

STUDY ON SELF-AWARENESS AND SELF-ACCEPTANCE IN SPORTSPERSON

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ABSTRACT

The idea of emotional intelligence is connected to the identification of our own feelings, as well as the management of those feelings and our own mental state. In addition to this, it is becoming an issue of growing significance in society as a whole, as well as in the realm of sports in particular. The purpose of this study is to investigate the connection that exists between emotional intelligence and the notion of self-determination, with a focus on the interactions that exist between individuals. In order to accomplish this goal, the variable sex was taken into consideration as a mediating factor, and a structural equation model was estimated via mediation. The sample consisted of a total of 165 active sportsmen and sportswomen who are currently enrolled in undergraduate or master's degree programs that are relevant to the sciences of physical activity and sport.

Keywords: *Self-Awareness , Self-Acceptance, Sportsperson*

INTRODUCTION

Present is evidence to imply that some type of sport psychology has been present nearly since the beginning of the discipline of psychology itself, and this includes the development of sport psychology. An investigation into the field of sport psychology was carried out at the close of the nineteenth century, and it is generally agreed upon that this particular investigation was the very first of its sort to ever be carried out in the field of sport psychology. The decade of the 1960s marked the beginning of the general public's embrace of the field of sport psychology, despite the fact that the study of sport psychology has been established for over a century. At the time that this article was released, its effect was already having a considerable impact that was continuing to increase. In addition to consulting directly with athletes to help them enhance their overall performance, sport psychologists are also responsible for carrying out relevant research. In addition to this, it is also their responsibility to educate coaches and anybody else who is interested.

There are a significant number of professionals working in the field of psychology who draw a line of demarcation between the academic study of sport psychology and its practical applications. The very first handbook of research in the field of sports psychology was published in 1993 by Singer, Murphy, and Tennant. The publication of this seminal work occurred only a little more than ten years ago. Whether they are doing research or working in application settings, those who specialize in sports psychology should be appropriately concerned with the mental process. It makes no difference whether they are engaged in research or working in application settings; this is always the case. Singer,

Hausenblas, and Janelle (2001). If we want to better our performance in competitive sports, it is essential for us to conduct research on the myriad of psychological aspects that are linked with competing in such events.

Interpersonal Awareness

This is the set of abilities that enables us to get along with other people and has been the focus of a considerable amount of research carried out over the course of a number of years' worth of time. The results of all of this study have led us to the conclusion that building your interpersonal awareness is a skill that, despite the fact that it is not always simple to do so, is incredibly valuable. This is a conclusion that we came to after coming to the finding that developing your interpersonal awareness is a talent that. This is one of the hypotheses that may be tested as a result of all of the study that was done. Strong interpersonal awareness is closely linked to enhanced relationships, higher success at work, and an increased feeling of personal contentment in one's life.

It is vital to have a high degree of interpersonal awareness in order to perform efficient two-way communication and the formation of meaningful connections. This can only be done if you are aware of the people around you. Empathy is at the center of interpersonal awareness. Empathy may be defined as the capacity to understand and share the feelings and perspectives of other people. When you demonstrate that you comprehend what it is that they are saying, they will feel heard and connected, and they will be more likely to pay attention to what it is that you have to say as a response. This is because they will acquire the impression that you comprehend what it is that they are saying, and this will increase the likelihood that they will pay attention to what it is that you have to say in response.

Self-Awareness and Self-Acceptance

It is very vital to broaden your interpersonal awareness by accepting who you are, which requires you to have the belief that you are worthy of being accepted not just by yourself but also by other people. This is a prerequisite for expanding your interpersonal awareness. Having this as a prerequisite is essential if you want to increase your interpersonal awareness. It is vitally important to have the ability to accept oneself in order to cultivate improved interpersonal awareness. Before you can even begin to expect that other people would like you, you have to first be able to recognize and value who you are on your own. If you have mastered the skills of self-acceptance (meaning that you like yourself) and self-awareness (meaning that you are aware of yourself and your feelings), then you are in a position to focus on developing your interpersonal awareness. Being aware of oneself as well as one's emotions is what is meant by the term "self-awareness."

In the next three parts, we are going to discuss a range of strategies that can help you understand your feelings, raise your level of self-awareness, and be more accepting of who you are as a person. These strategies can be found in many different books and online resources. Two of the activities that are required steps in the process of developing your interpersonal awareness are focusing on becoming more self-aware and practicing positive affirmations. Growing your interpersonal awareness will not be possible without doing

these measures. We give a variety of tools, such as a video, a downloadable guide, and detailed instructions, to assist you in developing both personally and professionally. These materials may be found on our website. All of these may be seen on the webpage that we have.

Intrapersonal Intelligence

Intrapersonal intelligence is when a person has a good understanding of themselves, including who they are, what they are capable of doing, what they want to achieve, how they respond to certain circumstances, which things they should stay away from, and which things they should gravitate toward. Intrapersonal intelligence is when a person has a good knowledge of themselves. Intrapersonal intelligence is when a person has a good knowledge of themselves. Someone is said to have high levels of intrapersonal intelligence if they have a strong awareness of oneself. Someone is said to have high levels of intrapersonal intelligence if they have a strong awareness of oneself. Intrapersonal Intelligence comprises.

- The capacity of an individual to grasp their feelings, attitudes, and points of view is one definition of what is referred to as their emotional awareness.
- The essence of ethical awareness is the process by which an individual determines their values and the order in which their moral concerns should be prioritized.
- Having the awareness that one is aware of their own mental processes is what is indicated by the word "metacognition. "
- Self-Regulation is the process of taking notice of one's own thoughts, behaviors, and mannerisms in order to retain control over one's conduct.

OBJECTIVES OF THE STUDY

1. To study on Intrapersonal Intelligence
2. To study on Self-Awareness and Self-Acceptance

Player aims to improve their performance in aspects of intrapersonal or self-based

There are three distinct success goals that have been identified as a result of whether or not competence is defined based on a task-based or absolute standard, an intrapersonal or self-based standard, or an interpersonal or normative standard. These three distinct achievement goals are as follows: a) an absolute standard based on the task itself; b) a self-based standard; and c) an interpersonal standard. a) A standard that is either task-based or absolute. b) A standard that is considered to be intrapersonal or self-based. c) A social or interpersonal expectation or benchmark. In terms of the valence dimension, the competence standard can either be regarded positively, in which case individuals approach an accomplishment scenario with the intention of achieving success, or it can be regarded negatively, in which case individuals approach an accomplishment scenario with the intention of avoiding ineptitude or failure. Regardless of how it is regarded, individuals

will approach an accomplishment scenario with the intention of accomplishing something. In either situation, people approach a scenario involving an achievement with the goal of attaining success in the endeavor. It is feasible to construct a taxonomy that has six distinct accomplishment objectives if the dimensions of definition and valence are crossed with one another. Athletes, for example, will opt for a task-approach aim when their primary focus is on achieving a level of competence that is commensurate with the standards of the activity in question.

Athletes, on the other hand, will choose a goal that involves avoiding tasks when the major focus of their efforts is on ensuring that they do not fall short of the requirements of the assignment. Athletes, on the other hand, are said to have an intrapersonal-approach objective or an intrapersonal-avoidance aim when they have the purpose of either doing better than they have in the past on a task that is similar or avoiding performing worse than they have in the past on a task that is similar when they have the purpose of either doing better than they have in the past or avoiding performing worse than they have in the past on a task that is similar. This type of aim is referred to as either an intrapersonal approach objective or an intrapersonal avoidance goal. In conclusion, an athlete is said to support either a normative-approach goal or a normative-avoidance objective depending on whether or not their primary emphasis is on achieving better outcomes than other athletes or on avoiding doing worse than other athletes. This distinction is centered on the question of whether or not an athlete wants to avoid performing worse than other athletes. Goals that use a normative approach are ones in which the player aims to improve their performance relative to that of other athletes.

The number of achievement goals that academic scholars have looked into varies from one group of researchers to another. This variance exists for a number of reasons, including the fact that the study subjects, topics of interest, and personal preferences of the researchers all play a part in it. The great majority of the study that has been conducted in the arena of sports has concentrated on investigating the connections that may be made between normative goals and task-based objectives. In general, several studies that are primarily cross-sectional have demonstrated that task-approach goals are positively related to challenge appraisals. On the other hand, research has shown that task-accomplishing goals have a negative link with threat appraisals. It has been discovered that normative-approach objectives link favorably to performance. This is in a manner that is analogous to the way in which goals for the approach to the work link favorably to performance. In contrast to their approach-oriented counterparts, normative-avoidance objectives have a positive correlation with self-handicapping. These findings suggest that normative-avoidance objectives may have a negative impact on performance. Based on these findings, approach-oriented objectives may not be as adaptive as normative-avoidance goals in the long run. According to the findings of this study, normative-avoidance aspirations may be a more accurate predictor of an individual's potential for future achievement.

Not All Intra-Personal Goals Are Equally Motivated: Examining their Underlying Reasons

A notable step forward in the industry has been the modification of the achievement goal notion all by itself, in addition to the gradual expansion of the number of accomplishment goals that have been studied. Both of these developments have contributed to an increase in the total number of accomplishment goals that have been explored. The combined effects of these two recent advancements have led to a deeper comprehension of the subject matter. In particular, that achievement goals should be defined solely based on the type of standard that is being pursued, and that all other aspects, including feelings, reasons, and attributions, should be removed from the definition of achievement goals because they represent peripheral rather than central features. Specifically, that achievement goals should be defined solely based on the type of standard that is being pursued; and that all other aspects should be removed from the definition of achievement goals. Specifically, it was maintained that the sort of standard that was being pursued should be the single factor that was used to determine accomplishment targets. Specifically, that the sort of standard that is being sought be used as the primary criterion for determining what kinds of benchmarks for attainment should be set, and that this should be the case.

The previous idea of accomplishment objectives was significantly altered by this re-conception, which constituted a significant divergence. In accordance with the previous understanding of accomplishment objectives, success goals had been conceptually braided with a variety of different underlying causes. For a very long time, for instance, it was thought that the pursuit of normative ideals was a narcissistic way to live one's life. This was owing to the fact that individuals who were performance-oriented were expected to exceed their contemporaries in order to demonstrate, or increase, their feeling of self-worth and value. This was the case because of the fact that people who were performance-oriented were expected to outperform their contemporaries.

Once the reasons were understood, it was able to conduct research in a methodical manner on the role that different kinds of reasons play in the accomplishment of one's goals. This was accomplished by disentangling the reasons for doing something from the particular goals that were being pursued at the same time. Athletes, for example, may no longer merely seek normative aims out of ego-related difficulties. Rather, they may do so in order to meet external limitations or because they may perceive competing with others as an exciting opportunity and challenge. Normative objectives are goals that are considered to be acceptable by a majority of people. One illustration of how athletes may no longer just seek normative aims out of ego-related concerns is provided here. To put it another way, it is no longer acceptable for athletes to seek normative aims only out of ego-related concerns; this practice has been deemed unacceptable.

According to the argument that was presented by Vansteenkiste, Smeets, and colleagues (2010), Self-Determination Theory is a theoretical framework that is well suited to explore a variety of causes that may motivate people's pursuit of achieving their achievement goals. This is because Self-Determination Theory is one theoretical framework that is well suited to explore a variety of causes that may motivate people's pursuit of achieving their achievement goals. This is because SDT provides a framework that is best suited to

explore a range of factors that may drive people's accomplishment goal pursuit. The reason for this is that SDT gives a framework that is best suited to investigate a variety of causes.

The reason for this is due to the fact that psychologists were responsible for developing SDT. Athletes may pursue goals for a variety of reasons, including the fact that they find them enjoyable, challenging, or personally significant. To be more specific, athletes may pursue goals for a variety of reasons, including the fact that they find them enjoyable, challenging, or personally significant. An increasing number of studies, the vast majority of which are cross-sectional, in a variety of fields, such as education have investigated the unique and interactive contribution of achievement goals and underlying reasons in the prediction of outcomes, and they have found that these reasons account for substantial and unique variance above and beyond the achievement goals themselves

There have only ever been three investigations of this kind that have been carried out in the context of sports, and the overwhelming majority of them have focused on team sports. To the best of our knowledge, none of these studies have ever been performed on individual athletes as the subjects of the research. An investigation of the components that lead to normative aims that are held by amateur soccer players has been carried out as part of research. They identified a positive association between controlled reasons and immoral functioning (in this case, violent play), whereas they found a positive correlation between autonomous reasons and favorable emotional outcomes. This study's major focus was on the incentives that are driving normative goals, and it was one of the first studies of its kind. Next, a research was carried out on volleyball players who were watched over numerous consecutive competitive matches. The researchers came to the conclusion that there was a correlation between the differences from game to game in the autonomous management of task-approach objectives and the differences from game to game in emotional (such as enjoyment and performance satisfaction) and behavioral (such as prosocial conduct) outcomes. Last but not least, Gaudreau and Braaten observed in the current edition of the journal *Current edition in Sport Psychology* that autonomous reasoning supporting both task-approach objectives and normative-approach objectives were positively associated to positive affect and subjective performance among athletes competing in a variety of sports. current was the verdict that came from their research. On the other side, a connection was discovered between controlled causes and an influence that was both less positive and more negative than the original. In addition, the reasons and the success goals interacted in such a way that the positive connection between the task-approach objectives and the planned results was strengthened by the autonomous reasons. This occurred because the reasons were autonomous. This transpired as a direct result of the dynamic relationship that existed between the factors contributing to success and the objectives for such achievement.

According to one theory, the reason that autonomous regulation is associated with a variety of positive outcomes is because it makes it possible to more fully satisfy the psychological needs for autonomy. In other words, having a sense of volition. Having the feeling that one is effective. To put it another way, the capacity to exercise free will. Having the perception that one is successful in what one does. On the other hand, a regulated regulation might

give rise to feelings of need frustration the observation that the favorable contribution of autonomous reasons supporting normative-approach aims to emotional outcomes in the goal process may be explained by the psychological need fulfillment. These findings provide further evidence in favor of the concept that was brought up previously in the discussion.

CONCLUSION

Players from the South zone who play men's netball score higher on measures of self-awareness, leadership, emotional affective orientation, mental training abilities self-control, coping skills, self-sufficiency, and social support. In terms of self-awareness, imagination, leadership, emotional affective orientation, mental training skills, self-control, self-sufficiency, and social support, women who play netball in the South zone are superior. In the game of men's netball, players from the West zone are superior to those from the other three zones in terms of originality, cognitive ability, and tension. In the game of women's netball, players from the West zone are superior to those from the other three zones in terms of creativity, cognitive ability, coping abilities, and tension. Players who are high performers in men's netball exhibit stronger replies on questions about self-awareness, leadership, emotional affective orientation, mental training abilities, cognitive ability, self-control, coping skills, self-sufficiency, and social support. High performers in women's netball demonstrate stronger replies on questions about self-awareness, leadership, emotional affective orientation, mental training abilities, cognitive ability, self-control, coping skills, self-sufficiency, social support, and other factors. The self awareness, inventiveness, invention, leadership, and emotional emotive orientation of men's offensive netball players is higher than that of their defensive counterparts. Those that play defence are often better at coping skills, being self-sufficient, and having social support. Mental training abilities, cognitive ability, and self-control are stronger in centre players as compared to other positions.

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