

ABSTRACT

Reyes, Mary Alice, *Academic Achievement as a Function of Attributions of Success and Failure and Socio-cultural Variables in Mexican-American Students*, Doctor of Education (Ed.D), December 2002, pp. 129, 33 Tables.

The purpose of this research was to examine Mexican-American 8th grade students' attributions of success and failure in school-related contexts. The relationship between and among these attributions, socio-cultural variables and academic achievement was also explored and analyzed. Attribution theory formed the theoretical foundation for the study.

The study utilized three instruments as the primary sources of self-reported data: the *Texas Assessment of Academic Skills (TAAS)*, *Student Achievement Responsibility Survey (SARS)* (Ryckman, 1985), and the *Short Acculturation Scale for Hispanic Youth (SASH-Y)* (Barona & Miller, 1994). Other data including gender and migrant status were obtained from student records.

The sample of 584 students participating in the study was selected using a stratified, proportional, random sampling procedure. The students were selected from twenty-three middle schools representing twelve school districts in the Rio Grande Valley of South Texas.

The results of the study indicated the following: (1) There is a relationship between academic achievement in reading and attributions of success due to task ease;

(2) between academic achievement in reading and attributions of failure due to ability;
(3) between academic achievement in math and attributions of success due to ability; (4)
between academic achievement in math and attributions of failure due to ability; (5)
between attributions of success and socio-cultural variables, specifically SES, gender and
acculturation level; and (6) between attributions of failure and socio-cultural variables,
specifically, SES and acculturation level.