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## **Relationship Between Attribution and Conditions of Reward in Children**

Rhonda Miles

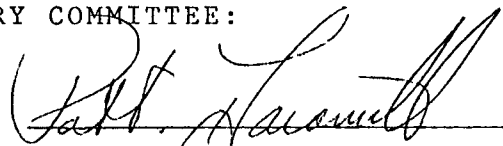
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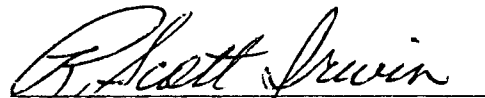
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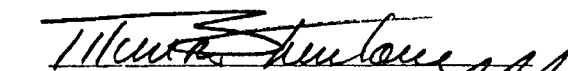
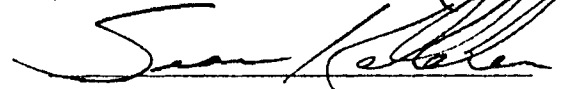
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RELATIONSHIP BETWEEN ATTRIBUTION  
AND CONDITIONS OF REWARD  
IN CHILDREN

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RELATIONSHIP BETWEEN ATTRIBUTION  
AND CONDITIONS OF REWARD  
IN CHILDREN

by

Rhonda Miles, B. A.

RESEARCH PROJECT REPORT

Presented to the Faculty of Pedagogical Studies

The University of Texas of the Permian Basin

in Partial Fulfillment

for the Degree of

Master of Arts

THE UNIVERSITY OF TEXAS OF THE PERMIAN BASIN

May 1981

## Abstract

Thirty-eight third grade students were given the Intellectual Achievement Responsibility (IAR) Questionnaire in order to determine their internal and external attribution scores. From those scores, 28 subjects were chosen to test the hypothesis by performing two separate but related tasks under the conditions of self-and external rewards. A correlation using the Pearson Product-Moment Correlation Coefficient was computed in order to determine the relation between the subject's attribution level and performance under different conditions of reward. The results showed a higher relationship between attribution and self-reward when self-reward followed external reward. A Chi square test was also computed to determine whether the subjects who scored internal and external (according to the IAR scores) on the test actually attributed their performance in like manner to a set of questions that followed each treatment. Those results showed that the subjects' attribution regarding performance was consistent with their attribution as predicted by the test (accepted the null hypothesis at the .05 level).