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Dr. Barinderpal Singh
Assistant Professor, Department of Physical Education, S.L Bawa DAV College, Batala, Punjab, India

Correspondence Author:
Dr. Barinderpal Singh
Assistant Professor, Department of Physical Education, S.L Bawa DAV College, Batala, Punjab, India

Comparison of open skill and closed skill athletes of self-awareness, empathy and self-motivation

Dr. Barinderpal Singh

Abstract
Study Aim: The aim of this study was to find out the significant differences between Open Skill and Closed Skill Athletes of Self Awareness, Empathy and Self-Motivation.
Material and Methods: 209 male Inter-College level players were chosen as subjects. Further division was dispersed under two aggregations which incorporates: Group-A: N_1=130; Open Skill Athletes and Group-B: N_2=79; Closed Skill Athletes. Self-Awareness, Empathy and Self-Motivation variables were selected for the purpose of this study.
Statistical Analysis: Unpaired t-test was applied to assess the variation between Open Skill Athletes and Closed Skill Athletes on the variable, Self-Awareness, Empathy, Self-Motivation. The level of significance was set at 0.05.
Results: No significant differences were found between the means of Open skill athletes and Closed skill athletes with regard to the variable, "Self Awareness" and "Empathy". However, Significant differences were found between the means of Open skill athletes and Closed skill athletes with regard to the variable, "Self-Motivation".

Keywords: Open Skill athletes, closed skill athletes, self-awareness, empathy, self-motivation

Introduction
Self-awareness is the competence for self-analysis and capability to recognize oneself as an individual differ from the environment and others. Self-awareness is foremost for games and sports. Self-awareness is a consciousness of mind, activeness of mind, alertness related to brain and body. Self-awareness is how a person understands their own character, emotions, desires and wishes [1]. The principle of self-awareness was used to investigate how well individuals can discriminate personal gait movements from point-light representations depending on the influence of specialized gait training [2]. High self-awareness is claimed to lead to better decision making, is linked to team performance and authentic leadership [3]. Self-awareness is characterized by a multiplicity of views and thinking and this is perhaps unsurprising when we look at the aspect of self, which is also typified by a confused picture, compiled by diverse views from many philosophical and that of awareness which is often confused with consciousness and psychological mindedness [4]. This idea of self-awareness as an aversive state is linked to the ruminative elements of self-consciousness and was perceived to be negative in nature, because rumination tends to be focused on negative thoughts which individuals may "repeat play" and this can lead to mental health problems [5, 6]. On the other hand, situational self-awareness (SSA) refers to a transient state of self-focused attention dependent on the control of the environment stimulation [7]. important epistemological issues, such as the exact theoretical and empirical relationship between the different dispositional and situational constructs of self-awareness, as well as the methodological challenge of including its well-known pre-reflexive and phenomenal aspects [8].

Materials and Methods
209 male Inter-College level players were chosen as subjects. Further division was dispersed under two aggregations which incorporates:

- Group-A: N_1=130; Open Skill Athletes
- Group-B: N_2=79; Closed Skill Athletes

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Self Awareness, Empathy and Self-Motivation variables were selected for the purpose of this study.

Table 1: Distribution of subjects.

Sample Size [N=209]			
Open Skill Athletes	**Sample [N_1=130]**	**Closed Skill Athletes**	**Sample [N_2=79]**
Volleyball	42	Archery	39
Handball	45	Gymnastic	12
Basketball	43	Shooting	28

Fig 1: Graphical illustration of data collection.

Statistical Analysis

Unpaired t-test was applied to assess the variation between Open Skill Athletes and Closed Skill Athletes on the variable, Self Awareness, Empathy, Self-Motivation. The level of significance was set at 0.05.

Results

Table 2: Independent samples t-test comparing Open Skill Athletes and Closed Skill Athletes on the variable, Self Awareness.

Variables	Self Awareness						t-value
	Open Skill Athletes			Closed Skill Athletes			
	Mean	SD	SEM	Mean	SD	SEM	
Self awareness	15.75	3.04	0.27	15.57	3.11	0.34	0.36

- No significant differences were found between the means of Open skill athletes and Closed skill athletes with regard to the variable, “Self Awareness”.

Table 3: Independent samples t-test comparing Open Skill Athletes and Closed Skill Athletes on the variable, Empathy.

Variables	Empathy						t-value
	Open Skill Athletes			Closed Skill Athletes			
	Mean	SD	SEM	Mean	SD	SEM	
Empathy	20.11	3.35	0.30	20.08	2.48	0.27	0.11

- No significant differences were found between the means of Open skill athletes and Closed skill athletes with regard to the variable, “Empathy”.

Table 4: Independent samples t-test comparing Open Skill Athletes and Closed Skill Athletes on the variable, Self-Motivation.

Variables	Self-Motivation						t-value
	Open Skill Athletes			Closed Skill Athletes			
	Mean	SD	SEM	Mean	SD	SEM	
Self-Motivation	25.38	2.94	0.26	24.33	3.22	0.35	2.42*

- Significant differences were found between the means of Open skill athletes and Closed skill athletes with regard to the variable, “Self-Motivation”.

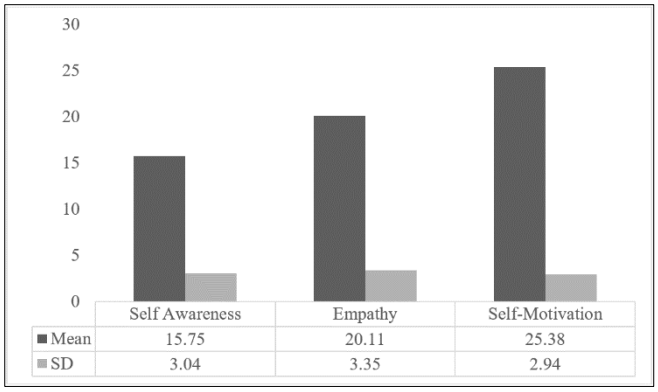

Fig 2: Graphical representation of Mean and Standard Deviation of Open Skill Athletes on the variable, Self Awareness, Empathy and Self-Motivation.

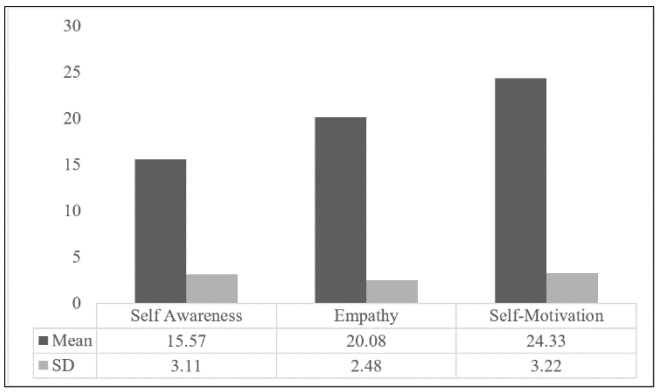

Fig 3: Graphical representation of Mean and Standard Deviation of Closed Skill Athletes on the variable, Self Awareness, Empathy and Self-Motivation.

Conclusions

No significant differences were found between the means of Open skill athletes and Closed skill athletes with regard to the variable, “Self Awareness” and “Empathy”. However, Significant differences were found between the means of Open skill athletes and Closed skill athletes with regard to the variable, “Self-Motivation”.

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