

## Abstract

Attribution is an inference about why an event occurred or about a person's dispositions or other psychological states. It was widely found that one's attribution style had a profound effect on his performance and other psychological aspect. Many studies had indicated that attribution style, self-concept and school achievement are highly correlated with each other. The aim of the present study is to use the banding system in Hong Kong to verify the findings of these studies. To see whether such correlation was found among different banding of school. In this study, 899 secondary students from three banding of school were asked to fill in a questionnaire which included the Causal Dimension Scale (CDSII) and the multidimensional self-concepts scales. Results indicated a correlation among attribution style, self-concept and school banding. Besides, it was found that the relationship with parent and school was highly correlated with student's attribution style and self-concept. Implications of these results were discussed.