

**RELATIONSHIP BETWEEN ATTRIBUTION STYLE AND SELF-ESTEEM AMONG
UNDERGRADUATE STUDENTS OF AHMADU BELLO UNIVERSITY, ZARIA,
KADUNA STATE, NIGERIA**

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**A DISSERTATION SUBMITTED TO THE SCHOOL OF POSTGRADUATE
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OCTOBER, 2021

DECLARATION

I, Musa ILU, hereby declare that this dissertation entitled“RELATIONSHIP BETWEEN ATTRIBUTION STYLE AND SELF-ESTEEM AMONG UNDERGRADUATE STUDENTS OF AHMADU BELLO UNIVERSITY, ZARIA, KADUNA STATE NIGERIA” was carried out by me in the Department of Educational Psychology and Counselling under the supervision ofDr. G. L. LikkoandDr. I. K. Maude. The information derived from the literatures has been duly acknowledged in the text and a list of references provided. No part of this dissertation was presented in any form of degree or diploma at any other institution.

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Date

CERTIFICATION

This dissertation entitled “RELATIONSHIP BETWEEN ATTRIBUTION STYLE AND SELF-ESTEEM AMONG UNDERGRADUATE STUDENTS OF AHMADU BELLO UNIVERSITY, ZARIA, KADUNA STATE NIGERIA” by MusaILU P16EDPC8097 meets the requirements governing the award of Masters’ Degree (EducationPsychology) in the Department of Educational Psychology and Counselling, Ahmadu Bello University, Zaria and is approved for its contribution to knowledge and literary presentation

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DEDICATION

This dissertation is dedicated to my mother Fulerat, my caring father Mr M Salihu and my uncle Mallam Ismail without whom I would not have been where I am now.

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OPERATIONAL DEFINITION OF TERMS

The following terms are operationally defined

Attribution Style: attribution style is an appraisal or interpretation of how students perceive the cause of success and failure in given academic activity. It also refers to the assignment of causes to behaviour, or the perception or inference of the causes of behaviour, such causes including internal dispositional factors and external situational factors.

Internal attributions: Internal attributions are behaviours that stress something about the person such as their traits, abilities, and physical characteristics

External attribution: External attribution refers to any explanation of the cause of being external to the person under scrutiny such as the action of others, the nature of situations, luck, help, generosity, opportunity, fate and chance

Self-Esteem: refers to students attitude towards themselves or students opinion or evaluation of students which may be positive (favourable or high) neutral or negative (unfavourable or low)

Low self-esteem: Low self-esteem is feeling of incompetent, unloved or inadequate by lacking confidence and feeling badly about oneself.

High self-esteem: is a frame of mind that one celebrate their strengths, challenge their weakness and feel good about their self and their life.

ABSTRACT

This study examined the relationship between Attribution Style and Self-Esteem among Undergraduate Students of Ahmadu Bello University, Zaria, Kaduna State Nigeria.” The study adopted a correlational research design. The target population of the study was nine thousand five hundred and seventy-three (9,573) male and female undergraduate of Ahmadu Bello University students. The sample size for the study was 368 participants drawn from undergraduate Students by proportionate sampling technique. Data was collected using the attribution style Questionnaire (ASQ) and Self Esteem Questionnaire (SEQ). The data collected were analysed using descriptive and inferential statistics. Mean and standard deviation were used to analyse the bio data and answer research questions while Pearson Product Moment Coefficient(r) was used to test all the hypotheses at 0.05 alpha level of significance. Findings revealed that significant relationship exists between internal attribution for success and self – esteem of undergraduate ($r = 0.446$ $p = 0.000$). Significant relationship exists between internal attribution for failure and self – esteem ($r = 0.446$ $p = 0.00$), significant relationship exists between external attribution for success and self – esteem ($r = 0.376$ $p = 0.011$) while significant relationship exist between external attribution and self–esteem ($r = -0.487$ $p = 0.010$). From the results of the findings, it was recommended that University Students should be encouraged to build their self-esteem and so that their attribution for success can be improved upon as well. Parents should be involved in building their children self-esteem through motivation and encouragement.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Human nature is both psychological and physiological. The psychological aspects of human being include attitude, intelligence, emotions, beliefs, thoughts as well as self-esteem. Self-esteem reflects an individual's overall subjective emotional evaluation of his or her own worth. It is the decision made by an individual as an attitude towards the self. Self-esteem has six pillars which are practice of living consciously, practice of self-acceptance, the practice of self-responsibility, the practice of self-assertiveness, the practice of living purposefully and the practice of personal integrity. Self-esteem is one's attitude towards oneself or evaluation of oneself which may be positive (high or favourable), neutral or negative (low or unfavourable).

High self-esteem is positive perception of oneself in terms of various personality such as traits intelligence, attitudes, aptitude, to name but a few. Among the characteristics of high self-esteem are confidence, self-direction, non-blaming behaviour, and awareness of personal strengths, optimism, and problem-solving abilities, feeling comfortable with wide range of emotions, good self-care and many more. Life satisfaction, happiness, healthy behavioural practices, perceived efficacy, and academic success and adjustment have been considered as effects of high levels of self-esteem. World Health Organization (2014) recommended in "Preventing Suicide" published in 2014 that strengthening students' self-esteem is important to protect children and adolescents against mental distress and despondency, enabling them to cope adequately with difficult and stressful life situations. How this might be done, and whether it would be effective is unclear.

Other than increased happiness, higher self-esteem is also known to be correlated with a better ability to cope with stress and a higher likeliness that the individual takes on difficult tasks relative to those with low self-esteem. During childhood, on average, self-esteem is relatively high but declines during adolescence. Although boys and girls report similar levels of self-esteem during childhood, a gender gap emerges by adolescence, in that adolescent boys have higher self-esteem than adolescent girls. No differences have been found between males and females in their development of self-esteem. One important exception is that high self-esteem reduces the chances of bulimia in females.

Low self-esteem is negative perception of oneself in the physical, social, emotional intellectual aspects of one's personality. Low self-esteem may be caused by shameful experiences, genetic factors, physical appearance or weight, mental health issues, socioeconomic status, peer pressure or bullying, difficult childhood experiences, difficult life events, personality and temperament, stress, negative thinking patterns, cognitive distortions, discrimination and stigma, social isolation and loneliness, trauma, and more. A person with low self-esteem may show some of the following characteristics: heavy self-criticism and dissatisfaction, hypersensitivity to criticism with resentment against critics and feelings of being attacked; chronic indecision and an exaggerated fear of mistakes, cognitive, distortions, excessive will to please and unwillingness to displease any petitioner, perfectionism (which can lead to frustration when perfection is not achieved), neurotic guilt, dwelling on or exaggerating the magnitude of past mistakes, floating hostility and general defensiveness and irritability without any proximate cause, pessimism and a general negative outlook, envy, invidiousness, or general resentment,, seeing temporary setbacks as permanent and intolerable conditions. Among the adverse effects of low self-esteem which may result from causes and characteristics or signs of low self-esteem range from sadness, depression, feeling of

emptiness, increase or decrease in appetite, sleep difficulties, tiredness, restlessness, irrational decisions, irrational behaviours, to tendency to commit suicide Zeigler-Hill (2013)

Chamorro-Premuzic and Furnham (2006) reports that cognitive abilities alone are not sufficient to account for individual difference in academic success and failure. The concept of attribution is meaningfully related to variables associated with self-esteem and achievement. Attribution is an appraisal or interpretation of how individual perceive the causes of success and failure in a given academic situation. Attribution theory identifies keys factors that are internal and external. The internal factors include; effort, ability, strategy, internal mood and acceptance. The external factors include help, luck, generosity, opportunity, fate, chance and situation. Attribution mars or affects the self-esteem of students at different levels of learning vis-a-vis their psychological disposition or wellbeing. Put in another way, the way students perceive the causes of success and failure in a given situation influence their emotional reaction to the out-comes (the effective value of success and failure) and the degree of this outcome a success or failure change their expectancy of success for a future occasion. Example; the problem of learned helplessness among students is associated with external attribution with pessimistic belief such as ; there are some subjects in which I could never do well. On the contrary, high achievement motivation is associated with internal attribution such as; I consider myself highly motivated to achieve success in all subject.

According to Olufemi (2013), the influence of attribution variable on self-esteem of students remain a general concerns of government, parents, teachers and the society at large due it's important. Self-esteem is very importance to the extent that its outcome could make or mar the socio-economic, political, scientific and technological advancement of any nation. However, the problem of low level of self-esteem is so pronounced in our society today. This result into low level of productivity in the nation workforce, shortage of manpower especially

in professional sectors of such as Education, science and technology, socio-economic and political sector. In Educational sector, low level of self-esteem contributed to high level of Examination malpractice. Buss (2014) suggests that until the self-esteem of students is improved upon we will continue to produce Graduates that are unemployable. This means that self-esteem is yardstick for measuring educational goals and objective. Teachers and parents are so much worry about the low self-esteem of students. Parents send their children to school with one objective in mind; their academic success. Teachers teach and assess students with one objective; their academic success but when failure becomes the outcome, they all become apprehensive. On NCE students to be specific, the effect of low self-esteem rendered them incapable of imparting knowledge to the younger ones in secondary and primary schools. Research has shown that low performing students attribute their causes to external factors such as luck, task difficulty and situations. Even when successful, it does not motivate them because of perceive attribution. They do not feel responsible because they tend to doubt their ability.

Sambo (2011) opined that internal attribution (also called person attribution) consists of any explanation that locate the cause as being internal to the person, such as personal traits, moods, attitudes, abilities or effort while external attribution (situation attribution) consist of any explanation that locates the cause as being external to the person under scrutiny, such as the actions of others, the nature of situation or luck. In academics, students with internal attribution are self-determining and are highly motivated to achieve success. They are optimistic about their expectation to perform well in all subjects. In contrast, those with external attribution are lowly motivated to achieve success. They are pessimistic about their expectation to perform well in all subjects and are therefore high in outer-directedness. Weiner, (2002) add that internality is linked exclusively with attribution to effort while externality is attributed to luck. This He believe has obvious implications for differences

between internal attribution students and external attribution students in terms of their achievement-motivation, suggesting that internal is linked with higher levels of needs for achievement due to their loyalty control inside themselves while externals tend to feel they have less control over their fate. There were also reports of differences in gender attribution. AI-Tahlan and Nashawati (2009) report that a significant difference exists between male and female students attribution to internal factors. Female students are more inclined than male students in attribution of achievement success and failure experiences to their academic abilities, their motivation and own efforts. Meanwhile, these differences are unclear when attributing the failure situations.

1.2 Statement of the Problem

Overtime the problem of self-esteem among students which has negative effects on the growth and development of our nation is a source of concern to all the stakeholders in the educational sector. Parents, teachers, counsellors, government and the society at large are very much worried and apprehensive on how to improve self-esteem of students due to its importance. Self-esteem is a tool used in measuring how well the student, teacher, school or institution has achieved the planned educational objectives. This is why it is paramount to the educational advancement of any nation such that when it suffered set back, everybody becomes worried. Parents and teachers are concerned about massive failure of students and its consequences such as Examination malpractice, school dropout and graduates that are not employable. Example, when student teachers graduate from colleges of education, they become incompetence to teach the younger generation.

Students conclude that failures are due to bad luck, task difficulties and situations which are beyond their control and therefore external to them. This believes of external attribution among students cut across gender as well. Against this background, this study investigated Relationship between Attribution Styles and Self-esteem among Undergraduate

Students of Ahmadu Bello University, Zaria, Kaduna State, Nigeria.

1.3 Objectives of the study

The objectives of this study are to determine:

1. the relationship between internal attributions for success and self-esteem among undergraduate students of Ahmadu bello university, Zaria
2. the relationship between internal attributions for failure and self-esteem among undergraduate students of Ahmadu bello university, Zaria
3. the relationship between external attributions for success and self-esteem among undergraduate students of Ahmadu bello university, Zaria
4. the relationship between external attributions for failure and self-esteem among undergraduate students of Ahmadu bello university, Zaria

1.4 Research Questions

The following Research Questions were raised in line with the objectives:

1. What is the relationship between internal attributions for success and self-esteem among undergraduate students of Ahmadu Bello University, Zaria?
2. What is the relationship between internal attributions for failure and self-esteem among undergraduate students of Ahmadu Bello University, Zaria?
3. What is the relationship between external attributions for success and self-esteem among undergraduate students of Ahmadu Bello University, Zaria?
4. What is the relationship between external attributions for failure and self-esteem among undergraduate students of Ahmadu Bello University, Zaria?

1.5 Hypotheses

The following hypothetical statements are formulated for the purpose of the study:

- 1 There is no significant relationship between internal attributions for success and self-esteem among undergraduate students of Ahmadu Bello University, Zaria

- 2 There is no significant relationship between internal attributions for failure and self-esteem among undergraduate students of Ahmadu Bello University, Zaria
- 3 There is no significant relationship between internal attributions for success and self-esteem among undergraduate students of Ahmadu Bello University, Zaria
- 4 There is no significant relationship between external attributions for failure and self-esteem among undergraduate students of Ahmadu Bello University, Zaria

1.6 Basic assumptions

This study has the following basic assumptions

- 1 Internal attributions for success may influence undergraduate students' self-esteem
- 2 Internal attributions for failure may influence undergraduate students self-esteem
- 3 External attributions for success may influence undergraduate students self-esteem
- 4 External attributions for failure may influence undergraduate students self-esteem

1.7 Significance of the Study

Since the school is mostly concerned with teaching and learning process, critical thinking, self-esteem, attribution styles, success, failure in education as well as self-evaluation, the study is important to psychologists, students, teachers, parents, society, university authorities, professional bodies, educational policy makers, and curriculum planners.

Conducting a research of this nature has always been to determine the extent to which tertiary student is being able to be motivated to new standard and value that has impacted on the quality of individuals life. It is in the light of this the researcher wishes to say that the findings will be of immense importance and value to psychologists and counsellor as it will provide a blueprint for university's policies toward developing the needed coping strategies for low self-esteem among undergraduate students of Ahmadu Bello University, Zaria.

The study will sensitize students about the importance of various attribution styles and self-esteem. It is an eye opener for students to advance and maximize their various attribution styles for the attainment of optimal self-esteem.

Parents: Parents and guardians may benefit from the study through the information it provided on how to help students apply attribution styles to advance their self-esteem as well as motivate them to improve their attainments of academic goals.

Educators and Curriculum Planners: The research may help educators and curriculum planners to redesign learning materials considering the needs of students.

Governments: The result may help government on the need to make provision for effective teaching and learning which usually advance students' self-esteem. The research may also motivate government to equip schools with modern teaching and learning materials.

This study will help the universities with comprehensive knowledge and adequate understanding on the relationship between self-esteem, attribution styles for success, for failure and self-esteem.

The study will provide relevant, valuable and up to date information to professional counsellors and psychologists on the relationship between internal and external attributions for success, failure and self-esteem among the undergraduate students of universities.

1.8 Scope and Delimitation of the Study

The study covered all 300 level undergraduate students of Ahmadu Bello University Zaria, Kaduna State. Therefore, the study focused on Relationship between Attribution Style and Self-Esteem among Undergraduate Students of Ahmadu Bello University, Zaria, Kaduna State Nigeria; taking into consideration internal attribution for success, internal attribution for failure, external attribution for success, external attribution for failure.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter reviewed literature related to the variables of the study. The review is done under the following sub-headings: Conceptual Clarification, Attribution Style, Internal Attribution, External Attribution, Self-Esteem, Low Self-Esteem, High Self-esteem, Relationship between Attribution Style and Self-esteem, Theoretical Framework, Friz Heider Attribution Style Theory, Internal (Personal) and External (Situational) Attribution, Three Dimensional theory of Attribution, Maslow's Theory of Motivation, Weiner Attribution Theory of Success or Failure, Empirical Studies and Summary.

2.2 Attribution Style

In social psychology, attribution is the process by which individual explain the causes of behaviour and events. Sambo (2011) observes that attribution processes involve reasoning backward from the observation of an event or behaviour to judgment about its cause. Unlike a prediction, the attribution processes attempt to provide an explanation for an event that has already occurred. As a motivational theory, attribution looks at how the average person construct the meaning of an event based on his/her motives to find a cause and his/her knowledge of the environment. Kelley adds that Attribution in social psychology has two primary meanings: the first meaning refers to the explanations of behavior: that is answers to "why" questions: what Heider described as "naive psychology. The second meaning refers to inferences or ascriptions: for example, inferring traits from behavior or ascribing blame to a person. What the two meanings have in common is the process of assigning. In attribution as explanation, a behavior is assigned to its cause, while attribution as inference assigned a qualities or attribute to the agent on the basis of an observed behavior. Attribution basically

looks at how people make sense of their world. What cause and effect inferences they make about the behaviours of others and themselves.

Sambo (2011) opined that there is a strong need in individuals to understand transient events by attributing them to stable characteristics of the environment. He notes that people are motivated by two primary needs in seeking attribution VIZ (i) the need to form coherent view of the world and (b) the need to gain control of the environment. The purpose behind making attribution is to achieve cognitive control over one's environment by explaining and understanding the causes behind behaviours and environmental occurrences. Making attributions gives order and predictability to the human lives. It helps us to cope with life situations that come our way. Image what it would be like if you felt that you had no control over the world and then you can best imagine the picture of what life would look like without attribution. When we make attributions we analyze the situation by making inferences (going beyond the information given) about the dispositions of others and our self as well as inferences about the environment and how it may be causing a person to behave. Also, in an attempt to satisfy our needs of forming coherent view of the world and gaining control of the environment, we act much more like naive scientist to rationally and logically testing our hypotheses about the behavior of others. We do these by asking questions beginning with why? And this situation is often described as attribution. We are all scientists of some sort, motivated to understand others well enough to manage our social environment, we observe, analyze and explain their behaviours. The explanations we come up with are called attribution. In attribution, people come up with different kinds of explanations for the event of human behavior. People broadly attribute a given action either to internal or external factors:

2.2.1 Internal Attribution

An internal (also called person attribution) consists of any explanations that locate the cause as being internal to the person such as: personality traits, moods, attitudes, abilities,

effort, Strategy, internal mood and acceptance. Internal attributions are behaviours that stress something about the person such as their traits, abilities, and physical characteristics Gerace (2020). Internal attribution, or dispositional attribution, refers to the process of assigning the cause of behaviour to some internal characteristic, likeability and motivation, rather than to outside forces for example a child attributes the weather to their feelings; it is raining outside because the child is feeling sad Myers (2010).

2.2.2 External Attribution

External attribution (situation attribution) consists of any explanation that locates the cause as being external to the person under scrutiny such as the action of others, the nature of situations, luck, help, generosity, opportunity, fate and chance. From the above meaning, it is cleared that attribution is not always out to determine the true cause of events but rather to explain how people perceive the causes. In addition to making distinction between internal and external attributions, other psychologists attempted to answer other important questions about attribution. Significant to Heider's discrimination of internal and external factors is the Weiner (2010) introduction of dimension of stability, Instability (and later controllability). Stable causes are permanent and long lasting, while unstable causes are temporary and fluctuating. Also controllable factors are within people's control while uncontrollable factors are independent of people's control.

2.3 Concept of Self-Esteem

Self-esteem is simply how you feel about yourself and how you judge your worth. This evaluation has a profound impact on the choices you make since it determines, to a great extent, what you consider yourself capable and worthy of doing. The quote above by psychiatrist and author M. Scott Peck shows the cyclical relationships between self-esteem and our actions. If we value ourselves and, therefore, our time, we'll do things that are

meaningful, which in turn makes us more valuable to ourselves (as well as the world around us). Without a proper amount of self-valuing, we don't pursue meaningful activities. Instead, we get stuck in a cycle of de-valuing ourselves and not doing anything meaningful to boost our sense of self-worth Zeigler-Hill (2013).

The first half of having self-esteem (and preventing low-esteem) is knowing you are able (competent) to make choices that stay true to what you know is right and wrong. Why? Because when you make choices that are in line with your core values (what you know is "right"), you are proud of yourself. You are doing things that feel "right" inside yourself. So when you work hard and earn a good grade, when you treat someone kindly (the way you would like to be treated), or when you are honest even when you might get in trouble, these are all times that you feel good about the choices you make and therefore feel good about who you are as a person. When you make choices that aren't in line with your core values, like lying, cheating, or being mean to people, you may feel shame or guilt, so you feel wrong inside yourself. You aren't proud of your choices. Self-esteem grows inside you as you make choices you can be proud of. Each time you face a challenge in life, and you make a choice you can be proud of (a choice that feels right inside), you build self-esteem. You learn more and more, in your heart, that you are able (competent) to handle life in a way you can be proud of- and that is a big part of what self-esteem is. Having self-esteem doesn't mean things have to always go perfectly, or that you never make a bad choice. A big part of self-esteem is knowing that when you make a mistake, you have the ability to do better next time. Strong self-esteem can help you work through the tough times because you know you are able to do what you think is right, even if it's hard Zeigler-Hill (2013).

2.3.1 Concept of Low Self-esteem

Low self-esteem is characterized by a lack of confidence and feeling badly about oneself. People with low self-esteem often feel unlovable, awkward, or incompetent. They

have a fragile sense of self that can easily be wounded by others. People with low self-esteem are “hyper vigilant and hyper alert to signs of rejection, inadequacy, and rebuff,” write Rosenberg and Owens. Often, individuals lacking self-esteem see rejection and disapproval even when there isn’t any. “The danger always lurks that they will make a mistake, use poor judgment, do something embarrassing, expose themselves to ridicule, behave immorally or contemptibly. Life, in all its variety, poses an ongoing threat to the self-esteem.” Zeigler-Hill (2013)

While everyone’s self-esteem is vulnerable to other people, who may openly criticize them, ridicule them, or point out their flaws, I would argue that an even greater threat to each person’s self-esteem lurks within. Rosenberg and Owens (2001) explain that observers of our own behavior, thoughts, and feelings, will not only register these phenomena in consciousness but also pass judgment on them. Thus, we may be our most severe critic, berating ourselves mercilessly when we find ourselves making an error in judgment, forgetting what we should remember, expressing ourselves awkwardly, breaking our most sacred promises to ourselves, losing our self-control, acting childishly—in short, behaving in ways that we regret and may deplore.

This harsh inner critic, whom Robert, Ying and Colleen (2013) refers to as the Critical Inner Voice, contributes to a negative perceived self. Having a negative perception of oneself can have serious consequences. For example, if someone believes that other people don’t like them, they are more likely to avoid interactions with others and are quicker to react defensively, cynically, or even lash out. Rosenberg and Owen argue that “the nature and degree to which we interact with others is strongly influenced by these perceived selves, regardless of their accuracy. Indeed, our perceived self’s represent one of the most important foundations on which our interpersonal behavior rests.” Furthermore, when we perceive ourselves negatively, whether we label ourselves awkward, unlovable, obnoxious, shy, it

becomes more and more difficult to believe that others could possibly see us in a positive light. “In a nutshell, to have low self-esteem is to live a life of misery,” conclude Rosenberg and Owen.

Characteristics of Low Self-esteem

According to Zeigler-Hill (2013) the following are the characteristics of Low Self-esteem

- 1 Self-pity. One cannot cope with life if one is feeling sorry for one selves and not taking responsibility. If we learn to feel our pain, understand it and learn from it we will be in a better position to cope with life events instead of dwell on self-pity. Feel and act like a victim. Expecting the worst in life and becoming powerless. The victim mentality causes you to think that you cannot make the changes in your life.
- 2 People with low self-esteem often feel angry and frustrated about the person that they are. Often, this anger towards the self is rooted in previous experiences of being neglected, abandoned, hurt, or abused. These offenses typically trigger hatred towards the offender, but repeated or severe trauma may eventually leave the victim feeling like he or she somehow deserved the mistreatment. As a result, the loathing and anger that arose out of these negative experiences become misdirected inwardly, and the person ends up hating himself or herself instead. Self-Hate involves not only feeling deserving of being hurt and going through bad things, but also feeling unworthy of experiencing success or accomplishing good things. This negative self-judgment can eventually spiral into self-sabotage, where the person does actions that will prevent him or her from achieving success even when success is possible. People with low self-esteem do this to fit their mentality that they are failures and are good for nothing; in which case, their negative self-image becomes a self-fulfilling prophecy that continues the cycle of further lowering their sense of inner worth. Self-hate is outwardly manifested through such signs as emotional detachment, unexplained outbursts of rage, alcohol or drug

abuse, and self-harming actions like cutting. People who struggle with self-hate also often experience internal monologs that affirm they are worthless, deserve to be abused or treated poorly, are too weak and pathetic and don't deserve to be comforted Orth & Robbins (2014)

- 3 Judgmental: To use judgment to feel better about themselves and put other people down.
- 4 Break agreements, violate own standards: They don't believe in themselves.
- 5 Cover, phony, because they can't be natural.
- 6 Exaggerate, pretend, and lie because of their insecurity: When you experience insecurity, your tendency is to believe that you are never good enough. Insecurity leads you to believe that you are incompetent and helpless to face problems in life.
- 7 Self-deprecating, shameful, blaming, critical.
- 8 Nice person, constant approval-seeking, people pleaser because of fear of rejection: Fear of rejection is an irrational fear of not being accepted for who you are. It is caused by lacking confidence and esteem. Would you rather keep this fear of rejection or take risks and live the life you deserve with happiness and joy?
- 9 The tendency toward negative attitude and pessimism: When you immerse yourself in pessimism, you become a victim. You become powerless.
- 10 Rationalize to justify fear of change. Even if you doubt you can change to improve your esteem, there is always the option to see it as a possibility. Once you realize that it is possible, then you will not be so hard on yourself and with perseverance, you will start taking small steps and notice small changes.
- 11 Jealousy /envy: they feel unlovable and unworthy. You don't have to do anything to earn your worthiness. The belief that your worth depends on external factors keep you

trap in low self-esteem. If you can get in touch with yourself and allow yourself to accept the fact that you are worthy, you are going to be able to overcome this trap.

12 Perfectionist: fear of failure and afraid to make mistakes. Perfectionism a defence mechanisms executed in an attempt to bolster self-esteem. Feeling inadequate inside, they devote tremendous amounts of effort and energy into filling up or compensating with this perceived sense of inadequacy. As a result, they will usually exert an abnormally large amount of time and effort into making sure that they are always the best dressed in the party, that they don't have a hair out of place, that they get perfect grades in school, or that they get named Best Employee every month at work. They usually have very high ideals for themselves, often to the point of having unrealistic goals. To the perfectionists, getting it 99% right is still considered a failure. They have a black-and-white, all-or-nothing frame of mind, so anything less than perfection-even at a small margin-is not good enough. They get very upset and tremendously disappointed with themselves when they make a mistake in front of others, and even the most trivial mistakes make them feel like they have committed a mortal sin. They will spend large amounts of time replaying these upsetting scenes in their mind, incessantly evaluating what they could have done better Brennan (2020).

13 Dependencies – Codependency: Codependents have destructive relationships that are one-sided pleasing and therefore abusive. Addictions, Compulsive, stagnant. Eating disorders and other disorders.

14 Not liking the work one does.

15 Leave tasks and relationships unfinished, lack of intimacy in relationships.

16 Judge worth by comparing, feel inferior: They feel insignificant in the grand scheme of things, and believe that they have nothing valuable or worthy to offer anyone or the world as a whole. Often, they feel devoid of a sense of life purpose, and even go as far

as believing that their life is not as important or valuable as that of others. They feel helpless and may give up hope that they are capable of doing anything that can improve their life and turn things around for the better. As a result, they begin showing signs of poor performance. Ultimately, they stop trying to achieve anything, and may display lethargy, withdraw from relationships, and start neglecting regular self-care habits such as brushing hair, showering, washing clothes, or even eating.

17 Doesn't accept or give compliments.

18 Excessive worry and anxiety: One of the most common low self-esteem characteristics is fear and anxiety. These people are extremely anxious and lack confidence. The difference between fear and anxiety is that with fear, you can identify the source of your emotion whereas with anxiety the source is unidentifiable. They fear doing something that may confirm their long-held suspicion that they are indeed failures, and also fear doing things that may bring the risk of others seeing their inadequacies. Consequently, they may fall into inaction and underachievement, as they refuse to challenge themselves to new projects and tasks for fear of not measuring up to expectations and risking humiliation. Because they may also view themselves as inadequate and incapable, they go through life in constant anxiety about their ability to make sound decisions and solve life problems efficiently.

19 Vulnerable to others' opinion, comment and attitudes. People pleasing and looking for constant approval (Orth & Robbins, 2014).

20 If you recognize most or any of these low self-esteem characteristics in yourself or someone you care about, know that they may represent a deeper issue that needs to be addressed. Seek support, professional assessment, and counseling if necessary. Low self-esteem may be a psychological concern, but without proper intervention it can

affect many other areas in life, and keep you or your loved one from living a happy and fulfilled life.

Symptoms of Low Self-Esteem

Do you sometimes catch yourself thinking that you're just not good enough? You are not alone. Almost everyone has experienced the overwhelming feeling of self-doubt and incompetence at least once in their life. But if you find that these feelings and thoughts are constantly sabotaging the vital aspects of your daily life, then you might be suffering from low self-esteem. Self-esteem is a person's ability to maintain a sense of competency and satisfaction in oneself. You might have noticed that some people seem to naturally possess high self-esteem – people who radiate confidence and can carry themselves flawlessly even in the most awkward situations. Believe it or not, it actually takes years of experience for people like them to achieve that high sense of self-worth. (Harter, 2012).

The manifestations of low self-esteem are so subtle that it can be easily dismissed as weird “quirks”, or worse, are simply accepted as a part of someone's personality. It's an issue that should be immediately addressed as it can greatly affect your interpersonal relationships, and that includes your career, friends, and family. If you believe that you're suffering from low self-esteem, knowing is the first step to improving your confidence and outlook in life. Take time to evaluate yourself with this list of 9 behaviors that reflect having low self-esteem.

Excessively apologizing for the smallest things: People with low self-esteem suffer from a low perception of their self-worth and, that is why they would constantly apologize out of the fear of making other people feel upset. In some cases, people with extremely low self-esteem will blame every shortcoming on themselves. This behavior can greatly affect one's social life as some people might find it annoying in the long run. Remind yourself that everything is not your fault, and everyone will not automatically hate you for committing minor mistakes.

Finding it hard to accept compliments: Does receiving compliments make you feel uncomfortable? People with low self-esteem tend to feel uneasy when showered with compliments because it contradicts their self-perception of being incompetent and undeserving. They might also develop defense mechanisms, such as withdrawal and denial – all to avoid the discomfort they feel upon receiving compliments. Although it might not be easy for some, you can start improving yourself by gracefully accepting every compliment with a sweet “thank you”. Other people won’t usually go out of their way to compliment you if isn’t true. Plus, they will actually appreciate that you have acknowledged their compliment Isberg and Fullansbee (2010).

Constantly telling white lies: Having low self-esteem can make you develop the habit of wearing a “mask” through false stories and white lies. People with low self-esteem do this out of the fear of being socially rejected, so they try to mold themselves according to what they perceive as likable by the people around them. If you’ve already found yourself in a web of lies, it’s never too late to change. People will still like you despite your flaws and will actually love you even more if you’re not afraid to embrace your truths.

Indecisiveness: Being unable to assert yourself and having no trust in your capability to make sound decisions is a clear sign of low self-esteem. You struggle to come up with a final decision, even with simple things such as which food to eat or what movie you should watch. And after deciding, your mind can also change pretty quickly! Save yourself from future inconveniences and practice the art of assertiveness. Once you’ve built up that confidence in your choices, you’ll find that life can be much more smooth-sailing.

Fear of committing mistakes: Although there is nothing wrong with wanting to consistently create outstanding work, being an extreme perfectionist can actually be harmful for your well-being. A person with low self-esteem has the tendency to develop perfectionism as they seek positive affirmation from the people around them. Being a perfectionist leads to a lot of stress

– emotionally, mentally, and physically. It’s perfectly fine to make mistakes every now and then. After all, it’s from the lessons learned that you gain the most wisdom out of your life!

Inability to Handle Criticism: If you took honest feedback on your work personally or lashed out on a friend for pointing out your mistakes, then it must be that you have a hard time accepting constructive criticism. People with low self-esteem suffer from this, as they find it hard to deal with the fact that they did something wrong, out of the fear of feeling invalidated. You have to realize that constructive criticism, no matter how rash it can be sometimes, can positively contribute to your personal growth Koole and Pelham (2003).

Avoiding conflict: A person with low self-esteem will try to avoid conflict at all costs, as they are not confident enough to stand up to his/her perspectives. They will also want to avoid having a negative image towards other people. However, conflict can be actually beneficial for both people on the opposite ends of an argument. When handled gracefully, a conflict can lead to a fruitful conclusion that will contribute to a person’s improvement.

Often comparing yourself to other people: People of low self-esteem will often compare themselves to other people because they lack confidence in themselves. By constantly telling yourself that you want to be just like another person, you fail to see your own potential because you can only see another person’s success as the ideal. But the truth is, we are all different, which means that the road to your personal success will never be dependent on how another person managed to achieve it. By believing in your own capabilities, you will feel much more fulfilled by going on a path that’s made just for you.

Frequently trying to appease others: Having low self-esteem can make a person feel the need to constantly appease others because they seek positive affirmation from the people around them. People pleasers will find it hard to say “no” to their peers as long as it will make them feel accepted. The key is to find the right balance in appeasing others and attending to

your own needs. It's never a crime to put yourself first – self-care and self-acceptance go hand in hand to achieving real happiness and satisfaction in life. Building up a high self-esteem takes years of practice and determination that must ultimately come from yourself. The first step is recognizing which issues you want to start working on – and if you put enough work into it, the personal growth you will achieve is definitely worth it in the end.

2.3.2 High Self-Esteem

Traditionally, research attribution style dichotomized the construct of self-esteem into low and high levels (Kernis & Goldman, 2003). Individuals with low self-esteem exhibit an unfavorable evaluation of the self (Cavaness, 2018), demonstrate a perceived lack of respect for the self, and desire a different self-image (Rosenberg, 1965). They often see the world through a more negative perception and have a general dislike for the world around them. Due to these negative beliefs, literature often describes individuals with low self-esteem as distressed and perhaps depressed (Cavaness, 2018).

Individuals with low self-esteem are generally recognized as lacking in self-confidence, and predisposed towards deviant behavior and negative emotional outcomes such as depression, shyness, and loneliness (Cavaness, 2018). A 10-year longitudinal study by Donnellan, Trzesniewski, Moffitt, Robins, and Caspi (2006) examined low self-esteem as a risk factor for negative life outcomes including physical health, substance abuse, mental health, and criminal behavior. Results revealed that adolescents with low self-esteem presented with more mental and physical health problems in adulthood compared to those with high self-esteem. Additionally, adolescents with low self-esteem were more likely to drop out of school early, not attend college, experience long-term unemployment, and have criminal convictions in adulthood.

Despite studies showing positive outcomes of high self-esteem, other studies question

this research and instead show negative outcomes associated with a high level of self-esteem. Swann, Chang-Schneider, and McClarty (2007; 2008) and Scheff and Fearon (2004) reviewed current literature and concluded that self-esteem attribution style no impact on life outcomes. Developing research is now questioning the panacea of high self-esteem, instead suggesting that little evidence is available to support the positive characteristics and behaviors once assumed. For instance, while people with high self-esteem are shown to have higher rates of job satisfaction (Orth, Robins, & Widaman, 2012), most laboratory studies demonstrate no difference (Wallace & Baumeister, 2002). Additionally, while people with high self-esteem consider themselves more well-liked, most of these perceptions are subjective and are not supported by studies examining social interactions (Adams, Ryan, Ketsetzis, & Keating, 2000).

Conflicting results regarding high self-esteem have also been found relating specifically to outcomes following a social threat. Social threat is the perception of negative feedback within a situation that threatens an individual's feelings of self-worth. Wood, Giordano-Beech, Taylor, Cavaness (2018) showed that individuals with high self-esteem were more likely to report unfavorable views of others after a threat. Compared to those with low self-esteem, this group demonstrated higher rates of engaging in negative social comparisons of peers after a failure in order to boost their own self-esteem. More recently, Fein and Spencer (2008) found that individuals with high self-esteem are more likely to show heightened prejudices after a threat in order to improve their depressed self-esteem. Through boosting their own self-esteem at the expense of others, individuals with high self-esteem are able to devalue the threat and its source (Baumeister. 2003).

Level of Self-Esteem

Attribution is often seen as an interim step between self-esteem and self-esteem (Reijntjes, 2011). When a social threat or rejection is present, some individuals will brush it

off, while others lash out aggressively. The difference between the two individuals is their attribution of intent and how they believe it affects their feelings of self-worth. When looking solely at level (high/low) of self-esteem, individuals with high self-esteem are often able to rely on feelings of positive self-worth and acceptance when processing social cues in order to resist attribution styles, while individuals with low self-esteem are often unable to rely on these resources and are more likely to interpret the event in a threatening way (Baldwin, Baccus, & Fitzsimmons, 2004; Koch, 2002). Nonetheless, findings on these associations have been inconsistent.

Historically, researchers held the view that individuals with low self-esteem were assumed to demonstrate higher levels of self-esteem. According to Thomaes and Bushman (2011), this argument is intuitively compelling based on a basic assumption that having low self-esteem feels bad and having high self-esteem feels good. Furthermore, studies showed that individuals with low self-esteem are distressed and will act out aggressively in order to feel better and that they will reject prosocial norms and choose to be aggressive (Rosenberg, 1965). More recently, Donnellan, (2005) conducted studies to examine the relationship between reported low self-esteem and self-esteem, antisocial behavior, and delinquency. Across three studies, the authors found that reported low self-esteem correlated with high scores on a trait self-esteem scale. Moreover, this relationship was supported across changes in measurements, nationalities, and among both adolescents and undergraduates.

Reijntjes (2011) examine the link between attribution, self-esteem, and self-esteem and asked participants to complete online profiles, which were subsequently evaluated by peers. After receiving either negative or neutral comments, the participants were asked to attribute intent of the peers and if they would choose to act with self-esteem towards those peers. Participants who attributed intent to the feedback demonstrated lower self-esteem and higher levels of high self-esteem. The analysis of the data supported the predicted relationship that

attribution is a strong mediator between low self-esteem and high self-esteem. It thus seems that people have a strong social desire to be accepted by others, and after perceived negative feedback. In contrast to the above studies supporting a link between low self-esteem and high self-esteem Baumeister, Smart, and Boden (1996) conducted a literature review that suggested that little support was available to confirm a positive correlation between low self-esteem and self-esteem. This seminal study changed the literature on high self-esteem and low self-esteem. The authors presented extensive empirical evidence linking high self-esteem with self-esteem. Specifically, the authors revealed that individuals with highly favorable self-views are more susceptible to anger or violence towards a perceived threat that challenges their positive sense of self.

A study by Hughes, Cavell, and Grossman (1997) further supports this link. The authors examined ratings of self-esteem in association with idealized self-perceptions and level of self-esteem. Rating scales were administered to a high and low self-esteem school population. Results indicated that when compared to the nonaggressive sample, the aggressive population's ratings of personal self-esteem and idealized qualities were much more inflated. In addition, the aggressive individuals were less likely to show any differentiation between their perceptions of self-esteem and relationship quality measures. Hughes and colleagues concluded that for aggressive individuals, a highly positive self-view may be the result of a defensive mechanism. This in turn, may place the individual at an added risk for social maladjustment, including aggressive behaviors.

More recent research continues to support the association between high self-esteem, self-worth attributions, and self-esteem. Stucke (2003) examined self-worth as a mediator between unjustified high self-esteem and negative emotions following a performance evaluation. In addition to completing self-esteem questionnaires, undergraduate participants were asked to make attributions about their performance on an unrelated task. They were then

asked to assess their emotions based on the attributions they made. This collection of data examined whether, as predicted, people's reactions based on attribution and feedback differ in relation to their level of self-worth. Results indicated that individuals with high self-esteem tended to show more angry reactions to negative feedback. Additionally, self-worth played a significant role in that individuals with high self-esteem often reported more substantial negative emotions after an evaluation.

Despite extensive research investigating self-esteem (Scheff & Fearon, 2004), definitive conclusions are not available and studies continue to attempt to examine the impact of low and high self-esteem. These inconsistent findings may be due to the multidimensional, as opposed to dichotomous, nature of self-esteem. Indeed, adding the dimension of security of self-esteem, in particular that of fragile high self-esteem, seems to elucidate the relationship between self-esteem and attribution style.

Multidimensionality of Self-Esteem.

Due to the discrepant findings of studies when measuring self-esteem as a dichotomous variable, recent research attribution style proposed a multidimensional view of self-esteem with additional divisions within both high and low self-esteem (Kernis, 2003; Kernis, 1993). Literature concerning high self-esteem was using the same term to portray qualitatively different descriptions. For example, one individual with high self-esteem could be represented as having a stable sense of positive self-worth that is justified through successfully managing daily events while another individual, also with high self-esteem, could demonstrate feelings of inflated and grandiose self-worth (Baumeister, ., 2003). This led researchers to question if another theoretical factor was influencing the outcomes (Jordan. 2003; Kernis, 2003; Kernis & Goldman, 2003). Consequently, researchers explored security of self-esteem as an added dimension. Research seems to support distinguishing between level (high/low) and security (secure/fragile) of self-esteem. Webster and colleagues (2007) explored the relationships

between level of self-esteem, insecurity of self-esteem, gender, and attitudinal self-esteem.

Results demonstrated that behavioral self-esteem was positively related to insecurity of self-esteem but not the level of self-esteem. In this study, gender served to moderate this relationship showing that men with low self-esteem or high levels of fragile self-esteem and woman with low self-esteem and greater fragile self-esteem scored higher on a measure of attitudinal self-esteem. Further supporting the distinction between level and security of self-esteem, Gable and Nezelek (1998) found that levels (high/low) of self-esteem frequently positively correlated with measures of well-being while insecurity of self-esteem was negatively correlated. Security and level of self-esteem were also found to independently relate to factors such as poor social adjustment, depression, anxiety, and low life-satisfaction in college students (Weyandt & DuPaul, 2013). It thus seems that simply knowing someone portrays high or low self-esteem does not necessarily indicate the motivating factors, or security, behind the behaviors. A more detailed analysis must be conducted in order to determine the nuances within self-esteem. In light of these findings, a definition of self-esteem attribution style emerged that includes more specific descriptors reflecting the additional dimension of security of self-esteem (Kernis & Goldman, 2003). In other words, individuals who demonstrate fragile self-esteem often determine their self-worth as contingent on external factors. The successes and failures directly impact the level of self-esteem, causing it to fluctuate. These characteristics describe individuals as either secure or fragile in their level of self-esteem.

Secure/fragile low self-esteem.

Individuals with secure low self-esteem are less likely to engage in self-enhancement strategies given their chronic dislike of the self (Baumeister, Tice, & Hutton, 1989). Additionally, given their need for upward comparison they tend to actively insult others when faced with social threats (Vohs & Heatherton, 2004). In contrast, rather than outwardly

demonstrating adverse reactions, individuals with fragile low self-esteem tend to use more internalized, self-protective strategies such as making excuses about performance and overgeneralizing failure. Individuals with fragile low self-esteem are more likely to react to a threat with a negative self-reinforcing cycle (i.e., depression or social isolation) rather than the outward self-esteem demonstrated in those with secure low self-esteem.

Creemers and colleagues (2012) explored whether self-esteem could be associated with internalizing problems. A sample of undergraduate students were instructed to complete self-report questionnaires to assess fragile and secure self-esteem along with specific factors of depression, loneliness, and suicidal ideation. As expected, the authors found that fragile low self-esteem was associated with internalizing problems, depressive symptoms, loneliness, and suicidal ideation. Based upon these findings, in contrast to the relation between high self-esteem and secure low self-esteem, there does not appear to be a strong association between fragile low self-esteem or attribution style; therefore, the remainder of this literature will only address secure or fragile high self-esteem.

Secure/fragile high self-esteem.

Among individuals with high self-esteem, security is related to more favorable reactions and greater self-enhancement tendencies. Over multiple attribution styles, participants were provided with positive or negative feedback by an evaluator in order to assess the level and security of self-esteem. Findings showed that the security of high self-esteem impacted the participant's reaction; compared to those with secure high self-esteem, those with fragile high self-esteem reacted more favorably to positive feedback and less favorably to negative feedback. The greater reactivity appeared to stem from social desirability and the need to maintain a more secure self-view. Furthermore, when negative evaluations were presented, participants with fragile high self-esteem tended to criticize the research techniques of the evaluator to a greater extent than those with the secure high self-esteem. This research

confirms the notion that individuals with fragile high self-esteem have a greater desire to achieve and maintain a secure positive self-view and will react malignly towards peers who contradict their perceptions. The more an individual's self-worth is contingent on evaluative feedback, the more insecure the self-esteem will be. Other studies seem to confirm this, as detailed below.

In a study conducted by Lambird and Mann (2006), the authors evaluated whether individuals with high self-esteem would show poor self-regulation skills following a social threat. Additionally, they examined whether those individuals would portray a higher self-presentation bias (i.e., avoid revealing negative self traits or feelings in addition to endorsing positive qualities). Results indicated that individuals with fragile high self-esteem are particularly sensitive to negative feedback and will act out defensively in order to maintain a positive self-view. Borton, Crimmins, Ashby, and Ruddiman (2012) reported similar results. The authors examined fragile high self-esteem, which was defined as defensive and rooted in having feelings of self-worth contingent on social feedback, and how it predicted coping with negative thoughts following a social threat among college students. The results indicated maladaptive coping strategies in individuals with fragile self-esteem.

Over the course of several studies involving undergraduate students, McGregor and Marigold (2003) investigated whether individuals with fragile high self-esteem were inclined to effectively mask social uncertainties with greater levels of unwarranted assurance. Individuals were randomly assigned to a control group or an uncertainty-threat group. Individuals within the uncertainty-threat group were asked to think of a personal dilemma with a close relation that was never solved and assign personal value to it. Results of this study demonstrated that when faced with uncertainty-threat situations, individuals with fragile high self-esteem were quicker to assign values as related to the self. The authors also demonstrated that individuals with fragile high self-esteem reacted to the uncertainty-threat

situations dependent on a personal relationship with higher rates of certainty about social issues. The authors noted that this finding in particular, demonstrates how individuals with high feelings of self-worth are most likely to try to mask uncertainties with exaggerated claims. In other words, these participants attempted to make themselves look better in order to make up for their own self-doubts. These findings are consistent with views of fragile high self-esteem.

2.4 Relationship between Attribution Style and Self-esteem

Along with the general research on self-esteem, research examining the links between self-esteem and attribution style, attribution style also yielded varied and often inconsistent results (Donnellan, Trzesniewski, Robins, Moffitt, & Caspi, 2005). Many studies suggest that low levels of self-esteem promote aggressive behaviours while others have failed to find this association (Rigby and Huebner, 2005). Moreover, other studies have demonstrated that aggressive individuals tend to overinflate their self-worth in relation to outcome, suggesting that self-esteem relates to high, rather than low, levels of self-esteem (Baumeister, Smart, & Boden, 1996; Hughes, 1997).

The following review will present research that supports the model that individuals prone to self-esteem tend to respond towards those who present negative feedback with aggressive behaviors as a way to reject evaluations that threaten their self-worth (Baumeister, 1996; Reijntjes, 2011, Thomaes, 2010). Much of the research assumes that attribution styles occur prior to self-esteem, without actually labeling the cognitive step (Bailey & Ostrov, 2008; Hawkins & Cogle, 2013; Helfritz-Sinville & Stanford, 2014). This review will be framed within this understanding.

High Self-Esteem, Attribution style, and Low Self-Esteem

Research attribution style shown a stronger correlation between high self-esteem and

self-esteem when the factor of fragile high self-esteem is added (Bushman & Baumeister, 1998; Sandstrom & Jordan, 2008). Brennan (2020) have also suggested that the security of self-esteem changes the relationship between the level of self-esteem and self-esteem, such that the negative correlation between high self-esteem and self-esteem turns into a positive correlation with high self-esteem and self-esteem. Additional research by Lambird and Mann (2006) further supports this correlation, demonstrating that individuals with fragile high self-esteem, but not high self-esteem alone, exhibit poor self-worth and self-esteem when their sense of self is threatened.

Sandstrom and Jordan (2008) conducted a study to examine the association between self-esteem and aggressive behavior. The purpose of this research was to measure secure and self-esteem as distinct forms of positive self-worth. The authors hypothesized that individuals with high self-esteem, but not secure high self-esteem, would engage in increased rates of aggressive behaviors. The authors reported that a relationship between self-esteem and self-esteem was not present when only secure self-esteem was considered. However, a robust relationship emerged when both fragile and secure self-esteem were measured in the context of understanding self-esteem. This led the authors to conclude that it is high self-esteem, rather than secure high self-esteem, that is most strongly associated with aggressive behaviors. That is, even if one attribution style high self-esteem, if that sense of self is fragile, it is associated much more with aggressive responses to situations. To help explain the link between fragile high self-esteem, self-worth, and aggressive behavior, Baumeister and colleagues (1996) examined three characteristics of high self-esteem: accuracy of self-appraisal, dependency on social validation, and perceived threat. These characteristics, along with supporting research for how each relates to attribution style and self-esteem, are detailed below.

Perceived Threat

The third characteristic posits that an individual with high self-esteem is more likely to see a perceived threat in a situation. A threat may be due to the perceived intention of another as and therefore attributed and reacted towards in a similar manner. Findings indicate that those with self-esteem experience more vulnerability in their ideal image and therefore were more reactive to external events (Baumeister, 1996). Individuals who possess a combination of high and fragile self-esteem are particularly vulnerable to social threats (Kernis, 1993). According to Baumeister, Tice, and Hutton (1989), threats to a high self-esteem induce defense mechanisms that are potent triggers of self-esteem. This research supports the notion that aggressive behavior towards others is likely to occur in individuals whose self-esteem is especially vulnerable to threat. Specifically, individuals with high self-esteem are more defensive than their secure high self-esteem counterparts (Kernis, 2003).

Research suggests that individuals who respond to social threats with self-protecting defense strategies may, in fact, be more likely to demonstrate tendencies (Kernis, 2003). Paradise and Kernis (2002) administered a psychological well-being scale to college students to assess the level and security of self-esteem. The results indicated that those with high self-esteem reported lower autonomy, purpose of life, self-acceptance, and positive relations compared to those with secure self-esteem. These findings suggest that fragile feelings of self-worth may undermine effective functioning and strategies. This may occur directly or indirectly through heightened defensiveness, attribution style, and emotional reactivity (Kernis, Brown, & Brody, 2000; Kernis & Paradise, 2002). According to Kernis, Grannemann, and Barclay (1989), this adverse reaction is an attempt to protect their feelings and undermine the threat's legitimacy.

Based on the above review, various conclusions can be drawn about self-esteem and self-worth and how they relate to attribution style and self-esteem. First, theoretical and empirical findings support the idea that following a social event perceived with intent,

individuals attempt to repair their damaged self-esteem. The reparation of self-esteem often takes the form of self-esteem. When looking solely at high and low self-esteem, mixed results indicate individuals with high self-esteem tend to respond to a threat by becoming more independent and thinking about their own traits, states, and behaviors. They are generally accepting of themselves and do not feel the evaluations are relating to their own self-view. In contrast, those with low self-esteem become more interdependent and develop a self-defense by attending to relational concerns (Vohs & Heatherton, 2001). For example, those with low self-esteem make social comparisons by thinking of others as better than themselves. Possible reasons for social comparisons include the need to re-affirm the self or seek to improve their own standing after the threat. The addition of the dimension of security of self-esteem seems to better explain the relationship between self-esteem and self-esteem.

While high self-esteem was once viewed as a protective factor, fragile high self-esteem research attribution style confirmed an association with self-esteem (Barry, 2007; Hughes, Cavell, & Grossman, 1997; Kirkpatrick., 2002; Stucke, 2003). Additionally, secure low self-esteem attribution style been found to be a strong determinant among individuals with high levels of self-esteem (Kernis, Grannemann & Barclay, 1992; Wallace, Barry, Zeigler-Hill, & Green, 2012). Despite these correlations, fragile high self-esteem seems to be the greatest predictor of attribution style and self-esteem. Individuals with fragile high self-esteem are motivated to maintain their positive, yet insecure, self-views, so they attempt to restore their damaged self-images through aggressive behaviors (Kernis, Lakey, & Heppner, 2008). While characteristics of self-esteem, self-worth, and fragile self-esteem in particular, demonstrate a correlation with attribution style and self-esteem, mindfulness may be another variable to offer additional direction and support for the relationship. Research attribution style demonstrated a strong correlation between self-esteem and mindfulness (Hinterman, Burns, Hopwood, & Rogers, 2012);

Pepping, O'Donovan, & Davis, (2013), between mindfulness and self-esteem and the current study examined the relationship of both self-esteem and mindfulness in predicting attribution style. Within the school setting, prevention programs that include more than one strategy and multiple areas of an individual's life may result in more positive outcomes, however, most evaluative research suggest that most programs only focus on a single construct (Terzian, 2011).

2.5 Theoretical Framework

The following theories are reviewed in line with the study.

2.5.1 Fritz Heider Attribution Theory

From the book *The Psychology of Interpersonal Relationships* (1958), Fritz Heider tried to explore the nature of interpersonal relationships, and exposed the concept of what he called “common sense” or “naive psychology. In his theory, he believed that people observe, analyze, and explain behaviour with explanation. Although people have different kinds of explanation for the events of human behaviours, Heider found it very useful to group explanation into two categories; Internal (Personal) and External (Situational) Attribution

When an internal attribution is made, the cause of the given behaviour is assigned to the individuals’ characteristics such as ability, personality, mood, effort, attitudes or disposition. According to Gordon & Graham (2006), when an external attribution is made, the cause of the given behaviour is assigned to the situation in which the behaviour was seen such the task, the other people, or luck (that the individual producing the behaviour did so because of the surrounding environment or the social situation). These two type lead to very different perception of the individual engaging behaviour. This Heider’s discussion is what he called “naive” or “common sense” psychology. In his view, people were like amateur scientists, trying to understand other people’s behaviour by piecing together information until they arrived at a reasonable explanation or cause. Heider believed that individual’s acts on the basis of their beliefs, therefore, beliefs must be taken into account if psychologists were to account for human behaviour. This would be true whether the beliefs were valid or not. He stressed the importance of taking ordinary person’s explanation and understanding of events and behaviour.

This theory is related to this work in the sense that how people observe, analyze, and explain behaviour with explanation. Although people have different kinds of explanation for the events of human behaviours,

2.5.2 Bernard Weiner Three Dimensional Theory of Attribution

The study of attribution was initially associated with Fritz Heider 1896-1988. Later Bernard Weiner 1935, of the university of California at Los Angeles developed a more comprehensive and extensive model of human attributions. Weiner's model is particularly informative in research on student learning in school settings. In his model, Weiner outlined the processes through which learner form beliefs (Weiner, 2005). A basic assumption of Weiner's model of attributions is that learners are affected by both environmental factors (e.g. characteristics of the students home or school) and by personal factors (e.g. prior experiences and prior knowledge). These background variables affect the types of attributions that individuals are likely to make. Weiner's model of achievement attributions states that; an individual's attributions of achievement behaviours affect subsequent achievement behaviours and motivation; future achievement expectancies; persistence at similar tasks; pride or shame felt following success or failure. The three dimensions of this model are:

- a. Stability (stable and unstable]
- b. locus of control (internal or external)
- c. control (controllable or uncontrollable)

Stability attributions affect our predictions about the future; controllability affects our persistence on task attributions affect our affective reactions to success and failure the more the individual feels that his//her behaviour is under his/her conscious control, the greater the affective response. The four attribution factors are: effort, task difficulty, luck, ability- depending where you place the attribution in the matrix will determine expectations of future performance, shame, pride etc. Weiner further that when an achievement- related event occurs

(e.g., a student fails an examination), especially if the outcome was unexpected, Weiner proposes that learners undertake an attribution search, trying to understand what happened. The perceived cause or the event is important regardless of any objective explanation because whatever learners perceive as being the cause of the event will affect their future motivation toward engagement with similar tasks. For example, suppose a group of students perform poorly on an examination because of poor instruction, those individuals who attribute their failure to poor teaching will have a different level of motivation in subsequent examinations than those who attribute their failure to their own lack of innate ability.

One important feature of Weiner's theory is that the specific attribution being made (luck, effort, etc.) is less important than the characteristics of the attribution, which are classified along three dimensions: locus, stability and controllability. These important dimensions affect learners' subsequent motivation toward the task or activity. The locus dimension refers to whether the cause of the event is perceived as internal to the individual or external. If a learner believes that she failed an exam because she lacks ability, she is choosing an internal cause because ability is internal to the learner. In contrast, if a learner believes that he failed an exam because the teacher is incompetent, he is choosing an external cause because teacher incompetence is external to the student. The stability dimension refers to whether the cause is stable or unstable across time and situations. If a learner believes that he failed a science exam because he lacks ability in science, then his cause is stable, particularly if he believes that his lack of ability in science is a permanent quality. In contrast, if a learner believes that he failed the exam because he was ill at the time of the exam, then the cause is unstable in cases in which the illness is a temporary factor. When a student experiences success, attributions to stable causes lead to positive expectations for success in the future. In the face of failure, however, attributions to stable causes can result in low expectations for the future. The controllability dimension refers to whether the cause of the

event is perceived as being under the control of the individual. If a runner believes that he lost a race because he did not get enough practice before the event, the cause is controllable because he could have decided to spend more time practicing; in contrast, if he feels that he lost the race because he simply lacks ability as a runner, then the cause is uncontrollable. By definition, only internal attributions can be considered controllable (Weiner, 2006).

2.5.3 Correspondent Inference Theory of Attribution by Jones and Davis

This theory was developed by Jones and Davis in 1965. Correspondent inference state that people make inferences about a person when his/ her actions are freely chosen, and result in a small number of desirable effects. Jones and Davis (1965) add that people make correspondent inferences by reviewing the context of behaviour. The theory describes how people try to find out individual's personal characteristics from the behavioural evidences. People make inferences on the basis of three factors; degree of choice, expectedness of behaviour and effects of someone behaviours. In other words, a correspondence inference is an inference that the action of an actor corresponds, or is indicative of stable personal characteristics.

They further add that people try to infer from an overt action whether it corresponds to the stable personal characteristics of the actor. For example; if John is compassionate toward Musa, his correspondent inference would be that John is a compassionate person. When an internal attribution is made, the cause of the given behaviour is assigned to the individual's personality, attitudes, character, or disposition. When an external attribution is made, the cause of the given behaviour is assigned to the situation in which behaviour was seen. The individual did so because of the surrounding environment or social situation. These two types of attribution lead to very different perception of the individual engaging in behaviour. Personal is internal and situational is external.

Co variation Theory of Attribution

Kelley (1965) Co variation theory state that people attribute behaviour to the factors that are present when a behaviour occurs and absent when it does not. Thus the theory assumes that people make attributions in a rational, logical fashion, and that they assign the cause of an action to the factor that co-varies most closely with that action. Co variation theory was developed by Harold Kelley in 1965. According to the co variation principle; for something to be the cause of particular behaviour, it must be present when the behaviour occurs and absent when it does not occur, i.e. the presumed cause and effects must “co vary.” Kelley maintains that the basic method we use to identify the causes of particular effects is presence-absence test. We identify something as a cause if it is presence, the effect always occurs, and in its absence, the effect does not occur.

In assessing co variation, Kelley identified three basic factors that we use in deciding whether another response was caused either by internal or external forces. They are:

- a. Consistency
- b. Consensus
- c. Distinctiveness

The first type of information we use is the consistency of the response over time and situation; consistency refers to the extent to which the particular response occurs whenever a particular stimulus or situation is present. The second is consensus. We depend upon consensus of information that is the extent to which people respond to the same manner as the person being judge. The third is distinctiveness. It refers to the extent to which the person being judged responds differently to various stimuli in the same general category. Distinctiveness is high if person’s responses are differentiated among such stimuli. A combination of high consistency, high consensus and high distinctiveness create external

attributions, high consistency combined with low consensus and low distinctiveness determines internal attributions. Table 2.1 below shows three different combination of information.

Table 1: Combination of Information

Consensus	Distinctiveness	Consistency	attribution
Low	Low	High	Person/actor (internal)
Low	Low	Low	Circumstance (external)
High	High	High	Stimuli/target (external)

Source: Adopted from (Kelley, 1965).

It is believed that a combination of consensus for example (Sally is the only one late), low distinctiveness (she is late for all her subjects), and high consistency (she is regularly late) will lead us to make a person (internal or dispositional) attribution. In other words, the case of Sally’s behaviour is something to do with Sally, such as being poor time keeper. However, any other combination would normally result in an external or situational attribution. Example; if Sally is generally punctual (low consistency), or if most student are late for psychology (high consensus), then the cause of Sally’s lateness might be extenuating circumstance.

2.5.4 Maslow's Hierarchy of Needs Theory

Abraham Maslow (1908-1970) was a humanist who believed that man can work out a better world for mankind as well as for himself. He described human beings as "wanting" animals. According to Maslow, human needs are insatiable because as quickly as one set of needs is satisfied another set of needs arise. He postulates that human beings have a hierarchy of needs and that needs lower in the hierarchy must be satisfied before needs higher in the hierarchy become salient. Thus, he categorized his system of needs into two divisions; Deficit

needs and Growth needs Ngwoke, (2004). The needs of the first category include physiological needs, such as hunger and thirst, safety needs, love, belongingness and esteem needs. Under the second category, growth needs, there is only one general need called self-actualization. The hierarchy arranged from lower to higher order is summarized below.

Physiological Needs: These consist, essentially, of biological needs such as hunger, thirst, waste elimination. Sexual behaviour -courtship, mating, and parenthood - is not classified in the physiological needs category because the urges do not arise from homeostatic imbalance in the same way as do food or oxygen deficiency. The behaviour has more to do with social and species survival than personal survival.

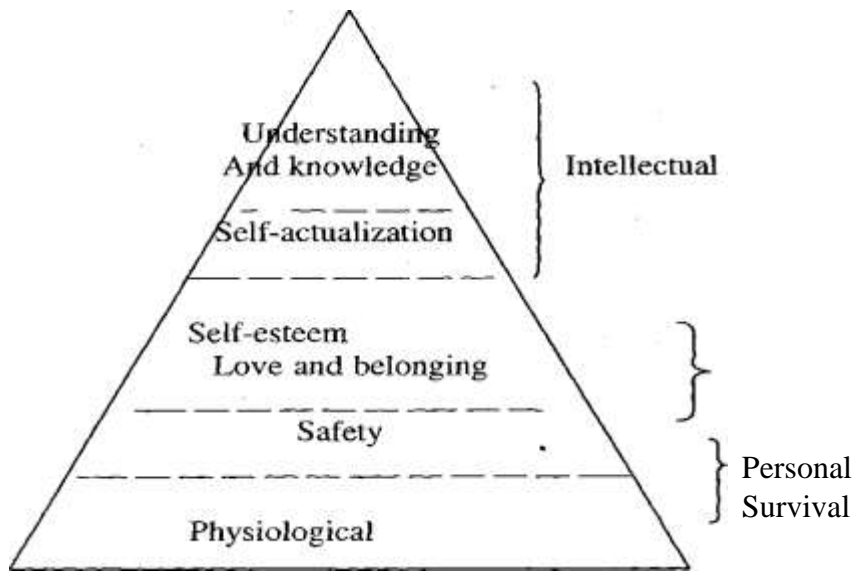
Safety Needs: This included security, protection, and avoidance of pain; order and structure in the environment. Inconsistency in the expectations and demands of parents and teachers can give rise to disturbing and insecure feelings among children.

Affiliation Needs: the human being needs warm and satisfying relationships with other people, affiliation and affection (love needs). Psychotherapy places great faith in the influence of thwarted, love needs on the conscious life.

Esteem Needs: These are needs for recognition, self-respect, and esteem. There are two kinds of esteem needs: (1) needs for achievement, for adequacy, for confidence, and for independence; and (2) needs for reputation, respect, attention, and appreciation. Thwarting opportunities for these desires to be realized is said to produce feelings of inferiority, weakness or helplessness.

Self-actualization Needs: The need for self-fulfillment, the need to become relatively independent from environmental demands, and to become what one is capable of becoming are included at this level. Understanding and knowledge needs come at the very end of the long list of human needs.

Maslow argues that human beings have the capacity for a meaningful, self-fulfilling



Maslow's Hierarchy of Needs (Ngwoke, 2004).

existence,

but they are prevented from achieving this potential because of the conditions of their environments.

Characteristics of Self-actualizers

The characteristics of self-actualizers are thus:

- Perceive reality efficiently and are able to tolerate uncertainly.
- Accept themselves and others for what they are Spontaneous in thought and behaviour
- Problem-centred rather than self-centred
- Have a good sense of humour Highly creative
- Resistant to enculturation, although not purposively unconventional
- Concerned for the welfare of mankind Capable of deep appreciation of the basic experiences of life Establish deep, satisfying inter-personal relations with a few, rather than many people
- Able to look at life from an objective view-point

Behaviour Leading to Self-actualization

The following are the Behaviour Leading to Self-actualization:

- Experience life as a child does, with full absorption and concentration.
- Try something new rather than sticking to secure and safe ways.
- Listen to your own feelings in evaluating experiences rather than to the voice of tradition or authority or the majority.
- Be honest; avoid pretenses or "game playing".
- Be prepared to be unpopular if your views don't coincide with those of most people.
- Assume responsibility.
- Work hard at whatever you decide to do
- Try to identify your defenses and have the courage to give them up.

This theory is related to this work in the sense that needs encompass confidence, strength, self-belief, personal and social acceptance, and respect from others. These needs are represented as one of the key stages in achieving contentedness or self-actualization. While esteem is an internal quality, we are affected by external factors, such as validation and approval from our peers.

2.6 Review Empirical Studies

Previous studies related to relationship between attribution and self-esteem of students has been reviewed in order to offer more insight to the research. These related studies abound that attribution has relationship with self-esteem of students. Examples of such studies are below

Balarabe (2008) who investigated the differences in feeling for success and failure between sciences and Arts students in Six Federal Government and State Government Secondary Schools in Kaduna and Kwara States. 2,357 students were randomly selected from

both science and Arts classes. Attribution and feelings were utilized as instrument for data collection. The findings of the study revealed that science students had significantly high level of internal attributions and feelings for success, and significantly lower external attribution to success. Thus, the study further revealed that science students demonstrated evidence of significantly high level of achievement motivation over Arts students in secondary school. Invariably, the study suggest that students with better academic records are better placed in sciences classes and this could be responsible for their level of achievement motivation demonstrated in the study. However, the study further suggests that there is the need to assist arts students in cultivating a more internal attributions orientation, through re-training program as this should at least boast their level of academic achievement motivation and performance at school.

Wei-Lin (2008) investigated the role of self-esteem occurring through an individual's social perceptions by examining the relationships between multiple facets self-esteem and three optimal function domains (attribution style, stress coping and forgiveness), which are specifically related to positive psychology. The relationship between uni-dimensional explicit self-esteem (Rosenberg's Self-Esteem Scale), two-dimensional explicit self-esteem (Self-Liking/Self-Competence Scale) and implicit self-esteem (Implicit Association Test for Self-Esteem) are examined among 591 participants (male = 263, female= 328). The relationships between multiple self-esteem with attribution styles are examined among 206 participants (male= 92, female=114). Both the relationship between multiple self-esteem and coping styles or forgiveness style are examined among 198 participants (88 male, 110 female). Implicit and explicit self-esteem are two different, independent evaluative systems. Both Rosenberg's global self-esteem and IAT implicit self-esteem are significant predictors of internality and globality dimensions for attribution style, with Rosenberg's self-esteem having a bigger predictive power than IAT implicit self-esteem. Furthermore, implicit self-esteem is also

found to account for the unique variance in stability dimension attribution style. There is no correlation between implicit self-esteem and coping styles, or between Rosenberg's traditional uni-dimension self-esteem and coping styles. Nevertheless, the findings show that the two-dimensional explicit self-esteem measurement (SLCS-R) is significantly and positively related to active and effective coping styles (approach coping, emotional regulation coping and reappraisal coping). Self-competence significantly has a stronger predictive power on the approach coping style than self-liking, which is found to account for the unique variance in the reappraisal coping style. Implicit self-esteem plays a critical role in forgiveness, showing that people with high implicit self-esteem find it more difficult to forgive themselves and forgive others, whilst people with high implicit self-esteem seem to be more likely to forgive the situation. Findings extend earlier research by identifying the relationship between explicit and implicit self-esteem, and suggesting that there are different characteristics in an individual's different self-esteem dimensions that can influence the process of positive outcomes when confronted with in attribution style, stress coping and forgiveness.

Kazemi, Nikmanesh, Khosravi (2016) who examined the Relationship between Quality of Life and Self-esteem and Attribution Styles in Primary School Students, Iran believed that quality of life, self-esteem and attribution styles have important effects on people's individual and social functions. Through determining the interactional relations of these factors, parents and schools can plan to change each one of them and improve their children's functions. Their current study aimed to investigate the interactional relations among students' quality of life, self-esteem and attribution styles. The research sample included 365 primary school students (154 boys and 211 girls), who were selected through random cluster sampling. They filled in the questionnaire after each item was read by their teacher. Research tools included three questionnaires including Sieberer's quality of life, Seligman's attribution styles and Rosenberg's self-esteem questionnaires. Statistical analyses

were conducted by Pearson correlation and analysis of regression. The results indicated that there was a significant positive relationship among dimensions of quality of life (except for physical well-being and peers relation and support) and self-esteem. Furthermore, there was a significant negative relationship between self-esteem and negative mood (from components of quality of life) and all components of quality of life were significant predictors of self-esteem. On the other hand, self-esteem was the greatest predictor of negative mood (0.13) and efficiency in the school environment (0.02) (from components of quality of life) ($P = 0.01$). The results also showed that there were significant positive correlations among optimistic attribution style, self-perception and peers relation and support (from components of quality of life). Since variables of negative mood and efficiency at the school environment were effective factors on self-esteem and, optimistic attribution style was affected by peers relation and support, educational planning for each indicator can improve the quality of life of primary school students.

Kazemi, Nikmanesh, Khosravi and Hassanzadeh (2017) who examined the relationship of self-esteem and attribution styles with self-handicapping in primary schools and were of the opinion that Self-esteem, attribution styles, and self-handicapping play key roles in students' individual and social performances. Through determining interactional relations among these factors, parents and schools can plan for improving students' performances. Hence, this study aimed to investigate the relationship of self-esteem and attribution styles with self-handicapping among primary school students. The statistical population of this study comprised of 3rd to 5th grades of primary school students in Zahedan, during the 2015 - 2016 academic year. The research sample consisted of 365 primary students (154 boys and 211 girls) aged 9 to 11 years old who were selected using the random cluster sampling method. The research measurement tools were the Seligman et al. Children's attribution style questionnaire, the Rosenberg self-esteem scale, and the Midgley et al. self-handicapping

scale. The statistical analyses were performed via SPSS 16 using both descriptive and inferential statistics including the correlation test and the Inter regression analysis. The descriptive results indicated that the means of the pessimistic (9.15), optimistic (9.39) attribution styles, and self-handicapping (7.11) among the students were lower than the nominal mean of the questionnaires, however, the mean of self-esteem (31.20) was higher than the nominal mean score. Furthermore, results showed that self-handicapping was significantly and positively related to the pessimistic attribution style and it was significantly and negatively correlated with self-esteem. In addition, the results of the regression analysis showed that self-handicapping was a negative predictor of self-esteem ($P = 0.001$) and was a positive predictor of the pessimistic attribution style ($P = 0.03$). Therefore, given the obtained results, students who had high self-esteem experienced low levels of selfing. Moreover, students who applied the optimistic attribution style had high academic achievement and low self-handicapping. In this regard, methods aimed at improving self-esteem and the optimistic attribution style can be used to promote students' educational statuses.

Southall and Roberts (2002) examined the attribution style and self-esteem in vulnerability to adolescent depressive symptoms following life stress by testing Metalsky, Joiner, Hardin, and Abramson's (1993) integrated model of attribution style, self-esteem, and life stress in vulnerability to depressive symptoms among adolescents ($N = 115$) using a 14-week prospective design. This model posits that individuals with both a negative attribution style and low self-esteem are particularly sensitive to developing depressive symptoms subsequent to life stress. Results of hierarchical multiple regression analyses were consistent with this hypothesis for initially asymptomatic participants, but not for those who were already experiencing mild levels of symptoms at the start of the study. Specifically, among initially asymptomatic participants, the three-way interaction between attribution style, self-esteem, and life stress predicted changes in depressive symptoms; initially asymptomatic

participants who had a negative attribution style, low self-esteem, and high life stress showed the greatest increase in depressive symptoms. These findings suggest that self-esteem and attribution style play a role in vulnerability to the onset of depressive symptoms, though different pathways seem to be involved in determining the course of already existing symptoms.

Obochi (2011) also investigated the relationship between self-esteem, attributions and academic achievement among secondary school students in Bwari Area Council of Federal Capital Territory. The research sought to find out how self-esteem and attributions interact with the academic achievement of students. Also, the research explored gender differences in self-esteem and attributions for success and failure. Six research objectives guided the research and six research hypotheses were formulated and tested. The design of the study was survey design and sample size was 191 participants comprising of 90 males and 101 females from five secondary schools in Bwari area council, FCT Abuja. Two standardized questionnaires were used; the academic attribution scale was 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 analyzed using Pearson product moment correlation to test relationship and independent sample t-test was used to test differences between the variables. At 0.05 level of significant, self-esteem was positively associated with academic achievement so also internal attribution for success. At 0.05 level of significance, external attribution for success was negatively related to achievement. At 0.01 alpha level of significance, external attribution for failure was related to academic achievement. No gender difference was discovered in both self-esteem and internal or external attributions for success and failure. The implications are that students will benefit by giving internal explanations for occurrences in their life. Also students with low self-esteem are to be guided and counseled so they could adjust well in school and in life generally. It is therefore recommended that the

methods of building positive self-esteem and internal attribution be embraced by both parents

Rueger and George (2017) also examined Indirect Effects of Attribution Style for Positive Events on Depressive Symptoms through Self-Esteem during Early Adolescence as their research on adolescent depression has overwhelmingly focused on risk factors, such as stressful negative events and cognitive vulnerabilities, but much important information can be gained by focusing on protective factors. Thus, the current study aimed to broaden understanding on adolescent depression by considering the role of two positive elements as protective factors, attribution style for positive events and self-esteem, in a model of depression. The sample included 491 middle school students (52 % female; $n = 249$) with an age range from 12 to 15 years ($M = 13.2$, $SD = .70$). The sample was ethnically/racially diverse, with 55 % White, 22 % Hispanic, 10 % Asian American, 3 % African American, and 10 % Biracial/Other. Correlational analyses indicated significant cross-sectional and longitudinal associations between an enhancing attribution style (internal, stable, global attributions for positive events), self-esteem and depressive symptoms. Further, prospective analyses using bootstrapping methodology demonstrated significant indirect effects of an enhancing attribution style on decreases in depressive symptoms through its effects on self-esteem. These findings highlight the importance of considering attribution style for positive events as a protective factor in the developmental course of depressive symptoms during early adolescence.

North, Sheridan, Maltby and Gillet (2007) who examined attribution style, self-esteem, and celebrity worship by carrying out two studies which were focused on investigating the relationship between attributions style (Study 1) and self-esteem (Study 2), and different forms of celebrity worship. Entertainment social celebrity worship (the most normal form considered) was unrelated to attribution style or self-esteem; intense personal celebrity worship was related positively to self-esteem but also to a propensity toward stable

and global attributions; and borderline pathological celebrity worship (the most negative form considered) was related to external, stable, and global attributions. These results were independent of whether participants were located in Europe or North America, and are discussed in terms of whether celebrity worship should be regarded as positive or negative and as a unitary concept.

Shahbaz (2017) investigated the relationship between Fear of Success (FOS), Attribution Style and Self-Esteem of undergraduate students. The objectives of the study were to explore the relationship between study variables to find if fear of success varies across genders, and to explore whether attribution style plays a mediating role in relationship between Fear of Success and Self-Esteem. The sample consisted of 104 students (97 men, 104 women) from a local university, preferably 2 years (5 to 8 semester) in BS and 3 and 4 semesters in MSc who were selected following convenience sampling technique. Self-report data were collected on Fear of Success Scale (Zuckerman & Allison, 1976); Rosenberg Self-Esteem Scale (Rosenberg, 1965) & Multidimensional-Multi-attribution Causality Scale (Lefcourt, 1979). Result revealed that no gender difference was found in boy and girls on FOS scores ($t = .69, p > .48$). Fear of Success was negatively correlated with self-esteem ($r = -.19, p < .01$) which meant that fear of success increased as self-esteem of the person decreased. Both Self-esteem and Fear of Success were more related to internal attribution style ($r = -.14, p < .05$ & $r = .15, p < .05$) than the external attribution style ($r = -.22, p < .01$ & $r = .10$). Attribution style, both internal and external, failed to successfully mediate the relationship of Fear of success and self-esteem. Possibly cultural factors would explain why the proposed mediation hypothesis could not be supported.

Rigby and Huebner (2005) conducted a study in Jordan with the aim of identifying the relationship among the attribution, personality traits and the academic performance of students of the adolescence phase. 403 pupils were sampled with the uses of questionnaire

instrument. The study results showed a statistically significant correlation between the internal attribution and academic performance, weak correlation between external attribution and academic performance as well as significant correlation between positive attribution style and extroversion and emotional equilibrium. The results further showed that the personality styles (effectiveness, extroversion, emotional equilibrium) are correlated with the attribution styles through a statistically significant relationship. It also found gender difference in terms of internal and external attribution and that male students are more inclined than female students in attributing academic outcomes to external factors such as teacher factors and the nature of academic tasks.

Chuanping (2009) investigated the characteristics of attribution of academic achievement, expectancy change and emotional response in college students in china via a questionnaire survey. It was found that:

- 1 College students had different attributions on success and failure. Differences among student's grades and that between success and failure were significant while differences between genders were not significant.
- 2 College students had higher expectation when they came across failure, and they were willing to work hard to make progress.
- 3 College students would feel gratified and proud after success. They would feel compunctions and depressed after failure. Their emotional responses were stronger when they succeed.

In another study involving 110 Brazilian students, Boruchovitch (2004) investigated how students attribute their performance in Mathematics. He found that students who performed poorly attributed their to external factors, such as examination difficulty and bad luck, while those who performed well attributed their success to internal factors such as being calm and working hard. However, they also attributed their success to some external factors,

such as having good teachers and easy examinations. Boruchovitch concluded that both external and internal attributions are made when students explain their success, but they seldom attribute internally when explaining their failure, similar findings have previously been observed in other countries such as Japanese, Turkish and Chinese students.

Nenty(2010) conducted a study to determine some of the factors that significantly impact upon students' attribution of their performance on mathematics, this study analyzed, using chi-square statistics; survey research design was used with data from 717 Form D (Form 4) Students. From 30 students were randomly selected from 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.

A related study by Sambo (2011) investigated the relationships among attributions, self- concept, personality, and academic attainment amongst Colleges of Education students in north- west of Nigeria. Basically, the study was designed to examine how the said variables affect students in learning situation. Academic Attribution Scale (ACAS), Eysenck personality Inventory (EPI) and Self-concept as a learner Scale (SCAL) questionnaires were administered to 389 students (300 level) drawn from eight Colleges of Education in the north-western Nigeria. Furthermore, the students, cumulative grades per average (CCPA) were used as measures of academic attainment. Pearson Product Moment Correlation and t-test were employed to determine the degree of relationships and differences in order to test the hypotheses. Thus, the major findings of the results revealed that neuroticism has inverse relationship with academic attainment of students but students, level of attributions of

success and failure have significant influence on their on the level of Self-concept. Science students on the other hand have high personality scores than their Arts students' counterpart. Moreover, students, academic attainment are significantly influenced by their level of self-concept; therefore, self-concept is an important factor in predicting academic success of students; parents' levels of education do not influence the academic attainment of students. The study further recommends that teachers should minimize punishment failure as students' performance could be improved by encouraging them to put more efforts in their studies. The self-concept of students should be improved in order to create good atmosphere for learning; students should be encouraged to persist in academic task. Teachers should help them establish a sincere belief that they are competent and that occasional imperfections or failures are the result of some other factors (such as bad luck or lack of sufficient effort) that need not be present on future occasions. Similarly, students should not be judged or evaluated on the basis of their personality but on the basis of their effort. The study also made recommendation for further research in the area using other variables.

Izabela (2013) carried out a study with the aim of investigating connections between key aspects of the two theoretical approaches; the attribution theory and self- determination theory. Specifically, this study investigates the relationship between four types of regulatory styles of learning and students attributions of their attained academic achievement. The participants were 127 elementary school students in Croatia. First, students assessed their final mid-term grades either as success or failure (subjective appraisal of successfulness) after which the academic self-regulation questionnaire of Ryan and Connell and the attribution scale of Soric were applied. The results showed that intrinsically motivated successful students, who feel autonomous and self- determined rather than controlled by others, attributed their success to more internal controllable causes but the association between other regulatory styles and dimensions still unclear, especially in the case of failure situation.

Mohamad (2014) explored 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. 67 students from grade 10 and 11 conducted the attribution questionnaire as a pre-test. 22 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 task difficulty; it is recommended that the training applied in this research be implemented in developmental guidance program.

Mohammad and Reza (2011) investigate the role of EFL learners, attributions for success and failure in learning a foreign language and their performance on placement tests. Three instruments, namely, the interchange objective placement test, the revised dimension scale, and the language achievement attribution scale were administered to 96 Iranian intermediate EFL learners studying at English language institutes. Attribution properties and attributions were compared with learners' English language proficiency scores. Pearson product moment correlation was applied to the data in order to see if there was any significant relationship between learners' attributions of success and failure and their English language proficiency. The results showed significant correlations between LAAS as well as CDS-11 subscales and learner's proficiency scores. Results from regression analyses for attribution

and proficiency scores indicated that effort attribution was the best predictor of high scores, but task difficulty attribution was the best predictor of low scores, in proficiency. Moreover, results from regression analyses for attribution properties and proficiency scores indicated that internal locus positively, but external control negatively predicted students' foreign language proficiency. At the end, what the results of the study may tell us about language teaching and learning is considered.

2.7 Summary

This chapter reviewed concept of attribution, critical issues on attribution and self-esteem of students. The relationship of internal and external factors of attribution on students' academic activities has been observed in the studies. At the end of the study, it has been ascertained that internal attribution has more positive relationship on student's self-esteem than external attribution. Moreover, it has been emphasized that the students with internal attribution have high need for achievement (high achievement motivation) and low outer-directedness and portray more effective and adaptive self-esteem than students with external attribution. Also while students with internal have more control over their academic environment and situations, those with external have been determined by environmental and situational factors. Most studies showed that attribution has relationship with self-esteem of students. In other words, attribution is related to self-esteem of students; however these findings are difference from this study in terms of location, subjects and methodology therefore this study intends to fill these gaps

This study is unique in the sense that many have conducted study on the influence of attribution style and academic achievement, attribution and self-concept, attribution and academic performance, attribution style and mindfulness. But these study investigated the relationship between attribution style and self-esteem among undergraduate students of

Ahmadu Bello University, Zaria.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter presents the Research Design, Population, Sample and Sampling Techniques, Instrumentations, Validity of the instruments, pilot study, Reliability of the Instruments, Procedure for Data Collection and Procedure for Data Analysis.

3.2 Research Design

The research adopted a correlational design. This is because the study seeks to establish relationships among variables and all hypotheses were based on relationships. Paul (2016) stated that correlational design is a type of non-experimental design in which the researcher measures two or more variables and assesses the statistical relationship between them with little or no effort to control extraneous variables. Correlational design study examines whether an increase or decrease in one variable leads to increase or decrease in another variable. Therefore, correlational design was used in this study because the study seeks to find Relationships between Attribution Styles and Self-Esteem among Undergraduate Students of Ahmadu Bello University, Zaria Kaduna State, Nigeria.

3.3 Population

The population for this study constituted of all 300 level students of ABU Zaria totalling nine thousand, five hundred and seventy three (9,573) male and female undergraduate students across the sixteen faculties.

3.4 Sample and Sampling Technique

The sample for this study was three hundred and sixty eight (368) male and female undergraduate students of ABU, Zaria. This sample was drawn from the entire population of

300 level students which is 9,573. The selection conforms to the research advisor (2006). Simple Random Sampling Technique was used in selecting the five faculties. This is because the population of students across faculties varies therefore, to ensure equitable distribution of the sample, proportionate sampling technique was appropriate.

Table 2: Distribution of the Population of 300 Level Students of Ahmadu Bello University Zaria According to their Faculties and Percentage

NO	Faculty	No. of student	Percentage
1.	Administration	724	7.5
2.	Agriculture	145	1.5
3.	Art	976	10.1
4.	Education	2545	26.5
5.	Engineering	825	8.6
6.	Environmental Design	648	6.7
7.	Law	357	3.7
8.	Life sciences	688	7.2
9.	Pharmaceutical Science	125	1.3
10.	Physical Science	1036	10.8
11.	Social Sciences	810	8.5
12.	Veterinary Medicine	124	1.3
13.	Allied medical science	122	1.2
14.	Basic clinical science	163	1.7
15.	Basic medical science	134	1.4
16.	Clinical science	151	1.6
	Total	9573	100%

Table 3: Distribution of the Sample of 300 Level Students of Ahmadu Bello University Zaria According to their Faculties

NO	Faculty	No. of student	Total
6.	Life Sciences	688	91
7.	Pharmaceutical science	125	17
8.	Physical Science	1036	137
9.	Social science	810	107
10.	Veterinary Medicine	124	16
	Total	2783	368

3.5 Instrumentation

Two instruments were adapted for this study. The instruments are Self-Esteem Scale and Attribution Scale. The instrument comprised of Section A, Biographic Data of the Students, Section B, Attribution Style Scale, Section C, Self-Esteem Scale. The attribution style scale was adopted from Balarabe (2008) and self-esteem was also adopted from Rosenberg (1965). The instruments were found valid and reliable for this type of research. The developer for attribution scale is Prof Musa Balarabe and the self-esteem scale is Rosenberg

Attribution Style Scale

This instrument is a standardized one that seeks to determine aspect of attribution style of students. The 40 items instruments concentrated on issues such as it was difficult, I was lucky, I deserved it and many more. It has five points likert scale which consist of strongly agreed (SA), Agreed (A), Not Sure (NS), Disagree (D), Strongly Disagree (SD) which represent students' feelings.

Self-Esteem Scale

This instrument is also a standardized one which is designed to measure self-esteem of the students. It includes issues such as: I feel that I have a number of good qualities, I am able to do things as well as most other people; and many more. The instrument has 10 items.

3.5.1 Validity of the Instruments

Content validity was done. Supervisors as well as lecturers in the Department of Educational Psychology and Counselling, Faculty of Education, ABU Zaria validated the instruments through content validity. Necessary corrections, suggestions and observations were made in order to ascertain the validity of the instruments. All the corrections, suggestions and observations pointed out were noted and effected properly.

3.5.2 Reliability of the Instruments

The reliability of the instrument was obtained using test re-test reliability. The reliability for each section was obtained. Self-Esteem has .74 to .80, internal consistency reliability using 102 students of Ahmadu Bello University, Zaria as clearly stated below:

1. the internal attribution for success is .718
2. external attribution for success is .476
3. internal attribution for failure is .744
4. external attribution for failure .731

The internal consistency for sub-sale using 220 secondary school students Anambra state:

1. internal attribution for success .701
2. external attribution for success is .775
3. internal attribution for failure is .541
4. external attribution for failure .691

The reliability coefficient obtained for the items in this study titled Relationship between Attribution Style and Self-Esteem among Undergraduate Students of Ahmadu Bello University, Zaria, and Kaduna State Nigeria showed the instrument as reliable and fit for the main work since the calculated reliability coefficient is close to 1 than to 0.

3.6 Procedure for Data Collection

The researcher collected an introductory letter from the Department of Educational Psychology and Counselling, Faculty of Education, Ahmadu Bello University Zaria. The letters were delivered to the Deans of the five faculties where the research was carried out. After permission from the Deans of the faculties, the researcher formally introduce himself and the research assistants to the respondents in their lecture halls or classes and told them the purpose of his coming and ensure them absolute confidentiality of information they gave as it is going to be used solely for the purpose of research work. The research assistants were trained before going to the field. Questionnaires were explained clearly before administering the questionnaires and the filled questionnaires were retrieved from the participant immediately after an interval of ten minutes or more for them to clearly understand and make accurate responses.

3.7 Procedure for Data Analysis

The data collected were analysed using descriptive and inferential statistics. Frequency and simple percentage were used to analyse Bio data of the participant, mean and standard deviation were used to answer the research questions raised and Pearson Product Moment Correlation Coefficient (r) was used to test all the four hypotheses at 0.05 alpha level of significance.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

The study is titled Relationship between Attribution Style and Self-Esteem among Undergraduate Students of Ahmadu Bello University, Zaria, Kaduna State, Nigeria. A total of 364 out of the sampled 368 students were used for the study due to a mortality rate of 1.1%. They were classified into three study groups. The statistical package of version 25 was used for the data analysis. The analysis was presented in sections. The first section presented the bio data variables of study groups and gender in frequencies and percentages. The second section answers the 4 research questions using descriptive statistics. Pearson product moment correlation coefficient was used to test all the null hypotheses.

4.2 Results Present the Bio Data Analysis

H₀₁: There is no significant relationship between internal attributions for success and self-esteem of undergraduate students of Ahmadu Bello University, Zaria

Table 4: Pearson Product Moment Correlation (r) statistic on the relationship between internal attributions for success and self-esteem of undergraduate students of Ahmadu Bello University, Zaria

Variable	N	Mean	SD	r	D	P
Internal Attrib. for Success	364	31.05	3.954	0.446*	362	0.000
SELF_ESTEEM	364	29.44	3.635			

***. Correlation is significant at the 0.05 level (2-tailed).*

Table 4 shows the analysis of Pearson Product Moment Correlation (r) between internal attributions for success and self-esteem among undergraduate students of Ahmadu Bello University, Zaria. The table revealed a calculated r-value of 0.446 and a p-value of 0.000 which is less than alpha level of 0.05. This implies that a significant positive relationship exists between attributions for success and self-esteem among undergraduate students of Ahmadu Bello University, Zaria. (r= 0.446, p= 0.000). The positive relationship (0.446) implies that the higher undergraduates attributions for success the higher their self-esteem. Therefore, the null hypothesis which states that there is no significant relationship between internal attributions for success and self-esteem among undergraduates students of Ahmadu Bello University Zaria, Nigeria is rejected.

H₀₂: There is no significant relationship between internal attributions for failure and self-esteem of undergraduate students of Ahmadu Bello University, Zaria

Table 5: Pearson Product Moment Correlation (r) statistics on relationship between internal attributions for failure and self-esteem of undergraduate students of Ahmadu Bello University, Zaria

Variable	N	Mean	SD	r	D	P
Internal Attrib. for Failure	3 64	31.13	4.373			
				-0.632**	3 62	0.0 01
SELF_ESTEEM	3 64	29.68	3.457			

****.** Correlation is significant at the 0.05 level (2-tailed).

Table 5 shows the analysis of Pearson Product Moment Correlation (r) between internal attributions for failure and self-esteem among undergraduate students of Ahmadu Bello

University, Zaria. The table revealed a calculated r-value of -0.632 and a p-value of 0.001 which is less than alpha level of 0.05. This implies that a significant inverse relationship exists between internal attributions for failure and self-esteem among undergraduate students of Ahmadu Bello University, Zaria. ($r = -0.632$, $p = 0.001$). The inverse relationship (-0.632) implies that the lower undergraduates internal attributions for failure the higher their self-esteem. Therefore, the null hypothesis which states that there is no significant relationship between internal attributions for failure and self-esteem among undergraduates students of Ahmadu Bello University Zaria, Nigeria is rejected.

H₀₃: There is no significant relationship between external attributions for success and self-esteem of undergraduate students of Ahmadu Bello University, Zaria

Table 6: Pearson Product Moment Correlation (r) statistics on relationship between external attributions for success and self-esteem of undergraduate students of Ahmadu Bello University, Zaria

Variable	N	Mean	SD	r	D f	P
External Attrib. for Success	3 64	31.32	3.688	0.376*	3 62	0.0 11
SELF_ESTEEM	3 64	29.44	3.635			

****.** *Correlation is significant at the 0.05 level (2-tailed).*

Table 6 shows the analysis of Pearson Product Moment Correlation (r) between external attributions for success and self-esteem among undergraduate students of Ahmadu Bello University, Zaria. The table revealed a calculated r-value of 0.376 and a p-value of 0.011 which is less than alpha level of 0.05. This implies that a significant positive relationship exists between external attributions for success and self-esteem among undergraduate students of

Ahmadu Bello University, Zaria. ($r= 0.376$, $p= 0.011$). The positive relationship (0.376) implies that the higher undergraduates external attributions for success the higher their self-esteem. Therefore, the null hypothesis which states that there is no significant relationship between external attributions for success and self-esteem among undergraduates students of Ahmadu Bello University Zaria, Nigeria is rejected.

H₀₄: There is no significant relationship between External attributions for failure with self-esteem of undergraduate students of Ahmadu BelloUniversity, Zaria

Table 7: Pearson Product Moment Correlation (r) statistics on relationship between External attributions for failure and self-esteem of undergraduate students of Ahmadu BelloUniversity, Zaria

Variable	N	Mean	SD	r	D f	P
External Attrib. for Failure	3 64	31.25	3.869	-0.487**	3 62	0.0 10
SELF_ESTEEM	3 64	29.68	3.457			

****.** *Correlation is significant at the 0.05 level (2-tailed).*

Table 7 shows the analysis of Pearson Product Moment Correlation (r) between external attributions for failure and self-esteem among undergraduate students of Ahmadu Bello University, Zaria. The table revealed a calculated r-value of -0.487 and a p-value of 0.010 which is less than alpha level of 0.05 . This implies that a significant inverse relationship exists between external attributions for failure and self-esteem among undergraduate students of Ahmadu Bello University, Zaria. ($r= -0.487$, $p= 0.010$). The inverse relationship (-0.487) implies that the lower undergraduates external attributions for failure the higher their self-esteem. Therefore, the null hypothesis which states that there is no significant relationship

between external attributions for failure and self-esteem among undergraduates students of Ahmadu Bello University Zaria, Nigeria is rejected.

4.3 Summary of Findings

The followings are the summary of findings obtained in the study

1. positive relationship exist between internal attributions for success and self-esteem among undergraduate students of Ahmadu Bello University, Zaria with ($r=0.446, p=0.000$)
2. Negative relationship exist between internal attributions for failure and self-esteem among undergraduate students of Ahmadu Bello University, Zaria with ($r=-0.632, P=0.001$)
3. Positive relationship exist between external attributions for success and self-esteem among undergraduate students of Ahmadu Bello University, Zaria with ($r=0.376, P=0.011$)
4. Negative relationship exist between external attributions for failure with self-esteem among undergraduate students of Ahmadu Bello University, Zaria with ($r=-0.487, P=0.010$)

4.4 Discussions

The study determined relationship between attributions style and self-esteem among undergraduate students of Ahmadu Bello University, Zaria, Nigeria. Several studies in the body of literature are in line with the findings of this study from the four tested hypotheses. This section discussed the findings in relation to previous research work. The first finding revealed that there is a significant relationship between internal attributions to success and undergraduate student self-esteem. This is in line with the findings of Balarabe (2008) who investigated the differences in feeling for success and failure between sciences and Arts students in Six Federal Government and State Government Secondary Schools in Kaduna and Kwara States. 2,357 students were randomly selected from both science and Arts classes.

Attribution and feelings were utilized as instrument for data collection. The findings of the study revealed that science students had significantly high level of internal attributions and feelings for success, and significantly lower external attribution to success. Thus, the study further revealed that science students demonstrated evidence of significantly high level of achievement motivation over Arts students in secondary school. Invariably, the study suggest that students with better academic records are better placed in sciences classes and this could be responsible for their level of achievement motivation demonstrated in the study. However, the study further suggests that there is the need to assist arts students in cultivating a more internal attributions orientation, through re-training program as this should at least boast their level of academic achievement motivation and performance at school.

The findings of this study indicated that significant relationship existed between internal attributions for failure with self-esteem among undergraduate students of Ahmadu Bello University, Zaria. This is in agreement with the findings of Mohammad and Reza (2011) who investigated the role of EFL learners, attributions for success and failure in learning a foreign language and their performance on placement tests. Three instruments, namely, the interchange objective placement test, the revised dimension scale, and the language achievement attribution scale were administered to 96 Iranian intermediate EFL learners studying at English language institutes. Attribution properties and attributions were compared with learners English language proficiency scores. Pearson product moment correlation was applied to the data in order to see if there was any significant relationship between learners' attributions of success and failure and their English language proficiency. The results showed significant correlations between LAAS as well as CDS-11 subscales and learner's proficiency scores. Results from regression analyses for attribution and proficiency scores indicated that effort attribution was the best predictor of high scores, but task difficulty attribution was the best predictor of low scores, in proficiency. Moreover, results from

regression analyses for attribution properties and proficiency scores indicated that internal locus positively, but external control negatively predicted students' foreign language proficiency. At the end, what the results of the study may tell us about language teaching and learning is considered.

The findings of this study indicated that significant relationship existed between external attributions for success with self-esteem among undergraduate students of Ahmadu Bello University, Zaria. This is supported by the findings of Wolter (2013) who carried out a study designed to forge stronger theoretical and empirical links between achievement goal theory and attribution theory. High school students (N=224) completed the a self-report survey that assessed 3 types achievement goals, 7 types of attributions, and self- efficacy, results indicated that students adoption of achievement goals explained 4 types attributions, but no single type of achievement goal stood out as the most consistent or strongest predictor for those attributions. Results also showed that a focus on mastery and certain types of attributions, but not either form of performance goals was associated with a more adaptive pattern of behavioral and cognitive engagement. Overall, the present study provides a valuable contribution by promoting integration among prominent models of motivation, and by extending what is known about the relations between each of the models and students' academic functioning.

Based on this study indicated that significant relationship existed between External attributions for failure with self-esteem among undergraduate students of Ahmadu Bello University, Zaria. This is in line with the findings of Obochi (2011) who investigated the relationship between self-esteem, attributions and academic achievement of among secondary school students in Bwari area council of federal capital territory. The research sought to find out how self-esteem and attributions interact with the academic achievement of students. Also, the research explored gender differences in self-esteem and attributions for

success and failure. Six research questions guide the research and six research hypotheses were tested. The design of the study was survey design and sample size of was 191 participants comprising of 90 males and 101 females from five secondary schools in Bwari area council, FCT Abuja. Two standardized questionnaires were used; the academic attribution scale 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 analyzed using Pearson product moment correlation to test relationship and independent sample t-test was used to test differences between the variables. At 0.01 level of significant, self-esteem was positively associated with academic achievement so also internal attribution for success. At 0.05 level of significance, external attribution for success was negatively related to achievement. At 0.01 level of significance; external attribution for failure was related to academic achievement. No gender difference was discovered in both self-esteem and internal or external attributions for success and failure. The implications are that students will benefit by giving internal explanations for occurrences in their life. Also students with low self-esteem are to be guided and counselled so they could adjust well in school and in life generally. It is therefore recommended that the methods of building positive self-esteem and internal attribution be embraced by both parents.

The reasons why this findings Is in line with the findings of Obochi (2011) and others is because students usually attribute successes to internal factors and failure to external factors. However, correlational research statistics were used by others researchers and also correlational researches were used e.g. PPMC (r) in correlating attributions styles with academic achievement and self-esteem.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the Summary, Conclusion and Recommendations to the study titled Relationship between Attribution Style and Self-Esteem among Undergraduate Students of Ahmadu Bello University, Zaria, Kaduna State, Nigeria

5.2 Summary

The study investigated the Relationship between Attribution Style and Self-Esteem among Undergraduate Students of Ahmadu Bello University, Zaria, Kaduna State, Nigeria. To achieve this, the study was structured in five different chapters and this action is to summarize the five chapters.

Chapter one presents the Background to the Study, Statement of Problem, and Objectives of the Study, Research Objectives, Research Hypothesis, Basic Assumptions, and Significance of the Study, Scope and Delimitations of the study.

Chapter Two captured the Review of Related Literature, Conceptual Clarification, Conceptual Clarification, Concept of Attribution Style, which reviewed types of attribution as Internal Attribution, External Attribution, Concept of Self-Esteem were also categorized into Low Self-Esteem and High Self-esteem. This chapter also reviewed Theoretical Framework to guide the study such as Friz Heider Attribution Style Theory, Internal (Personal) and External (Situational) Attribution, Bernard Weiner Three Dimensional theory of Attribution, Maslow's Theory of Motivation and Weiner Attribution Theory of Success or Failure. The chapter also reviewed related Empirical Studies and Summary

Chapter three presented the methodology of the study. The study adopts the correlational design. The population of this study is all 300 level students which comprised nine thousand five hundred and seven three (9573) with a sample size of three hundred and sixty eight (368). Two (2) instruments were used namely Attribution Style Scale and Self-Esteem Scale.

Chapter four presented results and discussions of the findings and statistical package to analyse the data collected from the distributed questionnaire. A total of 364 participants responded to the data. The study presented the frequencies of the demographic variables. All research questions as well as research null hypotheses.

Chapter five being the last chapter consisted of summary, conclusions and recommendations.

5.3 Conclusion

Based on the findings of this study, it can be concluded that, positive relationship existed between internal attributions for success and self-esteem among undergraduate students, negative relationship existed between internal attribution for failure and self-esteem among undergraduate students of Ahmadu Bello University, Zaria, Kaduna-State, Nigeria; positive relationship existed between external attributions for success and self-esteem among undergraduate students Ahmadu Bello University, Zaria, Kaduna-State, Nigeria and negative relationship existed between external attributions for failure and self-esteem among undergraduate students of Ahmadu Bello University, Zaria, Kaduna-State, Nigeria.

5.4 Recommendations

Based on the findings of the study,

1. Psychologists, Counsellors, family therapists and other experts should be employed by government to assist and encouraged University Students to build their self-esteem so that their attributions for success can be improved upon.
2. Workshops symposia and other relevant awareness campaign programme should be put in place for parents, guardians and other stakeholders in raising children on how to effectively bring up their children in a good manner that will assist in boosting their morale and self-esteem.
3. University authority should have functional and mechanism where undergraduate students would be recommended and awarded for hard work and success performance this would no doubt help in exploring their potentials, attributions to success and self-esteem.
4. Government, donor agencies and other philanthropists' must join hands with the University authorities to provide scholarships and other incentives to Universities undergraduates to mitigate the challenges and other impediments faced by students while in school that would help in building their self-esteem and reducing their attributions to failure.

5.5 Suggestions for further studies

Based on the findings of this study, the researcher suggested that further studies should be carried out on:

1. Relationship between attributions style and academic performance among 100 level students of Ahmadu Bello University Zaria, Kaduna State, Nigeria.
2. Relationship among Attributions Style, Self-efficacy and Academic Achievement among 200 level students of Ahmadu Bello University Zaria, Kaduna State Nigeria.

3. Relationship between Attributions Style and Self-concept among 400 level students of Ahmadu Bello University Zaria, Kaduna State Nigeria.

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APPENDIX A

Department of Educational Psychology
and counselling

Faculty of Education

Ahmadu Bello University Zaria.

Date:

Dear respondent,

QUESTIONNAIRE FOR ATTRIBUTION STYLE AND SELF-ESTEEM

I am a master's student of the Department of Educational Psychology and Counselling Ahmadu Bello University Zaria, currently conducting a research on Relationship between Attribution Style and Self-Esteem among Undergraduate Students of Ahmadu Bello University, Zaria, Kaduna State Nigeria. I am here by soliciting your support to fill the items accordingly.

I want you to know that any information collected from you will be considered highly confidential for it will be used solely for the purpose of this research.

Thank you for your cooperation.

Yours faithfully

MUSA Ilu

APPENDIX B

Appendix I: Academic Attribution Scale (A.C.A.S.)

This test is designed to see how you interpret the things that happen to you in your schoolwork. In each of the situations describes below, you should think back to a time when such 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.

Strongly Agree (SA)

Agree to some extent (A)

Not Sure (NS)

Disagree (DA)

Strongly Disagree (SDA)

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

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)

ACADEMIC ATTRIBUTION SCALE BALARABE (2008)

S/NO	ITEMS	SA	A	ND	DA	SD
1.	I tried very hard					
2.	I got the right help					
3.	The teacher was in a good mood					
4.	I was good at it					
5.	I did it the right way					
6.	It was difficult					
7.	I was lucky					
8.	The teacher was kind					
9.	I deserved it					
10.	I was in the right mood					

Source: Adopted from Balarabe (2008)

Now, think back to an assignment in which you scored low marks. Why did this happen?

(Tick your choice)

ACADEMIC ATTRIBUTION SCALE BALARABE (2008)

S/NO	ITEMS	SA	A	ND	DA	SD
1	The teacher was unfair					
2	The teacher was in a bad mood					
3	I was not good at it					
4	I was not in the right mood					
5	I deserved it					
6	It was too difficult for me					
7	I did not try hard enough					
8	It was just bad luck					
9	I did not get the right help					
10	I did not do it right way					

Source: Adopted from Balarabe (2008)

Try to remember a day when you did very well in the examination.

Why did this happen? (Tick your choice)

ACADEMIC ATTRIBUTION SCALE BALARABE (2008)

S/NO	ITEMS	SA	A	ND	DA	SD
1	I tried very hard					
2	I got the right help					
3	The teacher was in a good mood					
4	I was good at it					
5	I did it the right way					
6	It was difficult					
7	I was lucky					
8	The teacher was kind					
9	I deserved it					
10	I was in the right mood					

Source: Adopted from Balarabe (2008)

Recall an examination in which you did not perform as you wanted. Why did this happen?

(Tick your choice)

ACADEMIC ATTRIBUTION SCALE BALARABE (2008)

S/NO	ITEMS	SA	A	ND	DA	SD
1	The teacher was unfair					
2	The teacher was in a bad mood					
3	I was not good at it					
4	I was not in the right mood					
5	I deserved it					
6	It was too difficult for me					
7	I did not try hard enough					
8	It was just bad luck					
9	I did not get the right help					
10	I did not do it the right way					

Source: Adopted from Balarabe (2008)

This questionnaire has four sections two depicting success and the other two depicting failure situations. Each section consists of ten (10) attribution item, five (5) to internal and five (5) to external factors. Accordingly, the internal attributions are attributed to; ability, effort, strategy, self-mood and general acceptance while the external attributions are attributed to; task difficulty, luck, help received/derived, mood of significant others and general non-acceptance. All items contained in the attributions for success and failure in academic outcome are structured in line with the hypotheses raised and were scored on 5-point Likert scale with the following scale points; Strongly Agreed = 5, Agreed = 4, Not Sure = 3, Disagreed = 2, Strongly Disagreed = 1

Rosenberg Self-Esteem Questionnaire (RSE)

Below is a list of statements dealing with your general feelings about yourself. Please indicate how strongly you agree or disagree with each statement.

S/No	Items	Strongly Disagree	Disagree	Agree	Strongly Agree
1.	On the whole, I am satisfied with myself.				
2.	At times, I think I am no good at all.				
3.	I feel that I have a number of good qualities				
4.	I am able to do things as well as most other people.				
5.	I feel I do not have much to be proud of.				
6.	I certainly feel useless at times.				
7.	I feel that I'm a person of worth, at least on an equal plane with others.				
8.	I wish I could have more respect for myself.				
9.	All in all, I am inclined to feel that I am a failure.				
10.	I take a positive attitude toward myself.				

Source: Adopted from Rosenberg (1965)

Scoring Guide for Self-Esteem

<29 = low level of self-esteem learning

30-59= average level of self-esteem learning

60-100 = high level of self-esteem learning

SAMPLE SIZE TABLE

Population Size	95.00%				99.00%			
	Degree of Accuracy/Margin of Error				Degree of Accuracy/Margin of Error			
	0.05	0.035	0.025	0.01	0.05	0.035	0.025	0.01
10	10	10	10	10	10	10	10	10
20	19	20	20	20	19	20	20	20
30	28	29	29	30	29	29	30	30
50	44	47	48	50	47	48	49	50
75	63	69	72	74	67	71	73	75
100	80	89	94	99	87	93	96	99
150	108	126	137	148	122	135	142	149
200	132	160	177	196	154	174	186	198
250	152	190	215	244	182	211	229	246
300	169	217	251	291	207	246	270	295
400	196	265	318	384	250	309	348	391
500	217	306	377	475	285	365	421	485
600	234	340	432	565	315	416	490	579
700	248	370	481	653	341	462	554	672
800	260	396	526	739	363	503	615	763
900	269	419	568	823	382	541	672	854
1,000	278	440	606	906	399	575	727	943
1,200	291	474	674	1067	427	636	827	1119
1,500	306	515	759	1297	460	712	959	1376
2,000	322	563	869	1655	498	808	1141	1785
2,500	333	597	952	1984	524	879	1288	2173
3,500	346	641	1068	2565	558	977	1510	2890
5,000	357	678	1176	3288	586	1066	1734	3842
7,500	365	710	1275	4211	610	1147	1960	5165
10,000	370	727	1332	4899	622	1193	2098	6239
25,000	378	760	1448	6939	646	1285	2399	9972
50,000	381	772	1491	8056	655	1318	2520	12455
75,000	382	776	1506	8514	658	1330	2563	13583
100,000	383	778	1513	8762	659	1336	2585	14227
250,000	384	782	1527	9248	662	1347	2626	15555
500,000	384	783	1532	9423	663	1350	2640	16055
1,000,000	384	783	1534	9512	663	1352	2647	16317
2,500,000	384	784	1536	9567	663	1353	2651	16478
10,000,000	384	784	1536	9594	663	1354	2653	16560
100,000,000	384	784	1537	9603	663	1354	2654	16584
264,000,000	384	784	1537	9603	663	1354	2654	16586

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**MANAGEMENT INFORMATION SYSTEM (MIS) UNIT
INFORMATION COMMUNICATION TECHNOLOGY (ICT) DIRECTORATE
AHMADU BELLO UNIVERSITY, ZARIA**

Undergraduate Students Statistics by Faculty/Department 2017/2018 Session.

Faculty/Departments	100	200	300	400	500	60000	G. Total
Administration	578	680	724	1209			3191
B.A Local Government & Development	115	88	146	228			577
B.Sc Accounting	121	162	164	273			720
B.Sc Business Administration	120	161	158	282			721
B.Sc Insurance	76	110	42	68			301
B.Sc Public Administration	146	159	209	358			872
Agriculture	233	301	145	147	92		918
B.Agriculture	117	181	124	124	85		631
B.Sc Agricultural Extension		31	21	23	7		82
B.Sc. Fisheries and Aquaculture	57	50					107
B.Sc. Forestry and Wildlife	59	39					98
Arts	636	885	976	985			3482
B.A Arabic	47	108	122	146			423
B.A Archeology	108	191	181	262			742
B.A Archeology/History	50	69	34	55			208
B.A English (Language)	102	115	242	210			669
B.A English (Literature)	87	70	73	37			267
B.A French	17	45	1	38			101
B.A Hausa	41	85	55	81			262
B.A History	112	115	163	108			498
B.A Theatre and Performing Arts	72	87	105	48			312
Education	1531	2957	2545	2481			9514
B.Ed (Education Psychology and	39	18		1			58
B.Ed Arabic Education	31	82	67	73			253
B.Ed Biology Education	128	323	219	159			829
B.Ed Chemistry Education	126	266	113	123			628
B.Ed Christian Religious Studies	93	34	31	48			206
B.Ed Geography Education	53	99	148	133			433
B.Ed Guidance and Counselling	48	235	361	267			911
B.Ed Hausa Education	7	58	50	66			181
B.Ed Health Education	24	2					26
B.Ed Home Economics	26	65	43	22			156
B.Ed Human Kinetics	40	1					41
B.Ed Integrated Science	92	205	75	131			503
B.Ed Islamic Religious Studies	93	147	176	195			611
B.Ed Mathematics Education	71	167	60	88			386
B.Ed Physical & Health Education	80	122	99	67			368
B.Ed Physics Education	90	184	104	96			474
B.Ed Social Studies	126	152	256	136			672

B.Sc (Ed) Business Education	94	149	172	155			570
B.Sc (Ed) Computer Science Education	55	178	118	182			533
B.Sc (Ed) Computer Science Education			2				2
B.Sc (Ed) Agriculture Education	103	157	111	57			428
BLI (Bachelor of Library & Information)	112	313	340	480			1245
Engineering	921	1160	825	765	1014		4685
B.Eng. Minerals Engineering	27						27
B.Eng. Agricultural Engineering	77	111	77	73			405
B.Eng. Automotive Engineering	29	32					61
B.Eng. Chemical Engineering	119	164	145	124	226		778
B.Eng. Civil Engineering	121	175	152	140	172		760
B.Eng. Communications Engineering	46	62	42	19	26		195
B.Eng. Computer Engineering	62	101	54	50	56		323
B.Eng. Electrical Engineering	78	105	97	122	200		602
B.Eng. Mechanical Engineering	127	146	119	86	154		632
B.Eng. Mechatronics Engineering	47	38					85
B.Eng. Metallurgical and Materials	88	113	69	61	49		380
B.Eng. Polymer and Textile Engineering	14						14
B.Eng. Water Resources & Environmental	86	113	70	90	61		420
B.Sc. Land Surveying					3		3
Environmental Design	582	840	648	742	366		3178
B.A Fine Arts	33	57	40	54			184
B.A Industrial Design	20	57	70	93			240
B.Eng. Geomatic Engineering	14			2	2		18
B.Sc Architecture	103	110	106	168			487
B.Sc Building	101	166	95	102	154		618
B.Sc Geomatics	50	117	81	63	44		355
B.Sc Quantity Surveying	77	146	102	88	75		488
B.Sc Urban & Regional Planning	87	67	76	86	91		407
Law	249	305	357	327	391		1629
LLB Civil Law	130	137	171	166	205		809
LLB With Special Islamic Law	119	168	186	161	186		820
Life Science	715	864	688	950			3217
B.Sc Biochemistry	104	107	186	293			690
B.Sc Biological Science	171	215	227	378			991
B.Sc Botany	148	175	69	5			397
B.Sc Microbiology	152	215	168	263			798
B.Sc Zoology	140	152	38	11			341

Medicine	693	779	570	598	340	1	2981
B.Sc Human Anatomy	151	211	135	150			647
B.Sc Human Physiology	138	209	128	155			630
B.Sc Nursing Science	143	226	193	182	244		988
Bachelor of Dental Surgery	40						40
Bachelor of Medical Lab. Science	51						51
B.Sc Medical Radiography	46						46
MBBS	124	133	144	111	96		579
Pharmaceutical Sciences	119	150	125	107	244		745
B. Pharmacy	119	150	125	107	244		745
Physical Science	667	1400	1036	1461	72		4636
B.Sc Chemistry	165	201	179	306			851
BSc Computer Science	131	203	237	317			888
B.Sc Geography	48	163	161	204			576
B.Sc Geology	66	113	58	128			365
B.Sc Mathematics	89	137	98	133			457
B.Sc Physics	62	176	82	129			449
B.Sc Polymer & Textile Science	13	216	10				239
B.Sc Statistics	93	190	114	168			565
B.Sc Textile Science & Technology		1	97	76	72		246
Social Sciences	655	668	810	987			3120
B.Sc Economics	127	121	140	199			587
B.Sc International Studies	123	116	174	184			597
B.Sc Mass Communication	159	158	181	319			817
B.Sc Political Science	114	138	168	146			566

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND COUNSELLING



Faculty of Education
AHMADU BELLO UNIVERSITY, ZARIA

Email: epc@abu.edu.ng

Vice-Chancellor: Professor Ibrahim Garba, B.Sc, M.Sc (ABU), Ph.D, DIC (London) FNMGS

Head of Department: Dr. Aisha I. Mohammed, B.Ed, M.Ed, Ph.D (ABU).

Our Ref: _____

Date: 26(11) 2019

THE DEAN,
FACULTY OF
PHARMACEUTICAL
SCIENCE
ABU ZARIA

Dear Sir,

STUDENTS' FIELD RESEARCH

The Department of Educational Psychology and Counselling, Ahmadu Bello University, Zaria, requires each student working for a Degree to complete a research Project/Thesis/Dissertation. They are therefore required to collect data for the research studies.

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 BETWEEN ATTRIBUTION STYLE
AND SELF-ESTEEM AMONG UNDERGRADUATE
STUDENTS OF AHMADU BELLO UNIVERSITY,
ZARIA, KADUNA STATE NIGERIA

Thank you for your continuous cooperation.

Yours sincerely,


Research Adviser






Faculty of Education
AHMADU BELLO UNIVERSITY, ZARIA

Email: epc@abu.edu.ng

Vice-Chancellor: Professor Ibrahim Garba, B.Sc, M.Sc (ABU), Ph.D, DIC (London) FNMGS

Head of Department: Dr. Aisha I. Mohammed, B.Ed, M.Ed, Ph.D (ABU)

Our Ref: _____

Date: 26(II) 2019

THE DEAN,
FACULTY OF
VETERINARY
MEDICINE
ABU ZARIA

Office of the Dean
 Faculty of Vet. Med., ABU Zaria
 42-4, V.S.S
 7-1-20

Dear Sir,

STUDENTS' FIELD RESEARCH

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 Research Adviser



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Head of Department: Dr. Aisha I. Mohammed, B.Ed, M.Ed, Ph.D (ABU).

Our Ref: _____

Date: 26(11) 2019

THE DEAN,
FACULTY OF
SOCIAL SCIENCES
A.B.U ZARIA



Dear Sir,

STUDENTS' FIELD RESEARCH

The Department of Educational Psychology and Counselling, Ahmadu Bello University, Zaria; requires each student working for a Degree to complete a research Project/Thesis/Dissertation. They are therefore required to collect data for the research studies.

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RELATIONSHIP BETWEEN ATTRIBUTION STYLE
AND SELF-ESTEEM AMONG UNDERGRADUATE
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ZARIA, KADUNA STATE NIGERIA

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Head of Department: Dr. Aisha I. Mohammed, B.Ed, M.Ed, Ph.D (ABU).

Our Ref: _____

Date: 26(11) 2019

TITLE DEGREE
FACULTY OF PHYSICAL
SCIENCES
ABU ZARIA

Dean's Office
Faculty of Physical Sciences
Ahmadu Bello University

Dear Sir,

STUDENTS' FIELD RESEARCH

07-01-2020

The Department of Educational Psychology and Counselling, Ahmadu Bello University, Zaria; requires each student working for a Degree to complete a research Project/Thesis/Dissertation. They are therefore required to collect data for the research studies.

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AND SELF-ESTEEM AMONG UNDERGRADUATE
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ZARIA, KADUNA STATE NIGERIA

Thank you for your continuous cooperation.

Yours sincerely,


RESEARCH DEPARTMENT
EDUCATIONAL PSYCHOLOGY & COUNSEL
FACULTY OF EDUCATION
AHMADU BELLO UNIVERSITY, ZARIA

Research Adviser



Faculty of Education
AHMADU BELLO UNIVERSITY, ZARIA

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Head of Department: Dr. Aisha I. Mohammed, B.Ed, M.Ed, Ph.D (ABU).

Our Ref: _____

Date: 26(11) 2019

THE DEAN,
FACULTY OF LIFE
SCIENCES
A. B. U. ZARIA

PROFESSOR
AHMADU BELLO UNIVERSITY ZARIA

Dear Sir,

STUDENTS' FIELD RESEARCH

The Department of Educational Psychology and Counselling, Ahmadu Bello University, Zaria; requires each student working for a Degree to complete a research Project/Thesis/Dissertation. They are therefore required to collect data for the research studies.

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RELATIONSHIP BETWEEN ATTRIBUTION STYLE
AND SELF-ESTEEM AMONG UNDERGRADUATE
STUDENTS OF AHMADU BELLO UNIVERSITY,
ZARIA, KADUNA STATE NIGERIA

Thank you for your continuous cooperation.

Yours sincerely,

Research Adviser

DEPARTMENT
OF EDUCATIONAL PSYCHOLOGY & COUNSEL
ING
AHMADU BELLO UNIVERSITY, ZARIA

Correlations

Descriptive Statistics

	Mean	Std. Deviation	N
internal_Attrib_for_Success	29.6401	2.81860	364
SELF_ESTEEM	29.4423	3.63553	364

Correlations

		internal_Attrib_ for_Success	SELF_ESTEEM
internal_Attrib_for_Success	Pearson Correlation	1	.777**
	Sig. (2-tailed)		.000
	N	364	364
SELF_ESTEEM	Pearson Correlation	.777**	1
	Sig. (2-tailed)	.000	
	N	364	364

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

H2
Correlations

Descriptive Statistics

	Mean	Std. Deviation	N
internal_Attrib_for_failure	29.6814	3.45702	364
SELF_ESTEEM	29.4423	3.63553	364

Correlations

		internal_Attrib_ for_failure	SELF_ESTEEM
internal_Attrib_for_failure	Pearson Correlation	1	.963**
	Sig. (2-tailed)		.000
	N	364	364
SELF_ESTEEM	Pearson Correlation	.963**	1
	Sig. (2-tailed)	.000	
	N	364	364

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

CORRELATIONS

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/VARIABLES=External_Attrib_for_Success SELF_ESTEEM
/PRINT=TWOTAIL NOSIG
/STATISTICS DESCRIPTIVES
/MISSING=PAIRWISE.

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H3

Correlations

Descriptive Statistics

	Mean	Std. Deviation	N
External_Attrib_for_Succes s	29.0879	2.23865	364
SELF_ESTEEM	29.4423	3.63553	364

Correlations

		External_Attrib _for_Success	SELF_ESTEEM
External_Attrib_for_Succes s	Pearson Correlation	1	.705**
	Sig. (2-tailed)		.000
	N	364	364
SELF_ESTEEM	Pearson Correlation	.705**	1
	Sig. (2-tailed)	.000	
	N	364	364

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

H4

Correlations

Descriptive Statistics

	Mean	Std. Deviation	N
External_Attrib_for_failure	29.0247	2.56743	364
SELF_ESTEEM	29.4423	3.63553	364

Correlations

		External_Attrib_for_failure	SELF_ESTEEM
External_Attrib_for_failure	Pearson Correlation	1	.787**
	Sig. (2-tailed)		.000
	N	364	364
SELF_ESTEEM	Pearson Correlation	.787**	1
	Sig. (2-tailed)	.000	
	N	364	364

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

FREQUENCIES VARIABLES=GENDER
/ORDER=ANALYSIS.

Frequencies

		GENDER			Cumulative
		Frequency	Percent	Valid Percent	Percent
Valid	MALE	251	69.0	69.0	69.0
	FEMALE	113	31.0	31.0	100.0
	Total	364	100.0	100.0	

4.2 Answering Research Questions

Question One: What is the relationship between internal attributions for success and self-esteem among undergraduate students of Ahmadu Bello University, Zaria?

Table 4.2.1: Mean and Standard deviation of the relationship between internal attributions for success and self-esteem among undergraduate students of Ahmadu Bello University, Zaria

Variable	N	Mean	SD	Mean difference
Internal Attrib. for Success	364	31.05	3.934	
				1.61
SELF_ESTEEM	364	29.44	3.635	

Table 4.2.1 revealed mean and standard deviation of 31.05 and 3.934 respectively for internal attributions for success; while mean and standard deviation for self-esteem of undergraduate students was 29.44 and 3.635. This implies that, respondents agreed that internal attributions for success has relationship on undergraduate students self-esteem because the mean score of 31.05 for internal attributions for success is greater than the mean score of 29.44 for undergraduate students self-esteem (which gave a mean difference of 1.61). Meaning that, internal attributions for success have relationship on undergraduate students of Ahmadu Bello University, Zaria. This also implies that relationship does exist between internal attributions for success and undergraduate students' self-esteem. The analysis of hypothesis one will further show whether or not statistically significant relationship exist between internal attributions for success and undergraduate students self-esteem of Ahmadu Bello University, Zaria, Nigeria.

Question Two: What is the relationship between internal attributions for failure and self-esteem among undergraduate students of Ahmadu Bello University, Zaria?

Table 4.2.2: Mean and Standard deviation of the relationship between internal attributions for failure and self-esteem among undergraduate students of Ahmadu Bello University, Zaria

Variable	N	Mean	SD	Mean difference
Internal Attrib. for Failure	364	31.13	4.373	
				1.45
SELF_ESTEEM	364	29.68	3.457	

Table 4.2.2 revealed mean and standard deviation of 31.13 and 4.373 respectively for internal attributions for success; while mean and standard deviation for self-esteem of undergraduate students was 29.68 and 3.457. This implies that, respondents agreed that internal attributions for failure has relationship on undergraduate students self-esteem because the mean score of 31.13 for internal attributions for failure is greater than the mean score of 29.68 for undergraduate students self-esteem (which gave a mean difference of 1.45). Meaning that, internal attributions for failure have relationship on undergraduate students' self-esteem of Ahmadu Bello University, Zaria. This also implies that relationship does exist between internal attributions for failure and undergraduate students' self-esteem. The analysis of hypothesis two will further show whether or not statistically significant relationship exist between internal attributions for failure and undergraduate students self-esteem of Ahmadu Bello University, Zaria, Nigeria.

Question Three: What is the relationship between external attributions for success and self-esteem among undergraduate students of Ahmadu Bello University, Zaria?

Table 4.2.3: Mean and Standard deviation of the relationship between external attributions for success and self-esteem among undergraduate students of Ahmadu Bello University, Zaria

Variable	N	Mean	SD	Mean difference
External Attrib. for Success	364	31.32	3.688	
				1.88
SELF_ESTEEM	364	29.44	3.635	

Table 4.2.3 revealed mean and standard deviation of 31.32 and 3.688 respectively for external attributions for success; while mean and standard deviation for self-esteem of undergraduate students was 29.44 and 3.635. This implies that, respondents agreed that external attributions for success has relationship on undergraduate students self-esteem because the mean score of 31.32 for external attributions for success is greater than the mean score of 29.44 for undergraduate students self-esteem (which gave a mean difference of 1.88). Meaning that, external attributions for success have relationship on undergraduate students of Ahmadu Bello University, Zaria. This also implies that relationship does exist between external attributions for success and undergraduate students' self-esteem. The analysis of hypothesis three will further show whether or not statistically significant relationship exist between external attributions for success and undergraduate students self-esteem of Ahmadu Bello University, Zaria, Nigeria.

Question Four: What is the relationship between External attributions for failure and self-esteem among undergraduate students of Ahmadu Bello University, Zaria?

Table 4.2.4: Mean and Standard deviation of the relationship between external attributions for failure and self-esteem among undergraduate students of Ahmadu Bello University, Zaria

Variable	N	Mean	SD	Mean difference
External Attrib. for Failure	364	31.25	3.869	
				1.57
SELF_ESTEEM	364	29.68	3.457	

Table 4.2.4 revealed mean and standard deviation of 31.25 and 3.869 respectively for external attributions for failure; while mean and standard deviation for self-esteem of undergraduate students was 29.68 and 3.457. This implies that, respondents agreed that external attributions for failure has relationship on undergraduate students self-esteem because the mean score of 31.25 for external attributions for failure is greater than the mean score of 29.68 for undergraduate students self-esteem (which gave a mean difference of 1.57). Meaning that, external attributions for failure have relationship on undergraduate students' self-esteem of Ahmadu Bello University, Zaria. This also implies that relationship does exist between external attributions for success and undergraduate students' self-esteem. The analysis of hypothesis four will further show whether or not statistically significant relationship exist between external attributions for failure and undergraduate students self-esteem of Ahmadu Bello University, Zaria, Nigeria.