

Abstract

The objective of this study is to identify the causal attributes of academic success and failure among high school students from the teachers' perspective, and its relation to such variables as the teacher's gender, expertise, and education, and the school's location on the one hand, and the causal attributes of academic success and failure among high school students from the principals' perspective on the other hand, through answering the following questions:

1. What factors do teachers think are responsible for academic failure and success among students?
2. Does this process of causal attribution change according to the following variables:
 - a. The teacher's gender
 - b. The teacher's expertise
 - c. The teacher's education
 - d. The location of the school (urban, rural)
3. What factors do principals think are responsible for academic failure and success among students?
4. Which of the variables used in the study is more capable of predicting the teachers' causal attribution of academic failure and success?

This study has been done on a sample of 115 high school teachers in Ramallah and Al-Bireh, through simple random selection. The research is based on the principle of triangulation; the researcher used the three following tools:

- Guskey's measurement of teachers responsibility with regard to students achievements, developed for the Jordanian culture by Abdullah Al-Mnezel in 1995.
- Interviews.
- Focus Groups.

Furthermore, in the process of responding to the questions of the study and its propositions, means average and deviation, t-test, one-way analysis of variance, general linear model, and regression were utilized. After the appropriate statistical analysis, the results of the study indicated the following:

- Teachers attribute students' academic success to themselves more than they do failure.
- There is a significant statistical difference at the significance level ($\alpha=0.05$) in the teachers' casual attribution of students' academic success to the teacher's gender to the advantage of female teachers; no such difference exists, however, in the causal attribution of academic failure to the teachers' gender.
- No such differences also exist in the causal attribution of students' academic failure and success to teachers' expertise & to the location of the school (Rural, Urban).

- No such differences further exist in the causal attribution of students' academic success to teachers' education; such differences do exist, nonetheless, in the causal attribution of students' academic failure to this factor.
- Principals attribute students' academic success to teachers more than they do failure.
- The interaction of the factors of the teacher's gender, the teachers' expertise, the teachers' education, and the location of the school does not create an effect of statistical significance at the significance level ($\alpha=0.05$).
- The results of regression show that gender is the factor most capable of predicting teachers' causal attribution of students' academic success and failure, with a statistically significant difference at the significance level ($\alpha=0.05$).

Interviews and Focus Groups also support the results of the questionnaire as they show that teachers attribute students' academic success to themselves more than they do failure.

At the conclusion of the study, the results were discussed and the researcher recommended that a study on the causal attributes of students' academic failure and success be conducted from the perspective of the students themselves. He also recommended another study about teachers' causal attribution of students' academic failure and success and its relation to the teachers' expectations of their students.