

Patterns of Attributing Academic Success and Failure among Students of Physical and Sports Activities Sciences and Techniques

أنماط عزو النجاح والفشل الدراسي لدى طلبة علوم وتقنيات النشاطات البدنية والرياضية.

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Abstract

The study aimed to identify the patterns of attributing academic success and failure among students of Physical and Sports Activities Sciences and Techniques at Setif 2 University. The researcher used the descriptive method, applying the causal attribution scale developed by Lefcourt, which consists of 24 items: measuring causal attribution for success experiences, measuring causal attribution for failure experiences. The study was applied to a sample of 540 students, chosen randomly. The results showed that there are differences among students in patterns of attributing success and failure attributed to specialization and academic performance. The results indicated that the study participants attributed success to internal factors such as ability and effort, while they attributed failure experiences to unstable factors such as effort, luck, and help from others.

Keywords :Attribution of success and failure; High achievers and laggards academically.; Patterns.

ملخص

هدفت الدراسة إلى معرفة أنماط عزو النجاح والفشل الدراسي لدى طلبة علوم وتقنيات النشاطات البدنية والرياضية بجامعة سطيف 2، استخدم الباحث المنهج الوصفي حيث طبق مقياس العزو السببي لصاحبه ليفكورت ويتكون المقياس من (24 فقرة)، تقيس العزو السببي لخبرات النجاح، وتقيس العزو السببي لخبرات الفشل، طبقت الدراسة على عينة مكونة من (540) طالبا اختيرت بطريقة عشوائية، وتوصلت النتائج إلى أنه هناك فروق بين الطلبة في أنماط عزو النجاح والفشل تعزى إلى التخصص والأداء الأكاديمي، وقد بينت النتائج أن أفراد الدراسة عزوا النجاح إلى عوامل داخلية مثل القدرة والجهد، بينما عزوا خبرات الفشل إلى عوامل غير مستقرة مثل: الجهد والحظ ومساعدة الآخرين.

الكلمات المفتاحية: عزو النجاح والفشل؛ المتفوقون والمتأخرون دراسيا؛ الأنماط.

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Introduction

Researchers studying the behavior of university students often notice that many of their actions or judgments regarding academic, social, health, and media-related situations are preceded by certain cognitive processes. These processes include specific thinking styles aimed at understanding the reasons behind their behavior and attributing it to certain factors. These styles are known as attribution, which is a cognitive mechanism that enables an individual to give meaning to an event after perceiving it by linking it to its causes and origins (Aziz El-Din Jamil Attia, 1999, p. 6).

Attribution motivation is concerned with studying the reasons why individuals make certain decisions regarding the events they experience. People generally attribute their behavior and actions to specific factors, whether these factors are stable personal traits or aspects of the social situation they are in (Alawneh, 2004).

Causal attribution processes related to success and failure play an important role in understanding how students' expectations impact their academic performance. Thus, the theory of causal attribution for success and failure focuses on how individuals interpret their successes or failures. It extends beyond analyzing motivations to include understanding the outcomes of students' expectations and their emotional responses. The theory also seeks to explain how individuals perceive the realism of their performance in various tasks and how they attribute their success or failure in these tasks (El-Munizel, 1995; Weiner, 1980).

Students may succeed or fail during the learning process, and they attempt to determine the reasons for their success or failure by attributing it to various factors such as the difficulty of the exam, the teacher's attitudes toward them, or a lack of interest in a particular subject. This attribution serves as a guide for students regarding their future expectations of success or failure in similar tasks. For instance, a student who succeeds in a subject and attributes their success to their effort will continue to exert effort in other subjects in the future. Conversely, if a student fails in another subject and attributes their failure to the teacher's dislike, they will not put in effort in the future because they expect that no matter how much effort they exert, they will not succeed due to the teacher's attitude (Ghubari, 2008).

Causal attribution garnered the attention of the psychologist Heider, who focused on the factors individuals assume to analyze and interpret their behavior. People attribute their behavior either to internal factors, such as personal characteristics, or to external factors, such as social situations or the surrounding environment. Consequently, causal attribution of success and failure influences individuals' future behavior, especially if the attribution is internal. This internal attribution reflects on individuals' self-esteem, making them more self-confident

and better able to make personal decisions in various aspects of life (El-Munizel, 1995, p. 4).

The theory of attribution is based on several assumptions, including:

- We attempt to determine the causes of our behavior and the behavior of others because we are motivated to seek information that helps us identify the relationship between cause and effect.
- The reasons we provide to explain our behavior are not random; there are rules and principles that can explain these reasons.
- The causes we identify for the outcomes of our behavior affect our emotional and non-emotional behavior in the long term, thereby shaping an approach for both the individual and the community (Petri & Govern, 2004).

In this regard, Weiner asserts that the attribution beliefs about success and failure adopted by students affect their latent energies and their performance in learning situations. It is reasonable to expect that students' decisions in various situations are influenced by their attribution patterns and beliefs regarding the causes of success and failure. The way an individual interprets events and situations will impact the decisions they make during critical stages of their life (Ellstrom, 2001, p. 39).

Heider (1958) based his work on a fundamental assumption that individuals are not simply content with observing their surroundings; they need to attribute these observations to specific variables in their environment. In other words, they try to link behavior to the circumstances and factors that led to it, as understanding the cause helps an individual control that part of the environment (Qutami&Qutami, 2000; Zayed, 2003).

Heider believes that people attribute the causes of events either to internal factors inherent within the individual, such as needs, desires, emotions, abilities, intentions, and effort, or to external factors such as luck and the nature of the task. Weiner (1979) developed a model of causal attribution, as outlined in the following table:

The table (1) shows the patterns of relative attribution developed by (Weiner) based on the dimensions of locus, stability, and controllability.

attribution pattern	External		Internal	
	Stable	Variable.	Stable	Variable
Controllable	The usual effort	The immediate effort	Teacher bias	Helping others
Uncontrollable	Ability	Mood	Difficulty of the task	Luck

The previous Table (1) refers to the classification of attribution styles into three dimensions: locus, stability, and controllability. Accordingly, internal causes include: ability, which is stable and uncontrollable; usual effort, which is stable and controllable; immediate effort, which is variable and controllable; and mood, which is variable and uncontrollable. External attributions include: task difficulty, which is stable and uncontrollable; luck, which is variable and uncontrollable; teacher bias, which is stable and controllable; and helping others, which is variable and controllable.

It is evident from the above that Weiner's three causal dimensions have an interactive and active nature, and are believed to have significant implications for motivation. For example, the locus dimension (internal, external) is related to self-feelings. When success or failure is attributed to internal factors, success leads to feelings of pride and increased motivation, while failure reduces self-esteem. The stability dimension (stable, variable) is related to expectations about the future. When a student attributes their failure to factors like the difficulty of the material, they expect to fail in the future, but if they attribute learning outcomes to variable factors such as mood or luck, they hope for changes in the future when facing similar tasks. Finally, the controllability dimension (controllable, uncontrollable) is related to emotions such as anger and shame. If a student fails in a task that is controllable, it leads to feelings of guilt or shame, whereas success leads to pride. Failure in an uncontrollable task may lead to anger, while success might lead to feelings of luck and satisfaction (Ames & Lau, 1982; Ormrod, 1995).

From the above, it is clear that the attribution style for success and failure affects individuals' future behavior, especially if the attribution is internal. This reflection on self-esteem makes individuals more confident and capable of making personal decisions in various aspects of life. One crucial decision individuals face is choosing their academic major. Porter & Umbach (2006) and Beggs (2008) view choosing a major as one of the most significant decisions in a person's life, as it determines their level of interaction with teachers and peers. The choice of major, whether driven by personal desire or imposed by external factors such as parental wishes or the proximity of the university to one's residence, reflects the individual's personality and belief in their abilities. Senn et al. (1984) found that individuals who chose their majors based on personal interest scored higher on self-concept measures. The concept of self-monitoring is also related to the choice of major; individuals who monitor themselves adjust their academic choices to align with social situations and others' expectations, often opting for majors that require less social intelligence.

Sorić and Palekčić (2009) argue that if individuals attribute failure to internal, uncontrollable, and stable causes, such as lack of ability, they will likely lose interest in learning certain subjects. Instead, they will direct their attention to other subjects where they perceive themselves as capable individuals. In other words,

causal attribution can play a mediating role between academic achievement and students' interests in studying different subjects.

2-The problem of the study and its questions

Attribution motivation is considered one of the important drivers of human behavior, and future human behavior depends on how an individual attributes the causes of their success or failure, whether they decide to undertake tasks or refrain from doing so. Through the researcher's work at the University of Setif, and given the presence of many students with average or low grades, it was observed that students attribute their failure in exams or low grades to external causes. Rarely does a student admit to insufficient effort in their studies, or that they did not exert more effort to achieve higher grades, or that they were forced into a particular major. This prompted the researcher to study the attribution styles that students use to justify their success or failure. In light of the above, the current study aims to answer the following questions:

- What are the prevailing causal attribution patterns for success and failure among university students in the Department of Physical Education and Sports Sciences at the University of Setif 2?
- Are there differences in the attribution patterns for success among high-achieving university students in the Department of Physical Education and Sports Sciences at the University of Setif 2 based on their specialization (Educational / Training)?
- Are there differences in the attribution patterns for failure among underperforming university students in the Department of Physical Education and Sports Sciences at the University of Setif 2 based on their specialization (Educational / Training)?

3-Objectives of the Study

The current study aims to investigate the causal attribution patterns of success and failure experiences among university students in light of the variable of specialization choice, and to understand how this affects their causal attribution patterns.

4-Importance of the Study

The importance of the study arises from its focus on causal attribution for success and failure within the field of educational sports psychology. Its significance can be outlined as follows:

- **Impact on Future Behavior:** This concept plays a crucial role in determining students' future behavior, particularly in terms of whether they will exert effort or not.

- **Contributing to Educational Literature:** The study adds to the educational literature by exploring the topic of specialization choices made by students themselves.
- **Benefits for Students:** The results of this study are expected to help students understand the attribution patterns they use to justify their successes and failures. This awareness can provide insights into their locus of control, which in turn affects their performance and self-concept.
- The results of this study are expected to benefit students by helping them identify the attribution patterns they use to justify their successes and failures. This understanding can provide insights into their locus of control, which in turn impacts their performance and self-concept. Additionally, educational and psychological researchers can use the findings to assist students in understanding themselves better, adapting to university life, and addressing various issues related to self-concept, whether high or low.

5-Operational Definitions

5.1-Causal Attribution: It is the tendency of students to attribute their academic success or failure to a set of factors that they believe are the cause of their experiences of success or failure (Zaghoul, 2002, p. 236).

5.2-Internal Attribution for Success: It is when students attribute their successes to internal factors related to ability and effort. This is measured by the degree to which a student scores on the positive items of this dimension in Lefcort's multidimensional causal attribution scale.

5.3-External Attribution for Success: It is when students attribute their successes to external factors, such as teacher bias, the ease of the material, or good luck. This is measured by the degree to which a student scores on the negative items of this dimension in the aforementioned scale.

5.4- Attribution of Failure to Unstable Factors: This refers to when students attribute their failures in various tasks to factors that can change, such as effort, luck, and help from others. It is measured by the degree to which a student scores on the positive items of this dimension in the scale.

5.5- Attribution of Failure to Stable Factors: This refers to when students attribute their failures in various tasks to factors that are unlikely to change, such as low ability, teacher bias, and task difficulty. It is measured by the degree to which a student scores on the negative items of this dimension in the scale.

5.6- High Achievers: These are university students regularly enrolled in all levels of the bachelor's program in the Department of Physical Education and Sports Sciences at Mohamed Lamine Debaghine University, Setif 2, who have been selected based on an academic achievement criterion with an average of 15/20 or higher.

5.6- Low Achievers: These are university students regularly enrolled in all levels of the bachelor's program in the Department of Physical Education and Sports Sciences at Mohamed Lamine Debaghine University, Setif 2, who have been selected based on an academic achievement criterion with an average of 8/20 or lower.

6- Previous Studies

1. Hahaha (1994): This study aimed to determine the causal attribution styles for success and failure among upper elementary students in Jordan and their relation to gender, educational level, and achievement. The sample included 654 students from eighth and tenth grades who completed the Lefcort multidimensional causal attribution scale adapted to the Jordanian environment. Results showed a significant correlation between the locus of control for the factors attributed to success and achievement, with no significant correlation between locus of control and gender or educational level. The study also revealed a significant correlation between the stability of factors attributed to failure and gender, favoring males, but no significant relationship between these factors and grade level or achievement.

2. Milley et al. (2003): This study investigated the awareness of sources of control among students with complex behavioral issues compared to regular students. The sample included 156 regular students and 75 students with behavioral problems from Kentucky. Results showed statistically significant differences in locus of control between regular students and those with behavioral problems, with the latter group displaying more external control.

3. Hussein (2004): This study examined the relationship between causal attribution, personality traits, high school GPA, gender, and specialization among 577 high school students in Aden, Yemen. Results indicated that students attributed success to internal factors like ability and effort, while they attributed failure to unstable factors like effort and luck. Gender differences were observed, with females attributing success internally, as did students with higher grades. Self-monitors attributed success internally and failure to unstable factors.

4. Malgwi (2005): This study aimed to identify factors affecting major selection among business students in the U.S. The sample was asked about their reasons for choosing and changing their majors. Results showed that interest and desire (internal factors) were the most important reasons for choosing a major, regardless of gender. For females, readiness for the major (internal factor) was the second most important, while males were more influenced by external factors like future job opportunities and self-development opportunities.

5. Dallasha (2007): This study examined causal attribution among university students in the Galilee and investigated the impact of college type (Arab vs. Hebrew) , gender, and academic field on attribution patterns. The sample consisted of 843 students who completed the causal attribution scale in both Arabic and Hebrew versions. Results indicated that most students had a mix of external and internal attribution. Differences were found between Arab and Jewish colleges, with Jewish colleges showing more external control. Males showed more external control compared to females. No significant differences were found based on the academic field.

6. Sorić & Palekčić (2009): This study explored the relationship between students' interests in various subjects and their use of learning strategies and causal attribution for academic achievement. The study aimed to uncover the relationship between three interconnected stages of self-learning: preparation (interests), performance control (learning strategies), and self-reflection (causal attribution). Results indicated that learning strategies, an internal, unstable, and controllable factor, played a mediating role between students' interests and academic achievement. The locus of control dimension also played a mediating role between interests and academic achievement.

The review of these previous studies shows variability in results concerning the prevailing attribution styles for success and failure in relation to gender. Some studies found that males had external locus of control, while others found internal locus of control. One study focused on the relationship between attribution styles and achievement, indicating a significant correlation. This current study aims to reveal causal attribution styles among university students specializing in Physical Education and Sports Sciences.

7- Methodology and Procedures

7.1- Study Methodology

The researchers used the comparative descriptive methodology for the study because it is suitable for the nature of the study, which requires collecting data on various variables, comparing them, and determining the level of

comparison by providing a precise description. This method allows for both qualitative and quantitative expression. Qualitative expression provides a descriptive account of the phenomenon, highlighting its characteristics, while quantitative expression offers a numerical description of the extent or magnitude of the phenomenon (Mohammad Obaidat, 1998, p. 47).

7.2- Exploratory Study

The exploratory study was conducted in early January 2022 at the Department of Physical Education and Sports Sciences, University of Sétif 2. The sample consisted of 30 students, both high-achieving and underperforming. The objectives of the exploratory study were:

- To assess the participants' understanding of the instructions for the measurement tool.
- To evaluate the clarity and comprehensibility of the language used in the tool's items for the sample.
- To determine the average time required to complete the measurement tool.

After analyzing the results of the exploratory study, it was found that all the instructions and items of the measurement tool were clear and understood by the participants. Based on this, the tool was deemed ready for implementation.

7.3- Community and Sample of the Study

The study population consists of undergraduate students enrolled in all levels of the Bachelor's program in the Department of Physical Education and Sports Sciences at Mohamed Lamine Debaghine University of Sétif 2 for the first semester of the academic year (2023-2024). The total number of students in this population is 540.

The sample of the study comprised 540 students who were selected randomly. The unit of selection was the academic specialization.

Table (2): Distribution of Sample Members by Specialization.

Specialization	number of individuals	percentage
Educational	320	59.26
Training	220	0.74
Total	540	100%

Table (3): Distribution of the Sample of High-Achieving and Low-Achieving Students by Specialization.

Distribution of the Sample Members.	specialization	number of individuals
High-achieving sample members	educational	198
	Training	125
Low-achieving sample members	educationall	120
	Training	97

7.4- Study Tool

The study tool consisted of the ****Lefcort Causal Attribution Scale**** (Abo Samid, 1992). The items were adapted to suit university students. The scale includes:

- 24 items in total:
- 12 items measure causal attribution for success experiences with its two dimensions (internal and external).
- 12 items measure causal attribution for failure experiences with its two dimensions (stable and unstable).

7.5-Validity of the Tool

The content validity was established by presenting it to ten experts in the field of education and psychology. Their feedback was taken into account, and appropriate modifications were made until it reached its current form. Words referring to elementary school students were replaced with university students, words referring to the teacher were replaced with professor, and words referring to the school were replaced with university, and grades were replaced with marks.

7.6- Instrument Reliability

The researcher used two methods to ensure the reliability of the scale, which are:

1. The test-retest method was applied to a sample of 30 university students specializing in Physical Activity and Sports Sciences at Setif 2 University, outside the study sample. The interval between the first and second application was ten days. Table (1) shows the stability coefficient for each dimension of the scale.
2. The researcher also applied the Cronbach's Alpha formula to the responses of the study participants on the scale. Table (01) shows the Alpha values for each of the dimensions that make up the scale.

Table (4) presents the values of test-retest reliability coefficients and internal consistency for the items of the scale's domains.

Experiences	Dimension	Test-retest reliability	Internal consistency coefficient	Number of items
Success	Internal locus	0.69	0.88	6
	External locus	0.75	0.55	6
Failure	Unstable	0.72	0.82	6
	Stable	0.76	0.89	6

It is noted from the previous table that all the values related to test-retest reliability and internal consistency are suitable for applying the scale.

8- Study Results and Discussion

8.1- Results related to the first question

What are the prevalent patterns of causal attribution for success and failure among university students in the Department of Physical Activities and Sports Sciences at Sétif 2 University?

To answer this question, the means and standard deviations for the items of the causal attribution scale were calculated. In order to facilitate the presentation of results, they were divided into five parts as follows:

With regard to the attribution scale for its two dimensions, success experience (internal, external) and failure (stable, unstable), the means and standard deviations of the students' responses to the items for attributing success experiences and the items for attributing failure experiences were calculated, as shown in Table (5).

Table (5): Means and standard deviations of students' responses on the causal attribution scale for success and failure experiences across the dimensions of locus and stability

Causal attribution pattern		Mean	Standard deviation	Dimension
success	Internal factors	0.90	0.025	Internal
	External factors	0.74	0.22	
failure	Unstable factors	0.75	0.23	Unstable
	Stable factors	0.40	0.18	

From Table (5), it is observed that the mean for the items measuring the attribution of success experience on the locus dimension (internal, external) was 0.90 for internal attribution and 0.74 for external attribution. This indicates that the study participants attributed success to internal factors, while they attributed failure experiences to unstable factors, with a mean of 0.75 for attribution to unstable factors and 0.40 for attribution to stable factors. This result can be interpreted as university students, particularly those with low GPAs, attempting to give themselves another chance to prove themselves by putting in more effort to achieve higher grades, which many students indeed did. This finding is consistent with the results of studies by Hashin (2004), Hadia (1999), Al-Monazel (1995), Al-Monazel and Abdul Latif (1995), Allen & Dietrich (1991), and Milley et al. (2003), which found that success attribution was internal and failure attribution was to unstable factors. However, it does not align with Dlaisha (2007), which did not specify the locus of attribution.

Regarding the items attributing success experience to internal factors on the locus dimension, the means and standard deviations, listed in descending order, were calculated as shown in Table (6).

Table (6): Means and standard deviations for items attributing success to internal factors on the locus dimension.

Standard deviation	Mean	Item	number
0.222	0.94	The high grades I receive in any subject give me a good image of my academic abilities.	14
0.261	0.92	The high grades I receive in any subject are always a direct result of the efforts I put in.	5
0.681	0.90	When I receive a high grade in any subject, it is due to my serious study of that subject.	13
0.299	0.89	The important factor in obtaining high grades in any subject is my academic abilities.	6
0.305	0.89	I can overcome all obstacles to my success if I put in enough effort.	21
0.326	0.87	When I receive high grades, it is due to the study strategies I use.	22

It is observed from Table (6) that the means for the items measuring attribution of success to internal factors ranged between 0.94 and 0.87, listed in descending order. Students attributed their success to ability and then to effort, both of which are internal factors, reflecting their confidence in themselves. This is due to the nature of university studies and the image of the major in the students' minds, in addition to the relatively low admission rates for students who joined the major. This indicates that they are trying to give themselves another chance to prove themselves.

Regarding the items attributing success experience to external factors on the locus dimension, the means and standard deviations were calculated and listed in descending order, as shown in Table (7).

Table (7): Means and standard deviations for items attributing success to external factors on the locus dimension.

Standard deviation	Mean	Item	number
0.000	0.99	Some of the high grades I received on tests mean that these tests are easier than others.	11
0.342	0.87	Sometimes I get high grades in the scientific subjects I study because learning them was easy.	19
0.342	0.87	I feel that the high grades I receive on any exam are largely due to chance, such as the exam questions being those I anticipated.	12
0.448	0.74	Luck plays a significant role in my obtaining high grades in many subjects.	20
0.500	0.62	My success in any subject depends on my good luck in exams.	4
0.500	0.37	If I receive a high grade in a subject, it is due to the teacher's leniency in grading after the exam.	3

It is observed from Table (8) that the means for the items measuring the attribution of failure to unstable factors ranged between 0.91 and 0.29 in descending order. The students attributed their failures to a lack of effort due to reasons related to their work orientation, uncommitted study, unintentional mistakes, and bad luck—all of which are unstable and variable causes.

Regarding the items attributing failure experience to stable factors on the stability dimension, the means and standard deviations, listed in descending order, were calculated as shown in Table (9).

Table (9): Means and standard deviations for items attributing failure experience to stable factors on the stability dimension.

Standard deviation	Mean	Item	number
0.458	0.69	If I happen to receive a low grade in any subject, I question my academic abilities.	2
0.498	0.44	If the teacher forms a negative opinion of me, they are likely to give me a lower grade on any work I submit compared to the grade given to another student for the same work.	7
0.498	0.44	Some of the low grades I received reflect the teacher's strictness in grading.	23
0.483	0.36	If I fail in a subject, it is because I lack the necessary skills for it.	10
0.488	0.34	The lower grades I receive in a subject are due to the teacher's failure to effectively present it.	15
0.331	0.12	If I happen to receive a low grade in a subject, I will assume that I lack the ability to succeed.	18

It is observed from Table (9) that the means for the items measuring the attribution of failure to stable factors ranged from 0.69 to 0.12 in descending order. The study sample did not agree that failure was due to low ability, teacher bias, or lack of academic skills, which confirms the results shown in Table (8).

8.2- Results related to the second question: Are there differences in the patterns of success attribution among high-achieving university students in the Department of Physical Activities and Sports Sciences at Sétif 2 University based on their specialization (Educational / Training)?

Table (10): Significance of differences in success attribution aspects among high-achieving students based on their specialization.

Aspects of success attribution	Specialization	Number of individuals	Mean	Mean	Value	Degrees of freedom	Significance
Internal factors	Educational	198	1.67	0.43	0.98	321	0.328
	traininng	125	1.71	0.40			
External factors	Educational	198	1.51	0.53	1.38	321	0.168
	traininng	125	1.68	0.49			

It is evident from Table (10) that the t-value for the dimension of internal factors (0.98) is not statistically significant ($p = 0.328 > 0.05$), as the mean for the Educational specialization (1.67) is close to the mean for the Training specialization (1.71) with similar standard deviations (0.43 vs. 0.40). The t-value for the dimension of external factors (1.38) is also not statistically significant ($p = 0.168 > 0.05$), as the mean for the Educational specialization (1.51) with a standard deviation of (0.53) is smaller than the mean for the Training specialization (1.68) with a standard deviation of (0.49), thus the difference is not statistically significant.

Discussion of the second hypothesis results

The results indicate that there are no statistically significant differences between high-achieving students in the aspects of success attribution based on their specialization. This suggests that high-achieving students possess similar attributes (internal or external) and are characterized by their strong ability to plan academically, confront academic challenges, and persist in their studies. The internal dimension reflects their self-awareness of their abilities and potential, interpreting their good performance as a result of their efforts and review methods. The external dimension reflects the nature of the measures (easy/difficult), teaching methods applied by teachers, teacher objectivity in evaluation, and the role of luck. The current study's results are consistent with Ghbazi Thaer (2012), where high-achieving students, regardless of their specialization, were given the freedom to choose their field of study. The results confirmed that the sample attributed their success to both internal and external factors.

8.3- Results related to the third question

Are there differences in the patterns of failure attribution among delayed university students in the Department of Physical Activities and Sports Sciences at Sétif 2 University based on their specialization (Educational / Training)?

Table (11): Significance of differences in failure attribution aspects among delayed students based on their specialization.

Aspects of success attribution	Specialization	Number of individuals	Mean	Mean	Value	Degrees of freedom	Significance
Stable factors	Educational	120	1.64	0.41	3.30	215	0.001
	Training	97	1.78	0.42			
Unstable factors	Educational	120	1.66	0.42	4.68	215	0.000
	Training	97	1.86	0.47			

From Table (11), it is evident that the t-values for the dimensions of failure attribution are statistically significant in favor of the Training specialization at the 0.01 level. The t-value for the dimension of stable factors (3.30) is statistically significant ($p = 0.001 < 0.01$), favoring the Training specialization, with a mean of (1.78) which is higher than the mean for the Educational specialization (1.64) with nearly equal standard deviations (0.41 and 0.42, respectively). The t-value for the dimension of unstable factors (4.68) is also statistically significant ($p = 0.000 < 0.01$), as the mean for the Training specialization (1.86) with a standard deviation of (0.47) is higher than the mean for the Educational specialization (1.66) with a standard deviation of (0.42). Therefore, there are statistically significant differences at the 0.01 level between students in the aspects of failure attribution based on specialization, in favor of the Training specialization.

Discussion of the third hypothesis results

The results indicate that there are statistically significant differences between delayed students in the aspects of failure attribution. The study found that delayed students in the Educational specialization attribute their failure to dissatisfaction with guidance, lack of self-confidence, and difficulty in facing academic problems. Family, social, and media factors, as well as the lack of financial resources, also play a role. The results showed that delayed students are more likely to attribute

success to good luck and effort, and are more inclined to attribute failure to ability (Abu Al-Smeid, 1992, p. 120).

9- Conclusion

The current study aimed to identify the patterns of success and failure attribution among high-achieving and academically delayed students in the Department of Physical Activities and Sports Sciences at Sétif 2 University. It examined the variables of specialization, internal factors, and external factors in forming these patterns. The results of the study revealed a variation in the interpretation of these patterns.

In general, attribution theory assumes that students attribute their success or failure to patterns that allow them to feel as good as possible, whether these patterns are internal or external. It can be concluded that these attribution patterns vary based on gender or specialization. Therefore, attribution programs should be developed to assess all dimensions of success and failure from all perspectives. This aims to accurately diagnose all manifestations of failure and success among students at all academic stages, with the goal of building a purposeful university system that addresses all factors.

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