CHAPTER – 1

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1.1. BACKGROUND OF THE PROBLEM:-

In recent years, sports have emerged as a highly specialized competitive area of human activity. People from various disciplines have focused their attention to the identification of factors which may contribute to better achievement in this area. The result is clearly positive and appreciable. The achievement level of athletes and sportsmen in various national and international competitions is improving day by day. It has been observed that in the last Olympics at Beijing (CHINA) in 2008, many old Olympic records were broken and new ones established.

Sports like flora and fauna, is characterized by variety and virility of form and focus. From a mere pastime in the deep past, it changed its purpose towards entertainment, health and fitness, pleasure and joy, and then to competition and urge to excel. It has come to stay now as the violence of the cultured man or the sediment of a most final distributed collective hatred precipitate in athletic contests. It is now no longer fun or frolic, and amusement or joy. It is now more akin to war and rivalry. Its finer elements or positive attributes such as discipline, fellow feeling, virtue and truthfulness, service and sociability, altruism and etiquettes, ethics and morality have been gradually replaced by just one construct
called the killing instinct. From a collective and wholesome activity, sports are now tending to become individualistic and egoistic. All sciences including physical and social under different names of sports science, sports psychology, sports medicine, sports physiology and biomechanics are constantly endeavoring to find out the requirements and characteristics of individual athletes and competitors, which could improve their performance and make them stand at the victory stand. Formerly it was advocated from house top that “in sports there are two pleasures to choices, one is to win and the other is to lose.” but now to lose means to finish, to get eliminated, to kiss dust and cover the face.

Long back Shakespeare made Macbeth say, “Fair is foul and foul is fair.” In his wish to become a king, Macbeth has to kill King Duncan who considers Macbeth as his greatest confidant. But Macbeth’s conscience tells him that it would not be fair to kill the king, rather it would be foul. Similarly in the past no athlete or player would achieve success by foul. He was always fair and he and his spirit both stood for fairness. But now not only in politics or bureaucracy, but also in sports, “foul is fair”. Drugs and medicines, psychological and sociological boosting, tactics and strategies in starts, in pulls, in jumps and in hits and kicks, in food and motor abilities are being searched out so that when practiced they would improve performance at the optimum level.

The entire research in the field of sports sciences is now directed towards enhancing performance. Health or entertainment, happiness or
joy, virtue and morality have been relegated to the background. The funds are now being earmarked not on the average players or athletes of lower rungs of the ladder but on the choicest few who are toppers or potential toppers.

Human life is a complex of physical, intellectual, emotional and social developmental patterns and sports, and physical activities are integral parts of these patterns. We must have some understanding of why some people are not and why some people are more competitive than others, and why some people are not and why some people are taught and coached on the basis of their individual needs, desires, interests and attitudes. Traits such as self-confidence, self-assurance, self-enhancement, self-esteem, self-regard and self-respect all evolve out of a person's self-concept. In general, self-confidence has been found to be highly conservative and conventional. People scoring high on this trait have high feeling of responsibility in case of practical matters. They, however, lack creativity. **Werner and Gotthail (1966)** have identified tough-mindedness as a personality trait of athletes. But this is not the only sine-qua-non of an athletic personality. In fact what constitutes a sports person will emerge from study of different items of sports and their special requirements.

Different experts have classified games and sports on the basis of different criteria. **Karpovich and Suining (1979)** have classified it according to aerobic and unaerobic requirement. In general, sports have
been divided into two main groups i.e. sports with stereotype movements and sports with non-standardized movements. Sports are further subdivided into five groups.

**1st group:** Sports is characterized by active motor activity with an ultimate manifestation of the competitor’s physical (motor) abilities. The results here essentially depend on the sportsman’s own motor abilities, which are identified and displayed in the process of competition. To this group belong most of the main sports - boxing, wrestling and fencing, gymnastics, track and field events, weight lifting and swimming etc. i.e. all sports games are based on active motor activity etc.

**In the second group,** sports are based on the actions of driving a special technical vehicle (a motorcycle, car, plane, yacht, etc.). The result here is largely determined by external factors and the ability to employ them rationally. Of course, this ability again depends upon motor prowess.

**The third group** belongs to those sports whose motor activity is rigidly limited by the conditions of hitting a target from a special sports weapon, a rifle, pistol, bow and arrow etc. here again; both external material and internal power are involved.

**The fourth group** has sports in which the results of the model constructor capacity of the competitors are compared such as plane and car models, etc. modeling, for which the conditions have been set by the competition rules.
The fifth group is of those sports whose main content is an abstract-logical encounter with the opponent. In these sports, the results do not directly depend on physical qualities. Some examples of this type of sports are chess, and other verities of these games.

After the emergence of sports psychology as a distinct scientific discipline, many attempts have been made to help coaches and athletes in their pursuits in a number of ways like assessing the athletes on various psychological techniques for enhancing performance, identifying problematic athletes and using various psychological intervention programmes. Out of the areas listed above, the areas of development of psycho-social profiles of athletes have created its own place because, on the basis of these profiles not only the suitable athletes could be selected, but the training programme could also be monitored as per the psychological make-up of the participating athletes.

The role of psychology in sports and physical education has long been felt. According to J.F. William (1964) 3, physical education in its methods and materials should reflect modern psychology. Thus, it is always true function of the teachers to use the native impulses of the young as a starting point for assimilation of knowledge, acquisition of skills and development of the habits of the society into which youth comes. Psychology helps the physical educator and the coach who understand the real springs of the behaviour of player and how desirable
changes and modification can be brought in the behavioural patterns to the advantage of the individual and the society.

The main attentions of the sportsmen, coaches and sports scientists are not only to win medals, but also to test human efficiency in term of psychological principles which are helpful in improving motor skills of players. The application of psychological principles for the improvement of performance is almost essential in sports so that athletes and players are able to show their best in their performance.

Now-a-days more and more stress is being laid on the study of psychological factors, which control condition and modify the physiological factors, which control condition and modify the physiological function. The idea is to improve the performance of an individual by controlling some and manipulating other factors.

Physical education teacher makes efforts to develop the total personality of the child through vigorous muscle movement. That is why psychology of physical education and sports must take into account various aspects of human growth and development. Secondly, motor activities are the basis of man’s observable behaviour and all sports is nothing but complex combination of motor skills learnt and refined over the year. Hence, psychology of physical education and sports develops into the mechanism of motor learning and strives to improve the individual’s motor ability. Thirdly, physical education takes into consideration instincts and emotions, which are the prime mover of
human behaviour and the real spring of life energy. Fourthly, no programme of physical education can be successful until and unless the planners take into account the innate potential of individual and the environmental factors which affect it and provide an opportunity to develop it to its optimal level. Fifthly, individual differences are the most important as well as most crucial issues with which the teacher of physical education is deeply concerned. All children may not be suitable for all type of activities, some are tall, some are emotional, some are handy, some are intelligent and others are dull. Lastly, physical education aims at the development of the individual personality. Psychology makes the physical education understand the structure and dynamics of personality.

Psychological training is the watchword in sports. No training in the sports field is complete without reference to the psychological study and psychological training of athletes. All other factors biological and sociological being equal, psychological conditionings of an athlete decidedly determine his success or failure in competition. Uses of psychological knowledge enhance the development, performance and satisfaction of an athlete.

The involvement of psychology in the sports has largely been arisen from a traditional interest in areas such as personality, emotional status, motivation and psychology of testing. Studies on the personality characteristics of competitive athletes have revealed how some human
qualities influence performance, not only of competitive athletes but also of those who participate in the sports for recreational purposes.

It goes without saying that motivation directs the athletes toward their goals. Most of the time, we are able to observe their drive towards goals but in fact at the very root of it remains the well-set pattern of values which ultimately determines the direction of motivation. These values make the individuals instrumental to accept or reject various ideas related to their activities i.e. the athlete having modern values will be flexible in his attitudes to accept novelty and changes in his pursuits, whereas the individual possessing traditional values will be rigid in his approach. Hence, he will, most of the time, feel hesitant in changing himself according to the current demands of his area of operation.

It is not just motivation or the killing or winning urge that promotes performance. There are many more things like self-confidence, good self-image, general preparedness, and so on which are correlates of high performance.

The present study involves performance of boxers on one side and social and psychological endowment in the form of intelligence, personality, will to win and social maturity on the other hand. It is, thus, very essential that the investigator first discusses the relevance of these variables in his study. This will bring the theoretical framework of the investigation more meaningful. First, the variable of intelligence will be discussed.
Needless to say that various distinct disciplines have made significant contributions in enhancing the standard and performance in sports activity. But Psychology, as behavioural science, has made a great contribution in the effort of coaches, trainers and physical education teachers to improve standards in sports. The European countries such as Germany, have improved their standards by recognizing the importance of mental development as an accompaniment to physical training. Similarly, the erstwhile Soviet Union and Czechoslovakia are examples of countries in which psychological training had become an essential part of the athletic conditioning for sportsmen.

Research in personality and attribution style of sportsmen needs more attention than it has received so far. It is of great help to know the personality disposition and ability to learn the skills to improve the performance in a sportsman. A set of personality traits in the appropriate combination makes an individual or a team successful.

Apart from the personality of an individual, the field of forces around him may also influence his performance. The attribution style of an individual enables him to interpret his own behaviour and the action of others which is of great significance in the performance of an individual or the team. So, it becomes the responsibility of all the educational institutions and training schools to help sportsmen and trainers in knowing all the aspects of personality and attribution styles of sportsmen and their effects on their performance. It will help them in selecting the game and skills
according to their personality and attribution styles. It will also help them in modifying their behaviour and thus, improving performance.

1.2. STATEMENT OF THE PROBLEM:

“A STUDY OF PERSONALITY AND ATTRIBUTION STYLE OF SPORTSMEN WITH REFERENCE TO THEIR SPORTS ACHIEVEMENT.”

1.3. CONCEPT USED IN THE STUDY:

The present study of personality and attribution style of sports person with reference to achievement largely depends on the knowledge of attribution and its application in knowing the causes of present performance of individuals and team which can be again used to take proper steps to improve the performance of an individual and team. Further knowledge of attribution and attribution style stands on legs of in-depth knowledge of personality. We can’t attribute a person rightly without the right knowledge of personality. Attribution style and attribution largely use the concept of personality. This study could not be carried out without having a careful peep into the concept of personality and attribution style.

1.3.1. PERSONALITY:

Personality is derived from Latin word Persona which means Mask. In the ancient times Greek actors wore masks to depict the personality (good or bad) of the character. Man’s personality is the total picture of behaviour which is made up of many components some of which are objective and, therefore, easily studied and measured. And some are subjective and cannot
be measured easily. These objective components are physique, speed, strength and movement. The subjective components include motives, feelings, ideas, attitude, character; willpower etc. Personality refers to the set of traits and behaviours that characterize an individual. A more comprehensive meaning of personality is that it refers to the relatively stable pattern of behaviour and consistent internal state that explains a person’s behavioural tendencies.

The following elements should form the meaning of personality.

1. Personality has both internal and external elements. The external traits are the observable behaviours that we notice in an individual’s personality e.g. sociability. The internal states represent the thoughts, values and genetic characteristics that we infer from the observable behaviours.

2. An individual’s personality is relatively stable. If it changes at all, it is only after a very long time or as a result of traumatic events.

3. An individual’s personality is both inherited as well as shaped by the environment. The genetic personality characteristics are attired somewhat by life experiences.

4. Each individual is unique in behaviour. There are striking differences among individuals.

Singer (1972) 4 had also opined similarly. Since personality is determined by genetic factors but modified by environmental experiences, a strong possibility exists that personality influences activity-preferences and
as well as gets modified by activity experiences. The personality mould is formed early in life but can be changed by later experiences partly, if not completely.

Valentine, “Personality is the sum total of innate and acquired dispositions”. As personality is reflective of the entire behavioural dimensions of individuals, it has strong bearing not only on athletic preferences but also it has a direct link with sports performance. (Bhatnagar 2009).

Allport (1937) “Personality is the dynamic organization within the individual of those psycho-physical systems that determine his unique adjustment to his environment”.

Tutko and Richards (1971) had long ago identified a number of personality traits related to high athletic achievement such as drive, determination, intelligence, aggression, leadership, organization, coach-ability, emotionality, self-confidence, mental toughness, responsibility, trusts and conscience development.

Man’s personality is the total picture of behaviour which is made up of many components, some of which are objective and, therefore, easily studied and measured. And some are subjective and cannot be measured easily. These objective components are physique, speed, strength and movement. The subjective components include motives, feelings, ideas, attitudes, character; will-power etc. Personality, according to Eysenck (1968), is a stable and enduring organization of person’s character.
temperaments, intellect and physique which explains about the physiological differences between introverts and extroverts in the light of concept of weak and strong nervous system.

**Bird (1971)** says human personality refers to unique expression of characteristics of individual as must be studied within the social context in which it develops. These considerations prompted the investigator to include the variable-personality in his investigation.

Personality of sports person which has influenced the performances, is affected by many factors like anxiety, will to win and attitude. Anxiety is the apprehension of danger, which further disorganizes person’s motor system and finally hinders skillful movements. The will to win makes competitor great and positive attitude towards winning will always help in achieving better performance. In the present study, personality of sportsmen is measured in the form of personality needs. Due to the influence of environment, a special type of will, need of psychological need grows win in individual, which compels him to behave in a specific direction. This influence of outer environment on an individual is of different types: so, which the passage of time, such many specific, demands are developed and become permanent in the personality of every person and take command of his entire behavior (M.P.I). The ten personality needs, taken in the study are:-
1. NEED ACHIEVEMENT:

This need is represented by different statements that pertain to the will to do good deeds, to get success, to write a good book, to get fame, to be a high officer, to be a great man, to pass a good life, to get social regard in the society, to be a successful political leader etc.

2. NEED EXHIBITION:

This need reflects one’s desire to say such things as show one’s intelligence and one’s speaking power, to wear beautiful clothes, to attract others’ attention, to live with great pomp and show, to use such words as are not understood by others, to be praised by others, to show one’s greatness, to do such activities as may be praised by every one etc.

3. NEED AUTONOMY:

The statements to assess this need relate to this will to work according to one self, not to accept any one’s slavery, to be of free nature, not to accept interferences, not to like obligation of others, to like such activities as are full of freedom, to do unconventional activities, no hitch in opposing others in correct things, not to accept subordination, not to accept bonds of legislation, not to like to be a 'Yes' man etc.

4. NEED AFFILIATION:

This need is represented by the will to have many friends, to pass more and more time with one’s friends, to write letters to one’s friends, to show fast friendship, not to like to be alone, to like more nearness with
others, to like to have good relations with others, not to tolerate the annoyance of his mates, to have love and affection from others etc.

5. NEED SUCOURANCE:

The statements of this need reflect the will to have sympathy of the friends on failure, to expect help of friends in every situation, to expect help from relatives in hard times, to expect help in difficulties, to expect from every body to do something one, to be praised by the friends for one's activities etc.

6. NEED DOMINANCE:

The will, to be the convener of any committee, to advise others, to be a leader, to settle the quarrels of others, to order rather than obey, not to tolerate in obedience, to be accepted as a leader by others, not to live a subordinate to any body etc., demonstrates this need.

7. NEED ABALEMENT:

To feel inferior to others, to feel guilty, to feel unlucky, to have faith on fate, to be unhappy on one's mistakes, to be frustrated and disappointed, to feel oneself in capable on one's failure, to feel want of courage, to accept defeat, instead of confidence among more able persons etc., provide evidence of need abasement.

8. NEED NURTURANCE:
Statements under this need represent the will to have sympathy with others, to contribute something for the promotion of others, to work with friends, to serve old persons, to help others, to try to provide maximum facilities of others, to help others in difficulties, not to disappoint any one, to do social service, to do something for the source less persons, to start a good school for the children etc.

9. NEED ENDURANCE:

The will not to leave a work even if there is no hope of success, to work continuously, not to do any thing unless the work, undertaken, is completed not to be disappointed even on failure, not to leave the desired work even in troubles, to forget every thing at the time of doing an activity, to do every work with great zeal and enthusiasm, not to feel fatigued even on doing a work continuously for hours, not to refuse hard work to reach the goal etc., demonstrates the presence of this need.

10. NEED AGGRESSION:

This need includes statements that represent the will to best others on using ill words, to accept the policy for ‘tit for tat’, not to hesitate in insulting others, to feel pleasures in harming others, to defame others, to threat others, not to tolerate hard words of others, to be angry often, to have a feeling of revolt, to criticize others on having differences, to feel pleasure in killing and hunting, to instigate others to quarrel, to fight with others on not accepting one’s views etc.
1.3.2. **ATTRIBUTION STYLE:**

Attribution style refers to people’s characteristic ways of explaining the causes of events. An individual’s performance depends upon his perception of the events taking place in his environment. It questions of much interest what caused a particular event and how that took a particular form. Attempt of people to understand the causes and implications of events they witness comes under the sphere of attribution. Attribution style of a person is his unique perceptions of his own behaviour and the action of others taking place in his environment. Attribution entails the selection from several causes of the one or one’s that afford the observer the best explanation of a behaviour.

The question of recent interest is what caused a particular form and to identify the rules which govern perceptions form and to identify the rules which govern perceptions of causality, has been a matter of scholarly interest date at least from the early contribution of Hume and Kant. The most systematic account regarding such rules is known as attribution theory. Attribution theory is concerned with the attempts of ordinary people to understand the causes and implications of events they witness. It deals the causes and implication of events they witness. It deals with the native psychology of the ‘man in the street’ as he interprets his own behaviour and the actions of others. It is concerned with the process by which individuals construct causal explanations for behaviour and events they encounter in everyday social interactions.
“Attribution Style is, therefore, a theory of perceiving or characterizing people by certain traits, abilities, intentions or other qualities”. The application of attribution theory in competitive sport settings has recently been explored. It has been seen that attributions of athletes for their successful or unsuccessful outcomes of general behaviour have an important influence on both their effective responses and their performance in the sport. The knowledge of attribution style gives some indications to causal consistency of the performance and results in the game, e.g. winner of the individual sport tend to be more internal than losers. Winners in team sport are found to be more stable and controllable than losers. Winning and losing in sports competitions seems to be of essential importance to physical educators, coaches as well as to the participants themselves.

**ATTRIBUTION:**

An attribution in social psychology refers to our tendency to perceive motivatives, traits, intentions and abilities in other people based on our observations of their behaviour. 10

**Fritz Heider** and **H.H.Kelly (1967)11** are well-known contributors to the attribution theory. This theory suggests that we observe behaviour and then attribute causes to it; that is, we attempt to explain why people behave as they do the process of attribution based on perceptions of reality and these perceptions may vary widely among individuals.

**Chhabra, Tenja (2008) 12**
The theory posits that the behaviour of others can be examined on the basis of its distinctiveness, consistency and consensus. Distinctiveness is the degree to which a person behaves similarly in different situations. Consistency is the degree to which a person engages in the same behaviour at different times. Consensus is the degree to which other people are engaging in the same behaviour. As a result of various combinations of consensus, consistency, and distinctiveness, we form impressions of our attribution to the causes of behaviour. We may believe that behaviour is caused informally (by forces within a person, for example, ability) or externally (by forces in the person's environment, for example, task).

Under conditions of high consistency, high distinctiveness, and high consensus, the perceiver will tend to attribute the behaviour of the perceived person to external causes. When distinctiveness and consensus are low, the perceiver will tend to attribute the behaviour to internal causes. Of course, other combinations of high and low consistency, distinctiveness and consensus are possible. Some combinations, however, may not provide the perceiver with a clear choice between internal and external causes.
The following example will help clarify attribution rules.

Ashwani has done poorly in his game in a competition and expressed concern to his coach. His coach, in trying to understand the possible reason for his poor performance, tries to determine its degree of distinctiveness, consistence and consensus— if Ashwani tends to do poorly in other competition (low distinctiveness), has performed poorly in same competition in the game (high consistency) and if no other player in his team did poorly in the competition (low consensus). The coach tends to make an internal attribution regarding Ashwani’s behaviour. That is the explanation for poor performance is to be found within Ashwani (lack of motivation, poor practice etc.).

On the other hand if Ashwani does well in other competitions (high distinctiveness), has performed well earlier in the same competition (low consistency) and if other player in his team has also done in this competition (high consensus), the coach might make an external attribution about his behaviour. That is explanation for poor result may be due to external factor (the referee’s bias against the player etc). Thus, the attributions made regarding the causes of an event have important implications for dealing with the problem.

Attribution theory has important implication for coaches. If the coach attributes poor performance to internal factors, he or she can adopt certain strategies to improve those factors. On the other hand if the manager attributes poor performance to external factor, he or she can take relevant step to improve performance.
One can make attribution to oneself. If one attributes a good performance to hard work, he or she continues to work hard. Instead, if poor performance is attributed to external factors (such as poor facilities and guidance), he or she may arrange for equipments and guidance.

From this description of personality perception and attribution, it is very much clear that attribution is a production of personality and perception. It largely depends upon personality of observer and observed and perception of situation and observer. And assigning attributes to a person's performance has important implications for person's future performance. Right attributes implies improvement in performance and attributing performance wrongly will lead to further deteriorating the present performance. Aswathappa (2005) 13
ATTRIBUTION THEORY:

Motivational theory looking at how the average person constructs the meaning of an event based on his /her motives to find a cause and his/her knowledge of the environment theory basically looks at how people make sense of their world; what cause and effect inferences they make about the behaviours of others and of themselves. Heider states that there is a strong need in individuals to understand transient events by attributing them to the actor’s disposition or to stable characteristics of the environment.

The purpose behind making attributions is to achieve cognitive control over one’s environment by explaining and understanding the causes behind behaviours and environmental occurrences.

Making attributions gives order and predictability to our lives; helps us to cope. Imagine what it would be like if you felt that you had no control over the world. (Talked about later)

When you make attributions you analyse the situation by making inferences (going beyond the information given) about the dispositions of others and yourself as well as inferences about the environment and how it may be causing a person to behave.

Two basic kinds of attributions made: internal and external

**Internal – Dispositional**

**External – Situational**
CONSEQUENCES OF MAKING INFERENCES:

1) Gives order and predictability;

2) Inferences lead to behaviour - you will or will not behave in certain ways toward the actor based on your inferences and you will form expectations as to how the actor will behave.

The meaning of a behaviour depends on the cause to which it is attributed.

Jones and Devis (1965) have developed an “act-to-disposition model of attribution process to refine Heider's theory by specifying more exactly how an observer infers the causes of behaviour. Like Heider, they assume that behaviour has intended effects and that an observer strives to explain behaviour by attributing invariant dispositions either to the actor or to the environment. Unlike Heider, they analyse only attributions to a personal causation; impersonal causation becomes important only by implications when personal attributions are weak or non-existent. They further limit their model to situations in which the actor is obviously cognizant of the outcome of his action and is capable of producing the desired effects. Hence, their analysis is pertinent only when a person chooses a course of action and is capable of carrying it out that is where a person is trying and can.

HEIDER’S THEORY:

Attribution is characterizing the people by certain traits, abilities, intentions or other qualities. Although the question of how or why a
person attributes qualities to other people is obviously important, it received very little research attention until the middle 1960’s. The impetus came from Fritz Heider (1944) who is the acknowledged founder of attribution theory. He provided a philosophical analysis of the problems of attribution in his paper on phenomenal causality and presented a formal theory of attribution processes in social behaviour in his book. “The psychology of interpersonal relations”. The method and content of his theory derived from field theory pioneered by Lewin and his colleagues. Heider’s theory, however, is unique in that it appealed to what he called “commonsense psychology” as a source of insight and knowledge about interpersonal behaviour.

Heider’s attribution theory had two fundamental assumptions. First, people use similar principles in the perception of other persons and in the perception of physical objects. Second, people strive for prediction and understanding of their world. Using these two assumptions, Heider (1958) observed that a person imposes stability and predictability on both the interpersonal and the physical environments by attributing transient events to invariant underlying conditions. These underlying conditions are called dispositional properties e.g. suppose your neighbour contributes a large sum of money to a local charity. You might attribute to that neighbour a generous disposition. By making this attribution, you are endowing your neighbour with a stable personality trait on the basis of a single generous act.
The distinguishing feature of the attribution process is, therefore, the propensity to seek causal explanations of events in one’s physical and social environments by ascribing to objects and persons impersonal and personal dispositions, respectively.

People tend to explain any behaviour by attributing particular dispositional properties to the person, to the environment, or to both. We attribute and outcome.

**KELLEY’S PROCESSES OF MULTIPLE CAUSAL ATTRIBUTION:**

The most significant contributions to attribution theory in recent years have been made by Kelley in series of essays. Kelley’s central theme is that causal attribution is generally a complex process that takes into account the joint influence of multiple causes to produce a given effect. Attribution, therefore, entails the selection from several causes of the one or one’s that affords the observer the best explanation of a behaviour. Kelley emphasizes that attribution process pertains to the observed behaviours of others and of oneself. In constructing this theory, Kelley relies heavily on Heider’s model. But he provides elaborations and analysis that generate new hypothesis and lay bare the critical issues in inferring the causes of behaviour. 17

Kelley has developed two sets of concepts to explain the process of causal attribution in two kinds of situations. The first model is co variation concept. It applies to situations in which the attributor has
information from multiple observations with which to make an inference. The second model employs configurations concepts. It applies to situations in which the attributor has information from only a single observation.

**CONVARIATION MODEL OF ATTRIBUTION:**

*Kelley*(1971B)* uses a three dimensional model to depict the multiple causes that can co-vary with any given effect. For any behaviour, there exist three kinds of possible causes: (1) external stimuli, which are placed along an entitles dimension; (2) the observer (another person or oneself) who is placed along a person’s dimension; and (3) the situation or context, in which the behaviour occurs, which is placed along a time modality dimension. These dimensions appear to exhaust the domain of possible causes.

**CONFIGURATION MODEL OF ATTRIBUTION:**

*Kelley* also developed a model for the attribution process when one cannot make repeated observations of behaviour and must deduce a cause from a single observation. The attributor is without a time modality perspective and must decide among internal causes, external causes, and combinations thereof. This process does not take place blindly or ignorantly. Rather, the attributor utilizes causal schemata- that is, ‘configurations’, or patterns, of information about the plausible causes of a given behaviour (*Kelley* 1972). A causal scheme is a cognition or way of thinking about particular behaviours and their alternative causes. It
derives from one’s prior experience. The scheme permits causal attributions on the basis of minimal data that can be provided through a single observation.

This configuration, or schematic model, of the attribution process yields two principles: the discounting principle and the augmentation principle. Like the covariant principle, each can pertain to attributions of one’s own behaviour or of other’s. The discounting principle is that “the role of a given cause in producing a given effect is discounted, if other plausible causes are also present” (Kelley 1973) 19. This principle suggests that internal attributions will be weakened if possible external causes are also present, and conversely that external attribution will be weakened if possible internal causes are also present. The augmentation principle is variant of the discounting principle. It predicts enhancement of a (positive) internal attribution when the behaviour takes place in a context containing considerable external obstacles.

Attribution theory has been dominated by non-motivational models of the attributional process. Man is said to behave in accordance with ‘common sense’ or as an applied scientist or as a cognitive information processor. The role of motivation in attribution process has been acknowledged. But as often it has been minimized. Weiner’s (1972, 74, 79) attribution theory approach to achievement motivation gives people’s explanations for success and failure a pivotal role in the determination of achievement behaviour. As in several other cognitive positions behaviour is pictured as a function of its anticipated consequences. In Weiner’s
position, expectancy that given consequences will follow any behaviour and the effective value of those possible consequences are both functions of people's causal explanation for success and failure. It is assumed that people implicitly or explicitly ask themselves questions like the following: Why did I succeed? Why did I fail? Within this tradition, researchers aspire to explain achievement behaviour on the bases of inferred or measured responses to such questions. Numerous studies have shown that people tend to attribute success to internal factors and failures to external factors. Many theorists favor non-motivational explanation for this common of results. But others favour motivational explanations.

**ASSESSING ATTRIBUTION STYLE/EVALUATION:**

In the beginning Rotter (1966) 20 had given a scale which distinguished two attribution styles. (1) Those who chronically attribute outcomes, positive and negative alike, to “internal” factors, and (2) Those who consistently see outcomes and events as the product of unpredictable and in uncontrollable “external” or situational factors. More recently, investigators have attempted through factors analyses to augment and clarify the components of Rotter's internality – externality dimension Weiner (1974) 21 has indicated that attribution style can be characterized by two basic dimensions locus of control (internal vs external) and stability. (stable vs unstable). Saligam has indicated three dimensions of attribution style (e.g. locus of control, stability and
specificity) and developed an attributional style questionnaire (asq) for its measurement.

The ASQ (Peterson, Semmel, Von Baelyer, Abramson, Metalsky & Seligman, 1982) is a self measure report of patterns of “explanatory” (Peterson and Saligman 1984) which is the tendency to select certain causal explanations for good and bad events. The development of the asq has generated a spate of sophisticated investigations on the cost and benefits of certain attributional styles, particularly in the area of depression. According to attribution theory, the causes of success and failure can be subsumed within a two dimensional taxonomy: and internal external (locus) dimension, which identifies the cause as one that is chronic or transient. Ickes and Layden (1978) subsequently described “attribution style” or consistent ways of ascribing the causes of positive and negative events.

DIMENSIONS OF ATTRIBUTION STYLES:

Seligman (1975) has described three dimensions of attribution style i.e., internality, stability and globality.

INTERNALITY:

(Locus of control) or internal or internal – external control) is conceptualized as generalized expectancy related to a person’s belief concerning the locus of causality for events CF. Lefcourt, 1972; Rotter 1966. At one extreme are “externals” who perceive the reinforcement they
receive as a function of external factors (fate, chance, luck, powerful others). At the other extreme are “internals” who perceive the reinforcement they receive as a function of their own actions or characteristics. Research in attribution theory (Eswara, 1972; Rest, Niermberg, Weiner, and Heckhavesen, 1973; Weiner and Kukla, 1970) has suggested that the attribution dimension of (internality) directly influences the subjects’ affective reactions to task performance. The notion that internals would attribute blame for either success or failure to internal sources and that external would intend to blame success or failure to external sources (Phares, Wilson, and Klyer, 1971). That reported that externals upon receiving failure feedback. Similar results were reported by Davis and Davis (1972).

**STABILITY:**

Stability refers to the relative performance associated with an attribution. Environmental events can be attributed to causes that are stable or variable e.g. intelligence is relatively a stable variable, whereas effort or luck are relatively unstable variables. Attribution theory hypothesizes that stability of attribution determines the degree of influence that past outcomes exert on expectancies for performance in future situations. Several studies supported this hypothesis (Fortaine, 1974; McMohan, 1973; Weiner et al., 1976). thus, if one attributes past outcomes to luck (a variable causes) then these outcomes will not influence one’s expectancies in future situations, but if one attributes
past outcomes to ability (a stable variable) then one’s expectancies for performance in future situations will shift in the direction of the outcome. These results suggest that stability of attribution mediates the degree of influence that past outcomes exert on expectancies for performance in future situations, or the degree of cross situational generalization.

In stable dimension, this event occurs, because of something that will persist (a stable attribution) or something that is transient (an unstable attribution). The reformulation predicts that stable attributions lead to more chronic adaptation deficits following exposure to an uncontrollable bad event.

**GLOBALITY:**

Although attribution theory does not address itself to this dimension, Seligman has pointed out attributions can also be characterized by their specificity or generalizability. The dimension of global specific points out the globality or specificity of the attributions. Will the cause of this event influence many aspects of life (a global explanation) or influence only the currently experienced event? The globality of a person’s causal explanation is thought to predict the generality of adaptation deficits across situations. Attributing the bad events to a global factor will lead to pervasive adaptation deficits, whereas attributing the event to more-specific cause will lead to less pervasive deficits.
1.3.3. SPORTS ACHIEVEMENT:

In individual games, the sportsmen getting 1st, 2<sup>nd</sup> and 3rd positions will be considered as high achievers and those who will be eliminated in the preliminary rounds were considered as low achievers in the games of boxing, athletics and weightlifting.

In team games, the sportsmen of 1st, 2<sup>nd</sup> and 3rd positions holder teams will be regarded as high achievers and the sportsmen of the teams eliminated in the preliminary rounds will be regarded as low achievers in the games of football, basketball and volleyball.

1.4. OBJECTIVES OF THE STUDY:

Following are the major objectives of the present study:

1. To compare the differences between the personality of sportsmen with reference to their sport’s achievement.

2. To study the inter-game differences among the personality of sportsmen playing different individual game (boxing, athletics and weight-lifting) with reference to sport’s achievement.

3. To study the inter-game difference among the personality of sportsmen playing different team games (football, basketball and volleyball) with reference to sport’s achievement.

4. To compare the differences in the attribution style of sportsmen with reference to their sport’s achievement.
5 To study the inter-game differences in the attribution style of sportsmen playing different individual games (boxing, athletics and weightlifting) with reference to sport’s achievement.

6 To study the inter-game differences in the attribution style of sportsmen playing different team games (football, basketball and volleyball) with reference to sport’s achievements.

1.5. **HYPOTHESES OF THE STUDY:**

Keeping in view the above objectives the following null hypothesis are formulated and will be tested under the present study:

1 The high achieving sportsmen do not differ significantly from the low achieving sportsmen in their personality.

2 There are no significant inter-game differences among the personality of sportsmen playing different individual games (boxing, athletics and weightlifting).

3 There does not exist significant inter-game differences among the personality of sportsmen playing different team games (football, basketball and volleyball).

4 High achieving sportsmen do not differ significantly from low achieving sportsmen in their attribution style.
There does not exist significant inter-game differences among the attribution style of sportsmen playing different individual games (boxing, athletics & weightlifting).

There does not exist significant difference among the attribution style of sportsmen playing different team games (football, basketball and volleyball).

1.6. DELIMITATIONS OF THE STUDY:

Following are the delimitations of the present study:

1. The study is delimited to the sample of 300 male sportsmen only.

2. The study is delimited to the sportsmen of only three individual games i.e. boxing, athletics and weightlifting.

3. The study is also delimited to the sportsmen of three team games i.e. football, basketball and volleyball.

4. The study is delimited to the sportsmen of north Indian universities who participated in the north zone inter university and all India inter university championships.

5. The study is delimited to the following tools-

i. For personality – Meenakshi Personality Inventory(Meenakshi Bhatnagar)

ii. For attribution style - Attribution Style Questioner(Peterson et. al)
1.7. RATIONALE OF THE PRESENT STUDY:

The present study intends to investigate some basic descriptions related to attribution style and personality of high & achieving individual and team sports participants.

In the present scenario keeping in view the competitiveness in various sports, the rational approach in selection and training is of utmost importance to achieve better performance level and success. Therefore, assessment of personalities of sportsmen and investigations of factors likely to contribute to successful performance Knowing a sports person’s personality one could predict performance, eliminate situation that produce undesirable behaviour, improve coach – player interactions, differentiate between players of equal skills, evaluate change more efficiently. An emphasis on attribution can enhance persistence and performance quality.

The information so far available is quite disorderly confounded and seems less reliable due to lack of proper consideration given to some important points. Most studies, for instance, fail to measure attribution style in terms of sports achievement. Prediction from different attribution models have been tested in a variety of educational settings.

With the recognition of significance of the psychological factors in sports performance, a considerable amount of interest developed in the study of socio-psychological dynamics of sports performance. There has been a growing tendency among physical educationists and behavioural scientists to study athletic abilities as related to personality. Researchers directed their efforts to know the possible relationship which might exist between
personality dispositions and ability to learn the skills required in sports. A set of existing personality factors motivate individual to become involved in physical activities and sports. A set of personality factors determine his fitness and success in a game. Thus, it is reasonably assumed those personality functions as a basis for all types of behaviour. The person may or may not be cooperative, may have more or less competitiveness, possess positive or negative leadership qualities or may be emotionally stable or anxious. It all depends upon his personal make-up. Similarly the level of adjustment will have the corresponding effect on other aspects of his functioning as a social unit. The same applies to the values which form various predispositions in the individuals to find expressions in their sports behaviour.

A peep into an individual’s personality configuration enables us to know the reason of performance level of sportsman which helps in modifying his behaviour to get maximum out of him. In the area of sports psychology, therefore, it is considered of great significance to study personality of an individual for its relevance to his performance in sports. A human being has a very complex psychological organization and most of the findings in this field have not been replicated in sports – like context. Therefore, there is a need for more research with regard to personality and attribution for predicting behaviour in sports.

Thus, it is under this background that the present study is planned to be undertaken.
REFERENCES:


