

Academic Procrastination and Causal Perception of Tabor Senior Secondary Students Ethiopia

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Abstract

The present study focused on examining the extent of relationship between academic procrastination and causal attribution of success or failure. It investigated sex difference in academic procrastination and causal attribution of achievement. A sample of 499 and 372 of Tabor high school students (grades 9-12) were used for the study. Instruments employed to collect data were academic procrastination and causal attribution scales with Chronbach alpha reliability of 0.70 and 0.82 respectively. Pearson product moment correlation coefficient and t-test analyses were used to analyze the significance of differences. Results indicated that there was statistically significant sex difference in procrastinating behaviors and explanation of success. No statistical significant sex differences were found in the explanation of failure. In the light of the findings, useful suggestions and recommendations were made.

Introduction

Procrastination refers to putting off doing something important. In an academic context, it refers to delaying in doing assignments and preparing for examinations until the last period of examination time or submission date of assignments. This is a problem which can lead students to develop feelings of guilt, inadequacy, depression, self-doubt and frequent failure (Perry, 1993; Milgram, Srolloff and Rosenbaum, 1986; Counseling service at Bufallo University (CSBU), 2003; Tucker-Ladd and Mental Health Net 1996-2000). Causal attribution (perception) on the other hand refers to the explanation of the individuals for their behavior or performance. The various factors to which people can attribute their performance outcome were originally discussed by Heider in 1958 and more recently by Weiner

et al in1971 and Rosenbaum in1972 (cited in University of South Florida (USF), 1998/1999).

Both are motivational factors which may affect student's achievement either positively or negatively. Thus, this research is designed to examine the extent of relationship of academic procrastination and causal attribution and Sex difference in academic procrastination and causal perception for their achievement. The investigator of this study believes that the research will provide some information regarding the issue of academic procrastination, and students' explanation of their success or failure. So the information may have some implications for concerned bodies such as parents, teachers, counsellors, and directors to help students inside and outside the classroom. The information may also help students to analyze their problems and encourage them to do their best. Moreover, the research may add some findings on the already existing research results and serve as a base for further investigation.

Academic Procrastination

Marano (2002) says, "There are many ways to avoid success in life but the most sure-fire just might be procrastination. Procrastinators sabotage themselves. They put obstacles in their path. They actually chose paths that hurt their performance". A number of factors are identified by different researchers as causes for procrastination. For instance, Solomon and Rothblum (1984) identified two types of procrastinating behaviours: **tensed and relaxed**.

The tensed type of procrastinator tends to postpone academic tasks due to: unrealistic about time, uncertain about goals, dissatisfaction with accomplishments, indecisive, blaming others or circumstances for his/her failures, lacking in confidence and sometimes perfectionist. Thus the underling fears for such a person are of failing, lacking ability and being imperfect. As a result, he/she will get over stressed and overworked until he/she escapes the pressure temporarily by trying to relax but any enjoyment gives rise to guilt. According to Burka and Yuen (1984) the tensed type of procrastinator comes in five

forms: a) The fear of successful achievement in school, b) Afraid of failing: if one is self critical and feels inferior, he/she will avoid doing many things, especially competitive activities, c) Needs to feel in control, d) Keeping the help of others, f) Keeping a frightening relationship at a distance. On the other hand, the relaxed type of procrastinator forgets his/her work by playing or avoiding as much stress as possible by dismissing his/her work or disregarding more challenging task and concentrating on having fun or some other distracting activity.

There three kinds of common diversions of relaxed type procrastinator (i.e. ways of avoiding the tasks that need to be done) are action cop-outs, mental excuses and emotional diversions.

1. Action cop-outs- involve doing something that is not a priority. E.g. watching TV, eating, playing, sleeping, or even cleaning. Once we are engrossed in the diversion, we block out the anxiety, self-doubts, anger, or boredom associated with the work we are putting off but should be doing.
2. Mental excuses- come in three main types
 - a) When one promises him-or-her-self that he/she will be good, he/she can escape work and enjoy guilt-free play
 - b) When an individual gives priority to some unimportant activities over the main but unpleasant or scary events
 - c) When an individual has a defeatist attitude to the activities he or she never takes any action. E.g. "I want an "A" in mathematics but my teacher would never give me".
3. Emotional diversions. Taking drugs, listening to music, reading novels and even getting involved in friendships, love, flirtations, or religion could at times serve to escape from unpleasant but important tasks

Such a person will not feel much pressure to change, unless he/she is confronted with reality by some event such as, flunking out of school or by serious thoughts about where his/her life is headed (Tucker Ladd and mental halter net 1996-2000).

The Counseling Service at Buffalo University (2003) also mentioned such causes as poor time management, difficulty in concentrating, fear of failure, anxiety, negative beliefs (low self-confidence), personal problem (financial and health), unrealistic expectations and perfectionism.

Sex Difference in Academic Procrastination

A Sex difference is observed in procrastinating behaviour of students, though it is inconsistent. In a research that was conducted on undergraduate students of Carleton and Depaul university, it was revealed that the more participants procrastinated, the more they engaged in emotion-oriented coping, blame, emotional containment, avoidance, and passivity and the less they engaged in task oriented coping and general activity. The results also indicated that women engaged more in coping styles of avoidance, distractions, social diversions, emotional expressions and social support than did men. That is, more women than men, showed procrastinating behavior. On the contrary some studies (Midgley & Urdan, 1995; Urdon, Midgley & Anderman, 1998 cited in Dembo and Jakubowski, 2004) have found that males report using more self-handicapping strategies (procrastination) than do females. Since procrastination is a complex behavior, which may be influenced, by different variables like self-efficacy, self-esteem, self regulation, self control and perfectionism, it is difficult to determine the causes for the inconsistencies of these research results.

Causal Attribution

Attribution theory studies how people make causal explanations and about how they answer questions beginning with why. It also deals with the information people use in making causal inferences, and with what they do with this information to manage their life. (USF,

1998/1999). A known theorist in this area, Kelley (1971), cited in Weiner (1985), stated that the attributer is not simply an attributer, a seeker after knowledge; but his/her latent goal in attaining knowledge is to lead one to effective management of him-or-herself and his/her environment. Once causes are assigned effective management of them may be possible; and a guide for their future action can be suggested (Weiner 1985).

Weiner identified three dimensions of attribution: locus of causality, controllability, and stability (Weiner, 1985).

1. Locus of causality – this refers to the location of the causes. It can be internal or external
2. Stability - This is the second dimension of the perceived causes and refers to the consistency of the causes across time.

The identification of this dimension was based on the argument that was raised by Weiner, (1971). They argue that among the internal causes, some fluctuate whereas others remain relatively constant. For instance ability is perceived as a constant capacity; in contrast, effort and mood are perceived as more variable. Similarly among external causes task difficulty is perceived as a constant while luck as unstable. Based on these reasons, they identify the dimension of stability (Cited in Weiner 1985).

3. Controllability - is the third dimension and refers to the degree to which the individual can control the perceived causes of his/her behaviour. To identify this dimension, Rosenbaum (1972) used the same deductive reasoning like that of the identification of stability dimensions. The argument is that among the perceived causes some are controllable while others are not. For instance, the individual can increase or decrease his/her effort expenditure. So, effort is controllable. Ability, on the other hand is a predetermined factor. Therefore, it is difficult to increase or decrease that is the retarded person by any means cannot be a gifted person. In this case, ability is uncontrollable (cited in Weiner 1985). The

four basic causal perceptions of outcomes (ability, effort, task difficulty, luck) are therefore expressed in terms of these dimensions as follows.

- A) Ability: internal-stable-uncontrollable
- B) Effort: internal-unstable controllable
- C) Task difficulty/easiness/: external-stable-uncontrollable
- D) Luck: external unstable uncontrollable (Weiner 1985, 1986).

The causal perception of individuals plays a great role in their emotional experiences and expectation of future outcome (Weiner, 1985; Oren, 1983; Feshbach and Weiner 1986; Darom and Bar-Tal, 1981). According to Weiner (1985), stability of cause rather than locus determines expectancy shifts. That means, if the causal conditions are expected to remain the same, then the outcome experienced in the past will be expected to recur. On the other hand, if the causal conditions are perceived as likely to change, then the present outcome may not be expected to repeat itself. Therefore, a success, which is explained under the stable causes like ability and task characteristics, would produce relatively large increment in the anticipation of future success and a failure would strengthen the belief that there will be subsequent failures. In the other version, a success that is explained by unstable factors like effort and luck would yield no increments in subsequent expectancy and could give rise to decrements in the subjective probability of future success. Similarly, failures will not contradict the belief that there will be future failure.

Regarding emotional consequence of perceived causes, Weiner magnified the importance of the three dimensions of causality as affecting a variety of common emotional experiences including anger, gratitude, guilt, hopelessness, pity, pride and shame. The locus of a cause exerts an influence on self-esteem and pride (internal ascriptions elicit greater self-esteem for success and lower self-esteem for failure than do external attributions). The stability of the causes, by affecting expectancy also fosters feelings of hopelessness or hopefulness.

Controllability affects social emotions: controllable causes of personal failure promote feelings of guilt and anger whereas uncontrollable causes generate shame and pity.

Sex Differences in Causal Attributions

Numerous studies have demonstrated the existence of difference in causal attribution of achievement outcomes as a function of gender (Reno, 1981). Researchers (Bar-Tal and Frieze, 1976; Beyer, 1998/1988; Deribie, 1998; & Tamir 1995) indicated that males more than females attribute success to ability (internal and stable factor) while females more than males explained failure to lack of ability. Other studies also revealed that females' attribution of success is more to luck (Bar-Tal and Frieze, 1976; Reno, 1982; Yallem, 1996); effort (Beyer, 1998/99; Reno, 1982; Tamir 1997) and task easiness (McMahon, 1972 cited in Reno 1981) than males. Males' explanation of failure is more to bad luck (Stipek and Granlinike 1986), lack of effort (Bayer, 1998/1999), and task difficulty (Yellew 1996) than females'.

There are other research findings which depict insignificant differences between males and females in causal attribution of their achievement. For instance, Derbie (1998) reported that both males and females did not show statistically significant difference in internalizing or externalizing the causes of their failure. Similarly, others (Marsh, 1986; Gaeddert, 1987; Bar-Tals & Gultman, 1981 cited in Deribie 1998;) revealed that there was no significant difference between male and females in their causal attributions of success or failure.

Generally, the inconsistency of the research results may be emanating from the contextual nature of causal attribution. The explanation of the individual may be influenced by the interaction that he/she makes with others such as parents, teachers, friends etc (Kelley, 1967 cited in Turkey and Borgida, 1983). Parents and teachers have a great significant contribution in the formation of children's causal perception by providing information about gender issues. That means,

in most societies, there is gender differentiation in parents' assessment of their children's competencies.

Boys are seen as superior to girls in hard subjects (mathematics and physics) while girls are seen as superior to boys in language skills and reading (Borich & Tombarie, 1995; Bornholt & Goodnow, 1999; Eccles, Janis, & Harold, 1990 cited in Raty et al 2000). Even though boys and girls do equally well at school, parents are still inclined to perceive gender related differences (Raty et al 2000).

As a result, parents invest more money to their sons' education than to their daughters'. Similar differentiation is also observed in classroom interactions. Most teachers in the classrooms give more attention, praise, and questions to boys than girls. Because they assume that girls are not active in learning due to their "low intelligence" (Berich & Tombarie, 1995; Elliot et al, 1996). Moreover, teachers frequently attribute failure in boys to lack of motivation while they attribute that of girls' more frequently to lack of ability (Elliet et al 1996). Thus, such kinds of interactions between children and others may influence their self-perception, task involvement, and causal attribution either positively or negatively (Eccles - Parson et al, 1982; Guimand & Roussel, 2000; Jacobs, 1991, Jacobs and Eccles 1992; Tiedeman, 2000; cited in Raty et al, 2000). From this, one can infer that young students reared in a society where gender differentiation is observed regarding the attainment of certain goals, attribution variation due to sex may appear. But in cases of those reared in a society where sex differentiation is not reflected, attribution difference due to sex may not appear.

The Relationship between Academic Procrastination and Causal Attribution

One's feeling of competency on a particular task is known as self-efficacy. It refers to one's degree of confidence by which outcome is achieved through the individual person (Bandura 1977, cited in Yallew 1996). The relation of procrastination and causal perception is therefore evaluated in line with the individual's feeling of competency.

If one procrastinate his/her work until the last period of time for different reasons, he/she may add stress, depression, and failure. Bandera (1981, 1986, 1997) cited in Borich and Tombarie (1995) showed that stressful situation and failures affect one's self-efficacy. Success raises his/her sense of self-efficacy while failure diminishes it. Consequently he/she may develop feelings of helplessness. According to Myers (1993), a person with low feeling of competency often perceives that control is external: chance or outside forces determine his/her fate. This kind of perception makes an individual to have low expectation of future success and hinder him/her from doing his/her best. In other words, he/she learns procrastinating behavior. Therefore directly or indirectly procrastination and causal attribution are related and influence each other.

The Relationship of Procrastination and Causal Perception (Attribution) with Academic Achievement

Procrastination is a complex phenomenon which is manifested both in general public and academic environment. It includes being unable to delay gratification of pleasure, lacking in self-control, lacking in motivation for achieving target goals, and lacking organizational ability (Yaakub, 2000). It is also associated with depression, anxiety, low self-efficacy and low self esteem (Sirois, Melia-Gardon and Psychyl, 2003; Bandura cited in Elliot 1996; and Yaakub, 2000). The negative effects of academic procrastination as it was discussed by many researchers (Beswick, Rothblum and Mann, 1988, Clark & Hill, 1999; Lay & Burns, 1991; Rothblum et al; 1986; Wesley, 1994; Wolf and Johnson, 1995 cited in Yaakub, 2000) were associated with missing deadlines for submitting assignments, delaying the taking of self-paced quizzes, claiming test anxiety, obtaining low grades and low cumulative grade point average. Likewise, other researchers (Briordy, 1980, Solomon & Rothblum, McCown and Robert 1994, cited in Walker 1999) have estimated that 20-30 percent of academic achievement of university students is affected by procrastination. Even following failure, procrastinators tend to perform more poorly than they did (Arkin & Detchon , 1982). This implies the direct negative relation of procrastination and achievement (Psychyl,2002).

On the other hand, when one performs a certain task he/she will try to ascribe the causes for his/her achievement in various ways. Some internalize while others externalize the causes of their behavior. According to Frieze and Weiner (1971) cues like, outcome information (success or failure) and prior experience with the task (consistency of performance) are used to infer the causes of hypothetical events (Ames, Amas, and Felker 1976). Moreover the explanation of the individuals varies according to their achievement and level of anxiety. Thus high achievers attribute their success more to effort, ability, intelligence and their failure to a lack of effort, while low achievers attributed their success to luck and task easiness and their failure to lack of ability (Weiner 1985, 1986). Similarly, low test anxious persons tend to attribute their failure to lack of effort while high test anxious persons tend to attribute their failure to lack of ability. Consequently, low test anxious persons exert greater efforts and give greater attention to the task at hand and therefore perform better while highly test-anxious persons may suffer from disengagement and intentional lapses which lead them to poor performance (Arkin & Detchon 1982). Thus, in an achievement situation, individual can be advantaged when he/she explains success or failure in terms of an internal and unstable factor (effort) and disadvantaged when he/she ascribe failure to internal-stable factor (ability).

Statement of the Problem

William Knaus, a researcher in the field of psychology, estimated that 90 percent of college students procrastinate. Of these, 25 percent are chronic procrastinators who usually end up in dropping out of college (C S B U, 2003). This may be one of the problems that hinder students from performing well in their academic endeavors resulting in anxiety and depression. Bandura (1997), as cited in Eilott et al (2000) explained that psychological conditions like depression, stress and anxiety could lead to low self-efficacy. Students with low self-efficacy attribute their failure to lack of ability and their success to

luck or task easiness. Consequently, they may develop a low expectation of future success and be hindered from doing their best.

The main reason why the investigator of this study has undertaken research in this area is that there is a lack of studies which relate academic procrastination and causal perception in the context of Ethiopian high schools. Moreover, there are some research studies on the area of causal attribution in which inconsistent results are observed regarding sex differences. Therefore, the investigator wants to contribute research in the area of academic procrastination and causal attribution to add some findings to the already existing results. In order to guide the research appropriately, the following research questions are formulated:

1. What is the extent of the relationship between academic procrastination and causal attribution of success or failure?
2. Does sex show statistically significant difference in academic procrastination and causal explanation of students for their academic success or failure?

Methodology

The target population for this study was Awasa Tabor Senior Secondary School students with a total of 5750. Of these, 2570 were grade 9 (1820 male and 750 female), 2273 grade 10 (1440.male and 833 female), 470 grade 11 (380 male and 160 female), and 437 grade 12 (316 male and 151 female). From the population 575 subjects were selected through stratified sampling technique based on sex and grade. But the responses of 76 subjects were rejected due to the incompleteness of the questionnaire in light of academic procrastination scale. Similarly, the sample size meant for gathering information on academic causal perception decreased from 499 to 372 due to reasons like dropout, incompleteness of the scale, and student absenteeism.

The main instrument of data collection was questionnaire survey and observation . The questionnaire contained two scales: academic

procrastination and causal perception (attribution) of success or failure. The former was constructed based on review of related literature and Yaakub's (2000) procrastination scale with some modification while the latter was adapted from the causal attribution scale, which was developed by (Tamir, 1995). Its reliability, according to Chrobach, alpha is 0.81. Both scales were prepared in the form of rating scale ranging from strongly disagree carrying a weight of 1 to strongly agree a weight of 5.

For the purpose of measuring the two variables considered affecting students' achievement, procrastination and causal attribution of achievement, two scales were developed. With regard to academic procrastination, 24 close-ended and one open-ended scale were constructed. In the same way, causal attribution of achievement scaled by 20 close-ended and one open-ended items of measurement. In order to minimize language problem both of the measurements were translated into Amharic. People having Bachelor of Arts Degree made the forward and backward translation of instrument in respective languages of Amharic and English. Eventually, pilot test was carried out on 40 students of Yirgalem Senior Secondary School. Based on the pilot test the computed reliability results according to Chrobach, alpha are 0.70 and 0.82 for procrastination and for causal attribution scales respectively. Moreover, the pilot test together with field observation yielded 6 and 8 items on procrastination and causal attribution scales respectively. Finally, after the modified scales were edited and evaluated, they were administered to the randomly selected samples at Tabor High School by the researcher and three other assistants (teachers at Tabor High School).

In order to get the real impression of students, procrastination scale was administered two weeks before final examination of first semester and causal attribution scale was administered after students received the first semester result. Students were instructed to fill the causal perception scale based on their achievement satisfaction. They were instructed to fill " success" scale, if they perform good in all subjects as they expect and are satisfied by the result that they have achieved;

and “failure” scale, if they perform poorly in all subjects below their expectation and are dissatisfied by the scores; and both “success” and “failure” scales at the same time, if they are satisfied by the scores achieved on certain subjects but are dissatisfied by what achieved on others. The students' average mark in the first semester examination was taken from record office of the school.

Analysis of Data

Academic Procrastination Scale

This scale contains 30 items: the first 12 items dealt with the behaviour of tensed type of procrastinator; the next 12 assessed the behaviour of relaxed type of procrastinator; and the last 6 items dealt with other uncontrollable type of procrastination factors. So, this variable is treated under three categories: tensed, relaxed and other type of procrastinating behaviours.

Causal Perception (Attribution) Scales:

This scale contains 28 items for each attribution of success and failure. The first 8 items deal with internal attribution of success or failure, while the rest 20 items assess external causes of success or failure. In order to make the score to be balanced, the score of 20 items were calculated, then the obtained result was divided by five since there are five factors within external attribution that is, luck (items from 9-12), task characteristics (items from 13-16), teacher's characteristics (items from 17-20), help (items from 21-24), and other environmental factors (items from 25-28). Finally, the obtained result was multiplied by two and was taken as a row score. Thus, this scale was treated under locus of causality dimension: internal and external. Based on these classifications the researcher investigates the questions that were raised in the statement of the problem. Therefore, Pearson product moment correlation coefficient was employed to investigate the extent of relationship of achievement with the components of causal attribution and academic procrastination and components of academic procrastination with causal attribution. Sex difference in academic procrastination and causal perception of

success and failure was analyzed by using independent t - test. Thus, here sex is treated as independent variable.

Results and Discussion

The Relation of Average Achievement with Academic Procrastinating Behaviours and Causal Perceptions of Success

As it is observed in Table1 no significant relation has observe among variables attributions of success, failure and procrastinating behaviours.

Sex Difference in Academic Procrastination and Causal Perception of Achievement

Table 2 shows, statistically significant sex difference in tensed type ($t= 2.258$, $P < 0.05$) and relaxed type ($t= 2.581$, $P<0.01$) of procrastinating behaviour. In other words, at Tabor High School, males showed more tensed and relaxed type procrastinating behaviours than females

Table 3 shows statistically significant sex difference at Tabor High School Students in internalizing success rather than externalizing it. That is, in this school males explain success more to internal factors (ability and effort, ($t= 3.394$, $P < 0.01$)) than do females. As indicated in Table 4, no significant sex difference is has observed in internalizing and externalizing the causes of failure at the combined group.

Males at Tabor high School show more tensed, relaxed and other types of procrastinating behaviours than females. This is similar with the findings of Midgley and Urdon (1995); and Urdon, Midgley and Anderman (1998). It may be due to the freedom that males are given from the family and the expectation of others for males' performance. In Ethiopian culture, males have more freedom to go out and enjoy outside the home than females. As a result, they may be more relaxed than females. On the other hand both parents and teachers expect males to achieve good in any academic area than females. This expectation may cause them to be anxious and show perfectionist

behaviour. Anxious students may be driven by a need to achieve more than by a fear of failure, and a perfectionist may be driven mostly by the fear of failure associated with a negative evaluation of others (Szalavitz, 2003; and Jacobson, 2000). Thus, these circumstances may allow male students to experience more tensed and relaxed type of procrastinating behaviour than females.

With regard to causal attribution, males are more likely to explain success to internal factor (ability and effort) than females. This accords with feelings reported by researchers (Yallev, 1996; and Derby, 1998). No statistically significant difference is observed in externalizing success and no statistically significant sex difference is found in the attribution of failure.

Since causal attributions are influenced by informational cues, achievement needs (Frieze and Wiener 1971; and Wiener and Kulka, 1970 cited in Ames et al 1976), and the interaction that the attributer has with others (Kelly 1967, cited in Turkey and Borgida, 1983), it is possible to find inconsistent results. According to Frieze and Weiner (1971) informational cues in an achievement settings like outcome information (success or failure) and prior experience with the task (consistency of performance) influence which causal elements are inferred for performance outcome. Consistency of performance across trials resulted in attributions to ability and task characteristics; inconsistency lead to greater effort and luck (cited in Ames et al 1976). Therefore, the different experiences that students have in their academic studies may result in attribution differences. Moreover, the need for achievement that the students have may bring attribution difference. Weiner and Kulka (1970) suggested that students with high achievement need perceive themselves as more able and ascribe success internally to high ability and effort, while those with low achievement need tend to ignore personal responsibility for success by locating the causal source to be external as in good luck or easy task. For failure outcomes, high-need achievers tend to make ascriptions to lack of effort, while low-need achievers blame lack of ability (cited in Ames et al 1976).

The other influential factors for the difference of causal attribution may be the interaction that the students have with others especially with parents and teachers. In many societies, particularly in Ethiopia, males and females from the very beginning are perceived and treated differently by parents and teachers. Males are perceived as more competent than females in any academic area (Genet, 1998). As a result, both parents and teachers may explain the success of males to internal factors. Such type of perception and explanation may also lead females to accept themselves as somewhat inferior to males. So, this may affect the explanation of their success.

However, the real issue behind the explanations of success or failure is their consequences. Feshback and Weiner (1986) stated that the locus of a causal attribution influence affective reaction to success or failure. That is, if one attributes success to internal causes as ability and effort, then more pride and self- enhancement are experienced than if that success is attributed to external factors like task easiness or good luck. Stability, on the other hand determines expectations of future performance. If the previous performance is ascribed to stable causes (ability and task), then the outcome experienced in the past will be expected to recur; while if it is ascribed to unstable causes (effort and luck), then the present outcome may not be expected to repeat itself. Controllable causes of personal failure also promote feeling of guilt and anger, whereas uncontrollable causes generate shame and pity. Therefore, causal perceptions of success and failure may affect students' future achievement by influencing their expectation and emotions (Weiner 1985, 1986). Hence this needs more attention inside as well as outside the school. Parents and teachers should be aware that the explanations that they forward for the performances of their children or students affect the achievement of the learner.

Recommendations

Postponing academic tasks is one of the problems negatively affecting students' achievement by leading them to develop feeling of incompetence. To minimize this problem, students should know the

disadvantages of putting off doing academic tasks until the last opportunity and try to work hard in their day-to-day academic studies.

The help of teachers and parents should support this. Thus, it is preferable if the school pays more attention for informing parents and teachers to take responsibility in starting their follow up at the beginning of the school year. It is also useful if the school set a monthly meeting with parents and teachers to evaluate the performance of the students in the school. Moreover, it should try to initiate teachers and counsellors to conduct an action research to pinpoint high procrastinators and provide the necessary help as much as possible.

In the formation of causal attribution the interaction of students with their parents and teachers has a great role. So, it is suggested that the school could make contact with parents and teachers to direct students to explain their achievement to effort. This helps students to ascribe their success to effort and initiate them to exert much more effort to achieve better results.

It is advisable if further investigations are made on the area of procrastination and causal attribution to have reliable results.

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Table 1: Correlation Matrix for Causal Perception of Success, Failure and Procrastinating Behaviours

			Attribution of success		Attribution of failure	
			Internal	External	Internal	External
Procrastinating behaviour	Tensed	Pearson Corr. Sig. (2-tailed) N	-.077 .200 279	-.007 .906 279	.014 .832 245	.124 .053 243
	Relaxed	Pearson Corr. Sig. (2-tailed) N	-.043 .473 279	-.007 .992 279	.027 .676 246	.044 .496 245
	Other type	Pearson Corr. Sig. (2-tailed) N	.035 .563 279	-.003 .955 279	-.002 .971 245	.026 .685 245

Table 2: Sex Difference in Academic Procrastination at Tabor High School Students

<i>Procrasti nating behaviour</i>	<i>Sex</i>	<i>N</i>	<i>Mean</i>	<i>Std. deviation</i>	<i>t</i>	<i>df.</i>	<i>Sig. (2- tailed)</i>
Tensed	Male	329	26.50	7.920	2.258 *	497	.024
	Female	170	24.88	6.997			
Relaxed	Male	329	27.16	8.496	2.581*	497	.010
	Female	170	25.19	7.164			
Other type	Male	329	16.04	6.246	1.703	497	.089
	Female	170	15.10	4.961			

** t-value is significant at the 0.01 level (2- tailed)

*t-value is significant at the 0.05 level (2-tailed)

Table 3: Sex difference in Internal and External Causal Perception of Success at Tabor high School Students

<i>Sex</i>	<i>Statistics</i>	<i>Causal Attribution</i>	
		<i>Internal</i>	<i>External</i>
Male	N	223	223
	Mean	28.14	18.78
	Std. deviation	4.947	5.766
Female	N	149	151
	Mean	26.17	17.84
	Std. deviation	6.240	4.138
	t	3.394	1.384
	df	370	371
	Sig (2 tailed)	.001	.167

Table 4: Sex Differences in Internal and External Causal Attribution of Failure at Tabor High School

	<i>Statistics</i>	<i>Causal Attribute</i>	
		<i>Internal</i>	<i>External</i>
	N	181	181
Male	Mean	20.55	16.11
	Std. deviation	6.312	5.011
Female	N	144	144
	Mean	19.67	15.58
	Std. deviation	6.121	3.900
	t	1.256	1.051
	d	323	323
	Sig. (2-tailed)	.210	.294