

The purpose of this experimental research was to study the effects of focused attention on self and task with success and failure on causal attribution of success and failure from internal attribution (ability and effort) and external attribution (task difficulty and luck). The sample included eighty Prathom six students from Prompunwithaya School, Bangkok. The instruments in this research were a questionnaire on attribution of success and a questionnaire on attribution of failure. The data was obtained by randomizing each student into two situations which were the situation of self-focused attention created by using the video camera and the instruction for self-focused attention and the situation of task-focused attention created by using the instruction for task-focused attention. Then the researcher asked the student in each situation do the task about memorizing digit span which the student had to recall backward span and then asked him to answer the question in the questionnaire after the student knew the outcome that he succeeded or failed. The data were analyzed by using arithmetic means, standard deviations two way analysis of variance and t-test which processed by the SPSS program computer.

The research results are as follow:

1. The self-focused attention students' attribution of success and failure from internal attribution (ability and effort) are not significantly different from the attribution for success and failure of the task-focused attention students.
2. The task-focused attention students' attribution of success and failure from external attribution (task difficulty and luck) are not significantly different from the attribution for success and failure of the self-focused attention students.
3. The attribution for success and failure of the succeeded students on internal attribution (ability and effort) are significantly different from the attribution for success and failure of the students who failed.
4. The attribution for success and failure of the failed students on external attribution (task difficulty and luck) are not significantly different from the attribution for success and failure of the students who succeeded.