

Relationship between Success Attributions and Academic Achievement of Secondary School Students in Anambra State, Nigeria

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Abstract

The study focused on the relationship between success attributions and academic achievement of secondary school students in Anambra State. Six research questions and six null hypotheses guided the study. Using a multi-stage sampling technique, the study adopted a correlation design with a sample size of 600 senior secondary two students drawn from the population of 11,417 co-educational students. The instrument for data collection was the Students' Attribution Style Questionnaire. Students' Achievement Scores were used to obtain students' academic achievement. The reliability of the instrument was established using the Cronbach Alpha method, which yielded a reliability of .84. The Pearson Product Moment correlation was used to answer the research questions, while the *t*-test of the significance of the correlation was used to test the null hypotheses at a .05 level of significance. Findings from the study revealed a medium positive correlation between attributions and academic achievement scores of students with internal success attributions. Also, the finding revealed a significant relationship between attributions and academic achievement scores of students with internal success attributions. Based on these findings, it was recommended that teachers always emphasize the effort to adopt the success attribution approach in the learning process as the basis for students' success in their academic activities and also improve the learning environment to minimize environmental constraints.

Keywords: academic achievement, success attributions, secondary school

Introduction

Education is a process by which the minds of human beings develop through learning. It brings about developmental changes in society. It is also a process by which a person develops attitudes and abilities considered valuable and relevant in society. This is the best legacy a nation can give to its citizens. Therefore, any nation hoping to have a bright future emphasizes education because it provides the needed national development. Yusuf and Al-Banawi (2013) assert that education must be considered a key investment in modern economies because, as previously seen within the framework of a knowledge-based economy, there are strong and positive correlations between economic activities and education in explaining economic growth. To support this assertion, scholars in this study view education as an important instrument that equips learners with values, attitudes, skills, and knowledge to adjust to their social environment. It aims to give citizens the ability to recognize and eradicate societal inequality. This emphasizes the importance of using education to produce lifelong learning citizens.

On the other hand, Asiru (2014) stated that education is a catalyst for the development of individuals, society, and the nation as a whole. The present study agreed with Asiru's view on education by describing education as a catalyst that ensures

citizens are highly productive by contributing to the national economy. In supporting the above proclamations, Asiru (2014) and Olayanju (2014) also opined that education is critical in human capacity holding and skills acquisition. That emphasizes the task of learning and becoming responsible citizens, which education will facilitate to actualize. Study shows that no country can achieve sustainable economic development without substantial investment in human capital development.

Although the development of any nation depends largely on the quality of education of its citizens, Adeyemi and Adeyemi (2014) opined that the academic achievement of most Nigerian youths in secondary schools today is decreasing. This abysmal performance from the students motivates the scholars to use the present study to assert that the objective of education in Nigeria cannot be achieved in an environment that records constant poor academic achievement. This has remained a major concern among education stakeholders and researchers. Imogie (2002) had earlier drawn attention to public outcries concerning Nigeria's low quality of education. For example, scholars observed that students, unfortunately, performed poorly in key subjects such as English Language and Mathematics at the end of secondary education.

For this reason, Ugoji (2008) lamented that students' academic achievement is declining because they are confronted with many school and non-school-related demands and responsibilities. On

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this observation, the present study suggested that this academic decline by the students could be attributed to factors like; students' wrong value for education, poor teachers' empathy towards teaching and learning, lack of qualified teachers, and other psychological variables. Al-Zoubi and Younes (2015) agreed that the problem of students' poor academic achievement had been an educational issue since the early 80's. Despite this observation from Abdu-Raheem's study, scholars in the present study believe that a strong education system generates opportunities and benefits for social and economic development and this could be actualized if there is positive academic achievement from the education system.

These apparent poor academic achievements have concerned educationists and potential researchers in educational psychology. Academic achievement is the extent to which a student has achieved his/her learning objectives. According to Frempong *et al.* (2016), academic achievement is the outcome of the training imparted to the students by the teacher in the school situation. In support of Sharma *et al.* definition of academic achievement, the present study understands their view on academic achievement as an important educational outcome because achievement is considered an affirmation of self-progress. This is because one of the indicators of quality education is the cognitive achievement of the learners, which is assessed by the teacher-made test and general examination scores. It indicates that nations must invest and ensure high-quality education is accessible to their citizens. Investing in education will raise academic achievement and lead to sustainable economic development. As a result of this ugly trend in the education system, Nigeria is working towards improving the quality of education to ensure the students' massive academic achievement. On this note, the researcher operationally defined academic achievement as the students' accomplishment after being taught and tested on what has been taught through classroom tests, assignments, and general examinations.

Concerning academic achievement in schools globally, several factors such as socio-economic background, parental care, school locations, students' attitudes, poor adequate educational facilities, poor infrastructures, and negative motivation to learn have been associated with students' academic achievement. It then means that positive education emphasizes the significance of social and psychological factors that facilitate key learning outcomes. Therefore, this has led to empirical investigations focusing on positive psychological constructs that serve as antecedents of adaptive academic functioning. Moreover, attribution has been considered by many researchers, such as Jacob (2013), Aminu and Aisha (2015), as a factor that can affect students' academic achievement. That is to say that one notable psychological variable that has been linked to a wide range of factors that describe the reason for students to succeed or fail in academic tasks is attribution.

Interestingly, Mkumbo and Amani (2012) discovered that human beings constantly search for the factors that cause them or others to behave the way they do. In their remark, the process of assigning causes to our or other people's behavior is called attribution. Attribution is the process by which individuals explain the cause of behavior and events (Moskowitz, 2015). Moskowitz's study did not explain how attribution can be a process that can explain the cause of behavior and event, mostly in academic achievement. Based on this, scholars in the present study strongly believed that gender differences in causal attribution and academic expectations had yielded controversies as students perceived gender differences as attributing factors or robust indicators for their academic achievement. Gender may have little effect on being successful or not. For example, male and female students score differently in positive and negative related beliefs, and these expectancy beliefs strongly determine academic achievement. Suffice it to say that success attribution may be important in fostering students' academic achievement. Additionally, success attribution could link to greater academic engagement, meaning in life, intrinsic motivation, and academic achievement. Due to the environmental interaction and its effect on students' expectations to achieve, the present study indicates that students' attributions are systematically connected to their expectations about future academic achievement.

Additionally, Heider (1958), cited in the study of Mkumbo and Amani (2012), opined that people broadly attribute the causes of their behavior to internal or external factors. Internal attribution (personal or dispositional attribution) refers to causes associated with the person's innate characteristics, such as personality traits, moods, attitudes, abilities, and efforts. An external attribution (also called situational attribution) refers to the causes that are external to the person, such as the actions of others, environmental situations, or luck. Understanding the study of Heider indicates that an individual's success and failure could be described by the process of "can" (ability) and "try" (effort). That is, the expectation for future success and failure depends on the level to which the individual attributes his success and failure to "ability-can" or "effort-try." This describes individuals in terms of their tendencies to attribute success or failure to internal or external factors.

Fritz (2010) further contributed to this contextual issue by explaining success attribution as an individual's perception that enables the individuals to observe, analyze, and describe behaviors with proper explanations. Fritz's (2010) study is in agreement with the study of Heider by classifying attribution into two categories such as; internal attribution (personal) and external attribution (situational). According to Fritz's study, when an internal attribution is made, the individual ascribes the causes of his/her success and failure to factors such as ability and effort. On the other hand, when an external attribution is made, the cause is assigned to the individual's social situation or surrounding environment.

Though with internal attribution, the individual involved considers himself responsible for his success. In external attribution, the individual sees others, luck, or circumstances beyond his control as responsible for his success (Fritz, 2010). The internally attributed individual believes whatever happens to him depends on his effort and struggle. Such an individual sees himself as instrumental in the outcomes of events. The externally attributed person feels that whatever success comes to him is the consequence of chance, luck, and fate. These beliefs have frustrated many students in ascribing the causes of their success and failure in their everyday academic life to attribution. According to Fritz, an internally controlled person blames himself for his failure and accepts praise as a reward for his success. Based on this conceptualization, students in different situations perceive differently due to their attribution style. For example, the study of Fritz maintained that a disciplined and self-oriented student sees failure as inadequate preparation and lack of effort. Such a student blames himself for not putting in more effort to succeed by saying, "I blame myself for the poor performance on the test" or "I did not prepare well enough for this test." The externally controlled person will not think his success and failures are caused by himself. Rather, he attributes it to factors outside himself and will be heard saying, "I blame my star for my failure or poor performance on the test because the teacher did not teach well."

Additionally, supporting Fritz's contributions on success attribution, scholars in the present study noted that many students attribute stable factors to expected academic achievement and unstable factors to unexpected academic achievement. The students' attribution style for success and failure will influence their cognitive and emotional state and academic achievement expectations. Students who attribute success to stable factors such as ability have raised expectations for success and are thus optimistic learners with positive academic motivation and behavior. Then, when failures are associated with ability, the students' expectancy for future success declines along with task persistence. This will make the learners feel that there is nothing he/she can do about it, overwhelmed by thoughts of hopelessness and resignation.

On the other hand, attributing success to external factors, such as ease of the task or failure to more stable, internal, and uncontrollable causes, will be detrimental to later motivation and academic achievement striving. These attribution beliefs will lead to more hopeless emotional responses and lowered expectations for future academic achievement. Interestingly, attributing failure to more unstable but controllable causes, for example, the effort

of strategy, provides more opportunity for hopefulness and higher expectations for the success of subsequent tasks since it creates a chance for potential change.

In another study, Lemeneh (2020) unveiled that learners attribute their success at examinations to their efforts and abilities. However, they attribute failure to environmental factors, such as bad teaching, bad luck, or lack of teaching and learning facilities. This implies that people's perceptions of success or failure will determine how much effort they will expend on a particular activity. From another perspective, Weiner (1986), as cited in the study of Lemeneh (2020), people attributing a cause to external factors are less likely to put more effort into a task than those attributing it internally. With these observations, effort is the most important factor in which learners can exercise much control. Also, task difficulty is an external and stable factor beyond the learner's control. Though ability is a relatively internal factor, the learner does not have much control over it because it is a stable factor that cannot easily be changed. Luck is an external and unstable factor and as such, the learner does have very little control over it. Interestingly, scholars in the present study agreed with the above observations by adding that the basic principle of attribution as it applies to motivation is that person's own perception or attribution style for success and failure determines the amount of effort and ability the individual will exert on the activity as the only thing that will determine an expected achievement.

In Anambra State, secondary school students face success attribution style problems concerning academic achievement. The externally attributed students among them are faced with external factors that encourage them to put in effort in their academics. They are made to believe that whatever way they achieve success does not matter. These, therefore prevent them from seeing the importance of putting in effort to achieve academic success. Despite all these, some students still work hard to achieve success, i.e., those who believe that they have to work out their achievement by themselves are said to have ascribed their achievement to internal success attribution.

From the above observations, students are affected by attributions' internal and external success. Students with internal success attributions tend to put in more effort and hard work in their studies because they know their success is in their hands. By attributing failure to themselves, they tend to exert more effort and work harder. Students with external attribution tend to deteriorate and may not change or improve since they attribute their success and failure to external factors. As they make no further effort, they fail to effect a change in their academic achievement. Every academic situation requires that students do serious work to succeed; failure is bound to occur without hard work. It is a common observation in schools that while some students engage actively with their learning materials and exert energy to discover and learn, others perceive luck and fate as the determining factors in their life and so minimally get engrossed with learning tasks.

Many studies have examined the relationship between success attributions and academic achievement by researchers in Nigeria and other countries. For example, the study of Aminu and Aisha (2015) revealed no significant relationship between internal success attributions and academic achievement. With their findings, it could be assumed that internal success attributed has not been substantially associated with the academic ability and effort of the students at the secondary school. Their study showed a medium positive and significant relationship between external success attribution and students' academic achievement. On this note, present researchers concluded that their findings assumed that external success attribution is the salient factor that could determine achievement in an academic context.

The study by Diane (2016) revealed that examination scores were significantly and positively correlated with internal success attribution. The inability of the study to include gender in examining success attribution is a big limitation that the present study has taken care of for the expansion of knowledge.

The study of Siew *et al.* (2011) revealed that students' external success attribution correlated with getting a good grade. One major limitation of the study is that it does not involve gender as a

factor that plays a role in determining students' success attribution about their academic achievement. The study of Jennifer *et al.* (2001) recorded that mathematics achievement scores of female students exceeded that of male students. With their finding, the present scholars assumed that female students' self-perceptions towards success attribution greatly determine academic achievement more than their male students' colloques. Finally, the study of Jacob (2013) revealed that students' high grade was correlated with internal success attribution. Based on their findings, the researchers in the present study noted that the students in the above-reviewed study strongly believe that their internal and external success attributions are robust determinants of their academic achievement, which describes their level of effort, ability, and copying from other students that influenced their process of learning. Since the present researchers did not see any study that examined the relationship between success attribution and academic achievement among students in Anambra State, the paucity of studies on this area motivated the researchers to explore this study as a gap in the knowledge to be covered. Against this backdrop, the present aimed to examine the relationship between success attributions and academic achievement of secondary school students in Anambra State, Nigeria.

Research Questions

The following research questions guided the study:

1. What is the relationship between attributions and students' academic achievement scores with the internal success of attributions?
2. What is the relationship between attributions and students' academic achievement scores with the external success of attributions?
3. What is the relationship between attributions and academic achievement scores of girls and boys students with the internal success of attributions?
4. What is the relationship between attributions and academic achievement scores of girls and boys students with the external success of attributions?

Hypotheses

The following six null hypotheses guided the study and were tested at a .05 significance level.

1. There is no significant relationship between attributions and academic achievement scores of students with internal success of attributions.
2. There is no significant relationship between attributions and academic achievement scores of students with external success of attributions.
3. There is no significant relationship between attributions and academic achievement scores of girls' students with the internal success of attributions.
4. There is no significant relationship between attributions and academic achievement scores of boys' students with the internal success of attributions.
5. There is no significant relationship between attributions and academic achievement scores of girls' students with the external success of attributions.
6. There is no significant relationship between attributions and academic achievement scores of boys' students with the external success of attributions.

Methodology

The researchers used a correlation research design for the study. The study population comprised 111,417 co-educational senior secondary II students from 192 state government-owned co-educational secondary schools in Anambra State. A sample size of 600 questionnaires was administered to respondents and collected for data analysis. The multi-stage sampling procedure was used to stratify the schools based on school type into all-boys schools, all-girls schools, and co-educational schools. The co-educational schools were selected because both genders (boys and girls) are

together. The procedures for the selection were as follows: In stage one, three education zones were selected from the six education zones in the state by simple random sampling. Then, in stage two, one local government area was selected from each sampled education zone through simple random sampling, given three (3). Ten co-educational schools were randomly selected from each sampled local government area in stage three, giving 30 schools. Then, from each school, 20 senior secondary II students were selected for the study using a table of simple random sampling. This gave a total number of 600 students used in the study.

The study adapted two standardized research questionnaires: Students' Attribution Style Questionnaire, which was adapted from Children's Attribution Style Questionnaire (Seligman et al., 1984). The student's achievement scores were obtained from the schools before the start of the administration of the other two instruments. The student's achievement scores in the English Language from the statewide senior secondary promotion examination were obtained from the schools before administering the instruments.

The methods used for validating the instruments were face and construct validity by the three experts from the Faculty of Education, Nnamdi Azikiwe University Awka. Cronbach's alpha reliability method was used to determine the internal consistency of the items in the research questions such as; .83, for an attribution-style questionnaire. This shows that the instrument was reliable and good for the study. The Pearson Product Moment Correlation Coefficient was used in answering research questions one to six. At the same time, testing of hypotheses one to six were tested using *t*-test correlation at a .05 level of significance. Okoye (2015) developed a rough guide for guide and interpretation of correlation coefficient result values when many pairs of scores have been correlated. The decision rules to interpret the research questions were presented scale ($r = .00$, no relationship; $r = \pm .0$ to $\pm .2$, very low relationship; $r = \pm .2$ to $\pm .4$, low relationship; $r = \pm .4$ to $\pm .6$, medium relationship; $r = \pm .6$ to $\pm .8$, high relationship; and $r = \pm .8$ to ± 1.0 , very high relationship). The decision rule for the *t*-test of the significance of the correlation was that null hypotheses with *t*-calculated values less than the *t*-critical values were not rejected, while null hypotheses with *t*-calculated values greater than the *t*-critical value were rejected.

Results

Research question 1: What is the relationship between attributions and students' academic achievement scores with internal success attributions? Table 1 reveals that a Pearson Product-Moment Correlation was run to determine the relationship between attributions and academic achievement scores of students with internal success attributions. A medium positive correlation exists between attribution and students' academic achievement scores with internal success attributions ($r = .46$, $n = 275$).

Table 1

Relationship between Attribution and Academic Achievement of Students with Internal Success Attributions

Variable	<i>n</i>	<i>r</i>	Remark
Internal success attribution	275	.46	Medium relationship

Research question 2: What is the relationship between attribution and academic achievement scores of students with external success attributions? Table 2 shows the nature of the relationship between attributions and academic achievement of students with external success attributions. Thus, it reveals a medium positive correlation between attribution and academic achievement scores of students with external success attributions ($r = .51$, $n = 325$).

Table 2

Relationship between Attribution and Academic Achievement of Students with External Success Attributions

Variable	<i>n</i>	<i>r</i>	Remark
External success attribution	325	.51	Medium relationship

Research question 3: What is the relationship between attributions and academic achievement scores of girls and boys students with internal success attributions? Data analyzed in Table 3 shows that attributions and academic achievement scores of girls and boys students with internal success attributions were correlated, and the result indicates a low positive correlation between attributions and academic achievement scores of girls students with internal success attributions ($r = .36$, $n = 156$). A medium positive correlation exists between attributions and achievement scores of boys students with internal success attributions ($r = .50$, $n = 119$).

Table 3

Relationship between Attributions and Academic Achievement of Girls and Boys Students with Internal Success Attributions

Variable	<i>n</i>	<i>r</i>	Remark
Internal success attribution			
Girls	156	.36	Low relationship
Boys	119	.50	Medium relationship

Research question 4: What is the relationship between attributions and academic achievement scores of Girls and Boys students with external success attributions? The result in Table 4 reveals the relationship between attributions and academic achievement scores of girls' students with external success attributions. Thus, it reveals a medium positive correlation between attributions and academic achievement scores of girls students with external success attributions ($r = .55$, $n = 184$). Boys students with external success were correlated, and the result reveals a low positive correlation between attributions and academic achievement scores of boys students with external success attributions ($r = .35$, $n = 141$).

Table 4

Relationship between Attributions and Academic Achievement of Girls and Boys Students with External Success Attributions

Variable	<i>n</i>	<i>r</i>	Remark
External success attribution			
Girls	184	.55	Medium relationship
Boys	141	.35	Low relationship

Hypothesis 1: There is no significant relationship between the attribution of a student's academic achievement scores and internal success attributions. Table 5 reveals that the *t*-calculated value of 8.56 is greater than the *t*-critical value of 1.96 at the .05 alpha level ($8.56 > 1.96$). This indicates that the null hypothesis was rejected. Thus, there is a significant relationship between attribution and students' academic achievement scores with internal success attributions.

Table 5

Test of Significant of Relationship between Attributions and Academic Achievement of Students with Internal Success Attributions

Correlation coefficient (<i>r</i>)	<i>n</i>	<i>df</i>	A	<i>t</i> -calculated	<i>t</i> -critical	Decision
.46	275	273	.05	8.56	1.96	Rejected

Note. A – Success attributions.

Hypothesis 2: No significant relationship exists between attributions and academic achievement scores of students with external success attributions. Table 6 reveals that the *t*-calculated value of 10.66 is greater than the *t*-critical value of 1.96 at the .05 alpha level ($10.66 > 1.96$). This indicates that the null hypothesis was rejected; thus, there is a significant relationship between attributions and academic achievement scores of students with internal success attributions.

Table 6

Test of Significant of Relationship between Attributions and Academic Achievement of Students with External Success Attributions

Correlation coefficient (r)	n	df	A	t-calculated	t-critical	Decision
.51	325	323	.05	10.66	1.96	Rejected

Note. A – Success attributions.

Hypothesis 3: There is no significant relationship between attributions and academic achievement scores of girls' students with internal success attributions. Data presented in Table 7 reveals that the *t*-calculated value 4.79 is greater than the *t*-critical value 1.96 at a .05 alpha level ($4.79 > 1.96$). This indicates that the null hypothesis was rejected. Thus, a significant relationship exists between attributions and academic achievement scores of girls with internal success attributions.

Table 7

Test of Significant of the Relationship between Attributions and Academic Achievement Scores of Girls Students with Internal Success Attributions

Correlation coefficient (r)	n	df	A	t-calculated	t-critical	Decision
.36	156	154	.05	4.79	1.96	Rejected

Note. A – Success attributions.

Hypothesis 4: There is no significant relationship between attributions and academic achievement scores of girls' students with external success attributions. The analysis presented in Table 8 indicates that the *t*-calculated value of 6.24 is greater than the *t*-critical value of 1.96 at a .05 alpha level ($6.24 > 1.96$). This indicates that the null hypothesis was rejected. Thus, a significant relationship exists between attributions and academic achievement scores of boys' students with internal success attributions.

Table 8

Test of Significant of the Relationship between Attributions and Academic Achievement Scores of Boys Students with Internal Success Attributions

Correlation coefficient (r)	n	df	A	t-calculated	t-critical	Decision
.50	119	117	.05	6.24	1.96	Rejected

Note. A – Success attributions.

Hypothesis 5: There is no significant relationship between attributions and academic achievement scores of girls' students with internal success attributions. The analysis presented in Table 9 shows that the *t*-calculated value of 8.88 is greater than the *t*-critical value of 1.96 at a .05 alpha level ($8.88 > 1.96$). This indicates that the null hypothesis was rejected; thus, there is a significant relationship between attributions and academic achievement scores of girls' students with external success attributions.

Table 9

Test of Significant Relationship between Attributions and Academic Achievement Scores of Girls Students with External Success Attributions

Correlation coefficient (r)	n	df	A	t-calculated	t-critical	Decision
.55	184	182	.05	8.88	1.96	Rejected

Note. A – Success attributions.

Hypothesis 6: There is no significant relationship between attributions and academic achievement scores of girls' students with internal success attributions. The analysis presented in Table 10 shows that the *t*-calculated value is greater than the *t*-critical

value of 1.96 at a .05 alpha level ($4.41 > 1.96$). This indicates that the null hypothesis was rejected; thus, a significant relationship exists between attributions and academic achievement scores of boys' students with external success attributions.

Table 10

Test of Significant Relationship between Attributions and Academic Achievement Scores of Boys Students with External Success Attributions

Correlation coefficient (r)	n	df	A	t-calculated	t-critical	Decision
.55	141	139	.05	4.41	1.96	Rejected

Note. A – Success attributions.

Discussion

The results in the table indicated a medium relationship between attributions and academic achievement scores of students with internal success attributions. The correlation between attributions and students' academic achievement scores with internal success attributions is significant. This does not support the study of Aminu and Aisha (2015), which revealed no significant relationship between internal success attributions and students' academic attainment. The present study recorded a medium and significant relationship between attributions and academic achievement scores of students with external success attributions. This supported the study of Aminu and Aisha (2015) which revealed a significant relationship between student's academic attainment and external attributions for failure.

The findings from the study also revealed that attribution and academic achievement scores of girls' students with internal success attributions recorded a low positive and significant relationship. This supported the study of Jennifer et al. (2001) which recorded that the mathematics achievement scores of girls exceeded that of the boys. It indicated that girls' students were more apt to display under-confidence relative to their actual mathematics achievement, which they attributed to a lack of teachers' help. The present study revealed a medium positive and significant relationship between attribution and academic achievement scores of boys' students with internal success attributions. This does not support the study of Jennifer et al. (2001), which recorded that boys' mathematics achievement exceeded that of girls. The comparison of work done by some scholars revealed factors affecting students' academic achievement. Al-Zoubi and Younes (2015) and Frempong et al. (2016) considered various factors that were not particular about attributions.

The present study revealed a medium positive and significant relationship between attributions and academic achievement scores of girls' students with external success attributions. This does not support the study of Jennifer et al. (2001) which recorded that the mathematics achievement scores of girls exceeded that of the boys. Also, the result in the present study indicated a low positive and significant relationship between attributions and academic achievement scores of boys' students with external success attributions. This result does not support the study of Jennifer et al. (2001) which recorded that the mathematics achievement scores of girls exceeded that of the boys.

Conclusion

The relationship between success attributions and the student's academic achievement recorded a positive and significant relationship in the study. Knowing that internal and external factors significantly determine the student's academic achievement level is important.

Recommendations

Based on the findings, the researchers made the following recommendation:

1. Teachers should always emphasize adopting the success attribution approach in the learning process as the basis for

students' academic success and improve the learning environment to minimize environmental constraints.

2. Diligent students should be engaged in challenging tasks and emphasis should be laid on hard work for success to enhance their determination instead of cultivating the idea of luck, fate, or significant others to succeed.
3. Parents should encourage self-confidence, self-reliance, and self-independence in their children and should accept them whenever they make mistakes to foster their internal beliefs system to enable them to control their affairs.
4. Teachers should perform their supervisory roles of giving out exercises and marking at the expected time so the students can get the feedback appropriately. This could help the students oscillate from having external attributions to internal attributions as they begin to see consistent improvement in their academic achievement due to increased efforts on their part.
5. It is recommended that both parents and teachers embrace methods of building positive self-beliefs and internal attributions to become better "helpers" to their children.
6. School management should implement success attributions retraining programs to help students to change from unproductive explanations for their failures to positive ones to enable them to work harder in the future. These success attributions retraining programs are recommended to be taught during advisory or group counseling sessions to students with external attributions. This might improve emotional, social and cognitive development performance and performance in any subject matter.

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