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Relationships between attributional style and trait anxiety for preadolescent Australian boys and girls

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Abstract

This study examined relationships among components of attributional style and trait anxiety for 428 English-speaking boys and girls, grades 4-6, from primary public schools in New South Wales, Australia. Students completed general measures of attributional style and trait anxiety. Results showed a small but significant relationship between negative attributional style and trait anxiety. In addition, girls reported higher trait anxiety than boys, and attributional style and trait anxiety were strongly correlated for girls, but not for boys. Compared to younger students, older students reported more internal attributions for negative events and higher overall scores on negative attributions. Implications of these results for education are discussed

[Link to full text paper pdf \(101KB\)](#)

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