

Abstract

The age effect on academic attributions and self-concept dimensions was examined in the present study. Seven hundreds and eight secondary students (392 boys, 316 girls), and two hundreds and twenty-one university students (119 males, 112 females) were administered a questionnaire containing an Attribution Scale for General Academic Performance and a set of self-concept measures. In accordance to the educational level, participants were grouped into three groups: secondary 1 and 2, secondary 4 and 5, and the university students. Results indicated that for the secondary 1 and 2 students, the academic attributions were more highly correlated to academic self-concept and were less correlated to nonacademic self-concepts than that of the other two groups. Moreover, the success/strategy emerged as an important academic attribution that was significantly correlated with self-concept dimensions. Further, the academic attributions for failure were less correlated with self-concept dimensions while comparing to the academic attributions for success. The findings implied that the academic attributions for success and internal attributions for academic successes, should be emphasized in attributional retraining.