ		፣ ለሁሉም			
14.	ትምህርቱ ከባድ ስለሆነ					
15.	ጥያቄዎቹ የግልፅነት ችግር ስላለባቸው					
16.	ጥያቄዎቹ የወጡት ከተማርነው ውጪ በመሆኑ					
17.	የመምህሩ የማስተማር ችሎታ ዝቅተኛ ስለሆነ					
18.	መምህሩ የፈተና አወጣጥ ችሎታ ስለሌለው					
19.	መምህሩን ከማበረታታት ይልቅ የማስፈራራት ባህሪ ስላለው					
20.	የመምህሩ አስተራረም ችግር ስላለበት					
21.	የእግዚአብሔር እርዳታ ስላልታከለበት					
22.	ቤተሰቦቼ የሚያስፍልጉኝን መፀጎፍ በመግዛት ስላላበረታቱኝ					
23.	ቤተሰቦቼ በጥናት ወቅት አስፈላጊውን እርዳታ ስላላደረጉልኝ					
24.	ጓደኞቼ ስላልረዱኝ (መፀጎፍ በማዋስ እና ያልገባኝን በማስረዳት ወ.ዘ.ተ)					
25.	የፈተናዎች መደራረብ					
26.	አመቺ የሆነ የፈተና ክፍል አለመኖር					
27.	ከረብሻና ከጫጫታ ነጻ የሆነ የፈተና ክፍል አለመኖር					
28.	ለጥናት አመቺ ቦታ አለመኖር					

Declaration

The thesis is my original work, has not been presented for a degree in any other university and that all sources of material used for the thisis have been duly acknowledged.

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