

**RELATIONSHIP AMONG ATTITUDE TO SCHOOL, CAUSAL ATTRIBUTION  
FOR FAILURE AND ACADEMIC ACHIEVEMENT OF SENIOR SECONDARY  
SCHOOL STUDENTS IN OKENE, KOGI STATE, NIGERIA**

**BY**

**Asiyat IBRAHIM**

**B.Ed 2011 (ABU, Zaria)**

**P15EDPC8020**

**JANUARY, 2018**

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**A DISSERTATION SUBMITTED TO THE SCHOOL OF POSTGRADUATE  
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**JANUARY, 2018**

### **Declaration**

I, Asiyat Ibrahim with registration number P15EDPC8020 declare that the work in this dissertation entitled “ Relationship Among Attitude to School, Causal Attribution for failure and Academic Achievement of Senior Secondary School Students in Okene, Kogi State, Nigeria’ ’ has been carried out by me in the Department of Educational Psychology and Counselling. The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this dissertation was previously presented for another degree or diploma at any institution.

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Asiyat IBRAHIM

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Date

### **Certification**

This dissertation entitled “ Relationship Among Attitude to School, Causal Attribution for failure and Academic Achievement of Senior Secondary School Students in Okene, Kogi State, Nigeria’ ’ by Asiyat IBRAHIM meets the regulations governing the award of Master’ s Degree in Educational Psychology, Ahmadu Bello University, Zaria, and is approved for its contribution to knowledge and literacy presentation.

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**Prof. E.F. Adeniyi**  
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## **Dedication**

This research work is dedicated to my late husband Dr. Muhammad Sani may Allah (S.W.T) grant him Al-Janatul Firdausi, Amin. And to my lovely daughter, Bahijja Muhammad.

## **Acknowledgements**

All praise is due to Allah (S.W.T) The Creator of all, All glory be to Him for sparing the life of the researcher through this work. I am grateful for your mercy, love, kindness and protection bestowed upon me throughout this course.

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## **ABBREVIATIONS USED**

SSII:	Senior Secondary II
SSS:	Senior Secondary School
SSSCE:	Senior Secondary School Certificate Examination
WASSEC:	West African Senior Secondary Examination Council
WAEC:	West African Examination Council
ANOVA:	Analysis of Variance
PPMC:	Person Product-Moment Correlation

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## **Operational Definition of Terms**

The key variables of the study are operationally defined as follow:

**Academic Achievement:** Academic achievement means the fulfillment of an obligation which is measured by end of the term examination result of participants in questions set by the Secondary Education Board.

**Attitude to school:** Is the way students respond toward school and learning.

**Causal Attribution for failure:** This is described as what individuals perceived as the causes of failure in their academic work.

**External Attribution:** This is the belief that events in one' s life are determined by forces beyond ones control, events are attributed to luck, fate, chance and significant others.

**Failure:** This is the state or condition of not meeting a desirable or intended objective. The neglect or omission of expected or required action.

**Internal Attribution:** This is the belief that events in individual's life are as a result of personal ability and effort.

## Abstract

This study examined the relationship among attitude to school, causal attribution for failure and academic achievement of senior secondary school students in Okene, Kogi state, Nigeria. The study had five objectives, and five hypotheses were formulated and tested. The population for the study was 2639 SSII students out of which 335 students studied included 210 males (63%) and 125 females (37%). Correlational research design was employed in the conduct of the research. The instruments used in collecting data were Students Attitude Questionnaire (SAQ) and Academic Causal Attribution Scale (ACAS) with reliability coefficient of 0.84 and 0.93 respectively. Statistical Package for Social Sciences (SPSS) was used to analyze the data at two different levels; Mean and standard deviation were used to analyze the research questions, while Person Product-Moment Correlation (PPMC) was used to analyze the hypotheses. Results of the analysis indicated that significant positive relationship exists between student attitude towards school and academic achievement ( $r = 0.353$ ,  $p = 0.000$ ), between student attitude towards learning and academic achievement ( $r = 0.413$ ,  $p = 0.000$ ), between external causal attributions for failure and academic achievement ( $r = 0.897$ ,  $p = 0.000$ ) and between students' attitude to school and causal attributions with ( $r = 0.317$ ,  $p = 0.000$ ). However, significant inverse relationship was observed between internal causal attribution for failure and academic achievement ( $r = -0.927$ ,  $p = 0.000$ ). Based on the findings, the following recommendations were made. Teachers should give reward such as word of encourage to their students after every lesson so as to help them maintain positive attitude towards learning. The students should be encouraged to apply knowledge and skills taught through feedback and assignment.

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background to the Study

Education is the basic building block of every society and its core purpose since ancient times, has been to bring people to full realization of what it is to be a human being. To Ki-moon (2012) Education unleashes the optimal potential in people, improving individual livelihoods and those of future generations. In addition, a good education is more than an entry point into the job market.

Learning is the focus of the educational programmes. It occupies a very important place in human lives. Most what people do or do not do is influenced by what they learn and how they learn it. Kuppuswamy (2007:108) defined learning as, “ the process by which an organism, as a result of its interaction in a situation, acquires a new mode of behaviour, which tends to persist and affect the general behavioural pattern of the organism, to a certain degree” . Learning takes place when an organism reacts in a situation. However, in a school situation, various elements (the learner, environment, teacher, instructional materials, methodology) are involved in the process of learning. The learner is involved; unless the learner is prepared or enabled to learn, learning cannot be achieved.

Attitudes are psychological orientations developed as a result of one' s experience which influences a person's view of situations, objects, people and how to respond to them either positively or negatively, favourably or unfavourably (Mensah, Francis, Chisikwa, Indushi, & Lukas, 2013). Being one of the constructs of the affective domain, attitudes have been researched deeply for more than 40 years (Aiken & Aiken; Koballa & Crawley, as cited in Can, 2012).

An attribution is a causal explanation for an event or behaviour in situations of success or failure, and also denotes the extent of control that people feel they have over the event (Basturk & Yavuz, 2010). These causal attributions are highly relevant for people's behaviour, emotions, and motivation and can be classified along four dimensions: locus, stability, controllability, and globality (Rania, Siri, Bagnasco, Aleo & Sasso, 2014). In the academic arena, the most important event is the success or failure of the learner to learn. Experience of failure in a task designed to test the level of learning is often followed by a 'naive' reaction of blaming either lack of ability, lack of effort, difficulty of the task, or lack of luck. Success, on the other hand, is often followed by an attribution to possession of ability, exertion of effort, easiness of task, or possession of luck. While ability and effort are seen as personal factors internal to the learner, task difficulty and luck are seen as environmental factors external to the learner. On the other hand, ability and task difficulty are considered stable, while effort and luck are considered as unstable factors (Heider, 1958). These studies emphasize the importance of causal attributions and perceptions which further affects the motivation to learn.

Academic achievement of student is the ability of the student to study and remember facts and being able to communicate his knowledge orally or in written form even in an examination condition (Banks & Woolfson, 2008). The academic achievements of the students are believed to be greatly influenced by their academic attitude and causes of their success and failure (Basturk, 2010). Banks and Woolfson (2008) further explain that, attributions can have significant effects on academic achievement of students especially with those experiencing learning difficulties, thus, these students will more likely to display negative attributions than their peers. Mahboudi (2009) suggests that, "Causal Attribution" is being one of the motivation theories manipulating the realization of decisions. In this process, the individuals try to

decide on the causal factors of an event or consequence. This individual's response to a certain event is dependent on their interpretation of that event. He added also that, facilitating events prediction and control, the attributions explain the sensations, attitudes and behaviours and not only affect emotions but also manipulate individual's function.

Secondary education plays a crucial role in laying the foundation for the further education of students. If a good foundation is laid at the secondary school level, students can better cope with the challenges of life and profession with great ease. However, different people have explained different factors responsible for the academic achievement of students. Factors that influence students' academic achievement at the senior secondary school are not conclusively known and could be multivariate in nature. They might include students' attitude towards school and learning, attribution.

All senior secondary students desire success academically, but are driven by different motives and different stimuli for attainment of the success. Students do different things to attain desired academic performance. Some students lack self-confidence and may resort to examination malpractice for their test scores. Some are studious but still do not do very well in their educational pursuit, some have examination phobia maybe due to some unpleasant situations experienced at younger age in school that has resulted in apathy in schooling. While some students attribute their successes and failures to outside factors like their luck, teachers and other influential persons; some accept total responsibility for their successes and failures. Some students' level of achievement is dependent upon the level of motivation they get from people directly or indirectly (Basturk, 2010). Though there may be other factors like social and environmental factors that militate against students' achievement, the variables investigated in this study are centered on the students' response to psychological stimuli of academic performance. The study is interested in finding out the magnitude and

relationship among each of the psychological constructs (attitude to school and causal attribution for failure) and students' academic achievement.

Attitude to school and causal attribution of students towards academic performance denotes a positive or negative predisposition toward schooling, learning, and how they attach causes to their success and failure. Most children come to school ready and willing to learn. How best can school foster and strengthen their predisposition and ensure that they leave school with the motivation and capacity to continue learning throughout life has remained a matter of great concern. Without development of the right attitude, students may not be well prepared to acquire the new knowledge and skills necessary for successful adaptation to changing circumstances and the necessary situation to achieve in their academic pursuit (Kuusinen & Leskinen, 2008).

Attitude is an important constructs in social psychology because it encompass powerful tendencies to feel, believe and act in a positive or negative way. Attributions are also among our most important constructs because they are part of what makes us human – our tendency to attempt to explain the events around us. Hence, this study intends to find out the relationship between attitude to school, causal attribution and academic achievement among secondary school students in Okene, Kogi state, Nigeria.

## **1.2 Statement of the Problem**

In Okene area of Kogi state, Nigeria, various reform efforts have been launched to guide teaching and learning in secondary schools; the reforms (renovation of schools and teachers training and workshops) have not yielded any significant improvement in the general performance of the students. These reforms point to the structural factors but give little attention to student' s factors. This is a clear indication that structural changes alone

is necessary, but not sufficient condition in realizing an improved performance. Therefore, there is need to understand the learners themselves; their attitude to school, learning and their causal attribution for failure.

The researcher observed that, many secondary school students in the Okene area fail to learn and the failure to learn or achieve in school is not confined to less able but also many capable students fail to perform up to the required standard. Students continue to perform dismally as they lack the interest, curiosity and patience needed for learning and performing related tasks concerning academic achievement.

The researcher also observed that many youths in Okene, Kogi State who have written their Senior Secondary Certificate Examination (SSCE), conducted by the West African Examination Council (WAEC) could neither fit into any tertiary institutions of learning nor the labour market in Nigeria because their academic achievement (performance in the SSCE) was poor, not up to the minimum standard requirement of five credit passes that must include English Language and Mathematics for admission; and this poor academic performance keeps increasing among the youths day-by-day. As a way of seeking better understanding and combating the phenomenon of low academic achievement, this research is posed to investigate two of the psychological factors (attitude and causal attributions) with a view to identifying their relationship with the degree of contribution that they independently and collectively would have in the prognosis of students' academic achievement.

### **1.3 Research Objectives**

The objectives of the study are:

1. to determine the relationship between students' attitude toward school and academic achievement among senior secondary school students in Kogi state.
2. to find out the relationship between students' attitude toward learning and academic achievement among senior secondary school students in Kogi state.
3. to ascertain the relationship between internal causal attribution for failure and academic achievement among senior secondary school students in Kogi state.
4. to determine the relationship between external causal attribution for failure and students' academic achievement in Kogi state.
5. to determine the relationship between attitude to school and causal attribution among senior secondary school students in Kogi state.

### **1.4 Research Questions**

The study sought answer to the following research questions.

1. What is the relationship between students' attitude toward school and academic achievement of senior secondary school students in Kogi state?
2. What is the relationship between students' attitude toward learning and their academic achievement among senior secondary school students in Kogi state?
3. What is the relationship between students' internal causal attributions for failure and their academic achievement in Kogi State?

4. What is the relationship between students' external causal attributions for failure and their academic achievement in Kogi state?
5. What is the relationship between attitude to school and causal attribution among senior secondary school students in Kogi state?

### **1.5 Research Hypotheses**

The following null hypotheses were formulated to guide the study:

- Ho<sub>1</sub>: There is no significant relationship between students' attitude toward school and academic achievement among senior secondary school students in Kogi state.
- Ho<sub>2</sub>: There is no significant relationship between students' attitude toward learning and the academic achievement of senior secondary school students in Kogi state.
- Ho<sub>3</sub>: There is no significant relationship between students' internal causal attribution for failure and academic achievement among senior secondary school students in Kogi state.
- Ho<sub>4</sub>: There is no significant relationship between students' external causal attribution for failure and academic achievement among senior secondary school students in Kogi state.
- Ho<sub>5</sub>: There is no significant relationship between attitude to school and causal attribution among senior secondary school students in Kogi state.

## **1.6 Basic Assumptions**

This study is based on the assumptions that:

1. Attitude to school may have relationship with the poor academic achievement among senior secondary school students in Kogi state.
2. Students' attitude toward learning may have related low academic achievement among senior secondary school students in Kogi state.
3. Students' internal causal attribution for failure may have contributed to the problem of academic achievement among senior secondary school students in Kogi state.
4. Students' external causal attribution for failure may have relationship to problem of academic achievement among senior secondary school students in Kogi state.
5. Student' s attitude to school, attitude towards learning and causal attribution for failure may be related to the problems of academic achievement among senior secondary school students in Kogi State.

## **1.7 Significance of the Study**

The findings of this study, is significant because it will be of benefit to stakeholders, subject or curriculum designers, teachers, students, examination bodies, school administrators and counselors. This study would help in understanding the importance and influence of the affective constructs regarding teaching and learning which would appeal to stakeholders to take the necessary measures.

For subject or curriculum designers, they can have some concrete evidence to

design curriculum, methodology and learning materials suitable for the low-achieving students to help them learn more favorably and successfully, by more or less considering their learning attitudes and academic causal attribution preferences as the bases for curriculum and syllabus development.

For teachers, the implications might help in preparing for teaching as well as developing teaching ability. Moreover, teachers can plan to deal with students' failures by reacting appropriately to their mistakes and attributing their failure to positive elements that could enhance their performance in future learning activities rather than focusing on factors that might undermine students' future endeavors. Teachers can also utilize appropriate strategies to help students improve how to deal with their attributions.

For the students, it is hoped that the study will create awareness for them on the causal attribution style they have and the influence it has on their academic achievement thereby make adjustment in their academic attitude.

The findings of the study could provide parents with the knowledge of the attitudes and causal attribution styles of their children and provide them with the needed support in their learning activities. This study will also provide examination bodies with the necessary knowledge of how to cater for students with different academic attitudes and causal attribution styles when setting examination questions.

Beside all these, the study could serve as source of reference material to other researchers in educational psychology and guidance and counseling and those that may want to conduct research in the area of students' academic attitude and causal attribution. Above all, the findings could provide a basis for the restructuring of teaching methodologies, strategies, instructional materials and evaluation procedures.



## **1.8 Scope and Delimitation of the Study**

The study covers all government public senior secondary schools students within Okene area of Kogi state Nigeria, SS2 students male and female from five schools were used in the study. The study is delimited to examine the relationship among attitude to school, causal attribution for failure and academic achievement of senior secondary school students in the study area with respect to attitude to school, attitude to learning, internal and external causal attribution for failure.

The study covered both male and female SS2 students in the public secondary schools of the study area. These SSII students are regarded as suitable for the study, because the SSI students may not be in the school during the exercise. Also, SSIII students will be busy preparing for the Senior Secondary School Examination/West African Examination Council (SSSE/WAEC). The reason for choosing government owned schools is their uniformity in socio-economic background, admission, staffing, availability of teaching materials and teachers' discipline.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1. Introduction**

The main purpose of this study was to investigate the relationship among attitude to school, causal attribution for failure and academic achievement of senior secondary students in Okene, Kogi state, Nigeria. This chapter presents review of literature related to the topic of this study. For better organization and understanding the review is done under the following headings:

- Concept of Attitude
- Concept of Causal Attribution
- Concept of academic achievement
- Theoretical Framework
  - Albert Bandura' s social learning theory
  - Social Judgment Theory of Attitude,
  - Weiner' s Attribution Theory
  - Kelley' s Theory of Attribution
- Review of empirical studies and
- Summary of literature review.

#### **2.2 Concept of Attitude**

Attitude was conceptualized as “ learned predispositions to respond to an object or class of objects in a favorable or unfavorable way” (Fishbein, 1967:257). In the present research, attitude is specifically defined as students’ attitude towards school and learning. Attitude could be positive, negative or neutral. Any concept that specifies an individual’s feeling of likeness or dislike to anything is termed his/her attitude towards

that item. Attitude can be a method, disposition, feeling or condition in respect of an individual or object, particularly of the mind (Hussaini, Foong & Kamar, 2015).

Attitude has been defined as a mental state of readiness, organized through experience which exerts a directive or dynamic influence on the responses of an individual to all objects and situations with which the individual is related (Singh, 2011). Attitude is an enduring pattern of evaluative responses towards a person, object or issue (Colman, 2004). Attitude means set of responses (Nwachukwu as cited in Muhammed, Umaru & Abdulwahid, 2013). According to Summers as cited in Greston (2016), an attitude is a mental and neural state of readiness organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related. Attitudes are acquired through learning and can be changed through persuasion using variety of techniques. Attitudes, once established, help to shape the experiences an individual has with object, subject or person. Although attitude changes gradually, people constantly form new attitudes and modify old ones when they are exposed to new information and new experiences (Adesina & Akinbobola, 2015).

Buhari (2014), states that students attitude towards a subject determined their success in that subject. In other words, favourable attitude result to good achievement in a subject. A students' constant failure in a school subject can make him to believe that he can never do well on the subject thus, accept defeat. On the other hand, his successful experience can make him develop a positive attitude towards learning the subject. This suggests that students attitude could be enhanced through effective motivation.

Definitions, of attitude towards learning are numerous as researchers and thinkers conceptions, ideas, and perceptions vary. According to a point of view the attitude towards learning is positive or negative emotional disposition. (Hannan, 2002; Masoud & Ali, 2010).

Buhari (2014), considering attitude towards learning from a multidimensional point, defined an individual attitude towards learning as a more complex way of the emotions that he or she associate with learning, his or her believes towards learning which could be either positive or negative and how he or she behave towards learning. Research on attitude in learning has been moltivates by the belief that something called “ attitude” play a crucial role in learning but the goal of highlighting a connection between positive attitude and performance has not been reach conclusively (Bradly, 2008).

Benjamin (2009) stated that every day notion of attitude refers to someone’ s basic liking or disliking of a familiar target. A general overview of the development of attitude throughout school years is documented through survey. Numerous studies have found that there is a connection between teachers attitude and students attitude (Anderson, 2007).

Ubom as cited in Eyo, Joshua and Esuong (2010) defined attitude as an individual perception and reaction to a task which is expected to be carried out or executed in a group, institution, school setting or an organisation. Attitude is said to be positive or high when individual response to the task or programme is favourable and when they show commitment to their duties. It can be negative or low when the students express a nonchalant response, with regard to what is expected of them in a given situation.

To Jeffress in Candeias and Rebelo (2010) attitude is a mental and emotional response to the variety of circumstances that occur in life. They are not specifically behaviors but modes or forms of conduct or performance. It is expressed outwardly, through gestures, movements, words, cries, laughs, tears, or sometimes stillness and apathy, but it responds to internal, cognitive and affective stimuli. A child who grows getting from their elders, challenges and punishments, will surely mimic such attitudes and will become an adult with violent attitudes (Candeias & Rebelo, 2010).

Attitude denotes a functional state of readiness which determines the organism to react in a characteristic way to certain stimuli or stimulus situations. According to Murphy and Murphy as cited in Deeksha (2015), attitude is primarily a way of being set towards or against certain things. Baldwin views that attitude is a readiness for attention or action of a definite pattern. In the opinion of Warren as cited in Deeksha (2015), the specific mental disposition toward an incoming experience whereby the experience is modified or condition of readiness for a certain type of activity is referred to as attitude. Cantril as cited in Deeksha (2015), holds that an attitude is a more or less permanently enduring state of readiness of mental organisation which predisposes an individual to react in a characteristic way to any object or situation with which it is related. Attitude can also be defined as a mental or neural state of readiness organized through experience influencing dynamically or directly the individuals' response to all objects and situations with which it is related (Deeksha, 2015).

Chisikwa, Indushi and Lukas (2013) have said that attitude is a learned or more or less organized tendency to respond in a persistent manner usually negatively or positively with reference to some situation, idea, object or class of such objects. Attitudes determine the organisms orientation towards his social and physical environment including himself. Because of a particular attitude towards a specific stimulus motives are aroused and action is mobilised to approach or avoid the stimulus.

Attitude is an important concept in learning among learners, it denotes interest or feeling towards studying particular subjects. When motivational factors such as interest, attitude and aspiration are inculcated in the learners, they tend to spend more time studying the particular subject. Students understand better when they spend more time studying and will therefore achieve to expected standard (Twoli, Maundu, Muindi, Kiio & Kithinji, 2007). This is only possible when they have a positive attitude towards a

particular subject. Attitude has been defined as “ a mental or neural state of readiness, organized through experience, exerting a directive of dynamic influence upon the individual’ s response to all objects and situations with which it is related.” (Allport in Kuppuswamy, 2007).

Most students obtain low marks in science subjects which simultaneously affect their academic cumulative grade points. Extensive past studies suggest that there is a close relationship between students’ attitudes towards academic subject and their overall achievement (Erdogan, Bayram, & Deniz, 2008).

Although previous studies found that there is a positive relationship between student’ s interest in academic subject and its performance, classroom environment and their existing knowledge on the particular subjects also play major roles (Rhoda, Imran, Mohd, Mahzan, & Asif, 2011). According to Popham (2005), students’ attitudes or interests should be enormously important to educators, because affective dispositions are powerful predictors of students’ subsequent behaviour. In a related study, Erdogan, Bayram and Deniz (2008) found that there is a positive relationship between students’ attitudes towards modern learning technologies and their academic achievement. Academic achievement increases with the use of modern technologies positively. There is a strong association between individuals’ attitudes towards education and their academic performance and commitment. Students who have negative attitudes towards education activities are found to exhibit challenging behaviour including anti-social and off-task behaviour (Awang, Jindal-Snape & Barber, 2013). Ming, Ling and Jaafar (2011) found that streaming in education has a close relationship with students’ academic achievement. They also found that students from science classes are more positive about academic performance compared to other students. It should be noted that the current study was carried out in Malaysia where most students are streamed according to their

academic achievement. Previous research revealed that there is a link between academic achievement and socio-economic status (Ghazali, 2008). Living in poor and slum areas are found to contribute to the low academic achievement among students. Most low achievers also are from poor families (Farooq, Chaundhry & Berhanu, 2011).

Yara (2009) while studying student's attitude towards mathematics and academic achievement in some selected secondary schools in Southwestern Nigeria also found that students' attitude towards school subjects like mathematics were positive correlated with academic performance in the subjects; and that many of the students believed that mathematics is a worthwhile and necessary subject which can help them in their future career. In all it is obvious that a good attitude towards any endeavor, most of all academic pursuit, will certainly bring about positive result. According to Harrell (2005), attitude is everything. Positive attitude to school is indispensable for success, particularly general academic performance; and negative attitude to school is linked to poor performance academically.

An attitude is "a relatively enduring organization of beliefs, feelings, and behavioral tendencies towards socially significant objects, groups, events or symbols" (Hogg, & Vaughan, 2005:150). Some have tried to define attitudes on the basis of its components. Such components include cognitive component, affective component and behavioural component.

- (a) The cognitive component of a social attitude consists of a person's system of beliefs, perceptions and stereotypes about the attitudinal object. In other words, it refers to his ideas about the object. The term opinion is often used as a substitute for the cognitive component of an attitude particularly when it is relevant to some issue or problem.

(b) The affective component of social attitude refers to the emotional aspect of the attitude which is very often a deep rooted component and resists most to change. In other words, it indicates the direction and intensity of an individual's evaluation.

In further simple terms, it involves a kind of emotion experienced towards the object of attitude say love or hatred, like or dislike, palatable or unpalatable feelings. The emotional component as already indicated it is quite strong normally stands on the way of attitude change.

(c) Finally, the behavioural component of social attitudes indicates the tendency to react towards the object of attitude in certain specific ways. In other words, it is a predisposition to act in a certain manner towards the attitude object. This is known by observing the behaviour of the individual i.e., what he says he will do or actually how he behaves, does or reacts.

A person who shows strong unpalatable attitude towards dowry by not accepting any dowry during his marriage or a person who fights against corruption by remaining honest and upright throughout his life and by not allowing and tolerating injustice to occur with his knowledge is an example demonstrating the behavioural component of attitude.

Thus, some attitudes form interconnections with other attitudes to create organised patterns instead of standing in isolation from one another. From this it can be concluded that the above three components of attitude are related and a change in one component is likely to produce a change in others so as to maintain internal consistency within the total attitude structure.

### 2. 2.1 Types of Attitude

There are several types of attitudes, which include the following as seen in Deeksha (2015):

1. A disinterested attitude is that leads a person keep in mind another not as a means to achieve something, but as an end to achieve a self-serving. Four cualidad: disponibilidad, openness, acceptance and application are needed to get it.
2. The manipulative attitude is what a person exerts to achieve a personal goal and takes into account the other as a medium, giving sufficient attention to achieve his goal.
3. Interested attitude: is caused by a situation of indigence. A person sees something private that need and seeks by all means to retrieve or achieve their needs. Others, are also a resource that can help you out of this situation of helplessness.
4. An attitude integradoraes who has a person who seeks not only their benefit but also that of those who surround her. It is based on a close communication between two people whose objective is the unification and integration.

Throughout history have been many theories about the attitude, here are some of them. On the theories of learning attitudes are learned like everything in life. We capture new information and learn the feelings, actions and thoughts that are related with them. In this line of thinking conceived people as passive subject beings where learning is the detonator of the attitude to take. It depends intimately on the amount of positive and negative elements you have learned the subject.

Theories of cognitive consistency say that people seek coherence in his life and in base to get it, is that they vary their attitudes and thoughts to feel a oneness in his being internal because the presence of two states of consciousness (inconsistency) makes uncomfortable them. In this case the attitude would have to do with the succession of

actions that ensure a balance for the individual. Theories of cognitive dissonance argues that, as explained in the previous theory, subjects feel awkward when they have ideas or attitudes that contradict each other (dissonance) and as a result seek to reduce this dissonance. The same happens when you perform an action that goes against what the subject believes or not related to the life that you want to carry, with who is (Deeksha, 2015).

From the perspective of psychology, attitudes can become tangible in three ways: at the ideativo level, behavioral or emotional. These are explained below with an example as seen in Deeksha (2015):

A supermarket cashier behaves kindly with a client (attitude is expressed as behavioural) but at the same time has a thought that is not "I must be gentle with this person" (expression ideativo level); at the same time the cashier not only is it doing and thinking, but that is *sientiendolo* (expression to emotional level). Keep in mind these three parts is critical to getting change an attitude that is not going according to what we want.

It is important to also establish the difference between positive and negative attitude. The positive ones are those who collaborate with the individual to get face the reality of a healthy and effective way, negative ones are which hinder the relationship of the individual with its surroundings. The freedom of the individual lies in being able to choose from one attitude to another each time.

Finally, it only remains to say that attitudes changed not only the individual, but also group behavior. A person with a positive attitude towards a problem, can get to encourage the group to move forward and improve; while one with a negative attitude, could encourage you in a behavior that will lead to failure.

### **2.2.2 Relationship between attitude and academic achievement**

From past literature, it was found some scholars developed a theory that could be used to explain the relationship between attitude and academic achievement. According to Fishbein, who constructed the value-expectancy model argue that a person' s attitude determine his/her intended behavior, which could ultimately affect the outcome. Based on the model, a person would hold certain attitudes towards an object by evaluating it. After going through this process, the person then decided whether to hold a favorable or unfavorable view towards it. Indeed, such a positive or negative attitude could further influence the person' s intentions to engage in various behaviors with regard to that particular object (Fishbein & Ajzen 1975). Based on the person' s intended behavior, this could be regarded as a significant predictor of the final outcome.

In addition to the theoretical arguments, there were indeed numerous researches conducted on testing the relationship between attitude and academic achievement. Based on the past literature, there was a general consensus that attitude could be regarded as a significant predictor of one' s academic achievement. Most of these researches illustrated the more positive one' s attitude towards an academic subject, the higher the possibility for him/her to perform well academically. In a research conducted in the U.S., researchers studied the relationship between students' attitudes and academic achievement in college mathematics by inviting 218 freshmen to complete a set of questionnaire. The result indicated that students' attitudes were highly correlated with their achievement in college calculus (House, 1995). In another longitudinal study also conducted in the U.S., the researchers assessed the relationship between attitude towards mathematics and achievement in mathematics. It was found that attitude had a powerful influence on students' academic achievement (Reynolds and Walberg 1992). Even though most of the studies suggested that there was a positive relationship between

attitude and academic achievement, there were other researchers arguing that students' attitude might not be a significant predictor of their academic achievement. In a study conducted by Mickelson (1990), he stated that whether attitude could significantly predict one's academic achievement depended on a number of variables, particularly the ethnic background and social class. Correspondingly, Ma and Kishor (1997) also argued that the statement "attitude was a significant predictor of academic achievement" was indeed a paradox. Attitude might not necessarily predict one's academic achievement as it also depended on different factors, like race, sample selection and sample size. All in all, although there were countless researches studying the relationship between attitude and academic achievement, a unanimous result could not be obtained. Therefore, further investigation is needed to confirm the relationship between attitude and academic achievement.

### **2.3 Concept of Causal Attribution**

Attributions are inferences that people make about the causes of events and behavior. People make attributions in order to understand their experiences. Attributions strongly influence the way people interact with others. Causal attribution concerns the explanations people offer about the causes of their own or other people's behavior. It has contributed to an understanding of emotions as well as people's reactions to failures, and the reasons that they give for those failures. Causal attribution refers to the mechanism of attributing meaning to something, whether it is an action, event, behavior, or situation (Maha, 2017). According to Balarabe as cited in Sambo and Muhammed (2015), attribution is related to success or failure in academic environment. Studies revealed that individuals normally expect success in the academic task, and hence have greater tendencies to attribute successful outcome to internal cause. He further revealed

that as individuals experience repeated success (such as students who have undergone several assessments successfully) they tend to expect success to the element.

The psychological theory of attribution emerged from Social Psychology. Social Psychologists were interested in the kinds of attribution which explains motives. Motivation is the driving force behind all the actions of an individual. The influence of individual' s needs and desires has a strong impact on the direction of their behaviour. This leads to the questions of: How do people decide the likely cause of their behaviours? Why do they attribute an individual' s action to one cause rather than another? In the effort to answer such questions, social psychologists started pursuing the basic motives and tried to ascertain the rules the average person follows when analyzing the cause of behavior. The study of these rules is termed, attribution theory (Obochi, 2011).

Wiener (1985) explains academic success and failure in terms of three sets of characteristics. First, the cause of the success and failure may be internal or external. That is, people may succeed or fail because of factors that they believe have their origin within them or because of factors that originate in their environment. Second, the cause of the success and failure may be either stable or unstable. If the cause is stable, then the outcome is likely to be the same if students perform the same behavior on another occasion. If it is unstable, the outcome is likely to be different on another occasion. Third, the cause of the success and failure may be either controllable or uncontrollable. A controllable factor is one which people believe they can alter if they wish to do so. An uncontrollable factor is one that people do not believe they can easily alter/

Ability, effort, task difficulty and luck are the four attributional styles to which people ascribe their successes and failures (Hashemi & Zabihi as cited in Habtamu, 2016)). The cause of events can be internal/external, stable/unstable, and controllable/uncontrollable.

Locus is whether the cause of events is perceived as internal or external. While ability and effort are internal attributions, luck and task difficulty are external factors. The stability dimension is the extent to which the cause of an event is fixed and stable, or unstable, over time. Ability, for instance, is regarded as stable; effort, on the other hand, is considered to be an unstable dimension. Finally, control examines how much control an individual has over a cause.

On the other hand, both male students and female students tend to attribute their success to their high ability more than they attributed their failure to their lack of ability (Eugene, 1991). On the average, both males and females tend to attribute their success to their great effort equally as they attributed their failure to lack of effort. On average, both males and females attribute success to good luck equally as they attributed their failure to bad luck.

The recent explorations of achievement motivation will investigate factors that appear to determine and influence the academic achievement of university students. Typically, these causal factors are conceptualized as ability, effort, context and luck (Weiner, 2008). When students do better in their academic achievement, they attribute to internal factors. And when they do poorly, they attribute to externalize factors. For Weiner (2008), attribution inquiry is still strong enough to attract attention of the researchers as students still react when they hear about their grades in a classroom test. Therefore, the present study is among the studies that will fill the gap existed the way students attribute the causes of academic achievement.

According to Jern and Näslund (2009) Attributional style refers to how people explain the causes of their own performances. It may be defined as the causal explanation that individuals give to various intrapersonal and interpersonal actions in their lives (Bell-Dolan & Anderson, 1999). Ability, effort, task difficulty and luck are

the four attributional styles to which people ascribe their successes and failures (Hashemi and Zabihi, as cited in Habtamu 2016). The cause of events can be internal/external, stable/unstable, and controllable/uncontrollable. Locus is whether the cause of events is perceived as internal or external. While ability and effort are internal attributions, luck and task difficulty are external factors. The stability dimension is the extent to which the cause of an event is fixed and stable, or unstable, over time. Ability, for instance, is regarded as stable; effort, on the other hand, is considered to be an unstable dimension. Finally, control examines how much control an individual has over a cause.

Attributions can also be classified as either internal or external. Internal attributions emphasize dispositional or personality-based explanations, while external attributions emphasize situational factors. For example, when a person acs a test, an internal attribution might be the conclusion that she must be very smart. An external attribution for the same outcome might be that she must have received extra help before the test or that the test was too easy (Boundless, 2016). He further explain that in our attempts to make sense of the world around us, we tend to look for reasons and causes behind events and situations. To do this, we make either explanatory or interpersonal attributions. An explanatory attribution is an attempt to understand the world and seek reasons for a particular event. People with an optimistic explanatory style attribute positive events to global, stable, internal causes and negative events to specific, unstable, external causes. The inverse is true for those with a pessimistic explanatory style: they attribute negative events to global, stable, internal causes and positive events to specific, unstable, external causes.

An interpersonal attribution is an attempt to explain the reasons for an event based on an interaction between two or more individuals. When explaining negative

situations for instance, individuals tend to explain the event by attributing fault to the other person, such as by concluding that they must have a certain negative personality trait or must have been in a bad mood (Boundless, 2016).

The covariation principle states that people attribute behavior to the factors that covary with that behavior. This means that the "causes" they identify are present when the behavior occurs and absent when it does not. This theory assumes that people make causal attributions in a rational, logical fashion and will assign the cause of an action to the factor that seems most closely associated with it. According to this theory, there are three types of information an individual will consider when making an attribution:

- consensus, or how other people in the same situation behave;
- distinctive information, or how the individual responds to a different stimulus; and
- consistency, or how frequently the individual's behavior can be observed with a similar stimulus but in a different situation.

Based on these three pieces of information, observers will make a decision as to whether the individual's behavior is either internal or external. For example, if your friend raves about a film, you may consider his response compared to other people's response (consensus), whether your friend raves about other films (distinctive), and whether he always raves about this film (consistency). If other people love the film, your friend does not tend to rave about films, and he consistently praises this film, you might make the external attribution that the film must in fact be good. If no one else loves the film, your friend always raves about films, and he does not consistently praise this particular film, you might make the internal attribution that there must be something specific to your friend that made him enjoy and rave about the film.

This three-dimensional model of attribution suggests that a person's attributions and perceptions about their own success and failure determines the amount of effort the person will put forth in similar situations in the future. When attributions lead to positive feelings and high expectations of future success, the person will likely be more willing to approach similar tasks in the future. Similarly, attributions that produce negative feelings and low expectations for future success will make the individual less willing to put forth effort toward similar tasks in the future.

There are three components of attributions under this model.

- Locus of control: Someone's locus of control can be either internal or external. An individual with an internal locus of control sees people as active participants in the world, capable of influencing what happens to them. Someone with an external locus of control sees the world as happening to people, outside of their control.
- Stability: This refers to whether someone's attribution is stable (lasting) or unstable (changeable) over time.
- Controllability: This is the extent to which a cause is able or unable to be controlled. For example, level of effort put forth may be controllable, while raw talent or ability is not.

### 2.3.1 Types of Attributions

Researchers classify attributions along two dimensions: internal vs. external and stable vs. unstable. By combining these two dimensions of attributes, researchers can classify a particular attribution as being internal-stable, internal-unstable, external-stable, or external-unstable.

**Internal vs. External:** Attribution theory proposes that the attributions people make about events and behavior can be classed as either internal or external. In an internal, or

dispositional, attribution, people infer that an event or a person's behavior is due to personal factors such as traits, abilities, or feelings. In an external, or situational, attribution, people infer that a person's behavior is due to situational factors.

Example: Maria's car breaks down on the freeway. If she believes the breakdown happened because of her ignorance about cars, she is making an internal attribution. If she believes that the breakdown happened because her car is old, she is making an external attribution.

**Stable vs. Unstable:** Researchers also distinguish between stable and unstable attributions. When people make a stable attribution, they infer that an event or behavior is due to stable, unchanging factors. When making an unstable attribution, they infer that an event or behavior is due to unstable, temporary factors.

Example: Lee gets a D on his sociology term paper. If he attributes the grade to the fact that he always has bad luck, he is making a stable attribution. If he attributes the grade to the fact that he didn't have much time to study that week, he is making an unstable attribution.

Jones and Davis in McLeod (2014) thought that people pay particular attention to intentional behavior (as opposed to accidental or unthinking behavior). Their theory helps us understand the process of making an internal attribution. They say that we tend to do this when we see a correspondence between motive and behavior. For example, when we see a correspondence between someone behaving in a friendly way and being a friendly person. Dispositional (i.e. internal) attributions provide us with information from which we can make predictions about a person's future behavior. The correspondent inference theory describes the conditions under which we make dispositional attributes to behavior we perceive as intentional.

Davis used the term correspondent inference to refer to an occasion when an observer infers that a person's behavior matches or corresponds with their personality. It is an alternative term to dispositional attribution.

So what leads us to make a correspondent inference? Jones and Davis say we draw on 5 sources of information:

1. **Choice:** If a behavior is freely chosen it is believed to be due to internal (dispositional) factors.
2. **Accidental vs. Intentional Behavior:** Behavior that is intentional is likely to be attributed to the person's personality, and behavior which is accidental is likely to be attributed to situation / external causes.
3. **Social Desirability:** Behaviors low in socially desirability (non conforming) lead us to make (internal) dispositional inferences more than socially undesirable behaviors. For example, if you observe a person getting on a bus and sitting on the floor instead of one of the seats. This behavior has low social desirability (non conforming) and is likely to correspond with the personality of the individual.
4. **Hedonistic Relevance:** If the other person's behavior appears to be directly intended to benefit or harm us.
5. **Personalism:** If the other person's behavior appears to be intended to have an impact on us, we assume that it is "personal", and not just a by-product of the situation we are both in.

When people have multiple sources of information about the behavior of a person, they can make attributions by assessing the relationship between a person's behavior and the social context in which it occurs. One way of doing so is to use the covariation principle, which states that a given behavior is more likely to have been caused by the

situation if that behavior covaries (or changes) across situations. Our job, then, is to study the patterns of a person's behavior across different situations in order to help us to draw inferences about the causes of that behavior (Jones et al., 1987; Kelley, 1967).

Research has found that people focus on three kinds of covariation information when they are observing the behavior of others (Cheng & Novick, 1990).

- **Consistency information.** A situation seems to be the cause of a behavior if the situation *always produces the behavior in the target*. For instance, if I always start to cry at weddings, then it seems as if the wedding is the cause of my crying.
- **Distinctiveness information.** A situation seems to be the cause of a behavior if the behavior *occurs when the situation is present but not when it is not present*. For instance, if I only cry at weddings but not at any other time, then it seems as if the wedding is the cause of my crying.
- **Consensus information.** A situation seems to be the cause of a behavior if the situation *creates the same behavior in most people*. For instance, if many people cry at weddings, then it seems as if the wedding is the cause of my (and the other people's) crying.

Kelley, (1967) further presents the example of covariation principle: Imagine that your friend Jane likes to go out with a lot of different men, and you have observed her behavior with each of these men over time. One night she goes to a party with Ravi, where you observe something unusual. Although Jane has come to the party with Ravi, she completely ignores him all night. She dances with some other men, and in the end she leaves the party with someone else. This is the kind of situation that might make you wonder about the cause of Jane's behavior (is she a rude person, or is this behavior caused more by Ravi?) and for which you might use the covariation principle to attempt to draw some conclusions. According to the covariation principle, one should be able to

determine the cause of Jane’ s behavior by considering the three types of covariation information: consistency, distinctiveness, and consensus. One question you might ask is whether Jane always treats Ravi this way when she goes out with him. If the answer is yes, then you have some consistency information: the perception that a situation always produces the same behavior in a person. If you have noticed that Jane ignores Ravi more than she ignores the other men she dates, then you also have distinctiveness information: the perception that a behavior occurs when the situation is present but not when it is not present. Finally, you might look for consensus information: the perception that a situation is creating the same response in most people—do other people tend to treat Ravi in the same way? Another example is seen in table1 using Covariation Information

Table 1: Example of Covariation Information

<b>Attribution</b>	<b>Consensus</b>	<b>Distinctiveness</b>	<b>Consistency</b>
<i>An external attribution</i> (to the situation, in this case the TV show) is more likely if...	All my friends laugh at this TV show.	Bill laughs more at this TV show.	Bill always laughs at this TV show.
<i>An internal attribution</i> (to the person, in this case Bill) is more likely if...	Very few of my friends laugh at this TV show.	Bill laughs at this TV show as much as he laughs at other TV shows.	Bill always laughs at this TV show.

According to the covariation principle, we use three sources of information to help us determine whether we should make an attribution to the situation or to the person. In this example, the attribution is either personal (to my friend Bill) or situational (to a TV show we are watching).

In summary, covariation models predict that we will most likely make external attributions when consensus, distinctiveness, and consistency are all high. In contrast, when consensus and distinctiveness are both low and this is accompanied by high consistency, then we are most likely to arrive at an internal attribution (Kelley, 1967). In other situations, where the pattern of consensus, consistency, and distinctiveness does not fall into one of these two options, it is predicted that we will tend to make attributions to both the person and the situation.

### **2.3.2 Properties of Attributional Thinking**

Reasons people give for an outcome, such as success or failure in a task, are called attributions (Heider, 1958). Factors involved in attributional thinking, such as specific reasons for success and failure, have been shown to be related in achievement settings (Weiner, 1992, 2000, 2008). In his studies, Weiner found that the four most frequent reasons for success and failure are ability, effort, task difficulty, and luck. Subsequent research identified learning strategies as a fifth possible reason for success and failure (Alderman, 2004): “ It is no good thing trying harder if you do not know how to try.”

Dai, Moon, and Feldhusen (2012) classify attribution constructs into three groups. First, *attribution appraisals* are explanations assessed following actual or manipulated success or failure in performing a specific task. Second, *attribution beliefs* are domain-specific or domain-general beliefs about the causes of success or failure. Third, *attribution styles* are generalized, stereotypical patterns of attributions and dispositional beliefs. Attribution styles are assessed in a similar way to attribution beliefs, except that a certain typology is imposed on the data using predetermined criteria. This study examined attribution styles using Weiner’s (1992) classification of reasons for success and

failure: (a) internal and external attributions, referring to within or outside person causes; (b) stable and unstable attributions, referring to consistent or inconsistent causes over time; and (c) controllable and uncontrollable attributions, referring to the extent a person believes he or she has control over the cause of an outcome. This study also examined within-person factors (ability and effort) as they have typically been found to be the most frequently cited reasons for success and failure in achievement contexts.

### **2.3.3 Attribution Biases and Errors**

People are susceptible to bias and error when making attributions about themselves and others. A few common such biases include the fundamental attribution error, the self-serving bias, the actor-observer bias, and the just-world hypothesis.

#### **(1) Fundamental Attribution Error:**

According to social psychologists, people tend to overemphasize internal factors as explanations for the behavior of other people and do the opposite when explaining our own behavior. That is to say, we tend to assume that the behavior of another person is due to a trait of that person, underestimating the role of context. For example, when a student fails to turn in his or her homework, a teacher may assume the student is lazy rather than attributing the behavior to external contextual factors such as having a particularly busy schedule that week. This perspective is called the fundamental attribution error and may result from our attempt to simplify the processing of complex information. The fundamental attribution error is so powerful that people often overlook even obvious situational influences on behavior. This can contribute to prejudice and stereotyping and lead to conflict. The fundamental attribution error explains why when someone cuts us off we assume he or she is bad-natured, but when we cut someone off we believe it is because the situation required it (Boundless, 2016).

## **(2) Self-Serving Bias**

Self-serving bias is the tendency of individuals to make internal attributions when their actions have a positive outcome but external attributions when their actions have a negative outcome. This bias lets us continue to see ourselves in a favorable light and protects our self-esteem; we take credit for our successes and pin our failures on other factors. For example, if an individual gets promoted, he may attribute it to his performance; if he fails to get the promotion, he may attribute it to his supervisor possibly having a grudge against him.

## **(3) Actor-Observer Bias**

The actor-observer bias explains the phenomenon of attributing other people's behavior to internal factors while attributing our own behavior to external or situational forces, also known as the fundamental attribution error (Jones & Nisbett, 1972; Nisbett, Caputo, Legant, & Marecek, 1973;). When we are actors of behavior, we have more information about the situation to help us form an explanation, but when we are merely observers, we have less information; therefore, we tend to default to the assumption that others' actions are based on internal factors rather than the situation.

## **(4) Just-World Hypothesis**

One consequence of Westerners' tendency to provide internal explanations for others' behavior is victim-blaming (Jost & Major, 2011). When bad things happen to people, others tend to assume that those people somehow are responsible for their own fate. A common view in the United States is the just-world hypothesis, which is the belief that people get the outcomes they deserve (Lerner & Miller, 1978). In order to maintain the belief that the world is a fair place, people tend to think that good people experience positive outcomes and bad people experience negative outcomes (Jost, Banaji, & Nosek, 2004; Jost & Major, 2011). This worldview allows us to feel that the world is predictable

and that we have some control over our life outcomes (Jost et al., 2004; Jost & Major, 2011).

## **(5) Cultural Factors**

Research shows that culture affects how people make attributions. Individualist cultures value personal goals and independence. Collectivist cultures see individuals as members of a group and tend to value conformity, mutual support, and interdependence. People from individualist cultures are more inclined to make the fundamental attribution error and demonstrate self-serving bias than people from collectivist cultures. This is thought to be because individualists tend to attribute behavior to internal factors (the individual), while collectivists tend to attribute behavior to external factors (the group and world).

## **2.4 Concept of Academic Achievement**

Academic achievement refers to the observed and measured aspect of a student's mastery of skills and subject contents as measured with valid and reliable tests (Joe, Kpolovie, Osonwa & Iderima, 2014). It suggests that academic performance is different from the academic potentials of an individual. It is the measured relatively permanent changes in an individual's behaviour due to experiences acquired. A student academic performance is usually measured by teacher-made tests or standardized tests (Kpolovie, 2014) which in most cases are referred to as external examinations like the Senior School Certificate Examination (SSCE) conducted in Nigeria by the West African Examination Council (WAEC) and the National Examination Council (NECO) (Kpolovie, Ololube & Ekwebelem, 2011).

Kpolovie, Joe, and Okoto (2014) define academic achievement as excellence in all academic disciplines, in class as well as extracurricular activities. Academic achievement is the outcome of education as it indicates the extent to which the student, teacher, curricular and indeed the educational institution has achieved the predetermined educational goals. Academic achievement is commonly measured with examinations that assess important procedural knowledge such as skills, and declarative knowledge such as facts which student have learnt (Engel, 2012; Bennett, 2003; Bishin, 1973).

Academic achievement essentially applies to what an individual can do within a specific criterion domain. It is assessed by outcomes and improvement in the performance resulting from education. Achievement as defined by Chibio (2012) is what students are able to gain in the Senior Secondary School Certificate Examination (SSSCE) after completion of the Senior Secondary Instruction. Science achievement according to Onwukwu (2012) is a quantitative indication we have of the positive result of behavior accruing from the study of science.

Academic achievement has been described as the outcome of an education. It is the extent to which a student has achieved his or her educational objective. Academic achievement is also defined as the experiences in life which includes community, family, current and school experiences. So to understand the process, the family, community is required. The study of academic achievement and other variables has formed significant contribution to educational system in many countries. Some researchers reported that academic achievement is associated with both cognitive and non-cognitive variables including environment, climate, culture, and socio-economic status. The research in academic achievement and other variables was to discover avenues by which academic achievement could be managed and improved. There are many ways in which academic achievement could be fostered in students (Obochi, 2011).

Achievement is about knowledge and skills possessed by an individual as a result of instruction or specific curricula that has been administered, Uba (2009). Academic achievement according to Dike and Tim (2000) is an appraisal of a student's education growth. It also assesses that a student has learnt in school or other situation where teaching and learning are intended to go on. Schofield (2000) sees achievement as a student's relative growth in a given field of work. Achino (2012) considers achievement to be the level of an individual's educational growth in a test when compared with the scores of others of the same level. Academic achievement is concerned by Idowu (2009) as a student's acquisition of knowledge in school subjects such as Mathematics, English, Science, Social Studies, etc. in schools. While Akindehin (1999) viewed academic achievement as what students have been able to gain at the end of a given period of instruction.

The academic achievement of students may also dependent to an extent on many environmental factors which include education funding (Kpolovie and Obilor, 2013; Kpolovie, 2014), the student, home, school administration (Ololube and Kpolovie, 2012), teacher, cultural and educational policy (Kpolovie, 2013; Kpolovie, 2014) that can easily be studied experimentally and conclusive conclusions drawn. Since learning is an integral aspect and a major determinant of academic achievement, it logically follows that the factors influencing learning in an individual.

Tinio (2009) conducted a study measuring academic achievement by administering a test called the Academic Engagement Scale for Grade School Students (AES-GS) to 250 sixth and seventh graders in the Philippines. The test was made up of 102 questions, with three categories: behavioral engagement, emotional engagement, and cognitive engagement. The students answered using a Likert scale with options ranging from always to never (Tinio, 2009). Based on her results, Tinio concluded that, all

three subscales (behavioral, emotional, and cognitive) are necessary to measure academic engagement...It is essential to construct such a scale because it could be an avenue of improving the education of a student. With this, it would also help teachers determine what aspects the student is not able to respond to well (Tinio, 2009). Normally, levels of academic achievement are based on cognitive abilities; however, Tinio's study takes into account behavioral and emotional as well. All three levels are equally important to implement in a classroom, but schools often focus on the cognitive aspect because of standardized tests or other requirements that must be met. While cognitive, behavioral, and emotional engagement should be present to increase academic engagement, a factor that Tinio did not study is motivation and its effect on academic success.

Student motivation and academic achievement had a positive correlation; therefore, "if a student is motivated to do well in school, then he/she would be more likely to make an effort and therefore achieve higher scores" (Coleman, 2009). This statement is expanded in the textbook, *Teaching and Learning Elementary Social Studies* when the author writes, "A student's most powerful motivation to learn a school subject comes from his or her prior success in that subject" (Ellis, 2010). According to these two researchers, the aspects of motivation and academic achievement are reciprocal. The more one increases, the more the other increases; therefore students who are successful and motivated will continue to be, whereas students who do not succeed are less likely to become motivated to succeed. According to Coleman and Ellis, motivation is a crucial factor in promoting students' academic success and should be implemented into classrooms to increase test scores, which in turn motivates students further.

Motivation has been found to affect attitudes by causing students to have more

positive attitudes and confidence in themselves (Burriss, Heubert, & Levin, 2004). According to Ellis (2010) motivation positively affects achievement with the two existing in a cycle so that as one increases the other increases (2010). This study seeks to further examine the effects attitudes and achievement have on one another. The information found would benefit teachers by allowing them to further understand what helps students succeed.

## **2.5 Theoretical Framework**

### **2.5.1 Albert Bandura's social learning theory**

The 'social learning theory' (Bandura, 1977), Bandura stated that "most human behaviour is learned observationally through modeling: from observing others one forms an idea of how new behaviors are performed, and on later occasions this coded information serves as a guide for action" (Bandura, 1977). The incorporated social aspect of this theory is known as "observational learning (or modeling)" as people have the ability to learn by simply watching others. The social learning theory lies three main concepts. First, as previously mentioned is the notion that individuals have the ability to learn through observation, second- that mental states are a fundamental part of this process and thirdly, the theory alleges that when something is learned this does not always follow by a change in behaviour. As external, environmental reinforcement was not the only influence to learning and behaviour, intrinsic reinforcement was also considered to play a part in forming the learned response of an individual. As it is perceived as a form of "internal reward", such examples include "pride, satisfaction and a sense of accomplishment" (Bandura, 1977). It is evident that internal thoughts and cognitions assist to connect learning theories with cognitive developmental theories. Bandura

suggested that his concept surrounding the social learning theory could be considered as a “ social cognitive theory” (Bandura, 1977).

Observational learning considers that individuals are able to learn without demonstrating new behaviors. Yet it is suggested that not all observed behaviors are learned adequately. Specific factors influence the success of learning and it is the following steps that determine the observational learning and modeling process:

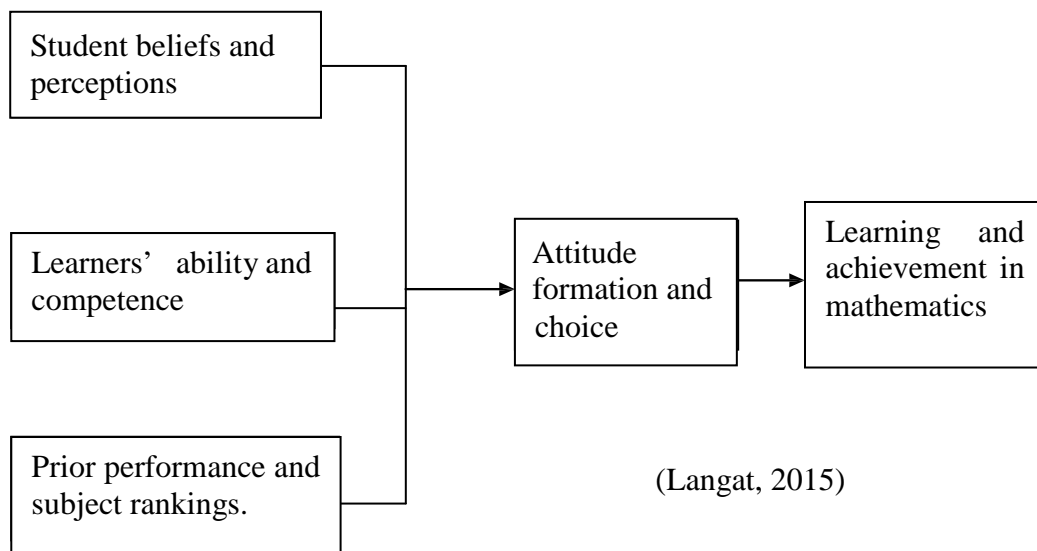
- Attention: For behaviors to be successfully learned, the individual must pay sufficient attention.
- Retention: Storing this information so that it may be used at a later date is crucial to the observational learning process.
- Reproduction: Following attention and retention comes the time to reproduce the observed behaviour. Practice of this behaviour assists with the improvement of skills.
- Motivation: The individual must be motivated to repeat the learned behaviour. Reinforcement and punishment influence assist to influence this step as it acts to either encourage or deter the individual from having the motivation to repeat the modeled behaviour.

Based on Albert Bandura’ s social learning theory of 1977 which asserts that all learning is acquired as a result of direct experience with the object, subject, thing, issue or an idea. According to Bandura, people interact with their environment which shapes the behavior of individual and vice versa. It emphasizes the immediate social context where an individual observes and interprets the behavior of other people which in turn would

determine their behaviors. Individuals select models and will only adopt the behavior of the models they deem similar to themselves and whom they esteem.

In this light, the learner determine the behaviors to adopt and which others to reject without necessary engaging in the others behavior i.e. through observation. Individual behavior decisions and perceptions determine also the extent to which one will persist in any task which results in either success or a failure of the tasks to be accomplished.

**Figure 1: Influence of attitude factors on academic achievement**



The crosslink of Albert Bandura's social learning theory to this study is that, he emphasizes that all learning are acquired as a result of direct experience with the object, subject, thing, issue or an idea. Also, it emphasizes the immediate social context where an individual observes and interprets the behavior of other people which in turn would determine their behaviors, which is the clear link to this study.

Attitudes are therefore learnt experiences through observing, modeling and imitating the subjects in our environment or the behavior of others. According to Bandura some behavior changes may be mediated through modification of the model itself, through

role modeling, use of reinforcement and rewards and sometimes through persuasion. In order for an individual to attempt a modeled behavior, he must value the observed outcome and perceive it as successful (Zimmerman & Schunk, 2007).

## **2.5.2 Social Judgment Theory of Attitude**

Social judgment theory focuses on how people's prior attitudes distort their perceptions of the positions advocated in persuasive messages, and how such perceptions mediate persuasion. In general terms, the theory assumes that a person's own attitudes serve as a judgmental standard and anchor that influences where along a continuum a persuader's advocated position is perceived to lie (Sherif & Hovland, 1961). Social judgment theory- is an attempt to apply the principles of judgment to the study of attitude change.

According to Sherif, Sherif, and Nebergall (1965), an individual's initial attitude serves as an anchor for the judgment of related attitude communications. Opinions are evaluated against this point of reference and are placed on an attitudinal continuum. Opinions that most characterized the individual's own opinion are in the latitude of acceptance. Those opinions found most objectionable are placed in the latitude of rejection. The latitude of noncommitment consists of those opinions that are neither accepted nor rejected.

Communication that falls within the latitude of acceptance is assimilated, and if judged to be fair and unbiased will result in a change in attitude, within the limits of the latitude of acceptance, the greater the difference between the initial opinion and the communicated opinion, the greater the attitude change. Though some change is possible when Opinions fall within the latitude of rejection, the greater the discrepancy the less the

change in attitude (Himmelfarb & Eagly, 1974; Kiesler et al., 2006). Social judgment theory's core propositions can be summarized as follows (Eagly & Chaiken, 1993):

1. A person's current attitude serves as a judgmental anchor for new attitude positions.
2. Latitude widths determine whether a message's position will be assimilated or contrasted (e.g., accepted or rejected). Positions falling within the latitude of acceptance will be assimilated toward a person's current attitude. Positions falling within the latitude of rejection will be contrasted away from the person's own attitude.
3. Ego involvement of a person broadens the latitude of rejection and narrows the latitude of noncommitment.
4. Both assimilation and contrast effects increase as a positive function of a message's position and the recipient's attitude,
5. Ego involvement increases the anchoring property of initial attitudes.
6. Greater assimilation produces more positive evaluation of message content, which produces greater amounts of attitude change. Conversely, greater contrast produces more negative evaluations of message content, which produces lesser amounts of attitude change.
7. Ambiguity enhances the likelihood of judgmental distortions. Therefore, other effects are greater when recipients are exposed to persuasive messages whose content positions are ambiguous.

From the above theories, we may find out that attitudes are learnt or acquired predisposition as a result of personal experiences or prior experiences and direct

interactions with models or subject within our environment which can be at school or home and which yields certain beliefs and perceptions about academic achievement. Attitudes influence own social thought and helps us in organizing and evaluating stimuli into pleasant or unpleasant, useful or not useful favourable or unfavourable, or negative or positive. This would have a strong effect on the learners behavior which though not directly observable may be inferred from observable responses arising from the beliefs, emotional response and behaviour that determines whether they like to achieve academically or not and whether they would be engaged or not. The learning outcome and achievement would be determined by the level of engagement and the amount of effort exerted by the learners which also is contingent upon the kind of attitude and behaviour adopted and exhibited by the learners themselves.

### **2.5.3 Weiner' s Theory of Attribution**

Attribution theory is concerned with how individuals interpret events and how this relates to their thinking and behavior. Heider (1958) was the first to propose a psychological theory of attribution, but Weiner and colleagues (e.g., Jones et al, 1972; Weiner, 1992) developed a theoretical framework that has become a major research paradigm of social psychology. Attribution theory assumes that people try to determine why people do what they do, i.e., attribute causes to behavior. A person seeking to understand why another person did something may attribute one or more causes to that behavior. A three-stage process underlies an attribution: (1) the person must perceive or observe the behavior, (2) then the person must believe that the behavior was intentionally performed, and (3) then the person must determine if they believe the other person was forced to perform the behavior (in which case the cause is attributed to the situation) or not (in which case the cause is attributed to the other person).

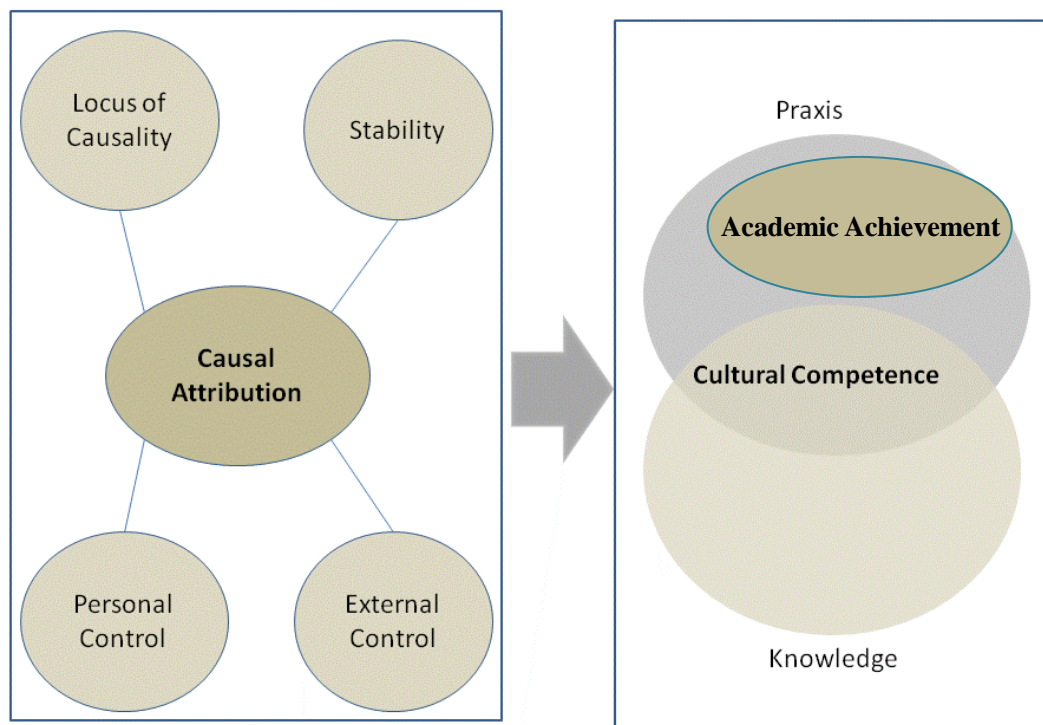
Weiner focused his attribution theory on achievement (Weiner, 1992). He identified ability, effort, task difficulty, and luck as the most important factors affecting attributions for achievement. Attributions are classified along three causal dimensions: locus of control, stability, and controllability. The locus of control dimension has two poles: internal versus external locus of control. The stability dimension captures whether causes change over time or not. For instance, ability can be classified as a stable, internal cause, and effort classified as unstable and internal. Controllability contrasts causes one can control, such as skill/efficacy, from causes one cannot control, such as aptitude, mood, others' actions, and luck.

Weiner's theory has been widely applied in education, law, clinical psychology, and the mental health domain. There is a strong relationship between self-concept and achievement. Weiner (1992) states: "Causal attributions determine affective reactions to success and failure. For example, one is not likely to experience pride in success, or feelings of competence, when receiving an 'A' from a teacher who gives only that grade, or when defeating a tennis player who always loses. On the other hand, an 'A' from a teacher who gives few high grades or a victory over a highly rated tennis player following a great deal of practice generates great positive effect." (p.362). Students with higher ratings of self-esteem and with higher school achievement tend to attribute success to internal, stable, uncontrollable factors such as ability, while they contribute failure to either internal, unstable, controllable factors such as effort, or external, uncontrollable factors such as task difficulty. For example, students who experience repeated failures in reading are likely to see themselves as being less competent in reading. This self-perception of reading ability reflects itself in children's expectations of success on reading tasks and reasoning of success or failure of reading. Similarly, students with learning disabilities seem less likely than non-disabled peers to attribute failure to effort,

an unstable, controllable factor, and more likely to attribute failure to ability, a stable, uncontrollable factor.

Figure 2 below pictorially describes the conceptual basis of both sets and the theoretical framework under study, where causal attribution variables served as predictor variables and academic achievement variables as criterion variables.

**Figure 2: Hypothesized Conceptual Model of Causal Attribution and Academic Achievement.**



**Source:** (Yang and Montgomey, 2011)

Weiner's intrapersonal attribution theory (2000) does not concern so much of the content of causal attribution as the pattern of accounting for the underlying properties or characteristics of a major cause on three dimensions: stability, controllability, and locus of causality. Causal stability refers to the duration of a cause.

Some causes such as chance are perceived as temporary and changeable, whereas other causes such as talent are considered as stable and constant. Locus of causality refers to the location of a cause either within or outside of a person. For example, ability, effort, mood, indifference are considered personal causes, whereas task difficulty, instructor quality, and luck are considered external sources of causality. In the case of causal attribution of academic achievement, luck of a previous learning experience apparently has an external locus. Finally, controllability refers to the extent a cause is subject to volitional alteration. For example, one can change causes such as effort, whereas other causes such as luck and aptitude cannot be willfully changed.

Controllability was further split into personal and external control, in that some cause can be controllable by others while uncontrollable by the person, and vice versa (McAuley, Duncan, & Russell, 1992). For example, if a student ascribes his or her academic achievement to the discovery learning method taught by the instructor, this cause could be under external but not personal control.

According to Weiner (2000), the major causal properties constitute two major determinants of motivation, namely, expectancy and value. Expectancy refers to the subjective chance of future success while value refers to the emotional consequences of an outcome. Stability is positively linked with expectancy, in that if a cause is considered stable, the same outcome will be anticipated again in the future. In this case, if a student attributes his or her academic achievement to a stable cause, he or she is likely to anticipate a steady increase in cultural awareness, which may eventually lead to high levels of cultural competence. Locus and controllability, on the other hand, relate to affective states or the value of the outcomes. Locus influences feelings of pride and self-esteem, and controllability jointly influences feelings of guilt or shame with locus of causality. Applying to the causal attribution of academic

achievement, it is expected that students who consider the causes of their academic achievement to internal and controllable will experience feelings of pride and increments in self-esteem, positive emotions in the course of learning activities for them to acquire high academic performance. And finally, according to Weiner (2000), expectancy of future outcomes, along with emotional reactions determines subsequent behaviors and future outcomes.

Attribution theory explains academic success and failure in terms of three sets of characteristics. First, the cause of the success and failure may be internal or external. That is, people may succeed or fail because of factors that they believe have their origin within them or because of factors that originate in their environment. Second, the cause of the success and failure may be either stable or unstable. If the cause is stable, then the outcome is likely to be the same if students perform the same behavior on another occasion. If it is unstable, the outcome is likely to be different on another occasion. Third, the cause of the success and failure may be either controllable or uncontrollable. A controllable factor is one which people believe they can alter if they wish to do so. An uncontrollable factor is one that people do not believe they can easily alter (Wiener, 1985 in Habtamu, 2014).

### **2.5.5 Kelley' s Theory of Attribution**

Another theory of attribution that is related to this study is seen from Kelley' s (1967). Kelley argued that we systematically analyse people- and environment-related information, and that different combinations of information lead to different causal attributions.

For example, while attributing causality for behaviour like ' John laughed at the comedian' , we would run through the following considerations:

1. If John always laughs at this comedian, then his behaviour is highly consistent.
2. If John is easily amused by comedians, then his behaviour has low distinctiveness.
3. If practically no one else in the audience laughed at the comedian, then his behaviour has low consensus.

A combination of high consistency, low distinctiveness and low consensus would lead to a dispositional (internal) attribution for John's laughter, such as 'John has a peculiar tendency to laugh at all comedians; he must be very easily amused.' In contrast, a combination of high consistency, high distinctiveness and high consensus would lead to an external attribution, such as 'John likes this comedian, but he doesn't like many other comedians, and other people like this comedian too; this comedian must be funny' (McArthur, 1972).

Kelley's self-ascribed goal in the paper was "to highlight some of the central ideas contained in Heider's theory" (Kelley, 1967, p. 192). Specifically, the two central ideas on which Kelley focused were:

1. In the attribution process "the choice is between external attribution and internal ... attribution" (Kelley, 1967, p. 194).
2. The procedure of arriving at these external or internal attributions is analogous to experimental methodology.

Kelley's theory generally accounts for folk explanations of behavior – and not merely for unintentional events. As a starting point, consider the following example that Kelley offers to illustrate the attribution process:

Am I to take my enjoyment of a movie as a basis for an attribution to the movie (that it is intrinsically enjoyable) or for an attribution to myself (that I have a specific kind of desire relevant to movies)? The inference as to where to locate the dispositional properties responsible for the effect is made by interpreting the raw data (the enjoyment) in the

context of subsidiary information from experiment-like variations of conditions. (Kelley, 1967).

This example features an actor's attempt to explain enjoyment – an unintentional event. Indeed, throughout his chapter Kelley applies this attribution analysis to “ effects such as experiences, sensations, or responses” and “ impressions” , as well as arousal states and evaluative reactions. All of these events are unintentional. Kelley occasionally claimed that his model also extended to the case of “ inferring a person's intentions from knowledge of the consequences of his actions” .

To summarize, Kelley's (1967) model of attribution contains two core propositions: (a) that attribution is a choice between external and internal causes and (b) that the cognitive procedure by which people arrive at this choice is covariation assessment. Both propositions are problematic. First, the internal– external dimension may be a relevant distinction in explanations of unintentional events, but it does not capture people's explanations of intentional action. Second, covariation assessment is used far less than has been commonly assumed, and it is not at all useful as a method to generate explanations of intentional actions.

Concerning the relationship between causal attribution and academic achievement, according to attribution theories adopted. The individuals are considered as active beings that “ seek to understand and master their environment and themselves” (Elliot, Hufton, Willis and Illushin. 2005). Based on this assumption, it is argued that the outcome of individuals' behavior can be determined by both external attributions and internal attributions. External attributions refer to those factors that individuals are unable to control (e.g. difficulty of the task) while internal attributions refer to those factors that individuals are able to control (e.g. effort, like the amount of time students spent on homework). According to this model, both internal attributions and external

attributions play a role in affecting individuals' subsequent behavior, like task engagement and persistence (Elliot et al. 2005). However, some researchers argued that internal attributions played a more influential role than external attributions. It was found that when students considered themselves as exert great effort into studying the academic subject and hard working, they also tended to achieve better academically (Blatchford, Lightbody, Gipps and Tunstall, Figure as cited in Elliot et al, 2005).

In this research, the focus is also placed on the internal attribution - effort and its' role in affecting students' academic achievement. It is assumed that when students put more effort into studying learning activities in school, they are more likely to perform better in the subjects. In contrast, when students exert less effort into studying their learning activities, they are less likely to achieve a satisfactory result.

## **2.6 Review of Empirical Studies**

A study conducted on the role of interest in learning and attitude towards school by Kpolovie, Joe and Okoto, (2014), multiple prediction design was applied to ascertain the magnitude of relationship and prediction that students' interest in learning and attitude to school individually and collectively have on their academic achievement. A stratified random sample of 518 was drawn with the aid of table of random numbers from the 14459 students who enrolled for the 2013 May/June Senior Secondary Certificate Examination (SSCE) in Bayels a State. Multiple regression statistical technique was used for analysis with SPSS to test tenability of each postulated null hypothesis at 0.05 alpha. Results showed significant correlation and multiple prediction of students' academic achievement with the predictor variables; accounting for 21.60% of the variance in students' academic performance. Thus, improvement of

students' interest in learning and attitude to school could contribute in boosting their performance academically.

A study of Hussaini, Foong and Kamar (2015) examined the attitudes of Kebbi state secondary school students towards biology as a school subject. Three Hundred and Thirty-Five (335) SSII Secondary School Student constituted the samples of the study. They were selected by a proportionate sampling technique. A structured questionnaire titled Attitude towards Biology Questionnaire on a 5-point scale was used to collect the data. Overall results of the study revealed that the mean score of students was 85. Differences between the attitudes of male and female students were significantly insignificant. The results also showed that there was a significant difference between the attitude of science and art students. The results also showed that there was a significant difference between the attitude of public and private students. The study also shows that majority of pupils in Kebbi have positive attitudes towards Biology.

Mohamad and Ghada (2014) studied the effect of attribution retraining on high school students' academic performance in mathematics. The purpose of the study was to modify students' attributions regarding their achievement in mathematics and to teach them adaptive styles of attributions. Sixty-seven students from grades 10 and 11 conducted the Attribution Questionnaire as a pre-test. Twenty-two students were chosen for the experimental group based on their low score on the questionnaire. The control group which had been selected from the other 45 students was formed by matching their results in mathematics with that of the experimental group. Both the experimental and control groups were equal in number ( $n=22$ ). The study used a pretest-posttest control group design with matching. Although, random assignment of subjects to experimental and control groups was not performed, the research design is a form of quasi-experimental one. The results demonstrated the positive effect of attribution retraining on students'

academic achievement in mathematics and their attribution styles. In adopting adaptive attributions, students in the experimental group were able to view their success as a result of effort and ability rather than luck and task difficulty. It is recommended that the training applied in this research be implemented in developmental guidance programs.

Sambo and Muhammed (2015) investigated the relationship of causal attributions and academic attainment of Colleges of Education students in north-west geo-political zone of Nigeria. The study was guided by a research question and four null hypotheses, based on the hypothesis that there is no significant relationship between causal attributions academic attainment of students. The questionnaire on Academic Causal Attribution Scale (ACAS) were administered to 389 students (300 level) drawn from eight (8) Colleges of Education. They used students' Grade Point Average (GPA) as measures of academic attainment and Pearson Product Moment Correlation was employed to determine the degree of relationship of the said variables. They discovered that there were no significant correlations among the causal attributions factors and academic attainment of students except with external attribution of failure in which significant correlation was established with academic attainment. And they, recommended that students should not be reprimanded due to the failure in examination instead; they should be encouraged to put more efforts and they should be involved in teaching and learning activities in a bid to encourage them so that they will record success in their future academic pursuit and as well minimize shifting blame for their failure consistently to external factors.

The study of Tammy (2011) ascertained the relationship between secondary school students' attitudes towards physical education and their achievement in the subject. Two instruments were used; Physical Education Achievement Test (PEAT) and Physical Education Attitude Scale (PEAS) for data collection. Three research questions guided the

study. 112 physical Education students from 40 secondary schools in the South-South Geo-Political zone (Niger Delta States) of Nigeria (Rivers State, Abia State, Imo State, Akwa Ibom State, Cross River State, Delta State, Edo State and Bayelsa State). The collected data were analyzed using mean score and t-test statistics. It was found that most students exhibit negative attitudes towards physical education while positive relationship was expressed between students' attitudes and their achievement in the subject. Based on the findings, four (4) recommendations were made for an improvement. Some of the recommendations were; (a) students should not be forced to read subjects or courses that do not interest them. (b) Teachers of physical education at all levels (primary, post primary and post secondary) should direct more of their effort by developing the right attitudes towards physical education as a science subject.

The study of Obochi (2011), focused on the relationships between self-esteem, causal attributions and academic achievement in secondary school students in Bwari Area Council of Federal Capital Territory. The research sought to find out how self esteem and causal attribution interact with the of students academic achievement. Also, the research explored gender differences in self-esteem and causal attribution for success and failure. Six research questions guided the research and six hypotheses were tested. The design of the study was survey and sample size was 191 participant comprising 90 males and 101 females from five secondary schools in Bwari Area Council, FCT. Two standardized questionnaires were used, the Academic Causal Attribution Scale which is a five point scale questionnaire and Rosenberg Self Esteem Scale which is a four – point scale questionnaire. Academic achievement was measured by the term result of a standardized examination given to the students by the education board. The data were analysed using Pearson product Moment Correlation to test relationships and Independent sample t-test to test differences between variables. At 0.01 level of

significant, self-esteem was positively associated with academic achievement so also internal attribution for success. At 0.05 significant level, external attributions for success was negatively related to academic achievement. At 0.01 alpha level, external attributions for failure was related to academic achievement.

A study conducted by Solar (2015) was a non-experimental, cross sectional comparative study aimed to determine the attributions of academic performance of third year and fourth year biology major students in the College of Education of West Visayas State University in Philippines. The academic performance of the students was measured in terms of test, projects, workbooks, and laboratory experiments, class participation, and attendance. The researcher made closed-form questionnaire checklist that was categorized in terms of the ability, the effort, luck or the task difficulty was use to evaluate the attribution in academic performance of the students. In order to determine if there were significant difference in the attribution of the students when they were taken according to their year level, the mean frequency, mean percentage, Mann-Whitney U-test, two-sampled test set at 0.05 level of significance were employed. The result of the study revealed that the Third Year biology major students attributed their academic performance to effort which was shown to have the highest percentage attribution and luck which was shown to have the least percentage attribution in the overall rank. The result revealed further, that there was a significant difference in the attributions of academic performance for third year and fourth year biology major students in terms of test.

The study of Mkumbo and Amani (2012) examined the applicability of the attribution theory in understanding how students attribute their academic success and failure. Participants involved a sample of 260 undergraduate students at the University of Dares Salaam, Tanzania. They completed an attitude questionnaire scale with items on

locus of control, stability and controllability dimensions. The results show that the majority of students attributed their academic performance to internal, stable and controllable factors. High performing students were more likely to attribute their academic performance to internal and controllable factors than low performing students. Success was attributed to internal and controllable factors, while academic failure was attributed to external and uncontrollable factors. Save for sex, the participants' demographic variables did not statistically significantly influence the attribution pattern. Their results of this study confirm the predictions of the attribution theory and are in line with the findings of similar studies conducted in other university settings. Recommendations among which include, that ' students should accept the fact that much of what happens to them is a result of what they do' . As such they should focus on effort as the main driver of success in their academic endeavours rather than luck or ability.

Ogembo, Otanga and Yaki (2015) examine the extent to which students' and teachers' attitudes hinder good performance in chemistry among students in secondary school. The sample consisted of 482 form three students and nine chemistry teachers from nine secondary schools. Data was collected using a questionnaire and interview schedule. Results showed that chemistry teachers' negative perception of their learners' abilities was strongly linked to persistent poor performance in chemistry.

A study of students' attributions of causality for academic achievement by Abodunrin (2012), college students were used to investigate student attribution to either self, teacher, and administration (internal external locus of control) in situation when they perceive their own academic achievement as (a) a success and (b) a failure. The study was guided with two hypotheses, the instrument used was a questionnaire designed by the researcher, tagged Attributions Inventory I with a reliability coefficient of 0.72. The total scores on items relating to each category of attributions were added up and their means

obtained. The products were considered therefore to be the score for each factor desired which formed a data base for the ANOVA and other statistical procedures employed. The study was a quasi-experimental type. The design was the three-way ANOVA design (2x2x3) repeated measure on two (B and C) of the three factors (A, B, C). The factors were; attributors (Male/Female students), type of achievement (Success/Failure) and cause of achievement (Self/Teacher/Administration). Where in self represented internal locus of control, while teachers and administration altogether represented external locus of control. In order to make the analysis more understandable, other inferential and descriptive statistics were employed. These included a priori multiple comparisons, frequency distributions and table of means. Attribution inventory was administered and information obtained there from showed that students were more internal for success as well as for failure. So also, no difference in attribution was found on the basis of sex. The work discovered that, female students tend to be less likely to attribute unsuccessful events to themselves. The assertion that there is no significant difference between the attribution of male and female students as regards perceived academic achievement (success/failure) seem to be a radical departure from the set believes.

The study conducted by Houston (2016) on the role of specific dimensions of attributional style in predicting subsequent academic performance, in which a sample of pupils (5979) from both high and low achieving schools participated in the study. He makes use of hierarchical regression and moderation analyses and discovered that internal, stable, and global, attributional styles for positive events predict higher levels of academic performance. Global attributions for negative events were related to poorer performance across all schools. Stable attributions for negative events were related to higher level performance in high achieving schools but not in low achieving schools. Higher levels of

internality for negative events were associated with higher performance only in low achieving schools.

A study by Nenty (2010), analysed some Factors that Influence Causal Attribution of Mathematics Performance among Secondary School Students in Lesotho, he discovered that student learning is influenced by many factors which educational research is tasked to determine and feed into the teaching-learning process to enhance its effectiveness. Several studies with different populations have determined that that to which a learner attributes his or her performance significantly influences such performance. To determine some of the factors that significantly impact upon students' causal attribution of their performance on mathematics, the study analysed, using chi-square ( $\chi^2$ ) statistics, survey research data from 717 Form D (Form 4) students. From 30 randomly selected secondary schools in the Kingdom of Lesotho. The results showed that while gender of students had no significant influence on students attribution of their performance in mathematics, the person with whom the students were living, students' preferred occupation after school, type of proprietor of schools, and preferred classroom seating zone during mathematics lesson, each had significant influence on this variable. Based on these results, appropriate discussions and recommendations were made.

Jungert and Gustafson (2009) studied the relationships between students' attributional styles, self-efficacy and strategies to influence and take control over their study situation, a comparison between female and male students investigated. Participants were 271 students enrolled in two Masters Programmes in Engineering. The participants completed a questionnaire measuring academic self-efficacy, a questionnaire measuring strategies to influence the study situation and a questionnaire measuring satisfaction with study results and attributional style. They found that Internal and global attributional styles were related to higher self-efficacy and higher beliefs in opportunities to influence the

study situation. External attributional style was associated with formal strategies to influence the studies while attributions on the globality dimension were associated with social strategies to take control over their studies. Female students who perceived their study results as successful were more likely than male students to attribute their results as unstable.

Dasinger (2013) study examined differences in causal attributions and an exam score in a developmental mathematics course based on student classification: traditional, minimally nontraditional, moderately nontraditional, and highly nontraditional as well as grade and gender among nontraditional students. Statistical analysis revealed significant differences on the Revised Causal Attribution Scale (CDSII) in the Personal Controllability dimension for low-graded students and in both the Personal and External Controllability dimensions for high-graded students. Based on gender, low-graded, nontraditional students showed a significant difference in the Locus of Causality dimension whereas no significant differences appeared among high-graded, nontraditional students. The results of this study provide preliminary evidence of different attributions towards exam grades in developmental mathematics based on student classification. Determining a relationship between students' attributions and grades can help educators to create a learning environment more suitable to the students and to implement strategies to disrupt the development of learned helplessness.

The persistent under-achievement in mathematics has warranted further research by Langat (2015) to studied students' attitudes and their effects on learning and achievement in mathematics among public secondary schools in Kiambu County, Kenya to determine what factors have not been considered nor given enough attention in the on-going reform efforts. The purpose of this study therefore was to determine the effect of students' attitudes towards their learning and achievement in mathematics by first trying

to establish their attitudes regarding the subject and also finding out the factors that influence these attitudes. This study adopted a descriptive survey design due to the implicit nature of the study. The study involved some seven sampled public secondary schools in Kiambu county and the target population were the form four students who were about to sit for their K.C.S.E examinations. Purposive and random samplings were employed in selecting the schools and the students from those schools respectively with the use of students' questionnaires as a method of data collection. The questionnaires were designed to capture some of the students' perceptions and beliefs regarding the subject which were grouped according to themes including liking, difficulty, usefulness and future expectations regarding the subject, learners' mathematical ability and achievement. The findings also show that perceptions and beliefs, perceived learning abilities and competencies and previous performances of students in mathematics affected their level of motivation leading to low outcomes.

A study by Habtamu (2014), examined causal attributions of college-age students regarding their academic achievement. A descriptive survey design was employed to measure the existing attribution level of the students. Simple random sampling method was used to select sample departments from each college, and representative samples were selected from each department based on academic rank. The total participants involved in this study were 104 second year students at Mizan-Tepi University in Ethiopia. They completed a multi- attributional causality scale with items related to ability, effort, context and luck dimensions. Means, independent sample t-tests, and one-way analysis of variance (ANOVA) were used for analysis. The results showed that the majority of students attributed their academic achievement to internal factors. Academic success was attributed to internal factors while academic failure was attributed to external factors. Moreover, high- and medium-achievers tended to attribute their academic achievement to

effort and ability while students with low achievement were more likely to assign the causes of academic success and failure to luck. Sex differences revealed that males tended to attribute their academic achievement to ability, whereas for females there was no significant difference in their attribution to effort, context or luck.

Houston (2016) test and develop theory regarding the relationship between attributional style and academic performance. He believed that previous research has produced contradictory findings and many published studies have limitations in their specificity of measurement, small sample sizes, and differences in achievement context. This raises questions for theories of the role of attributions in academic achievement and the use of attributional retraining in improving achievement. He examines the role of attributional style, for positive and negative events, in predicting subsequent academic performance in a large sample of school students. It theorizes and tests the role of achievement context in the attribution– performance relationship.

Omar, Uribe, and Assmar (2012), studied Causal Attribution of Academic Success-Failure in Latin America, oriented towards the study of interpersonal explanation about academic performance and the collective opinion regarding school performance in endo and exogroups. The theoretical background is based upon Weiner and Mc Clelland' s formulations. Groups of Argentinean and Brazilian secondary students classified as “ successful” and “ not successful” by their mathematics and social science grades teachers were analysed. The result revealed several different relationships between active (nationality, sex, schools, etc.) and illustrative (dimensional meaning of attributional causes and motivational orientation) variables.

The study of Musheer, Govil, and Gupta, (2016) attempts to know the attitude of secondary school students towards their school, it explores their attitude with reference to

certain demographic variables like gender, medium of instruction in the school and educational level of parents. The study has been conducted on the sample of 358 students studying at various secondary level schools of India. The findings of the study revealed that there is a significant difference in the attitude of secondary school students with reference to their gender and medium of instruction. However, no difference has been found in the attitude of secondary school students towards school climate in relation to their parental education.

## **2.7 Summary**

This chapter reviewed literature related to the study. The concepts of attitude, academic attitude, concept of causal attribution, concept of academic achievement were discussed. Theoretical framework, which consists of Albert Bandura's social learning theory, Social Judgment Theory of Attitude, Attribution Theory by B. Weiner, Kelley's Theory of Attribution as well as empirical studies were presented.

Most of the literature reviewed on attitude pointed out that there is a positive relationship between student's attitude to academic subjects and performance, classroom environment and their existing knowledge on the particular subjects also play major roles. There is a strong association between individuals' attitudes towards education and academic performance and commitment. Students who have negative attitude towards education activities were found to exhibit challenging behaviour including anti-social and off-task behaviour. All the reviewed studies focus on student attitude towards their performance on specific disciplines and specializations, little or none was done to examine students' attitude towards school, as well as attitude towards learning.

Furthermore, the reviewed studies investigated attribution patterns with regard to success and failure in academic context with varying findings and conclusions. These studies generally support the assumption made by the attribution theory that students who achieve high in academic tasks tend to associate their success to internal factors such as ability, effort and having worked hard, while those who do not perform well tend to attribute their failure to external factors, such as bad luck, bad teaching and poor learning environment. Most of the reviewed studies found that students who performed poorly attributed their failure to external factors, such as examination difficulty and bad luck, while those who performed well attribute their success to internal factors such as being calm and working hard. However, they also ascribe their success to some external factors, such as having good teachers and easy examinations.

However none of the studies reviewed study the two variables together and none was conducted in the study area, this could serve as a missing links that necessitate this study. This study therefore, seeks to investigate the relationship among the attitude to school, causal attribution for failure and academic achievement of secondary school students in Okene, Kogi state. The researcher hope that the study on the relationship among students' attitude to school, causal attribution and academic achievement could help to bridge the gap.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1 Introduction**

This chapter explains the methodology that was employed in the study and it contains a description of the methods, strategies, and instruments used to conduct the research work. Specifically, it consists of description of the design of the study, population of the study, sample and sampling technique, instruments for data collection including validation and reliability, procedures for data collection and as well as procedure for data analysis.

#### **3.2 Research Design**

This study adopted a correlational design as it tried to examine the relationship between variables. According to Bordens and Abbott (2002), Correlational research design involves observing the values of two or more variables and determining what relationships exist between them. It is relevant to this study as attitudes and causal attributions can not be directly measured or observed but could be inferred from certain cues which naturally occurring variables relate in the real world and further helped to make useful predictions.

#### **3.3 Population of the Study**

The population of this study comprised the total number of two thousand six hundred and thirty nine (2639) public senior secondary II students in Okene, Kogi State of Nigeria. The choice of senior secondary II students of government is guided by the

assumption that the schools use the same syllabus and curriculum as well as timetable and calendar for study. The population is illustrated as follows in Table2.

**Table 2: Population of the Study**

S/No.	Name of Schools	Type of Schools	SS II Enrolment		
			Male	Female	Total
1.	AAMCO Okene	All Boys	182	-	182
2.	EMCO Okengwe	Co-educational	87	35	122
3.	G.G.D.S.S Otutu	All Girls	-	123	123
4.	L.G.S.S Ohiana	Co-educational	65	50	115
5.	CAISO Okene	Co-educational	74	36	110
6.	L.G.S.S Opogoro	Co-educational	133	59	192
7.	G.S.S. Okene	Co-educational	82	57	139
8.	Q.A.C. Okene	Co-educational	138	84	222
9.	O.S.S. Okene	Co-educational	120	80	200
10.	G.D.S.S. Ahache	Co-educational	151	98	249
11.	O.C.C.S.S. Anyava	Co-educational	135	75	210
12.	O.C.S.S. Arigo	Co-educational	90	55	145
13.	L.M.C. Ageva	Co-educational	129	96	225
14.	G.D.S.S. Iruvucheba	Co-educational	80	56	136
15.	L.G.S.S. Agassa	Co-educational	91	68	159
16.	E.C.S.S Etahi	Co-educational	72	38	110
<b>Total</b>			<b>1629</b>	<b>1010</b>	<b>2639</b>

**Source:** Area Educational Evaluator, Okene (2017)

### 3.4 Sample and Sampling Techniques

The sample size is three hundred and thirty five (335) SS II students, which were randomly selected from five (5) senior secondary schools. This size was determined using Research Advisor' s table (2005) for determining sample size from a given population, which stated that a given population with ranges of 2600 to 2779 should be represented with 335 sample size. Simple random sampling technique involving ' balloting method' was used to select the number schools. This was done by taking the corresponding serial numbers of the senior secondary school as they appeared in Table 2 and was written on some pieces of papers, and a child was asked to pick five papers randomly.

While systematic sampling technique was used to select the subjects from the sampled schools. This was done by collecting the registration numbers of all the S.S.II students in each sampled school. Odd and even number was used in selecting the study subjects. In the selection of study subjects, all odd numbers were accepted and all even numbers were rejected. The selected sample schools and subjects are shown in Table 3.

**Table 3: Sample Size Selected for the Research**

S/No.	Name of Schools	Type of Schools	SS II Enrolment		Total
			Male	Female	
1.	EMCO Okengwe	Co-educational	43	17	60
2.	G.S.S Okene	Co-educational	41	28	69
3.	E.C.S.S. Etahi	Co-educational	36	19	55
4.	O.C.S.S Arigo	Co-educational	45	27	72
5.	L.G.S.S. Agasa	Co-educational	45	34	79
	<b>Total</b>		<b>210</b>	<b>125</b>	<b>335</b>

Table 3 indicates that the sample size in this study was 335 students, which are systematically selected from the selected five schools, with two hundred and ten (210) males and one hundred and twenty five (125) females, giving a total of three hundred and thirty five (335) students.

The number of the subjects is considered based on population of each selected secondary school. In all the selected secondary schools, male students outnumbered the female students. Based on this, in the list of male students, the first 30 students with odd registration number was selected, while in the list of female students, the first 20 students with odd numbers were selected.

### **3.5 Instrumentation**

In order to ensure effective and adequate data generation and collection, three instruments were used, they are:

1. Students Attitudes Questionnaire (SAQ)
2. Academic Causal Attribution Scale (A.C.A.S)
3. Academic Achievement Score

#### **3.5.1 Student Attitudes Questionnaire (SAQ)**

Student Attitudes Questionnaire (SAQ) is adapted from You and Your School (1993) Questionnaire designed on behalf of National Commission on Education by National Foundation for Educational Research in England and Wales. This is a standardized instrument that is designed to measure the attitude of students towards school and learning. There are twenty seven (25) items in the scale which are divided into two sections. Section A is designed to measure students' attitude toward liking for school and section B is to measure students' interest in school work. The instrument required students to indicate their level of agreement with each of a number of

statements by circling a number on a five-point scale either Strongly agree, Agree, Disagree, Strongly disagree or Not sure (see appendix A).

### **Scoring of the Student Attitudes Questionnaire (SAQ)**

The items on the Student Attitudes Questionnaire was measured on a 5 point likert scale, the students are expected to indicate their level of agreement with each of a number of statements by circling a number on a five-point scale either Strongly agree, Agree, Disagree, Strongly disagree, Not sure as appropriate to the content of the statement (see appendix A).

There are twenty five (25) items in the scale and the respondent can score a maximum of 125 points and minimum of 25 points if responded to the whole items in the scale. Students achieving a high (80 – 125) score on the scale are likely to have positive attitudes towards school and learning and those obtaining a low score (below 80 which is 40%) are likely to be hostile to school and school work (National Commission on Education, 1993).

### **3.5.2 Academic Causal Attribution Scale (A.C.A.S)**

Academic Causal Attribution Scale (A.C.A.S) was designed by Balarabe (2007). The scale has four themes, two depicting success and the other two depicting failure situations. Sections A and C is designed to measure success while sections B and D is to measure failure. Each theme consists of 10 attribution items five to internal and five to external factors. All the items in the Academic Causal Attribution Scale were measured on a Likert Scale; the students were expected to indicate whether they strongly agreed (SA), agreed (A), not sure (NS), disagreed (DA), or strongly disagreed (SD) to statement on the scale.

### **Scoring of Academic Causal Attribution Scale (ACAS)**

The questionnaire was made up of 4 Sections (A-D) with each section having 10 statements making a total of 40 answerable statements. Two (2) sections (B and D) measured failure while sections A and C measured success. For each situation, the students had to evaluate some possible causes: ability, effort, others mood, personal mood, task difficulty, teacher' s generosity and internality.

The items on the Academic Causal Attribution Scale (ACAS) were measured on a 5 likert scale as follow: Strongly Agree (SA), Agree (A), Not Sure (NS), Disagree (D), and Disagree (SDA). Each degree of agreement was given a numerical score and the respondents' total score was computed by summing up scores from all statements. Students achieving a high score (60% and above) are considered to have internal causal attribution while those obtaining low score (below 40%) were considered to have external causal attribution.

### **3.5.3 Academic Achievement Score**

The academic achievement was measured by Mathematics and English language examination scores. The grade range from 1-100%, it is standardized examination set by secondary education board in Kogi state at the end of the term. An average of the students' scores in Mathematics and English language was taken and used in the analysis.

### **3.6 Validity**

The instruments in this study were validated through face validity. The Student Attitudes Questionnaire (SAQ) and Academic Causal Attribution Scale (ACAS) were given to the supervisors and other 4 experts in Educational Psychology, Department of

Educational Psychology and Counselling, Ahmadun Bello University, Zaria to validate in terms of looking and observing the instruments to ascertain their appropriateness and effectiveness with reference to the research objectives. Their input of modifying and improving the instruments make it appropriate for use in this study.

### **3.7 Reliability**

To establish the reliability of the data collection instruments (Student Attitudes Questionnaire and Academic Causal Attribution Scale), a pilot testing was conducted at Government Day Secondary School, Ahache and Lenon Memorial College Ageva in Okene, Kogi state which are not part of the schools selected for the study. On-spot mode of assessment was administered. Fifty (50) questionnaires were distributed to 25 male and 25 female students. The data collected were coded and analysed using Guttman Split-Half method of estimating reliability co-efficient to measure the internal consistency. Student Attitude Questionnaire has the reliability figure of 0.84 and Academic Causal Attribution Scale has reliability figure of 0.93

### **3.8 Procedure for Data Collection**

A letter of introduction was obtained from the department of Educational Psychology and Counselling ABU, Zaria by the researcher, the copies of the letters was delivered to the principals of the selected schools for approval. After the approval, the research assistants were acquainted with the content of the instruction. Each of the instruments was discussed in details so as to enable the research assistants help respondents who might have difficulty with any item. They were fully briefed on the protocol to observe and the procedure of administering the instruments.

During the actual field days, the questionnaire was distributed in all the sampled schools with the permission from the schools authorities and the teachers concerned. Co-ordination was done so as to establish the appropriate time to administer the questionnaires to students i.e. when the students are free. The teacher concerned break the tension that the respondent anonymity is assured and that the work will only be use for research and then distributed the questionnaires to the right group, supervised and collected all of them when they are through. The results of the instruments were returned to the researcher through a coordinator among the research assistants.

### **3.9 Procedure for Data Analysis**

The data obtained were analysed using the Statistical Package for Social Sciences (SPSS). Frequency distribution and percentage was used to analysed the distribution of respondents' schools, Mean standard deviation was used to analysed the research questions while Pearson Product Moment Correlation statistics was used to test the hypotheses at 0.05 level of significant.

## CHAPTER FOUR

### RESULTS AND DISCUSSION

#### 4.1 Introduction

This chapter presents the result and analysis of data collected for the study. It constituted the distribution of respondents and schools, answer to research questions, result of hypotheses testing, summary of findings and discussion of finding. The inferential statistics Pearson Product Moment Correlation was used to test the hypotheses at 0.05 level of significant. Major findings are summarised and discussed in this chapter.

#### 4.2 Distribution of Subjects by Demographic Characteristics

**Table 4:** Gender Distribution of Respondents

Gender	Frequency	Percentage
Male	198	62
Female	121	38
Total	319	100

Table 4 above shows participants for the study by gender distribution, the study revealed that one hundred and ninety eight (198) respondents representing 62% of the sample respondents were males while one hundred and twenty one (121) respondents representing 38% were females.

**Table 5: Distribution of Respondents and Schools**

Name of School	Frequency of Return Questionnaire	Percentage (%)
EMCO Okengwe	58	18.2
G.S.S Okene	67	21.0
E.C.S.S. Etahi	58	18.2
O.C.S.S Arigo	64	20.1
L.G.S.S. Agasa	72	22.6
Total	319	100.00

**Source:** SPSS output Authors work, 2016.

Table 5 above shows participants for the study, the study revealed that fifty eight (58) respondents representing 18.2% of the sample respondents were from EMCO Okengwe Secondary School, sixty seven (67) respondents representing 21.0% of the sample respondents were from G.S.S Okene, fifty eight (58) respondents representing 18.2% of the sample respondents were from E.C.S.S. Etahi, sixty four (54) respondents representing 20.1% of the sample respondents were from O.C.S.S Arigo while seventy two(72) respondents representing 22.6% of the sample respondents were from L.G.S.S. Agasa.

#### 4.4 Testing of Research Hypotheses

**Research Hypothesis One:** *There is no significant relationship between students' attitude toward school and academic achievement among senior secondary school students in Kogi State.*

**Table 6:** Pearson product moment correlation statistics to test relationship between students' attitude toward school and academic achievement among senior secondary school students in Kogi State (N=319).

Variables	N	Mean	Std. Dev.	r	df	p-value
Attitude towards school	319	72.29	7.39			
				0.353**	317	0.000
Students' academic achievement	319	42.34	6.81			

\*\* . Correlation is significant at the 0.01 level (2-tailed).

The Correlation between student attitudes towards school and academic achievement were computed and presented in the Table 6 above. The result showed clear relationship between these two variables ( $r = 0.353$ ,  $p = 0.000$ ). Thus, the null hypothesis is rejected. Consequently, it could be concluded that there is significant relationship between student attitudes towards school and academic achievement.

**Research Hypothesis Two:** *There is no significant relationship between students' attitude towards learning and academic achievement among senior secondary school students in Kogi state*

**Table 7:** Pearson product moment correlation on the statistics to test relationship between students' attitude toward learning and academic achievement among senior secondary school students in Kogi State (N = 319)

<b>Variables</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>df</b>	<b>r</b>	<b>p-value</b>
Attitude towards learning	319	69.69	8.41			
Students' academic achievement	319	42.34	6.81	317	0.413**	0.000

\*\* . Correlation is significant at the 0.01 level (2-tailed).

The Correlation result between student attitudes towards learning and academic achievement were computed and presented in the table 7 above. The result revealed positive relationship between these two variables ( $r = 0.413$ ,  $P = 0.000$ ). Thus, the null hypothesis is rejected. Consequently, it could be concluded that there is significant relationship between student attitudes towards learning and academic achievement.

**Research Hypothesis Three:** *There is no significant relationship between internal causal attributions for failure and students' academic achievement in Kogi State.*

**Table 8:** Pearson product moment correlation statistics on the relationship between students' internal causal attribution and academic achievement among senior secondary school students in Kogi state (N = 149).

Variables	N	Mean	Std. Dev.	df	r	p-value
Internal causal attribution for failure	149	26.6176	6.61695	147	-0.927**	0.001
Students' academic achievement	149	42.34	6.807			

\*\* . Correlation is significant at the 0.01 level (2-tailed).

The Correlation result between student' s internal causal attributions and academic achievement were computed and presented in table 8. The result revealed strong inverse relationship between these two variables ( $r = -0.927$ ,  $p = 0.000$ ). Thus, the null hypothesis is rejected. Consequently, it could be said that there is significant but inverse relationship between internal causal attributions and academic achievement. As students internal causal attribution for failure increases, their academic achievement tends to decrease.

**Research Hypothesis Four:** *There is no significant relationship between external causal attribution for failure and students' academic achievement in Kogi State.*

**Table 9:** Pearson product moment correlation statistics on the relationship between students' external causal attribution and academic achievement among senior secondary school students in Kogi state (N = 170).

Variables	N	Mean	Std. Dev.	df	r	p-value
External causal attribution for failure	170	47.95	13.70	168	0.89**	0.000
Students' academic achievement	170	31.13	7.63			

\*\* . Correlation is significant at the 0.01 level (2-tailed)

Table 9 revealed a positive significant relationship between students external causal attributes and their academic achievement ( $r=0.89$ ,  $p = 0.000$ ). Attitude was correlated with external attribution positive relationship was discovered. This indicates that when student' s external causal attributions for failure increases, their academic achievement tend to increase. Therefore the null hypothesis which states that there is no significant influence of external causal attributions for failure on students' academic achievement in Kogi state is rejected.

**Research Hypothesis Five:** *There is no significant relationship between attitude and causal attribution among senior secondary school students in Kogi state.*

**Table 10:** Relationship between attitude to school and causal attribution

<b>Variables</b>	<b>N</b>	<b>Mean</b>	<b>Std. Dev</b>	<b>df</b>	<b>r</b>	<b>p-value</b>
attitude toward school and school works	319	70.99	6.40			
				198	0.317**	0.000
causal attribution for failure	319	37.28	4.30			

\*\* . Correlation is significant at the 0.01 level (2-tailed)

The result of table 10 above revealed a positive relationship between students attitude to school and causal attributes for failure ( $r = 0.317$ ,  $p = 0.000$ ). Therefore the null hypothesis which states that there is no significant relationship between attitude to school and causal attribution among senior secondary school students in Kogi state is rejected.

#### **4.4 Summary of Major Findings**

- i. Significant positive relationship exists between student attitudes towards school and academic achievement ( $r = 0.353$ ,  $p = 0.000$ ).
- ii. Significant positive relationship exists between student attitudes towards school work and academic achievement ( $r = 0.413$ ,  $p = 0.000$ ).
- iii. Significance inverse relationship exists between internal causal attribution for failure and academic achievement ( $r = -0.927$ ,  $p = 0.000$ ).
- iv. Significant positive relationship exists between external causal attributions for failure and academic achievement ( $r = 0.897$ ,  $p = 0.000$ ).
- v. Significant positive relationship exists between student' s attitude and their causal attributions ( $r = 0.317$ ,  $p = 0.000$ ).

#### **4.5 Discussion of Result**

The study examined the relationship among attitude to school, causal attribution for failure and academic attainment of students of secondary schools in Okene, Kogi State, Nigeria. The results of findings are discussed below:

The relationship between attitude to school and academic achievement: revealed that there is a positive but weak relationship between student attitudes towards school and academic achievement. Similarly, Bayram and Deniz (2008) found that there is a positive relationship between students' attitudes towards modern learning technologies and their academic achievement. It may be so because the external factors like society and peer group have more impact on learners than the factors like parental educational status. The present education system is student centred. The quality of instruction being plays a great role in the development of a positive school. Hoy and Sabo (1998) in their study found positive link between school climate and scholastic achievement. Dwivedi

(2005) found that the students having positive attitude towards school environment have significantly better academic achievements than the students having poor attitude towards school environment. Later Hoy and Miskel (2001) also supported the findings.

Relationship between student attitude towards learning and academic achievement: found that there is significant positive relationship between student attitudes towards learning and academic achievement. This finding is consistent with that of Tammy (2011) which ascertained the relationship between secondary school students' attitudes towards physical education and their achievement in the subject. It was found that most students exhibit negative attitudes towards physical education while positive relationship was expressed between students' attitudes and their achievement in the subject. This finding also confirm with that of Langat (2016) which found out that most students had a positive attitude towards mathematics and that they perceived mathematics as doable, learnable and important yet this did not translate to good grades. The students should be encouraged to apply the taught knowledge and skills through feedback and assignments. From above we can see that attitudes toward school and school works such as school sensible rules, teach things that will be useful and relevant to job preference, student self-independent and stand on feet while examination, helping students to learn spare (leisure) time, qualified teachers, taking immediate action when seeing someone breaking school rules, students group work and discussion with friends, thorough cross checking of homework, classroom management and pleasing student while make good work all contribute positively to students' academic achievement.

Relationship between causal Attributions for Failure and Academic Achievement: results revealed an inverse relationship between internal causal attributions for failure and academic achievement, while significant positive relationship between external causal attributions for failure and academic achievement of students. Attributions such

as efforts, good teacher, and good schools, schools facilities, environment, being calm and lack of luck were most common reasons pointed out by subjects to explain their experiences of success and failure in mathematics exams. They tended to attribute their success or failure to efforts and teacher influence. This result is confirmed Sambo and Muhammed (2015) depicted that there were no significant correlations among the causal attributions factors and academic attainment of students except with external attribution of failure in which significant correlation was established with academic attainment. Also, the study of Mkumbo and Amani (2012), the results show that the majority of students attributed their academic performance to internal, stable and controllable factors. High performing students were more likely to attribute their academic performance to internal and controllable factors than low performing students. Success was attributed to internal and controllable factors, while academic failure was attributed to external and uncontrollable factors. The study of Habtamu (2014) results showed that the majority of students attributed their academic achievement to internal factors. Academic success was attributed to internal factors while academic failure was attributed to external factors. Moreover, high-and medium-achievers tended to attribute their academic achievement to effort and ability while students with low achievement were more likely to assign the causes of academic success and failure to luck.

Relationship between attitude to school and causal Attributions for Failure: these findings further revealed zero-order correlation between causal attributions (internal and external) for failure and attitude toward school and school works is positive but, indeed fairly weak (0.317) and statistically significant ( $p < 0.001$ ). At this juncture it is necessary to note that Weiner(1990) in Elliot(2005) made interesting discovery that students usually have no idea on how hard they try to succeed. Students and their other individuals judge their efforts by how well they did on particular task. Even in the task

that involves pure chance. However, successful students believed that they tried harder than those who were unsuccessful an important cycle is established. Thus, success increase efforts as efforts produce more success and the educational implication are real and significant. This study is inline with the study of Thonburi (2012) which discovered that the students with low grades who possibly perceived themselves as performing poorly in learning may contribute to negative attitudes towards learning in general. His findings also suggest that students seemed to have positive attitudes towards learning due to the importance of the subject for their study. Success increases effort; effort produces more success and the educational implications are real and significant. If a skill is to be mastered and the teaching is consistent for an entire group, the student performance will vary because of motivation. The importance of ensuring success as a means of encouraging further effort is hereby noted.

The overall result of this study found that academic achievement of the students greatly influenced by their academic attitude and causal attribution of their failure. The academic achievements of the students are believed to be greatly influenced by their academic attitude and causal attribution for success or failure.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter deals with the summary of the work, conclusion, recommendations and limitation as well as suggestion for further studies. Base on the findings, recommendations were made with hope that the recommendations founded will be useful and implemented by different stakeholder in educational process.

#### **5.2 Summary**

This work investigated the relationship among Attitude to school, Causal Attribution for failure and Academic Achievement of Senior Secondary School Students in Okene, Kogi State, Nigeria. The research questions encompass the following areas: the relationship between attitude toward school and academic achievement among senior secondary school students in Kogi state, the relationship between attitude to leaning and academic achievement, the relationship between internal causal attribution for failure and students' academic achievement, the relationship between external causal attribution for failure and students' academic achievement in Kogi state and the relationship between attitude to school and causal attribution among senior secondary school students in Kogi state, this study adopted a correlation research design. The population comprises of government secondary schools in Okene, which consists of sixteen (16) government secondary schools. The schools have a total student' s population of two thousand six hundred and thirty nine (2639). They are all government owned schools with the same syllabus and curriculum as well as timetable and calendar for study.

A Student Attitude Questionnaire (SAQ) and Academic Causal Attribution Scale (A.C.A.S) were used to assessing the student' s opinion based on research questions. The scale has four themes, two depicting success and the other two depicting failure situations. Sections A and C is designed to measure success while sections B and D is to measure failure. Each theme consists of 10 attribution items five to internal and five to external factors. All the items in the Academic Causal Attribution Scale were measured on a Likert Scale. The instruments were validated through face validity. The Student Attitudes Questionnaire (SAQ) and Academic Causal Attribution Scale(ACAS) was given to the supervisors and other experts in Educational Psychology, Department of Educational Psychology and Counselling, Ahmadun Bello University, Zaria to validate in terms of looking and observing the instruments to ascertain their appropriateness and effectiveness with reference to the research objective.

Statistical package for Social Sciences (SPSS) was used to analyze the data at two different levels, viz: descriptive and inferential levels. Mean and standard deviation were used for descriptive analysis and for inferential analysis the study uses Person Product-Moment Correlation (PPMC) and Analysis of Variance (ANOVA). The major findings of the study revealed that there is positive significant relationship between student attitudes towards school and academic achievement, direct and significant relationship between student attitudes towards school work and academic achievement. Furthermore, there is inverse relationship between internal causal attributions for failure and academic achievement.

Similarly there is significant positive relationship between external causal attributions for failure and academic achievement. And lastly statistical study revealed that direct relationship between student' s attitude and their causal attributions. While

analysis of variance shows that the mean of Attitudes of students towards school and school work are not all the same.

### **5.3 Conclusion**

Based on the findings of the study, it is concluded that relationship exists between student attitudes towards school and academic achievement, relationship exists between student attitudes towards learning and academic achievement. Attitude contributed to the problems that distract the students from maximum academic output. Also, relationship exists between external causal attributions for failure and academic achievement. It is concluded that external causal attribution has strong relationship with students' academic achievement. Furthermore, relationship exists between student's attitude to school and causal attributions. It is concluded that attitude and causal attribution has fair relationship. More so, relationship exists between internal causal attribution for failure and academic achievement. It is therefore concluded that the higher internal causal attribution the lower academic performance of students which constitutes serious problems that distract the students from maximum academic achievement.

### **5.4 Contribution to Knowledge.**

This study has established that:

1. The study found significant correlation between student attitude towards school and academic achievement, attitude towards learning and academic achievement. This finding therefore have provided more understanding about how attitude function, influencing and determining students' academic achievement, thereby helping the school administrators to take the necessary measures.
2. There is a significant inverse relationship between internal causal attribution for failure and academic achievement. The study has contributed to knowledge by

given more explanations on how internal causal attribution influences and affects the confidence level of students' academic performance.

3. There is significant relationship between external causal attributions for failure and academic achievement. This would help the curriculum planners, educators and stakeholders to incorporate students' characteristics based into their methodology curricular at the senior secondary school levels.
4. There is significant relationship between students' attitude to school and causal attributions. This finding would help the students to understand that their negative attitude towards school and learning could also lead them to attributes their academic failure to external factors. Thereby helping them to take the necessary measures.

## **5.5 Recommendations**

The following recommendations are hereby put forward:

1. Curriculum planners, educators, stakeholders and teachers should offer and build on experiences and opportunities that inspire the students to engage fully in the material fact and acquire knowledge and skills that would enable them excel in school because they like and value it.
2. Teachers should give reward such as word of encourage to their students after every lesson so as to help them maintain positive attitude towards learning.
3. Adequate measures should be made by both parents and teachers to sensitize their students from the unproductive internal belief and to know that effort must be incorporated with belief for them to succeed academically.

4. The students should be encouraged to apply knowledge and skills taught through feedback and assignment.
5. Curriculum planners, educators and stakeholders should bear in mind and make decision based on students' positive attitude and their attribution style that will hopefully keep their positive attitude to school and learning.

## **5.6 Suggestions for further studies**

Based on the findings of the study the following suggestions are made:

1. Similar study on Influence of Attitude and Causal Attribution on academic achievement should be conducted among the primary school pupils of the study area.
2. The composition of the schools be changed to include privately owned and organizations' owned schools.
3. Differences in genders' attitude and causal attributions should be looked into among secondary school students in the study area. It is hoped that further investigations on related areas could add new knowledge to the findings obtained in this study.

## **5.7 Limitations of the study**

1. After training the teachers used in the study, other extraneous variables like teaching experience, teacher' s personality, and classroom environment may have introduced some uncontrollable factors which may have affected the result of the study.
2. The strike and two days curfew affected students' performance because most students acted positively by answering the questions quickly before the expected time because they all wanted to finished and get home on time for security purpose.

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## APPENDIX A

### STUDENTS ATTITUDE QUESTIONNAIRE (SAQ)

This study intended to find out the Relationship among Students' Attitude to school, Causal Attribution and Academic Achievement of Senior Secondary School Students. The study has been instituted as an academic study.

This is Not a test. The questions have been designed so that you can let us know how you feel about your school and learning. All your answers will be treated as CONFIDENTIAL

Name of School: \_\_\_\_\_

**SECTION A:** Please read each of the sentences below and then see whether you agree or not with what has been said. When you have decided, circle the number in the column that is closest to what you feel.

		<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Not sure</b>
1.	I am very happy when I am at school.	5	4	3	2	1
2.	My school has sensible rules.	5	4	3	2	1
3.	Home work is important in helping me to do well at school	5	4	3	2	1
4.	Schools should teach things that will be useful when we get jobs	5	4	3	2	1
5.	School work is worth doing	5	4	3	2	1
6.	Schools should help us to be independent and stand on our own two feet	5	4	3	2	1
7.	My parents think it is a good school	5	4	3	2	1
8.	People think this is the best school	5	4	3	2	1
9.	Schools should help us to learn how to use our spare (leisure) time	5	4	3	2	1
10.	My parents make it clear that I should behave well in school	5	4	3	2	1

11.	I like school more than I did last year.	5	4	3	2	1
12.	My teachers make it clear how we should behave in school.	5	4	3	2	1
13.	The teachers in my school take action when they see anyone breaking school rules.	5	4	3	2	1
14.	My school is clean and tidy	5	4	3	2	1

**SECTION B:** Please answer the questions below by clicking the number which is closest to what you think is true.

		All lessons	Most lessons	Some lessons	Hardly any lessons	No lessons
15.	I like lessons where I can work with my friends	5	4	3	2	1
16.	I like lesson where we have discussions	5	4	3	2	1
17.	I work as hard as I can in school	5	4	3	2	1
18.	The work I do in lessons is interesting to me	5	4	3	2	1
19.	I get good marks for my work	5	4	3	2	1
20.	I am keen to answer questions in class	5	4	3	2	1
21.	My parents are interested in how I do at school.	5	4	3	2	1
22.	My teachers make sure we do any homework that is set.	5	4	3	2	1
23.	My teachers praise me when I do my school work well.	5	4	3	2	1
24.	My teachers can keep order in class	5	4	3	2	1
25.	My teachers try hard to make me work as well as I am able.	5	4	3	2	1

## APPENDIX B

### ACADEMIC CAUSAL ATTRIBUTION SCALE (A.C.A.S)

This test is designed to see how you interpret the things that happen to you in your School work. In each of the situations described below, you should think back to a time when such a thing happened to you. Concentrate on that situation which you remember very well, and indicate your opinion on the statements presented by ticking on one of the five options, i.e.

- 5 Means you Strongly Agree (SA)
- 4 Means you Agree to some extent (A)
- 3 Means you are Not Sure (NS)
- 2 Means you Disagree (DA)
- 1 Means you Strongly Disagree (SDA)

Please make sure that you respond to every item provided. Try to be as accurate as you can in describing your thoughts. There are no “right” or “wrong” answers as you are only telling us your thought when such things happen.

Please fill-in the details below, and then turn over and start. Do not hesitate to ask for clarification on anything you are not clear about.

School: \_\_\_\_\_

Gender: \_\_\_\_\_

#### **A. Think of an occasion when you were given some work to do and your teacher was very pleased with what you had done.**

**Why did this happen?** (Tick your choice)

	<b>SA</b>	<b>A</b>	<b>NS</b>	<b>DA</b>	<b>SDA</b>
1. I tried very hard	5	4	3	2	1
2. I got the right help	5	4	3	2	1
3. The teacher was in a good mood	5	4	3	2	1
4. I was good at it	5	4	3	2	1
5. I did it the right way	5	4	3	2	1
6. It was not difficult	5	4	3	2	1
7. I was lucky	5	4	3	2	1
8. The teacher was kind	5	4	3	2	1
9. I deserved it	5	4	3	2	1
10. I was in the right mood	5	4	3	2	1

**B. Now, think back to an assignment in which you scored low marks.  
Why did this happen? (Tick your choice)**

	<b>SA</b>	<b>A</b>	<b>NS</b>	<b>DA</b>	<b>SDA</b>
1. The teacher was unfair	5	4	3	2	1
2. The teacher was in a bad mood	5	4	3	2	1
3. I was not good at it	5	4	3	2	1
4. I was not in the right mood	5	4	3	2	1
5. I deserved it	5	4	3	2	1
6. It was too difficult for me	5	4	3	2	1
7. I did not try hard enough	5	4	3	2	1
8. It was just bad luck	5	4	3	2	1
9. I did not get the right help	5	4	3	2	1
10. I did not do it the right way	5	4	3	2	1

**C. Try to remember a day when you did very well in the examination.  
Why did this happen? (Tick your choice)**

	<b>SA</b>	<b>A</b>	<b>NS</b>	<b>DA</b>	<b>SDA</b>
1. I tried very hard	5	4	3	2	1
2. I got the right help	5	4	3	2	1
3. The teacher was in a good mood	5	4	3	2	1
4. I was good at it	5	4	3	2	1
5. I did it the right way	5	4	3	2	1
6. It was not difficult	5	4	3	2	1
7. I was lucky	5	4	3	2	1
8. The teacher was kind	5	4	3	2	1
9. I deserved it	5	4	3	2	1
10. I was in the right mood	5	4	3	2	1

**D. Recall an examination in which you did not perform as you wanted.  
Why did this happen? (Tick your choice)**

	<b>SA</b>	<b>A</b>	<b>NS</b>	<b>DA</b>	<b>SDA</b>
1. The teacher was unfair	5	4	3	2	1
2. The teacher was in a bad mood	5	4	3	2	1
3. I was not good at it	5	4	3	2	1
4. I was not in the right mood	5	4	3	2	1
5. I deserved it	5	4	3	2	1
6. It was too difficult for me	5	4	3	2	1
7. I did not try hard enough	5	4	3	2	1
8. It was just bad luck	5	4	3	2	1
9. I did not get the right help	5	4	3	2	1
10. I did not do it the right way	5	4	3	2	1

(Balarabe, 2008)

## APPENDIX C

### RESPONSE TO STUDENTS ATTITUDE QUESTIONNAIRE (SAQ)

		N	Mean	Std. Deviation
		Statistic	Statistic	Statistic
1.	I am very happy when I am at school.	319	3.88	.949
2.	My school has sensible rules.	319	3.79	.932
3.	Home work is important in helping me to do well at school	319	3.68	.896
4.	Schools should teach things that will be useful when we get jobs	319	3.67	.773
5.	School work is worth doing	319	2.97	1.097
6.	Schools should help us to be independent and stand on our own two feet	319	3.45	.848
7.	My parents think it is a good school	319	3.59	.930
8.	People think this is the best school	319	3.75	.831
9.	Schools should help us to learn how to use our spare (leisure) time	319	3.57	.935
10.	My parents make it clear that I should behave well in school	319	3.72	.793
11.	I like school more than I did last year.	319	3.84	.810
12.	My teachers make it clear how we should behave in school.	319	3.61	.869
13.	The teachers in my school take action when they see anyone breaking school rules.	319	3.49	.907
14.	My school is clean and tidy	319	3.51	.886

15.	I like lessons where I can work with my friends	319	3.66	.834
16.	I like lesson where we have discussions	319	3.66	.868
17.	I work as hard as I can in school	319	3.70	.868
18.	The work I do in lessons is interesting to me	319	3.59	.920
19.	I get good marks for my work	319	3.69	.816
20.	I am keen to answer questions in class	319	2.72	1.022
21.	My parents are interested in how I do at school.	319	2.80	1.010
22.	My teachers make sure we do any homework that is set.	319	3.74	.881
23.	My teachers praise me when I do my school work well.	319	3.60	.863
24.	My teachers can keep order in class	319	3.46	.882
25.	My teachers try hard to make me work as well as I am able.	319	3.70	.866

## APPENDIX D

### RESPONSES TO INTERNAL CAUSAL ATTRIBUTION SCALE

#### Internal Causal Attribution for success Responses

		N	Mean	Std. Deviation
		Statistic	Statistic	Statistic
1.	I tried very hard	170	3.78	.746
2.	I got the right help	170	3.47	.927
3.	The teacher was in a good mood	170	3.65	.844
4.	I was good at it	170	3.82	.771
5.	I did it the right way	170	3.62	.848
6.	It was not difficult	170	3.57	.925
7.	I was lucky	170	3.69	.818
8.	The teacher was kind	170	3.76	.794
9.	I deserved it	170	3.58	.907
10.	I was in the right mood	170	3.56	.891

#### Internal Causal Attribution for failure Responses

		N	Mean	Std. Deviation
		Statistic	Statistic	Statistic
1.	I tried very hard	149	3.63	.895
2.	I got the right help	149	3.71	.812
3.	The teacher was in a good mood	149	3.60	.810
4.	I was good at it	149	3.57	.887
5.	I did it the right way	149	3.50	.924
6.	It was not difficult	149	3.76	.792
7.	I was lucky	149	3.65	.870
8.	The teacher was kind	149	3.80	.831
9.	I deserved it	149	3.76	.840
10.	I was in the right mood	149	3.57	.894

## APPENDIX E

### RESPONSES TO EXTERNAL CAUSAL ATTRIBUTION SCALE

#### External Causal Attribution for success Responses

		N	Mean	Std. Deviation
		Statistic	Statistic	Statistic
1.	The teacher was unfair	149	2.13	.774
2.	The teacher was in a bad mood	149	2.03	.768
3.	I was not good at it	149	2.20	1.121
4.	I was not in the right mood	149	2.03	.912
5.	I deserved it	149	2.03	.923
6.	It was too difficult for me	149	2.00	.885
7.	I did not try hard enough	149	2.13	1.027
8.	It was just bad luck	149	2.16	1.040
9.	I did not get the right help	149	2.12	1.029
10.	I did not do it the right way	149	2.04	.931

#### External Causal Attribution for failure Responses

		N	Mean	Std. Deviation
		Statistic	Statistic	Statistic
1.	The teacher was unfair	170	3.06	1.206
2.	The teacher was in a bad mood	170	3.07	1.220
3.	I was not good at it	170	3.05	1.220
4.	I was not in the right mood	170	3.05	1.205
5.	I deserved it	170	2.99	1.159
6.	It was too difficult for me	170	3.22	1.275
7.	I did not try hard enough	170	3.14	1.255
8.	It was just bad luck	170	3.02	1.178
9.	I did not get the right help	170	2.98	1.203
10.	I did not do it the right way	170	3.10	1.223

## APPENDIX F

### SPSS SYNTAX AND ANALYSIS OUTPUT

```

GET
  FILE='C:\Users\HP\Documents\p15edpc8020.sav'.
DATASET NAME DataSet1 WINDOW=FRONT.
CORRELATIONS
  /VARIABLES=perform attsclwork
  /PRINT=ONETAILED NOSIG
  /STATISTICS DESCRIPTIVES

  /MISSING=PAIRWISE.
  
```

#### Correlations

Notes		
Output Created		08-Apr-2019 19:39:42
Comments		
Input	Data	C:\Users\HP\Documents\p15edpc8020.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	319
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics for each pair of variables are based on all the cases with valid data for that pair.
Syntax		CORRELATIONS /VARIABLES=perform attsclwork /PRINT=ONETAILED NOSIG /STATISTICS DESCRIPTIVES /MISSING=PAIRWISE.
Resources	Processor Time	00:00:00.015
	Elapsed Time	00:00:00.016

[DataSet1] C:\Users\HP\Documents\p15edpc8020.sav

**Descriptive Statistics**

	Mean	Std. Deviation	N
students academic achievement in Kogi state	42.34	6.852	319
Attitude towards school	72.29	7.386	319

**Correlations**

	students academic achievement in Kogi state	Attitude towards school
students academic achievement in Kogi state	1	.353
Pearson Correlation		.000
Sig. (1-tailed)		
N	319	319
Attitude towards school	.353	1
Pearson Correlation	.000	
Sig. (1-tailed)		
N	319	319

**Descriptive Statistics**

	Mean	Std. Deviation	N
students academic achievement in Kogi state	42.34	6.813	319
Attitude towards learning	69.69	8.415	319

**Correlations**

	students academic achievement in Kogi state	Attitude towards learning
students academic achievement in Kogi state	1	.413*
Pearson Correlation		.000
Sig. (1-tailed)		
N	319	319
Attitude towards learning	.413*	1
Pearson Correlation	.000	
Sig. (1-tailed)		
N	319	319

\*. Correlation is significant at the 0.05 level (1-tailed).

### Descriptive Statistics

	Mean	Std. Deviation	N
students academic achievement in Kogi state	42.34	6.810	149
Internal causal attribution of failure	26.9592	6.61785	149

### Correlations

	students academic achievement in Kogi state	Internal causal attribution of failure
students academic achievement in Kogi state	1	-.927
Pearson Correlation		.000
Sig. (1-tailed)		
N	149	149
Internal causal attribution of failure	-.927	1
Pearson Correlation		.000
Sig. (1-tailed)		
N	149	149

### Descriptive Statistics

	Mean	Std. Deviation	N
students academic achievement in Kogi state	42.34	6.810	170
External causal attribution	47.95	13.667	170

### Correlations

	students academic achievement in Kogi state	External causal attribution
students academic achievement in Kogi state	1	.897
Pearson Correlation		.000
Sig. (1-tailed)		
N	170	170
External causal attribution	.897	1
Pearson Correlation		.000
Sig. (1-tailed)		
N	170	170

**Descriptive Statistics**

	Mean	Std. Deviation	N
Students attitude to schools	37.28	4.294	319
Causal attributes for failure	70.99	6.404	319

**Correlations**

		Students attitude to schools	Causal attributes for failure
Students attitude to schools	Pearson Correlation	1	.317
	Sig. (1-tailed)		.000
	N	319	319
Causal attributes for failure	Pearson Correlation	.317	1
	Sig. (1-tailed)	.000	
	N	319	319

## APPENDIX G

### Research Advisor's Table for Determining Sample Size from a Given Population

Required Sample Size <sup>1</sup>							
Population Size	Confidence = 95%				Confidence = 99%		
	Margin of Error				Margin of Error		
	5.0%	3.5%	2.5%	1.0%	5.0%	3.5%	2.5%
10	10	10	10	10	10	10	10
20	19	20	20	20	19	20	20
30	28	29	29	30	29	29	30
50	44	47	48	50	47	48	49
75	63	69	72	74	67	71	73
100	80	89	94	99	87	93	96
150	108	126	137	148	122	135	142
200	132	160	177	196	154	174	186
250	152	190	215	244	182	211	229
300	169	217	251	291	207	246	270
400	196	265	318	384	250	309	348
500	217	306	377	475	285	365	421
600	234	340	432	565	315	416	490
700	248	370	481	653	341	462	554
800	260	396	526	739	363	503	615
1,000	278	440	606	906	399	575	727
1,200	291	474	674	1067	427	636	827
1,500	306	515	759	1297	460	712	959
2,000	322	563	869	1655	498	808	1141
2,500	333	597	952	1984	524	879	1288
3,500	346	641	1068	2565	558	977	1510
5,000	357	678	1176	3288	586	1066	1734
7,500	365	710	1275	4211	610	1147	1960
10,000	370	727	1332	4899	622	1193	2098
25,000	378	760	1448	6939	646	1285	2399
50,000	381	772	1491	8056	655	1318	2520
75,000	382	776	1506	8514	658	1330	2563
100,000	383	778	1513	8762	659	1336	2585
250,000	384	782	1527	9246	662	1347	2626
500,000	384	783	1532	9423	663	1350	2640
1,000,000	384	783	1534	9512	663	1352	2647
2,500,000	384	784	1536	9567	663	1353	2651
10,000,000	384	784	1536	9594	663	1354	2653
20,000,000	384	784	1537	9603	663	1354	2654
50,000,000	384	784	1537	9603	663	1354	2654

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## APPENDIX H

### LETTER OF INTRODUCTION



AHMADU BELLO UNIVERSITY, ZARIA  
FACULTY OF EDUCATION  
DEPARTMENT OF EDUCATION

Our Ref: DE/S.26 *Asiyat Ibrahim, PISEDR 8020*

Date: 19/10/2017

The Principal  
Ebira Muslim Community  
College, Okene, Kogi State.

Dear Sir,

#### STUDENTS' FIELD RESEARCH

The Department of Education, Ahmadu Bello University, Zaria requires each student working for a Degree to complete a research Thesis/Project. Our students entering the final year of their studies will be collecting data during the year.

Most of them will need to be allowed access to certain relevant documents and some valuable information which you may have.

Please give assistance as much as possible.

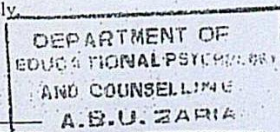
#### TOPIC OF RESEARCH

Relationship Among Attitude to School, Causal  
Attribution for Failure and Academic Achievement  
of Senior Secondary School Students in Okene,  
Kogi State, Nigeria.

Thank you for your continuing cooperation.

Yours sincerely,

Research Advisor



**APPENDIX I**

**LETTER OF APPROVAL**



AHMADU BELLO UNIVERSITY, ZARIA  
FACULTY OF EDUCATION  
DEPARTMENT OF EDUCATION

Our Ref: DE/S.26 *Asiyat Ibrahim, P15EDPC8020*

Date: 19/10/2017

The Director,  
Area Educational Evaluator,  
Okene, Kogi State.

Dear Sir,

**STUDENTS' FIELD RESEARCH**

The Department of Education, Ahmadu Bello University, Zaria requires each student working for a Degree to complete a research Thesis/Project. Our students entering the final year of their studies will be collecting data during the year.

Most of them will need to be allowed access to certain relevant documents and some valuable information which you may have.

Please give assistance as much as possible.

**TOPIC OF RESEARCH**

Relationship Among Attitude to School, Causal  
Attribution for Failure and Academic Achievement  
of Senior Secondary School Students in Okene,  
Kogi State, Nigeria.

Thank you for your continuing cooperation.

Yours sincerely,

Research Advisor

DEPARTMENT OF  
EDUCATIONAL PSYCHOLOGY  
AND COUNSELLING  
A.B.U. ZARIA

*[Signature]*  
Approved.  
23/10/2017