

## **The Level of Internal Attribution between Bachelor of Studies in Education and Associate Degree in Education Students**

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### **Abstract**

This research study was a quantitative survey, which aim was to compare internal attribution between BS Education and ADE students. It also seeks level of internal attribution of university students. The population of the study was all the students of BS Education and ADE in department of education at university of Malakand. Sample of the study included 78 BS students and 32 ADE students from 2, 4, 6, 8 semesters in education department at university of Malakand. All the students of BS Education and ADE were population of the research. The instrument used in this study was internal attribution and external attribution scale on 5-point Likert scale containing 25 questions. For this purpose of analysis median, mean scores and standard deviation and inferential statistics independent sample t test were used through SPSS version 21. The findings showed the level of internal attribution in BS Education students was high. And internal attribution in ADE was low than BS Education students in education department. There was significant difference found between the level of internal attribution between BS Education and ADE students in education department. So, it is necessary for parents and teachers to raise the internal attribution in the students using appropriate method to motivate them properly for learning.

**Key Words:** Level of attribution, Associate Degree in Education, Bachelor of Science in Education

### **Introduction**

BS Education and ADE are two streams of education. BS Education is four years Bachelor Degree while ADE is two Associate Degree in Education. Graham & Chen,(2020) Encyclopedias of Behavioral Medicine among the most well-known motivational theories in educational studies is attribution theory. Starting with a result seen as either successful or unsuccessful the theory starts the search for justification for it. Two of the most often seen variables influencing failure and success are ability and effort. From both its antecedents and its results, attribution theory studies seen cause. The perceived reasons for success and failure, as well as the consequences of causal attributions on drive and performance, are discussed by attribution theory (Graham & Chen, 2020). Attribution theory, a well-known psychological theory that examines how individuals rationalize their accomplishments and failures, attempts to explain these motivational elements. The theory posits that a student's comprehension of the underlying causes of academic outcomes has a significant impact on their motivation, emotions, and future behavior (Weiner, 1983). In the past

students have been seen to attribute their academic success or failure to factors such as talent, hard work and complexity of the assignment, or chance. Each of these attributions can be analyzed more thoroughly using three key dimensions: location (internal vs external), stability (stable vs unstable), and controllability (uncontrollable vs controllable). Effort, for instance, is external, unstable, and uncontrollable, whereas in internal attribution, stable, and often perceived as controllable (Weiner, 1983). Student's attitudes toward academic occurrences and their expectations for future success are influenced by these attributional explanations. Students who believe that a lack of talent leads to failure may feel helpless and alienated. but those who believe that a lack of effort causes failure are more likely to perseverer and put in more effort (Perry et al 1993). Urhahne & Wijnia, (2023). In order to characterize, explain, and forecast the course, initiation, intensity, and persistence of learning behaviors, number of important theories have been developed in the field of educational motivation research. Expectancy-value theory, social cognitive theory, self-determination theory, interest theory, achievement goal theory, and attribution theory are the theories of academic motivation that are most frequently cited. The attribution theory provides helpful lens through which to understand and improve academic outcomes and educational contexts. Countless studies have shown that adaptive attributions which include assigning failure to manageable variables such as a lack of effort or unproductive tactics, are associative with higher levels of resilience, drive, and academic achievements (Hamm et al., 2017). In many developing nations, including Pakistan, there is a little study on how students' causal explanations for academic success or failure influence their engagement long term achievement trajectories. In addition, it is essential to study the ways in which cultural affects students learning and motivation.

### **Statement of the problem**

The cognitive theory of motivation suggest that usually incompetent students attribute the link of their success or failure to external causes and competent one to internal causes. The students of ADE department are usually weak in studies than BS Education students Source: Directorate of Admission, OM. So, this study tends to explore the difference in attribution causes between ADE and BS Education students.

### **Objectives of the study**

1. To explore the level of internal attribution in students.
2. To compare the internal attribution of ADE and BS Education students.

### **Research Hypothesis**

H<sub>1</sub>: The level of internal attribution of ADE is low.

H<sub>0</sub>2: There is no significant mean difference in internal attribution between ADE and BS Education students.

### **Operational definitions**

#### **Attribution**

Attribution theory deals with how the social perceiver uses information to arrive at causal explanations.

#### **Internal attribution**

An internal attribution (sometimes called dispositional attribution) occurs when a person attributes a situation or event to a personal reason rather than an external (or environment) attribution.

#### **External attribution**

External attribution is the belief that external forces and circumstances rather than, one's own actions, determine the positive or negative aspects of one's life.

### **Level of internal attribution**

Level of Internal Attribution, describes how strongly a student believes that their academic success or failure is primarily due to their own efforts, abilities or attitudes.

### **Research Methodology**

#### **Research design**

The research paradigm was quantitative and research design was survey and causal comparative in which ADE students and BS Education students were grouping variable and attribution was dependent variable.

#### **Population**

Population of the study was all the undergraduate students of BS Education and ADE at the department of Education at UOM that were 188 students Source (Directorate of Admission. UOM)

#### **Sampling**

As the population was below **450** therefore all the undergraduate students including BS Education and ADE were selected from education Department, UOM. However, the students returned **110** questionnaires including **78** BS Education students and **32** ADE students.

#### **Scale for measuring internal attribution**

A Self Developed questionnaire about measurement of internal and external attribution was developed by the author, there were 25 statements in the final scale. It was a five-point likert scale having options Strongly agree (SA), Agree (A), Undecided (UD), Disagree (DA), Strongly Disagree (SDA). A value of 5 was assigned to SA, 4 to A, 3 to UD, 2 to DA and 1 SDA.

#### **Validity**

For the validity purpose, the questionnaire was shown to two subject matter experts for irrelevant and ambiguous items. There were 15 statements measuring external attribution while 10 statements measured internal attribution. Their suggestion was incorporated in the scale.

#### **Reliability of the scale and pilot testing**

The scale was pilot tested by administering on a sample of 35 students of sociology department and no ambiguity was found in the scale, For the reliability purpose Cronbach alpha was found which was .07.

#### **Data collection**

The questionnaire was personally administered on the students (subjects) and were instructed that there was neither right nor wrong answers. It was only for the research purpose and their responses and names would be kept strictly confidential. Anybody who was not willing to fill the scale, was allowed. Enough time was given to the students to fill the scale. As the subjects examination was near therefore many students excused to fill the scale, therefore only 110 students could fill the scale out of 188.

#### **Analysis and interpretation of Data**

Data were obtained by the researcher through Self developed questionnaire. The fifteen statements measuring external attribution were recoded and their values were changed in SPSS. A Cut point was required to find out the level of internal attribution between ADE and BS Education students, therefore median of the attribution scale was taken for measuring high and low internal attribution.

Those students whose internal attribution was above (75) or at the median was considered high internal attribution and students whose internal attribution was below median (75) was considered external attribution.

*The level of attribution of ADE and BS Education students*

H1: The level of internal attribution of ADE was low.

Students	N
Internal attribution	58
External attribution	52
Total	110

This table shows that 58 students are internally motivated and about half 52 (students) are externally motivated. Therefore, all the students should be motivated. The total population was 188 and sample was 110.

**Semester wise population and sample**

Students	Semester 2	Semester 4	Semester 6	Semester 8	Total
Population	60	54	43	31	188
Sample	37	41	16	16	110

This table shows population of research study, 37 participants were selected from second semester where the total population was 60 students. Out of 54 only 41 participants were selected from fourth semester. 16 students were selected from semester 6<sup>th</sup> out of 43. 16 students were selected from semester 8<sup>th</sup> where the total students were 31. Overall population of the study was 188 and sample was 110.

**ADE and BS Education Students in population**

Semester	BS Students	ADE Students
2	45	15
4	41	17
6	37	0
8	25	0
Total	148	32

This table show number of participants selected from BS education and ADE. Total students from BS education were 148 and total students of ADE were 32.

**Comparison of internal attribution between ADE and BS students**

H<sub>0</sub>2: there was no significant mean difference between BS and ADE students

Cadres	N	Mean	SD	T	Df	Sig
BS Education	78	77.15	6.36	1.87	108	.000
ADE	32	74.65	6.29			

p>.05

Table no2 shows that as the value of p. was smaller than 05 with mean (BS =77.15, ADE= 74.65) and t = 1.87 and df = 108 shows that there was significant difference in the internal attribution of BS Education and ADE students hence the null hypothesis, there is no mean significant difference between the internal attribution of BS and ADE students was rejected. Perhaps, this is the reason that students of BS (Edu) take higher marks than ADE students (source: Office of Department of

Education) because they do not attribute their failure or less marks to external reasons and are more motivated than ADE and BS Education students

## Findings

Following findings were drawn:

1. It was found that the level of internal attribution on BS Education students was high than ADE students.
2. There was significant difference in internal attribution between the ADE and BS Education students with mean for BS students (77.15) and ADE and BS Education students (74.65). it showed that the level of internal attribution of BS students was significantly higher than ADE and BS Education students.

## Discussions

In present study, the first objective was to find out the level of internal attribution of undergraduate department of education students. other study findings suggest that teachers may focus especially on students' external and uncontrollable antecedents to explain student performance (Bertrand and Marsh, 2015). Teacher behavior such as blame and praise indirectly a low-ability cue is a subtle signal or assumption made in an interaction that suggests someone is less capable (Graham, 2020). It was clear that, the level of student's internal attribution was high considering the fact that, 75.5% of the respondents were in the high category of internal attribution. The second objective of the research study was to compare the internal attribution of BS Education and ADE students. The study showed that the students consistently attributed success to internal factors and failure to external causes (Chireshe et al., 2009). The importance of interventions to help students assume control over their success and engage intentionally in more effective learning processes. the importance of interventions to help students assume control over their success and engage intentionally in more effective learning processes (Barros and Simão, 2018). There was significant difference between the BS and ADE students and it was concluded that the level of internal attribution of BS Students was significantly higher than the ADE students.

## Recommendations

1. It is recommended that University teachers should focus on Students internal attribution. More research is needed to explore the causes of internal attribution as to why the internal attribution of BS students is higher than the ADE students in education department, University of Malakand.
2. It is recommended that there should be guidance and counselling services in universities for the students to enhance their academic achievement motivation. There should be training workshops in university to acquaint the students with the concept of internal attribution and achievement. Because the level of internal attribution of ADE was low, so they takes low marks as the motivation theory they mostly used external attribution.
3. It may be recommended that further experimental research should be done in this area.

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