

The topic of this dissertation is the attribution tendencies of secondary school students in situations of success or failure. The process of attributing causes was examined by inquiring into past experience (attribution in the past) in the context of students' school activities. Grades were chosen as the criterion of success and failure. Attribution tendencies were examined in all subjects taught at the secondary school. Attitudes to individual subjects were sought to constitute specific attitude constellations and the attribution tendencies of students were re-examined in these constellations. The study also partly focused on teachers. We wanted to know their views on the possible causes of success or failure of the students they taught.