

CAUSAL ATTRIBUTION AND EMOTIONAL REACTIONS TO MIGRATION FAILURE AMONGST YOUTH IN EDO STATE

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ABSTRACT

The thematic focus of this study is to explore causal attribution and emotional reactions to migration amongst youth in Edo State. Six research questions and six research hypothesis guided the study. The study was descriptive research. The research employs the descriptive research design and the study research population comprises the youth population of Edo State in the three Senatorial Districts which stood at 4,235,800 of the age bracket 16 – 40 years. The random sampling technique was applied in this study from where a sample size of 100 youths was selected Nigeria Airport departure hall in Benin City, University of Benin students, hotels/club houses and some major streets in Benin City metropolis. A self-developed questionnaire titled “Causal Attribution and Emotional Reactions to Migration Failure (CAERMFQ)” was used to stimulate information from the respondents. The questionnaire has 2 sections (A and B). It is made up of 44 items, section ‘A’ dealt with demographic information while section ‘B’ measures causal attribution (test anxiety, interview anxiety at the embassy, procrastination, self-concept, and locus of control) and emotional reactions to migration failure. Data for this study was analyzed using mean scores and standard deviations to answer research questions. In the findings test anxiety, interview anxiety at the embassy, self- concept, procrastination, and locus of control are causal attribution to migration failure. The result also indicates that youths emotionally reacted differentially to migration failure.

Keywords: Causal attribution, Emotional reactions, Attributions theory, Migration failure.

Introduction

Background to the Study

Causal attributions refer to the retrospective explanation of outcomes of behaviour by internal factors such as effort or ability and external factors such as task difficulty and luck. [Heider \(1958\)](#), the forerunner of attribution theory, first proposed that people are naive scientists who try to work out the causes of outcomes for themselves and other people. Weiner et al, (1972), Weiner, (1974), (1986) made an add-on by developing a theoretical framework that served as a seminal research archetype for social psychology. Attribution theory has been found to be applicable in education, law, clinical psychology, and the mental health domains. Self-concept and achievement are found to be highly correlated. Attribution theory deals with the way individuals describe their experiences of success and failure concerning their interpretations on internal (dispositional) and external (situational) factors (Heider, 1958).

Baron et al, (2005), conceived that attribution theory is the process of identifying the causes of others' behavior, their stable traits, and disposition.

Causal attributions refer to the retrospective explanation of outcomes of behaviour by internal factors such as effort or ability and external factors such as task difficulty and luck (International Encyclopedia of the Social & Behavioral Sciences, 2001). It is expected that when people experience failures, it is imperative that they look for an explanation of why the failure occurred. The process of seeking an explanatory cause is the basis of attribution theory. The study of an individual's reasoning for succeeding or failing at a particular task is referred to as causal attribution theory. It relate to how people comprehend the reasons for their successes and failures. The process of seeking the explanatory cause for failures is best captured in attribution theory. Attribution theory concerns people's causal explanations for events. Attribution theory consists of three main principles, namely: attribution process, attribution factors, and causal dimensions of behavior. The attribution process involves behavior observation to determine whether behavior is deliberate or unintentional, and the attribution of the behavior to internal causes or external causes. The attribution factors are the causal factors that bring about a behavior. According to Weiner (1979), the primary attribution dimensions are locus of causality, stability, and controllability. In making causal attributions, people tend to focus on three factors: consensus, consistency, and distinctiveness. Norcross et al. (1985) stated that "people also attribute their problems to something a focal point, a locus, or a level".

Weiner, F. (2000) posited that attribution theory focuses upon the universal concern with explanation – why a particular event, or state, or outcome has come about and consequences of the causality. The theory highlights that human beings are very rational and base their judgments mainly on logic. Hence, the theory gives reasons behind a perceived behavior and guides future expectation of behavior from the actor.

Attribution theory locates all causal attributions along three dimensions: internal or external, stable or unstable, and controllable/ or uncontrollable. Those people attributing their success to internal, stable and controllable factors tend to be more highly motivated and hence continue to be more successful than those with alternative attribution styles. Causal attributions include the dimensions of locus of causality (internal or external), stability of the cause over time, and the degree of personal control over the aftermath. These distinctions indicate self-concept, i.e., a person's perception of him or herself as formed through experience with the environment and the interpretation of such experiences. In failure incidences, internal locus has been correlated with low self-esteem. Internal locus concerns recognizing oneself as the cause of events. Conversely, if meaningful others also fail, the cause of failure is perceived as outside of oneself (external locus). Stability is associated to self-concept as successive failures give rise to ever increasing attributions of lack of ability (an internal, stable cause) accompanied by interminably decreasing self-concept; nonetheless if failure is attributed to a stable but external cause, self-concept does not necessarily decrease. Accordingly, failure itself is not adequate for learned helplessness; one must also perceive him/herself as the locus of causality. A perceived lack of control over a failure event would in theory help uphold self-esteem; though, research shows that successive however irrepressible failure nevertheless leads to self-doubt and feelings of inadequacy. Martinko, et al (1995),

opined that the major function of attributions is generally considered to be causal analysis. Attributions are specific causal explanations for events. Causal analysis means the process of ascertaining the causes of an event or behavior. There is welter of pronounced thirst to fathom the causes of situations they confront and frequently endeavor to explain to themselves or other, why a certain situation occurred. *Attribution theory* elucidates the correlation between perceived causes of situations and the psychological imports of these acuties. The focal notion of the theory is that all causes apportion three vital, underlying properties: locus, controllability, and stability; these properties determine the psychological consequences of perceived causes. Apparent causes have pivotal emotional and behavioral corollaries, entailing those correlated to the milieu of achievement motivation. There is welter of pronounced thirst to fathom the causes of situations they confront and frequently endeavor to explain to themselves or other, why a certain situation occurred. *Attribution theory* elucidates the correlation between perceived causes of situations and the psychological imports of these acuties. The focal notion of the theory is that all causes apportion three vital, underlying properties: locus, controllability, and stability; these properties determine the psychological consequences of perceived causes. Apparent causes have pivotal emotional and behavioral corollaries, entailing those correlated to the milieu of achievement motivation.

Copious of the prevailing understanding of the process expounded by attribution theory emanates from research carried out in the milieu of school achievement. Teachers, students, school management, and other significant others in schools attempt to fathom the causes of their achievement in school.

Weiner, B. (1985) stimulates us to reflect for a moment to a test that one took, or task that you performed, and consider why you did either well or poorly on it. That is, to explicitly explain why we fail or succeed in a task. Weiner's exploration showed that, success or failure can either emanate from personal causes (ability, motivation) or from situational causes (luck, task difficulty). Conversely, he also reasoned that those personal and situational causes could be both stable and less possible to change over time or unstable and more likely to change in due course.

Another crucial issue germane to migration failure is emotions. Based on emotion-sociological perspective, emotions are pertinent in any social setting, and social interactions and relationships are only comprehensible satisfactorily if emotions are diagnostically taking into consideration. Emotions can be the reasons or motives behind actions. Heider's attribution theory expresses the processes of explaining events consequent behaviors and emotional effects of those events. Lewis et al, (1990) discussed applications of attribution theory to health care, and perfectionism (Dunkley, Zuroff, and Blankstein, 2003). Daly (1996) referred to the attributions of employees which they held towards the failure in receiving promotions.

Hochschild, (1983), posited that, from an emotion-focused, non-pathological perspective, it is possible to shed light on the general functions of emotions and their use in interactions during the process of migration, because: based on our feelings we develop our own view of the world. Emotions influence the ways in which individuals perceive and process threats and how they form their opinions (Brader and Marcus 2013; Redlawsk and Pierce 2017). Feelings and reactions are generic to many immigrants. Immigration failure could makes an individual

elicit aggression, anger, bitterness, despair, fatigue, frustration, hate, weakness, insomnia, irritation, and nightmares. Our contemplation in this study of migration is exclusively on how persons who failed to migrate react emotionally or become emotional ill because of negative feelings.

Notwithstanding the plethora of sociological migration studies it has to be stated that the obvious deliberation of emotions has on the whole been ignored. Albrecht et al, (2015) asserted that only a few number of studies that investigate the reciprocity of the processes of migration and the emotional experience of individuals from a sociological point of view exist.

Research has also shown that migration failure is also associated to emotions of trauma, fear, depression, loneliness, sadness, and stress, and most respondents give an account suffering from three or more of these emotions. Wettergren, et al (2015); noticed that studies focusing on the sociology of migration has prevalently been disregarded until now, but the explicit consideration of emotions in this area is also revealing a growing interest. Also, Lindqvist (2013), asserted that if emotions are considered in studies of migration, the perspective is often mostly pathological or follows a medical behavioristic argumentation.

Through the migration process, prospective migrants could experience some mental disorders such as anxiety, depression, post-traumatic stress disorder, and substance abuse. Emotional disorders are regular among persons of a lower social status, as rated by educational level or by occupational grade. This connection was marked among younger adults. Abramson J.H. (1975) pointed out that there higher rate of emotional disorder observed amongst migration failure may largely be a reflection of conflicting expectations. The process of sociocultural change to which migration failure are exposed may give rise to the development of role conflicts and of discrepancies between their aspirations and the prospects of their attainment. The correlation between migration failure and emotional reactions may be reciprocal: not only may migration failure, possibly contribute to the development of emotional ill-health, but emotionally disturbed persons may be more susceptible to migrate. Svašek, (2010), posited that by focusing on the reciprocity of occurrences and on emotions experienced during the process of migration, the general functions of emotions and the way in which they are applied to interactions with others can be addressed.

Statement of the Problem

Youths in Nigeria today and Edo State in particular seek for any available opportunity to migrate to western countries and even neighboring countries. This penchant for migration is accentuated by poverty and low wages, economic hardship, inequality and unequal opportunities, unemployment and under employment, low standard of living, quest for better education, life and standard of living, peer pressure, etc. In this desperation and quest, youths seek legal, illegal, conventional and unconventional routes to migrate. Naturally, some prospective migrant fails in this bid to migrate.

Certainly, it is crucial for persons who experienced migration failure(s) to make reflective explanation on why failure occurred. It is also critical to investigate whether or how persons who failed to migrate from their country of origin to another country react emotionally or

become emotional ill. Therefore, this study aims to determine the causal attribution and emotional reactions to migration failure using youths in Edo state as a case study.

Objectives of the Study

The objective of this study is to ascertain the causal attribution and emotional reactions to migration failure using youths in Edo state as a case study. The **specific objectives of the study:**

- (i) To ascertain and seek youths' explanations or causal attributions to their failure to migrate.
- (ii) To highlights youths' attendant emotional reactions to migration failure.

Research Questions

This study examined the relationship between students' causal attribution scores of an exam in a developmental mathematics course Intermediate Algebra at a two-year college.

The following research questions were investigated:

1. Is there a relationship between reported attributions of test anxiety and migration failure?
2. Is there a relationship between reported attributions of interview anxiety at the embassy and migration failure?
3. Is there a relationship between reported attributions of procrastination and migration failure?
4. Is there a relationship between reported attributions of self- concept and migration failure?
5. Is there a relationship between reported attributions of locus of control and migration failure?
6. How do youths emotionally react to migration failure?

Research Hypothesis

The following null hypotheses were tested:

H01: there is no significant relationship between test anxiety and migration failure.

H02: there is no significant relationship between interview anxiety at the embassy and migration failure.

H03: there is no significant relationship between procrastination and migration failure.

H04: there is no significant relationship between self-concept and migration failure.

H05: there is no significant relationship between locus of control and migration failure.

H06: there is no significant relationship between emotional reactions and migration failure.

Methodology

Research Design and Population of the Study

The research employs the descriptive research design and the study research population comprises the youth population of Edo State in the three Senatorial Districts which stood at 4,235,800 of the age bracket 16 – 40 years.

Sampling Size and Sampling Technique

The random sampling technique was applied in this study from where a sample size of 100 youths was selected Nigeria Airport departure hall in Benin City, University of Benin students, hotels/club houses and some major streets in Benin City metropolis.

Method of Data Collection

A self-developed questionnaire titled “Causal Attribution and Emotional Reactions to Migration Failure (CAERMFQ)” was used to elicit information from the respondents. The questionnaire has 2 sections (A and B). It is made up of 44 items, section ‘A’ dealt with demographic information while section ‘B’ measures causal attribution (test anxiety, interview anxiety at the embassy, procrastination, self-concept, and locus of control) and emotional reactions to migration failure. All items on section ‘B’ are scored based on Likert-type scale responses starting from Strongly Agree= 5, Agree= 4, Disagree= 3, strongly disagree= 2 to Undecided= 1.

Method of Data Analysis

Data analysis was done using descriptive statistics, data was collated and coded. The statistical package for social sciences (SPSS Version 24) was used for data entry and the result was analyzed using descriptive statistics of tables for ease of interpretation

Data for this study was analyzed using mean scores and standard deviations to answer research questions. Mean scores of 2.50 is set as a cut- off point for accepting or rejecting a research question. The hypotheses were tested using chi- Square and t- test statistics.

Results of the Findings

Descriptive Statistics

	N	Mean	Std. Deviation	Minimum	Maximum
QUESTIONNAIRE ITEM 1	100	1.7900	.83236	1.00	4.00
QUESTIONNAIRE ITEM 2	100	1.9900	.85865	1.00	4.00
QUESTIONNAIRE ITEM 3	100	1.8500	.86894	.00	4.00
QUESTIONNAIRE ITEM 4	100	2.3100	.90671	.00	4.00
QUESTIONNAIRE ITEM 5	100	2.8400	1.16098	.00	4.00
QUESTIONNAIRE ITEM 6	100	2.6800	.98350	1.00	4.00
QUESTIONNAIRE ITEM 7	100	2.3800	.80126	.00	4.00
QUESTIONNAIRE ITEM 8	100	2.1300	.74745	1.00	3.00

QUESTIONNAIRE ITEM 9	100	2.5400	.85776	1.00	4.00
QUESTIONNAIRE ITEM 10	100	3.0500	.93609	1.00	4.00
QUESTIONNAIRE ITEM 11	100	2.4700	1.07736	1.00	4.00
QUESTIONNAIRE ITEM 12	100	2.1900	.89550	1.00	4.00
QUESTIONNAIRE ITEM 13	100	2.1000	.88192	1.00	4.00
QUESTIONNAIRE ITEM 14	100	1.8200	.79620	1.00	4.00
QUESTIONNAIRE ITEM 15	100	2.3100	1.11641	1.00	4.00
QUESTIONNAIRE ITEM 16	100	2.5000	1.08711	1.00	4.00
QUESTIONNAIRE ITEM 17	100	1.5100	.68895	.00	3.00
QUESTIONNAIRE ITEM 18	100	2.0900	.96499	.00	4.00
QUESTIONNAIRE ITEM 19	100	2.0000	1.11010	.00	4.00
QUESTIONNAIRE ITEM 20	100	2.6800	1.14486	.00	4.00
QUESTIONNAIRE ITEM 21	100	1.4500	.80873	.00	4.00
QUESTIONNAIRE ITEM 22	100	1.4200	.78083	.00	4.00
QUESTIONNAIRE ITEM 23	100	1.5600	.78264	.00	4.00
QUESTIONNAIRE ITEM 24	100	2.8200	1.07666	.00	4.00
QUESTIONNAIRE ITEM 25	100	3.0500	1.08595	.00	4.00
QUESTIONNAIRE ITEM 26	100	2.7600	1.13814	.00	4.00
QUESTIONNAIRE ITEM 27	100	2.5000	1.13262	.00	4.00
QUESTIONNAIRE ITEM 28	100	2.5800	1.03651	1.00	4.00
QUESTIONNAIRE ITEM 29	100	2.3800	1.01285	1.00	4.00
QUESTIONNAIRE ITEM 30	100	2.1200	1.04717	1.00	4.00
QUESTIONNAIRE ITEM 31	100	2.5300	1.11423	1.00	4.00

QUESTIONNAIRE ITEM 32	100	2.5600	1.13991	.00	4.00
QUESTIONNAIRE ITEM 33	100	3.0600	.93008	1.00	5.00
QUESTIONNAIRE ITEM 34	100	2.5700	1.20818	.00	5.00
QUESTIONNAIRE ITEM 35	100	3.2400	.95473	1.00	4.00
QUESTIONNAIRE ITEM 36	100	1.6600	.84351	1.00	4.00
QUESTIONNAIRE ITEM 37	100	1.8900	1.01399	.00	4.00
QUESTIONNAIRE ITEM 38	100	1.5900	.80522	.00	4.00
QUESTIONNAIRE ITEM 40	100	2.5100	1.08707	.00	4.00
QUESTIONNAIRE ITEM 41	100	1.8600	.96421	.00	4.00
QUESTIONNAIRE ITEM 42	100	2.7300	1.09041	.00	4.00
QUESTIONNAIRE ITEM 43	100	2.1400	1.04466	.00	4.00
QUESTIONNAIRE ITEM 45	100	2.7600	1.21539	.00	4.00
QUESTIONNAIRE ITEM 44	100	3.2400	3.22591	.00	24.00

Research Hypothesis

The following null hypotheses were tested:

Table1

H01: there is no significant relationship between test anxiety and migration failure.

TEST ANXIETY

	Item 1	Item 2	Item 3	ITEM 4	ITEM 5	ITEM 6
Chi square	40.720	28.080	60.300	71.000	36.800	12.240
df	3	3	4	4	4	3
Asymp Sig	.000	.000	.000	.000	.000	.007

If the chi-square calculated value is greater than the chi square critical value, then you reject your null hypothesis. If the chi-square calculated value is less than the chi square critical value, then “fail to reject” the null hypothesis.

Table 1 shows calculated chi square values between 12.240 and 71.000 and a critical value of .000-0007. Since the calculated value is greater than the chi square critical value at 0.05 level of significance the null hypothesis is rejected. This means that test anxiety in IELTS/TOEFL/CAE/CPE tests is a causal attribution of migration failure.

Table 2

H02: there is no significant relationship between interview anxiety at the embassy and migration failure

INTERVIEW ANXIETY AT THE EMBASSY

	Item 7	Item 8	Item 9	ITEM 10	ITEM 11
Chi square	83.200	6.720	33.440	26.640	16.200
df	4	2	3	3	3
Asymp Sig	.000	.000	.000	.000	.000

Table 2 shows calculated chi-square values between 16.200 and 33.440 and a critical value of .0001. Since the calculated value is greater than the chi square critical value at 0.05 level of significance the null hypothesis is rejected. This means that interview anxiety at the embassy is a causal attribution of migration failure.

Table: 3

H03: there is no significant relationship between procrastination and migration failure.

PROCRASTINATION

	Item 12	Item 13	Item 14	ITEM 15	ITEM16
Chi square	29.360	62.240	62.880	2.960	1.440
df	3	3	3	3	3
Asymp Sig	.000	.000	.000	.398	.696

Table3: shows a calculated chi square values between 1.440 and and 62.880 and a critical value between .000 and .696. Since the calculated value is greater than the chi square critical value at 0.05 level of significance the null hypothesis is rejected. This means that procrastination is a causal attribution of migration failure.

Table 4:

H04: there is no significant relationship between self-concept and migration failure.

SELF CONCEPT

	Item 17	Item 18	Item 19	ITEM 20
Chi square	69.040	49.500	25.300	32.800
df	3	3	4	4
Asymp Sig	.000	.000	.000	.000

Table4: shows a calculated chi square values between 25.300 and and 69.040 and a critical value between .000. Since the calculated value is greater than the chi square critical value at 0.05 level of significance the null hypothesis is rejected. This means that self-concept ; intellectual ability to pass IELTS/TOEFL/CAE/CPE test and confidence in handling the migration process is causal attribution to his/her migration failure is a causal attribution of migration failure.

Table 5

H05: there is no significant relationship between locus of control and migration failure.

LOCUS OF CONTROL

	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35
Chi Square	94.00	148.400	19.000	43.600	64.300	30.700	21.300	10.480	6.960	12.560	4.720	21.700	52.760	40.760	50.400
df	4	4	4	4	4	4	4	3	3	3	3	4	4	5	3
Asym p sig	.0000	.000	.000	.000	.000	.000	.000	.015	.075	.006	.193	.000	.000	.000	.000

Table 5 shows a calculated chi square values between 12.300 and 148.000 and a critical value between .000. Since the calculated value is greater than the chi square critical value at 0.05 level of significance the null hypothesis is rejected. This means that locus of control (subjective personal beliefs about the extent to which one’s actions determine outcomes) is a causal attribution of migration failure.

Table 6: H06: there is no significant relationship between emotional reactions and migration failure.

EMOTIONAL REACTIONS TO MIGRATION FAILURE

	36	37	38	39	40	41	42	43	44	44
Chi Square	59.000	53.500	96.100	29.000	44.800	44.500	33.200	32.000	56.480	56.480
df	3	4	4	4	4	4	4		4	5
Asym p sig	.0000	.000	.000	.000	.000	.000	.000	.000	.000	.000

Table 6 shows calculated chi square values between 29.000 - 96.100 and a critical value between .000 and .193. Since the calculated value is greater than the chi square critical value at 0.05 level of significance the null hypothesis is rejected. This means that there is a significant relationship between migration failure and emotional reactions. The respondents reacted negatively to migration failure.

Discussion of Findings

Test Anxiety

The finding of the study shows that youths reacted significantly to test anxiety in IELTS/TOEFL/CAE/CPE tests as causal attribution to migration failure. To some youths, test anxiety is not a causal attribution of migration failure. This findings collaborated that of Weiner B, (1985).

Interview Anxiety at the Embassy

The results also show that interview anxiety at the embassy is a causal attribution of some youths migration failure. It is normal for people to respond to interview anxiety.

Procrastination

The results indicate that procrastination in starting migration process and delay in preparing for IELTS/TOEFL/CAE/CPE test is a causal attribution of migration failure.

Self-Concept

The result also shows that intellectual ability to pass IELTS/TOEFL/CAE/CPE test and confidence in handling the migration process is a causal attribution to migration failure. Weiner B, (1985)

Locus of Control

The result equally shows that locus of control (subjective personal beliefs about the extent to which one's actions determine outcomes) is a causal attribution of migration failure. In this regards, a reasonable respondents to items shows that locus of control is causal attribution to migration failure. This finding collaborated that of [Heider F. \(1958\)](#) and Norcross et al. (1985)

Emotional Reactions to Migration Failure

The result indicates that youths emotionally reacted to migration failure. Some respondents do not negatively react emotionally to migration failure. While some respondents reacted negatively to migration failure, these findings collaborated that of Hochschild (1983).

Conclusion

This paper attempted to explore causal attribution and emotional reactions to migration amongst the youth in Edo State. On the basis of the findings of this study it can be concluded that test anxiety, interview anxiety at the embassy, self-concept, procrastination, and locus of control are causal attribution to migration failure. The result also indicates that youths emotionally reacted differentially to migration failure.

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