

perceptions of our own skills. As a child's sense of self grows, so does his or her potential to thrive in school and among peers. This is why the ability of the parents to supply wings is so vital. Children must learn confidence in their talents and a sense that they can do things on their own in order to achieve. Humans are supposed to be specks of intelligence adrift on a sea of emotions. An emotion is an emotive experience that comes with agitated mental and psychological processes and manifests itself in his outward behaviour. Emotion is a magical word that makes human life dynamic and transforms him into a multi-colored shell on the shores of society's sea. Emotions are strongly linked to desires, wants, and interests. An individual is said to be living a happy and emotionally stable existence if they are pleased. Emotions might sometimes cause our acts to disintegrate.

EMOTIONAL MATURITY

According to Goleman (1995), we have two minds, one that thinks and one that feels, and these two fundamentally distinct ways of knowing interact to build our mental life. The rational mind is the mode of comprehension we are usually aware of as being more prominent in awareness, thoughtful, and capable of pondering and reflecting. The emotional mind is impetuous, forceful, and occasionally unreasonable. These two minds work in tandem; most of the time, feelings are necessary for thought, and most of the time, thoughts are necessary for feeling. When passions flare, the balance shifts: emotional intelligence, not I.Q., is important. "It is not that we want to do away with emotions and replace them with reason," Goleman correctly observes, "but rather find an intelligent balance of the two." Emotions play an important role in the adjustment of individuals who are emotionally mature; they can manage their feelings well and deal effectively with others. As a result, an emotionally mature person may better adjust to himself and others. The path to emotional development entails integrating many components of one's identity within oneself. The intra- and interpersonal aspects are approached from several perspectives (Freud, James, Gardner, and others), with the emotional side seen as complimentary to the intellectual in both child and adult personalities. The ego is the most important aspect of consciousness since it encompasses everything that has passed through consciousness. We achieve a self that is more than the sum of its components and becomes a global factor in our personality as a result of constant urges for knowing, feeling, and creating. This global component distinguishes the stupid savant from the creative, actualizing, brilliant individual. Starting and maintaining relationships necessitates emotional maturity. It is required for long-term contentment. Entanglements, transferences, and unsatisfying superficial relationships are all symptoms of emotional immaturity. Even with brilliant youngsters, the highest intelligence cannot be fully realised if emotional maturity is lacking. Emotional maturity is a balance between the brain and the emotions, between the individual's inner and exterior worlds. Gifted children, who are usually well ahead intellectually, tend to lag emotionally. This saps the child's energy, which could have been used for more positive, significant goals, and weakens even the brightest.

Individual motivation in sport research has generally focused on the function of motivation in an athlete's performance or persistence in training (Thgersen-Ntoumani and Ntoumanis, 2006). However, there appears to be little research on motivation in athletic organisations. Latham and Pinder (2005) define motivation as the psychological processes that orient, energise, and support activities done towards a goal. Organisations in general, but particularly sport organisations, that generate an enthusiastic, inspiring environment are concerned with their members' engagement in hard work and effort aimed at progress. Effort and perseverance are essential for sustained athletic exercise. Individual motivations and goals influence people's levels of involvement at work (Escamilla-Fajardo et al., 2016). As a result, motivation is essential in a sports organisation. Individuals behave proactively in various scenarios and situations of daily life, according to the self-determination theory paradigm (Deci and Ryan, 2000; Ryan and Deci, 2000). Individuals in sports participate in strategies to reach goals based on causal orientations that can be internal, external, or unknown. This approach gives birth to the distinction between intrinsic and extrinsic motivation. Intrinsic motivation occurs when an individual does something out of curiosity or enjoyment (i.e., for internal motives). Extrinsic motivation, on the other hand, is focused on the rewards that will be derived from doing something. Extrinsicly

motivated people join because they want to achieve a goal (Ryan and Deci, 2000). Intrinsic motivation is a type of motivation that is intrinsically linked to the individual. It happens during a self-determination process in which individuals focus their efforts until the goal is met. It is linked to affective, behavioural, and attitudinal processes (Deci and Ryan, 2000; Deci and Ryan, 2008). People are inherently preoccupied with the process. According to Grant (2008), sport organisations that promote intrinsic motivation of their constituents commit their efforts to the process and are backed by affective attitudes of enjoyment obtained from the task itself.

Prosocial motivation is also present when efforts to complete activities are motivated by a desire to help others, as evidenced by a sympathetic temperament or compassion for others (Meglino & Korsgaard, 2004; Grant, 2008). However, as Grant (2008) describes, prosocial drive differs from intrinsic motivation in some ways. Intrinsic motivation is more process oriented, with a focus on the present and the work itself, which leads to improvement. Prosocial motivation, on the other hand, is result-oriented, which means that the end of the effort will benefit others. Organisations that seek goals that benefit others are more future-oriented (Quinn, 2005). Sport organisations have goals that are related to the athletic activities of their members. These objectives are medium to long term, therefore they are concerned with both the present and the future. Individuals in sports labour for both themselves and others. In some sports, such as football or handball, teamwork is vital. The pursuit of advantages to third parties mimics individual ambitions in this setting, hence prosocial motivation may be prevalent in sports organisations.

COMPONENTS OF EMOTION

The components of emotions are:

Cognitive thinking: Cognitive component of emotion implies that emotions are usually directed towards people or objects (eg. we are in an anxious state because the situation is dangerous) and we know that situation is dangerous rather than harmless and a result of thinking.

Physiological: Physical component denotes that there are generally a number of bodily changes involved in emotion. Many of them occur because of arousal in the sympathetic division of the autonomic nervous system or hormonal activity in the endocrine glands.

Experimental: It means the feeling that is experienced because of arousal in the sympathetic division of the autonomic nervous system or hormonal activity with the endocrine system.

Expressive: These include facial expression and other aspects of non-verbal behaviours, such as bodily posture.

Behavioural: The behavioural component includes the pattern of behaviour produced in the emotional state.

NATURE OF MATURITY

- 1) One of the most emphasized by Sigmund Freud and Franz Alexander is from the parasitic dependence of the foetus to the relative independence of parent with parental capacity for responsibility for spouse and child.
- 2) Intimately bound-up with the organism development from parasitism on the mother to relative independence from the parents is its increased capacity for responsibility and productivity and its decreased receptive needs. Children learn to control their hostilities, their sexuality and other impulses and to develop the orientations of maturity is largely thought as the incentive of being loved.
- 3) Third characteristic of maturity is relative freedom from the well-known constellation of inferiority, egotism and competitiveness.
- 4) Another aspect of maturity consists in the conditioning and the training necessary for socialization and domestication.
- 5) Hostile aggressiveness, using the term to include all sorts of anger, hate, cruelty and belligerency, is always a sign of emotional irritation or threat.

- 6) Another important attribute of maturity is a firm sense of reality.
- 7) Another characteristic of maturity is flexibility and adaptability.

EMOTIONAL CONTROL AND SELF-REGULATION IN SPORT ORGANIZATIONS

Several studies have demonstrated the significance of organisational psychology in sports (Fletcher and Wagstaff, 2009). Sport organisations are groupings of people who have sport-related goals and want to achieve them together. Organisations are intricate entities. The way they work is largely determined by a set of interconnected elements influencing the individuals that comprise the organisation (Wagstaff et al., 2012a). As a result, the internal dynamics of efficient sport organisations are founded on intra- and inter-personal emotional abilities such as the ability to control one's own and others' emotions (Wagstaff et al., 2013). Wagstaff et al. (2012b) discovered three emotional skills (identifying, processing, and controlling emotions) related to emotional regulation (re-evaluation, suppression, and impulsive control). These abilities are related to the expressing of one's own and others' emotions and are involved in one's own experiences. Some micro-level changes in people, such as good emotions or fluent interactions between members, can extend to the macro level and generate group-level impacts, according to the concept of positive psychology (Fredrickson and Dutton, 2008). Individual elements, such as people's behaviours, emotions, or individual feelings, can thus influence the organisation and improve or impede its ability to function correctly (Wagstaff et al., 2012b). People are participating in this process on an individual basis, but it can also extend to the entire organisation.

Self-evaluation and emotional expression (i.e., understanding and expressing one's own emotions) is the ability to understand and express one's own emotions spontaneously (Rieffe & De Rooij, 2012). This criterion is broken into three subcriteria: emotional self-assessment, emotional self-understanding, and emotional self-understanding. Emotional self-evaluation (how we value and express our own feelings) is the ability to understand one's own emotions and express them organically. A person with this skill is conscious of the emotion and uses it adaptively when expressing rage, fear, anger, grief, joy, embarrassment, and so on. Anger can be adaptive if it keeps danger at bay; joy can be adaptive if it helps us analyse facts with enthusiasm and objectivity; failure can assist modify the direction of action and motivate future replies, or it can lead to pessimism and the like. Understanding one's own feelings is the foundation of emotional self-awareness. It is the ability to analyse and comprehend emotions, using objective arguments to determine one's state, whether happy or sad, and so on. Finally, understanding why one has certain feelings and why one is sad, glad, furious, and so on is part of a self-knowledge of feelings.

CONCLUSION

This study looked at the criteria that are most influenced by athletes' loyalty to sports organisations. The AHP (Saaty, 1990, 2008) was used to indicate the experts' preference for each criterion for this purpose. According to Vaidya and Kumar (2006), the AHP has been used in a variety of scientific fields, including education, politics, and industry. Furthermore, the number of AHP applications in the fields of organisational management, knowledge, and entrepreneurship has expanded in recent years.

The findings have various ramifications. First, motivation, particularly intrinsic motivation, appears to be critical in sports organisations. According to the experts, organisations must be sensitive in order to develop the intrinsic motivation of its members in order to increase athletes' training, engage athletes in improving sports skills, and establish a pleasant emotional and social climate (Casey et al., 2012; Wagstaff et al., 2012b). People who are engaged to sports and derive satisfaction from participating in sports have an internal drive. As a result, the motivation to continue participating in sports comes from within. They begin a process of self-determination, improvement, and activity orientation, which has a good impact on sport organisations (Deci and Ryan, 2000; Deci and Ryan, 2008). Furthermore, prosocial motivation is widely recognised by professionals in sports organisations. Individual effort in team sports is meaningless unless it benefits others. It is critical in sports to consider the benefit to others as well as one's self. The ability to consider others and be sympathetic

through demonstrating concern for others is essential in sports organisations (Meglino and Korsgaard, 2004; Grant, 2008). Furthermore, prosocial motivation is linked to intrinsic motivation in such a way that prosocial motivation cannot exist without intrinsic motivation (Grant, 2008), despite the fact that each form of motivation has its own characteristics.

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