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In their Own Words, Who do the High Achiever Students Attribute their Success

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Abstract: The study analyzed the perceptions of high-achieving students regarding the reasons behind their academic success. Conducted in Punjab, Pakistan, the research involved students from three different education boards in cities like Gujranwala, Faisalabad, and Lahore. The sample consisted of 36 students, equally divided between genders, randomly selected from each board. These students attributed their achievements to factors like determination, hard work, and proficiency. The primary reasons for their success were identified as dedication, effort, and ability. Notably, high achievers tended to avoid tasks related to success, as they believed their accomplishments were a result of their inherent skills and hard work, and failures were attributed to bad luck. Despite some limitations, the study revealed that successful individuals emphasized the influence of internal factors after achieving success. The research highlighted the importance of capable individuals not only controlling outcomes but also taking responsibility for their accomplishments. The study aimed to explore the factors, both internal and external, that high achievers attribute to their success.

Introduction

Education is that necessary procedure which stimulates characteristics and attributes in the person to deal with issues and conditions in a proficient way and satisfy his conceivable outcomes. The training of the student relies on his connection accompanied by the instructor and, furthermore, on his organization (Frieze, 1981). Each pupil has their own particular attitude, learning foundation and exposure. Pupils can be arranged into two assemblies based on inside and outer convictions. Students who have a solid inner conviction or resolution have superior control of their activities and their outcomes (Bandura, 1977). Then again, individuals who have an inward conviction can't set up such connections; because of this, they are not successful in scholarly exercises. Individuals

promise well about anything based on individual and ecological causes. Individual and natural causes indicate a crucial role in the accomplishment of the student (Rotter, 1966). Board toppers have confidence in individual conviction, i.e. capacity and struggle (Addiba, 2004). They trust that their capacity and struggle are the fundamental factors which play a prime role in their progress and achievement. Then again, average students accuse the natural convection, i.e. tough assignments and good fortune. (Rotter, 1966) The term Attribute is the outcome of a certain thing. For example, accomplishment is attribution to determined effort (Hornby 2000). The leading concept of attribution, as suggested by Heider (1958), further supported the theoretical framework of

Weiner and his partners into an important research perspective of the general mind aspect. Its emphasis is on the reasons people credit to their own specific accomplishment or frustration and the effects of such clarifications on the destiny of students similar to their desires of achievement, energetic feedback, certainty, chance-taking behavior, their regularity at achievement-related tough projects, and even on the genuine consequences of exercises (Gagne et al. 1993; Becker and Stoeber 2008). The attribution assumption is stressed over how underlying interpretations are made by people and why they make such illuminations, which by then motivation affects their achievement and execution (Brown 1999). As pupils follow up in view of their feelings, instructors and guardian, need to think about their feelings.

Informational establishments are fated for making such students who are simply energized for assessments and degrees hint at change business openings resulting in progressing as associations are not boosting learning. Weiner's assumption (1980) statements already specified matters and urged teachers to update the educational achievement of their pupils by conveying positive and high attributions in them. As per the attributional theory, the attributions that have a tendency to accommodate clear-up accomplishment and dissatisfaction can be disarticulated similar to three courses of action of features:

- The inside of foreign purpose behind development or dissatisfaction. There are such aspects that affect our expectations regarding development or dissatisfaction, and the source of such considerations remains in us or may begin due to our actions.
- An obvious purpose of development or dissatisfaction may be determined or tricky after some time. If it is seen as determined, by then, the result is possibly going to remain similar in the near future. If that is unstable, then the result is apparently

going to be unmistakable in upcoming events.

- There may be controllable and, moreover, rough explanations behind development or discouragement (Bempechat 1999). Boundary, struggle, task inconvenience, and affluence are four forces given by Weiner regarding the attribution theory. These four causes are the proper reactions of pupils' requests associated with "Why" For example, for what reason do I have bombarded in Mathematics? In terms of the characteristics analysis as of now, the four forces could be broken down in going with this way:
- An aptitude is a modestly interior and strong factor which the students do not improve directly.
- Pledge inconvenience is an external and safe factor which past the student's control.
- The struggle is an internal and secure factor over which the student has control.
- Fate is an external and temperamental factor on which the students have no control.

Rational of the study

The main point of the research was to explore that supposition which high achievers apparently relate to successes. Some of the studies (Boruchovitch, 2004), (Likupe, G & Mwale, M., 2016); Weiner (2011); Heider's (1958) and (Addiba, 2004) pointed that attribution points to explanations and beliefs about the accomplishment of toppers and it has prime significance in the teaching-learning process. This research will give the correct situation of the arrangement of elective and advanced-level training.

Problem Statement

Attribution has been the topic of many spiritual and educational studies since the 1970s. It was discovered that in excess of four hundred appropriate pieces of work were printed in the era between 1978 and 1982 (Weary and Harvey,

1984). The current examination will try to investigate the high-minded students who do attribute their success.

Objectives

The goals of the study are:

1. To investigate the causal attributions of the students of Punjab board about their success
2. To examine the causal attribution of boys and girls students regarding their achievement

Research Questions

1. There is no critical distinction in the causative attribution of Punjab board pupils about their apparent achievement.
2. There is no critical distinction in causative attribution of boys and girls students regarding their apparent achievement.

Delimitation of this study

- Due to time and economic constraints, this study was restricted to higher secondary school students BISE (2016).

Review of the Related Literature

The Attribution Theory in Relation to Learning and Performance

Weiner (2005) saw that the attributional hypothesis is presumably the utmost powerful hypothesis that is contemporary ramifications for scholastic motivation. It joins manner change as in it accentuates the opportunity that students are emphatically spurred by the result that is charming of ready to like themselves. It furthermore joins the knowledgeable hypothesis and self-sufficiency hypothesis in the sense they will decipher the disappointment or achievement of their present activities and subsequently their future preference to play out these equivalent proceedings that it underscores that students' present self-observations will impact the manners by which (Likupe, G and Mwale, M., 2016). Pertained to (Santrock, WJ., 2003)

hypothesis of attribution intimates that elucidation referred by individuals for their accomplishment or non-achievement can be examined by intramural and point that is outside of. In 2007, Weiner described examination results as a trigger point of ingenuity. Undesirable results are the main reason for their disappointment and causal attribution. Inspecting passionate assorted classroom diversity, Weiner (2011) matriculates trepidation as a feeling that is self-centred. For that fear, concerned clinicians are required. Feelings of exams that produce begrudge, disdain, appreciation, outrage, appreciation, guilt, pique, and lament. Research has shown that feelings setting is based on social behavior. Studies of scholars relating to attribution have depicted that our judgement tool has two distinct modes, one for ourselves and one for others. It is pertinent to mention that when our efforts seem to be purposeful and commendable, credit has been given to our abilities and to the circumstances. This is where our act will immediately derive a characteristic which is definitely the true nature of our conduct attribution. An attribution hypothesis is firmly related to inspiration; it demonstrates that attributions of an individual's prosperity or setback depict the amount of effort put in by him in not so distant future; then again, these commitments decide his achievement conduct in not so distant future (Boruchovitch 2004). students will be more tireless at scholarly assignments as factors like control, inward and partial control have to be addressed and these are classified on the basis of different elements, i.e., capacity upset by intermittent hard luck. Moreover, students attribute academic triumphs to the inner and interpersonal traits of individuals. To change inspiration, one needs to change his peculiarity and persuasion. The hypothesis of Weiner is related to training, law, and impersonal brain research. Weiner (2007) states: "Causal attributions decide full of feeling responses to progress and disappointment."

Crafted by four looks, Heider, Jones, Davis, and Kelley (2007) were not using any and all

means of the main fundamental responsibilities to the examination of attribution. In particular, Weiner made essential responsibilities to the extent anybody is worried about attribution results (Weiner, 1986; Weiner et al., 1972). During attainments, analysis regarding sentiments and evaluations of people has been done and what they thought other individuals who achieved or crashed and burned. Security estimation has been highlighted as outwardness-inwardness and elaborated that people aborted in perspective of nonattendance (precarious inside) were assessed more unfavorably than the people who failed due to disappointment (stable inside). Later Weiner moreover separated diverse end results which may happen to people, for instance, disease or disgrace. His pinpoint was the estimation of controllability to observe responses of social perceivers for such outcomes (Weiner, 1995). Pessimistic people who acknowledge their results with controllable cause (e.g., infection in the perspective of hazardous lead) are incensed about pros as compared to administrators who bear adverse end results by wild roots (e.g., disease in the perspective of a genetic precondition). Work of Weiner's (1986, 1995) work is that it gives great affirmation in contrast to Kelley's (1972) theory since attribution of two additional estimations has been required other than exterior– interior to speak to people's enthusiastic and great responses to results, and Weiner's (2004) desires had been made but lack reference of basic reasoning. Regardless of dispositional attribution models and basic reasoning, Weiner's attribution models of result don't address Heider's (1972) asks for a speculation movement of attribution. Individual deliberation regarding the clarifications movement has remained to be spoken. In Heider's, Buss (1978) battled ordinary people can't elucidate all conduct with causes (as Kelley) inspire of that use inspirations to illuminate think lead. Causes and reasons are basically one kind sets of illumination, as Buss's (1978) theory of attribution confounded these two. Article Buss' (1978) has negative responses (e.g., Kruglanski,

1979; Tucker and Harvey, 1979), and the standard theory of attribution remained uninfluenced by this. Although in the next decade, diverse scientists impelled similar assesses, fighting for reasons is a self-overseeing sort of illumination (Locke and Pennington, 1982), and theories of attribution do have reasons and goals in their figured findings (Abelson and Lalljee, 1983; Read, 1987; for a study see McClure, 2002). In any case, such a blend was troublesome, to a restricted degree, since it was not made evident enough why reasons are used to clear up consider direct regardless. What influences deliberate practices so unprecedented that they require an uncommon technique for illumination? An indispensable pledge to the theory of attribution created by the movement of research papers published on conservative illuminations thought (Amabile and Kidd, 1981; Turnbull, 1986; Hilton, 1990) depicted elucidations as answers to questions. Like why sometimes, these questions and answers may occur in the mind of people, but every now and again, they occur in the conversational exchange between inspector and interpreter. That conversational examination goes with basic insinuations noticing a why question, annotators must contemplate (a) exactly what inspector opines bewildering (Slugoski and Hilton, 1986; Turnbull, 1986) and (b) what information analyst starting open (Lamb, and Ginsburg, 1993).

The previous framework has demonstrated different shortcomings in commendable and contemporary attribution theories. At first, after Heider, the hypothetical structure concealed people's elucidations was awfully enhanced, neglecting such indispensable thoughts as point, target, and reason. In like manner, no acceptable records of deliberate action were publicized. Second, covariation examination was the primary mental process proposed to drive people's advancement of illuminations, yet since it is used together, not exactly previously acknowledged, diverse systems ought to be explored. Third, the conversational parts of illuminations, anyway undeniably basic, must be facilitated with their

sensible and mental points of view. To decide these issues, we need to initially discover lead elucidations in their real society-connected framework – the arrangement of thoughts that people use to understand human direction. Second, we need to show the psychological systems that enable people to assemble illuminations. Likewise, third, we need to track the useful and semantic signs of elucidations since they are undeniably used for a collection of social-natural targets, and the tongue is the instrument that accomplishes these destinations. The general population-connected speculation of direct illumination (Malle, 1999, 2004) attempts to meet every one of the three of these goals.

The work of four researchers, Heider, Jones, Davis, and Kelley (2007), was not by any means vital assurances to the exploration of imputation. For attribution of results, fundamental commitments which had been made by Weiner must be considered (Weiner, 1986, 1972). In the domain of attainment, individual appraisal and feelings about other people were examined. Casual measurement of security has been referred to as exteriority-interiority by Weiner and revealed that students who sizzled in the absence of exertion (shaky interior) were adversely assessed than individuals. After this, different results were described by Weiner. e.g., shame or ailment and his focus was on the measurement of controllability so that social perceivers' could be used for the representation of results (Weiner, 1995). Specialists enduring negative results from controllable causes (e.g., sickness in view of unsafe conduct) are hated more than those operators who refer negative results to wild causes (e.g., ailment in view of a hereditary necessity). Even ignored work of Weiner's (1986, 1995) provides impressive information against the hypothesis of Kelley's (1972). To represent individual reactions to results, other than exterior-interior, two additional measurements of attribution are required; therefore, the expectation of Weiner's (2004) was created without critical thinking reference. In any case, Heider's (1972) hypothesis

of activity attribution has not been addressed by Weiner's attribution of results. Purposeful activity has to be represented for an explanation of people. According to Heider's, and Buss (1978), normal people cannot clarify all behavior with causes; this is against Kelley hypothesis. Moreover, motivations are used by normal people to clarify causes. The attribution hypothesis of Buss (1978) confused the above two by describing causes and roots as essentially unique sets of clarification (e.g., Kruglanski, 1979; Harvey and Tucker, 1979), and his investigation did not have any influence on the hypothesis of standard attribution. During the following decennium, various researchers described comparative evaluates elaborating type of clarification (Locke and Pennington, 1982) as self-governing reasons and speculations of attribution must have purpose and roots in their findings (Lalljee and Abelson, 1983) Clarification method is the prime obstruction in the way of purposeful practices. The hypothesis of attribution developed from the conversational idea of clarifications on the basis of research papers presents clarifications as answers to why questions (Hilton, 1990; Kidd and Amabile, 1981; Turnbull, 1986). These questions and answers come into the mind of individuals when there is a healthy interaction between an assessor and glossator. That kind of conversational exploration escorts essential ramifications (a) perplexing findings of the examiner. (Hilton and Slugoski, 1986; Turnbull, 1986) and (b) Accessible data for the examiner. Explainers must be aware of information that is going to be reviewed by the examiner for policy making (Bromberger, 1965). Perception abuts clarifications as the conversational procedure is just a minor unrest, and it described attribution beyond psychological rabbit opening and characterized it as social clarification. But conservational clarification did not alter circumstantial from Kelley and the reasonable logic of a person (Norenzayan and Schwarz, 1999).

The Attribution Process and Motivation for Academic Achievement

Normally, individuals are inconsistent in scanning for the components that reason them or other individuals to carry on the way they do. The way toward doling out causes to our or other individuals' conduct is called attribution. As per Heider (1958), individuals comprehensively property the reasons for their conduct either to inside or outer elements. An inside attribution (additionally called individual or dispositional attribution) alludes to causes that are related to the individual's inborn qualities, for example, identity characteristics, mindsets, demeanors, capacities or endeavors. An outer attribution (additionally called situational attribution), then again, alludes to the foundations that are outside of the individual, for example, activities of surplus, ecological circumstance or luckiness. The attributional hypothesis has been connected in different settings. It has been connected, for instance, in thoughtful individuals' choices about well-being practices, in clarifying how individuals characterised their prosperity or disappointment in an assignment and in clarifying contrasts in inspiration amongst low and high achievers (Arif, Ud Din and Batool, 2010; Putnina and Laherand, 2007, Thomson and Murray, 2009). One territory that has gotten impressive consideration in public mental research as to the use of attributional hypothesis is its submission in clarifying achievement or disappointment in a scholarly setting, with Bernard Weiner as the fundamental scholar. As indicated by the attribution hypothesis, achievement or disappointment in scholarly undertakings is related to three arrangements of qualities (Weiner, 1985). Right off the bat, individuals may succeed or come up short as a result of interior or outside elements, that is, as a result of components that start from inside themselves or as a result of elements that begin in their condition. Furthermore, the reasons for disappointment or progress could be either stable or unsteady. In the event that individuals trust that the variables are steady, at that point, they

may trust that the result of their execution is probably going to be the same next time they endeavor the same or comparative assignment. In the event that the variables are insecure, it implies variables have to be altered along these lines result of execution might be distinctive whenever a conduct is implemented. Reasons for progress and disappointment might be either controllable or wild. On the off chance that the causes are controllable, at that point, it implies that individuals trust that they can modify these causes. However, then again, if individuals trust those factors are wild, it implies that they can't be adjusted effectively. The hypothesis of attribution expects individuals to show properly their prosperity and inability to those causes that will empower them to realize the same class as conceivable regarding them. For maintaining a calculated distance from doubtful warm reactions, individuals have the inclination to attribute achievement to their own attempts and capacities, yet they tend to credit their inability to outside elements that they don't control (Augoustinos, 2005). As needs be, students tend to trait their prosperity at examinations to their endeavors or capacities, yet they will ascribe inability to some natural elements, for example, terrible education, misfortune or absence of instructing and learning offices. This infers individuals' observations or attributions for disappointment or advancement will decide the quantity of exertion the individual will consume on a specific effort. Impliedly, along these lines, individuals who ascribe a reason to outside variables are more averse to putting more exertion on an assignment than the individuals who trait inside.

In an instructive setting, Weiner (1985) recognized four attribution factors that are identified with scholastic achievement or disappointment, to be specific: capacity, errand trouble, exertion and good fortune. Likely, exertion is the vital cause which students can exercise a lot of control. Assignment trouble is a steady and an outer cause that is simply past students' control, in spite of the fact that capacity

is moderately an inward cause, and students do not control this since it is a steady cause which can't be changed without much stretch. Fortunes is an outside and insecure factor, and, all things considered, the student has next to no power over it. Diligence is another imperative determinant of students' achievement in scholarly undertakings (Lei, 2009). As indicated by Lei, students will be most active in academic assignments that they praise their academic achievement as an inward, unstable variable that they have control over, for example, exertion. It takes after that for students to have the capacity to endure scholarly exercises; they have to trust that they are skilful and that by buckling down, they can be fruitful. Students are additionally more prone to improve the situation in their future scholarly errand in the event that they credit their present inability to an absence of suitable exertion, and the part of the educator for this situation is to encourage confidence in students that they can simply improve the situation by putting more exertion in their scholastic undertakings. Subsequently, it is, for the most part, best for students to trust that it is their own particular conduct as opposed to outside components that prompt achievement or disappointment. In any case, it is additionally similarly vital for students to understand the impact of the condition that encompasses them, which may influence their prosperity, and along these lines, they ought to abstain from overestimating their capacities.

Methodology

Population

The population of this study consist of toppers of various BISE (Gujranwala, Lahore, and Faisalabad) of Punjab.

Sample

The researcher chose three Boards (Gujranwala Board, Faisalabad Board and Lahore Board) through convenient sampling. High achievers on these boards were chosen randomly. The study was constituted of 36 students from the above

three boards. From each board, 12 toppers were chosen. Information was directed through meetings. High achievers were chosen, resultantly rate was settled as 80% or more. In these conditions, students having 80 % or more were marked as toppers. The survey was conducted on three boards of Intermediate and Secondary Education. Roughly 12 students were chosen from each board arbitrarily for interviews. The gathering arranged was 36 in number.

Data Analysis

The objective of this investigation, explore was not to achieve a determination about a theory. As per Savin-Baden, M. (2004), there are various components that experts must be mindful of when leading meeting research: during the time spent talking about their points of view, our members regularly encounter a sort of sense-making while they answer inquiries and offer perspectives. So regularly, it is in hostility for themselves to themselves as they build talk with information with us that they come to comprehend and understand their points of view (pp. 370 – 371).

By enabling members to survey the records from their first meetings, they had the chance to comprehend their points of view. This procedure was repeated for the second meeting also, and once every member concurred with the exactness of the interpretations, I started to look at the information. My motivation was to comprehend the members' attribution about their prosperity. Inside their accounts and replies, I was capable through watchful perusing, re-perusing, distinguishing of subjects, and after that, taking out strings and precedents from the appropriate responses they shared to start to understand their sense-making of the information. By analyzing the members' accounts and replies, analysts discovered some regular topics that developed and joined with either of their examination destinations.

Instrumentation

The main point of the examination was to qualify the accomplishment of high achievers. Individuals were allowed to take an interest in interviews. To incite my members' points of view about the attribution of their prosperity, the researcher picked open-finished inquiries questions requesting that the members share their experiences. When he made an inquiry, the members talked as long as their accounts were managed while he copied the meetings. The researcher actuated them to ask any request they had if they expected him to clear up a request question, and hence, he moved toward them for more detail in case he was indistinct about any bit of their involvement they shared.

Pilot Testing

For gathering information, the analyst takes help from other educators and through pilot testing. The researcher builds up the poll by broad study and counselling other research educators (Five research and by-lingual master) in regards to the instrumentation of the exploration.

Results

The aim of this research was not only to draw an assumption about the hypothesis but also analyzing the factors to which students give credit for their success. A number of factors have to be considered while conducting the research interviews. The assumption is that all the interviewees must know very well about their selves, and they also know what they are saying. To make the research effective, questions had made in such a way that they should cover all aspects of student life.

This research interview had taken from 36 students who were the topper of different boards. Questions like preparation for exams, culture, helping friends understand topics, uniqueness in paper temptation, bad habits, God-gifted qualities, advice for students and credit for success were asked of each student.

After analyzing their answers, it has been concluded that the mindset of most of the toppers is the same. But there are also a few students who answer the questions in quite different ways. This shows that the approaches of students to achieve their targets and goal are different because the nature of human beings is not the same.

Moreover, all human beings do not possess the same qualities. Due to this, there is a difference between their ways of achieving their goal. The result is that if the person wants to achieve his ambition. He not only has to utilize his qualities but also has to do hard work for that.

Findings

Analysis of data in this research explained findings regarding interviews of each individual. The interview of each individual showed his particular attribution to his success. Then after analyzing the interview of all the members, attributes towards success have been identified. Refrains and cohesions among the participants have been described.

In the next section, refrain and cohesions that have appeared from interviews have described. This research seems to have a positive reflection regarding the attribution of toppers related to their accomplishment.

From this research, it is found that a “sense of rivalry among friends is a strong practice for success in exams.

- Students arrange their exams in different ways, like memorizing the concepts through revision and with full attention.
- The majority of students didn't go to the academy, while only a few students attended the academy just to take the test session.
- The majority of students think that academic culture is not essential for accomplishment.
- In their spare time, the majority of them like to read, i.e., English novels and books

related to their interest. Some interviewees watched TV or played cricket and some other activities in their spare time.

- Group study is very popular among the students. Almost all of the students do group study with their friends.
- The majority of students use modern means like Google and youtube for clarification of the concepts, while few of them do take help from their friends.
- All the students do take the concept of the topic, but they avoid grabbing it by heart without understanding it.
- The majority of students focus on the presentation of their paper, and they try to make it attractive and unique. While few of them are concerned about the material which they write on paper.
- All the students think that there are a lot of complexities in our educational system and it should be improved.
- It is the viewpoint of all the toppers that mediocre students can become a topper.
- This research has found that the teacher plays a precise prime role in the victory of a student.

Future Research

In the future, attempts should be made to study the gender variety in attribution and particularly investigate why female substitutes have characteristics inside and why male substitutes tend to movables abstractedly.

Conclusion

As students are evaluated by their scholastic accomplishments so scholarly achievement has a great impact on the mode of student's life and their educational framework. The effect of scholastic achievement on students' intellectual and instinctive angles is a common thing. The current examination aspires us to examine their perception and acknowledgement regarding their scholastic accomplishment.

According to Weiner's supposition, struggle and capacity were the internal factors, while undertaking trouble and luck were the external factors for the accomplishment of a specific degree. Later on, it was discovered that in addition to above mentioned four factors, there were also some other critical factors that played an important in the accomplishment of students.

Therefore, it is suggested that investigation on attribution must have to give a more comprehensive opportunity of factors for decision, except it is supposed to focus the analysis on the four factors. The consideration of luck as an internal or external factor depends upon the region of the neighborhood, i.e., Chinese students consider it as an internal factor, while Western students think it is an external factor. Attribution of hard work is familiar among the students. It is believed that if someone puts in constant effort, he will achieve any target. However, it is always debatable whether the inconsiderable emphasis on hard work is completely captivating. Sometimes students pay so much accentuation to the importance of different factors and attributions regarding those factors.

As a result of over-accentuation on hardworking without focusing on other skills leads them to disappointment and negativity. This may prove fatal to the confidence of a student.

1. Students have different responses regarding the explanation of their accomplishments. Effort was the highest attributional response, while ability was the second highest response. So, the first null hypothesis has forbidden.
2. The point of view of female and male students about the causative attribution of their success is different. Boys are in the favor of ability factor regarding their accomplishment, while girls are in favor of the exertion factor. So, the second null hypothesis is rejected.

Discussion

The exploration was planned to investigate the causative attributions of the high achievers about saw reasons for their prosperity. Prior to going for the examination of high achievers, the scientist needed to discover the causative attribution of the understudies, regardless of their high scholastic accomplishments and sexual orientation. The investigation demonstrated that the understudies varied in the attributions of their scholarly results. For this reason, specialists owned the expressions. These outcomes, in accordance with the past examinations, led to the practically same problem.

The adjacent examination of high achievers uncovered that high achievers generally connected their scholastic results with capacity, exertion, perseverance and fate. These outcomes were generally steady with Weiner's hypothesis, in which he had expressed that high achievers had an inside attitude control who connected their results with inner elements.

To have an increasingly systematic perspective on causal attribution, the researcher divided the information into one measurement, for example, male/female gatherings. The examination of male/female students brought about practically the same way, male students, for the most part, attributed their prosperity to capacity and fate factors.

- This research discovered six assets of attribution of success in the estimation of "inner stable", to be explicit, approach toward instruction, thinking about procedures, relationship with teachers, ideological feelings, perspective towards friends and point of view concerning what's to come. The investigation result exhibits that high-accomplishing understudies will, in general, quality "approach towards training" more to progress. This outcome reinforces the declaration that high-achieving students will, in general, credit achievement to inward factors (Kulka and

Weiner, 1970; Weiner et al., 1971, 1972) and that approach to managing guidance has a positive association with scholastic accomplishment (Adam, 1962; Fitt, 1957; Hungerman, 1967; Neale, 1967; Brodie, 1964).

- This research additionally depicted that high-achieving students credited "consider procedures" more to advance. This discovery similarly reinforces the explanation that a high-achiever, for the most part, structures his investigation plan (Marvin 7 Thomas, 1973), is significantly lively and wins by using the exercise plan he has considered (Entwisch 1980).
- Moreover, the analysis furthermore begins that for the most part, high-accomplishing understudy credited "collaboration with educator" or communication with talks more to advance than some high-accomplishing female and male understudies. A few understudies, principle speaking, have low certainty and acknowledge that instructors look down on them (Awang, 1984; Abdul Halim Othman, 1984). These offers emerge to mental reactions, for instance, uneasiness or timidity in making requests, referencing questions, pushing toward talks and taking an interest in talking with them.
- This research likewise begins that high-achieving students concur with the announcement "normal understudy turned into a topper". They simply need to trust in yourself and inside capacity (Weiner, 1974).
- The research found that high-achieving students don't accept just God talented characteristics were important to turn into a high achiever. Dedicated is most significant forever (Rotter, 1954; Weiner, 2019).
- This research begins that high-achieving student's attribute "feeling of rivalry" to more advancement. Feeling of rivalry was a solid practice among companions.

- Moreover, high-achieving students were set up to attribute "Job of instructor" to more achievement. Instructors are the person who know understudies great. They control them about profession directing and future objectives.

The current study was led in three locales of Punjab. The way of life and by and large gauges of training may have influenced the causal attributions of the students. In the event that an examination on a similar theme, with a more extensive example, including different regions is directed, the outcomes will be progressively dependable.

The division of high achieving students was made on the past consequences of the students. Throughout study, it was seen that in same extents, students were granted fundamentally high reviews.

Recommendation

Based on conclusion, it is recommended:

- The consequences of this investigation should encourage the expectations of the attribution hypothesis and are in accordance with the discoveries of numerous different past comparative examinations directed somewhere else with various populations.
- These outcomes may be call attention to some critical consequences for students, educators and college specialists.
- Future examinations should attempt to inspect the gender variety in attribution, and especially the reasons in the matter of why female substitutes characteristic inside and why male substitutes tend to possessions distantly.

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