

***Why was The all-India Muslim League
unpopular in the Muslim
Majority areas.?***

*A study of its Constitution,
Rules and Regulation and
Organizational Structure,
1906 – 1937*

By

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In 1906, the All India Muslim League (AIML) was founded at Dacca. Evived at Lahore in 1924. However, this All India level Muslim Political Organization was unpopular in the Muslim Majority areas till 1937., the important factors which lead the AIML to become unpopular in the Muslim Majority areas are not difficulty to trace, the AIML of this paper is to highlight some important aspects of its constitution that paved the way for its failure in the Muslim Majority areas.

When the AIML was founded in Dacca in 1906 it was decided to have its certain rules and regulations to run it. In this connections a committee was formed, comprising fifty seven members to frame its constitution. The members of the committee were drawn from all parts India to make it representative of all shades of opinion. In fact this committee was dominated by the

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support, vicarious experience, coach's leadership, environmental comfort, and situational favorableness. That is athletes gain self-confidence when they achieve their goals, engage in effective self-regulation of cognitions, emotions, and behavior, and train and compete in a competitive climate that is supportive, challenging, comfortable and motivating.

Performance is ultimately shaped by the goals that athletes set, the behavioral choices they make, the effort they engage to pursue their goals, and the persistence they demonstrate when obstacles arise. Performance is also shaped by the ability of athletes to elicit productive emotions and thoughts, as well as their ability to manage and cope with counterproductive emotions and thoughts. Thus, although multiple factors influence sports performance, overall it can be stated that athlete's self-perceptions of ability to succeed clearly influence motivated behavior and performance in physical activity in sports.

establishing a link between coaching behavior and perceptions of competence in athletes (Horn, 1985).

Environment comfort

Environment comfort is a source of confidence that comes from feeling comfortable in a competitive environment, such as the particular gymnasium or pool, where competition will occur. The "home advantage" or finding that home teams in sport competition win over 50% of the games played under a balanced home-and-away schedule (Courneya & Corron, 1992), is often anecdotally cited as source of confidence for athletes.

Situational Favorableness:

Situational Favorableness involves gaining confidence by feeling that the breaks of the situation are in one's favor. For example, the popular notion of psychological momentum refer to athletes preparations that something has occurred that increases their probability of success which typically creates a surge of confidence (Richardson, Adler, & Hanks, 1988).

Summary:

It seems conceptually useful to consider the nine sources of sports confidence supported by the research as falling within three broad domains. First, athletes gain confidence from achievement, which include both mastery and demonstration of ability. Second athletes gain confidence from self-regulation, which includes physical/mental preparation and physical self-presentation. Third, athletes gain confidence from a positive and achievement-nurturing social climate, which includes the source of social

research in self-efficacy has supported a construct of physical self-efficacy based on perceptions of one's body and physical conditioning (Ryckman, Robbins, Thornton, & Cantrell, 1982). Moreover, research has demonstrated that sport participants are often concerned with the appearance and evaluation of their bodies (Martin & Mack, 1996).

Social support:

As a source of sports confidence, social support is similar to Bandura's (1986) verbal persuasion source of self-efficacy. Weinberg, Grove, and Jackson (1992), found that verbal persuasion was one of the most common strategies used by coaches to facilitate confidence in tennis players. Harter (1981) identified reinforcement from significant others as an important facilitator of perceived competence.

Vicarious experience:

Vicarious experience involves gaining confidence from watching others, such as teammates or friends, perform successfully. Similarly, Bandura's (1986) self-efficacy theory predicts that seeing someone else perform successfully serves to enhance one's own confidence. Vicarious experience as a source of confidence has been supported in the sport psychology literature (Gould & Weiss, 1981; McAuley, 1985; Weinburg, Gould & Jackson, 1979). Coach's leadership is a source of confidence derived from believing in the coach's skills in decision making and leadership. This source has been supported by research

support Bandura's position that performance accomplishments are important sources of self-confidence. However, the emergence of these two separate sources indicates that accomplishment is manifested in two ways in sport: mastering skills and demonstrating ability. The distinction between demonstrating ability and mastery as sources of confidence or perceived ability has also been supported by the work of Nicholls (1989), Horn and Hasbrook (1987), Duda (1992), Gill, Dzewaltowski, and Deeter (1988).

Physical/Mental preparation:

Physical/mental preparation involves feeling physically and mentally prepared with an optimal focus for performance. This source of confidence has been supported by Gould, Hodge, Peterson, and Giannini (1989), who found that physical conditioning was one of the highest rated strategies utilized by coaches to develop self-confidence in athletes. Both Horn and Hasbrook (1987) and Williams (1994) also determined that effort was a source of competence information used by athletes. In addition, Bandura (1986) identified physiological arousal as a source of self efficacy, which is similar to the popular sport concept of "psyching up" for optimal confidence and performance. Williams also noted that "pregame attitude" such as feeling relaxed or energized influences perceptions of competence.

Physical Self-presentation:

Physical self-presentation is defined as athletes' perceptions of their physical selves, or body image. Previous

3. Physical /mental preparation	Feeling physically and mentally prepared with an optimal focus for performance.
4. Physical self-presentation	Perceptions of one's physical self (how one perceives one's line looks to others).
5. Social support	Perceiving support and encouragement from significant others in sport, such as coaches, family, and teammates.
6. Vicarious experience	Watching others, such as teammates or friends, perform successfully.
7. Coach's leadership	Believing coach is skilled in decision making and leadership.
8. Environmental comfort	Feeling comfortable in a competitive environment.
9. Situational favorableness	Feeling that the breaks of the situation are in one's favor.

Mastery:

Mastery is a source of confidence derived from mastering or improving personal skills.

Demonstration of ability:

Demonstration of ability becomes a source of confidence when athletes show off their skills to others or demonstrate more ability than their opponents. These two sources of sport confidence

and performance have been examined in experimental research in various motor and sport performance situations (Feltz, 1994).

Descriptive research has also supported the four sources of self-efficacy proposed by Bandura (Feltz & Riessinger, 1990). The question remains, however, as to whether these sources are indeed the most salient to athletes within the unique sport context. Thus, this research line was pursued to examine the sources of confidence used by athletes based on the specific nature of competitive sport.

Nine Sources of Sport Confidence Supported by Research.

A four-phase research project utilizing over 500 athletes from a variety of sports was conducted to identify relevant sources of confidence for athletes and to develop a reliable and valid measure of the sources of sport confidence (Vealey et al., 1998). Psychometric evidence supported the Sources of Sport Confidence Questionnaire (SSCQ) as a reliable and valid measure of nine sources of confidence in athletes. These sources are identified and defined in Table 1.

Table: 1. Sources of Sport Confidence

Source	Confidence derived from
1. Mastery	Mastering or improving personal skills.
2. Demonstration of ability	Showing off skills to others or demonstrating more ability than one's opponent.

sexual orientation. For example, in the Islamic Republic of Pakistan, if an adolescent girl wanted to pursue competitive wrestling (traditionally a male sport), she would face a great deal of social disapproval, which would certainly influence her level of confidence as well as the sources that she uses to gain and maintain confidence. The main point is that psychological constructs such as sport confidence must be studied in relation to the cultural forces that shape human cognition and behavior.

Conceptualization of Sources of Sport Confidence

The third revision to the sport confidence model was the inclusion of sources of confidence based on a new finding of research that identified nine sources of confidence salient to athletes in the sport environment (Vealey et al., 1998). Bandura (1990), states that advances in a field are best achieved when phenomena of interest are rooted in theories that specify their determinants or sources. As a social cognitive theorist, Bandura emphasizes the need to understand the origins of critical human self-perceptions, such as confidence and self-efficacy, that are developed via social interactions with one's environment.

Most research in sport psychology on the sources of self-confidence has been conducted within the parameters of Bandura's (1986) self-efficacy theory. Bandura asserts that there are four sources of self-efficacy: performance accomplishments, vicarious experiences, verbal persuasion, and physiological states. The effects of these sources of self-efficacy on efficacy expectations