

A Study of Attribution Patterns among High and Low Attribution Groups: An Application of Weiner's Attribution Theory

Sadia Batool¹, Muhammad Imran Yousuf ^{2*} and Qaisara Parveen²

¹*Faculty of Education, International Islamic University, Islamabad, Pakistan*

²*Division of Continuing Education, PMAS-Arid Agriculture University, Rawalpindi, Pakistan*

KEYWORDS Performance. Religious School. Mainstream School. Academic Achievement. Social Psychology. Self-esteem

ABSTRACT The purpose of the present study was to separate students with high causal attributions and low causal attributions of mainstream and religious sectors and to find out the effect of these causal attributions on students' subsequent academic achievement. Sample of the study was 490 students of grade X from Rawalpindi and Islamabad districts of Pakistan. Out of these 490 students 260 belonged to mainstream schools and 230 came from religious schools. The design of study was causal comparative. The statistical techniques of frequency distribution, mean, standard deviation, median, quartile deviations and t-test were used for analysis. The main conclusion drawn from the study was that there was significant difference between the academic achievement of intrinsically motivated students with high causal attributions and that of extrinsically motivated students with low causal attributions thus confirming Weiner's attribution theory.