



## Comparative Study of Concentration Ability of Field Hockey and Soccer Players

### KEYWORDS

Concentration ability, Field Hockey, Soccer

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### ABSTRACT

The purpose of this study was to compare concentration ability of the Field Hockey and soccer players of Department of Physical Education University of Allahabad. For the purpose of this study 8 players of each sports were selected. The age of subjects ranged between 18 to 22 years. The concentration ability was measured by using Grid Concentration Test. The test was administered at Human Performance Lab Department of Physical Education, University of Allahabad. To ensure that the data collected was reliable, each subject was given sufficient number of trials to perform the respective test for concentration ability and test was administered to all the subjects as per prescribed procedure. The paired mean and independent t-test was used to analyze the data. The level of significance was set at .05. It has been observed from the analysis of given data and interpretation of findings that no significant relationship was found between Field Hockey and Soccer Players.

### Introduction:

Things in the world outside ourselves come via the body (sense organs) into our mind and the things in our mind reach the world outside through the body. Man a psychophysical organism is made up of body and mind. It is an established fact that mind and body are inseparable and they have an integral unity. One can not function without the aid of other. Man's life is a continuous flow of activity every movement he is doing something and his every activity is the result of the joint effort of his mind and body. For many years physical educators thought of their instructions as pertaining to learning through physical means. Worthy of attention is the current interest in mental practice, which is a form of passive learning in the sense that overt practice does not take place. Mental or image practice or conceptualization refers to task rehearsal in which there are no observable movements. Researchers have compared the effectiveness of learning tasks through actual physical practice with mental practice or a combination of physical-mental practice. Typically, physical practice is better than mental practice which in turn is better than no practice at all. The term mental practice is used to signify the introspective or covert rehearsal that takes place within the individual other terms, which has occasionally been used in reference to this process, are conceptualization, ideational functioning introspection and imagery practice. Why is mental practice so valuable? The answer is probably that physical effort and practice influence pathways of association in our bodies and our mind associate with a given task. Pictures in our mind also may influence physical capabilities by stimulating the same pathways. Learning of motor skill is not a matter of repeated trial alone; the mental aspect also plays a vital role in attaining proficiency. Sherrington shared and elaborated on treating human organism as a unified entity by stating, "The muscle is the cradle of recognizable mind." According to him, "recognizable mind seems to have arisen in connection to motor act where motor act integration progress and where behaviour motor progressively evolved.

There are several reasons why teachers of physical education should give serious attention to the systematic use of mental practice in addition to traditional overt performance. Perhaps the most important reason is that the learner may develop proficiency in the skill more quickly, more thoroughly, and possibly with greater retention.

### Methodology:

Eight male athletes of each sports group (Field Hockey and Soccer) of the Department of Physical Education, University of Allahabad were selected as subjects. The age of subjects ranged between 18 to 22 years all the scientific literature pertaining to the sports of Field Hockey and Soccer from books, magazines, journals, periodicals available in the Library of the Department of Physical Education, University of Allahabad, keeping the feasibility in mind especially in the case of availability of instruments. For concentration, Grid Concentration Test was used to assess concentration ability. Follow the instructions, mind the command of start and stop, find the counting sequence wise and cross that with pencil. All the subjects were asked to follow the instructions, after giving the Grid test sheets asked to find out the counting in sequence like 1, 2, 3, 4, 5, 6...and cross them with the help of pencil. The counting was written on the sheets from 1 to 100 in jumbled form. The sequence crossed counting was included in the final score. If left out any sequence one mark was reduced in the score. In order to analyze the data, the paired mean and independent t-test was used. The level of significance was set at .05.

### Results and Discussion:

**TABLE**  
**SIGNIFICANT DIFFERENCE OF CONCENTRATION ABILITY OF**  
**Field Hockey and Soccer Players**

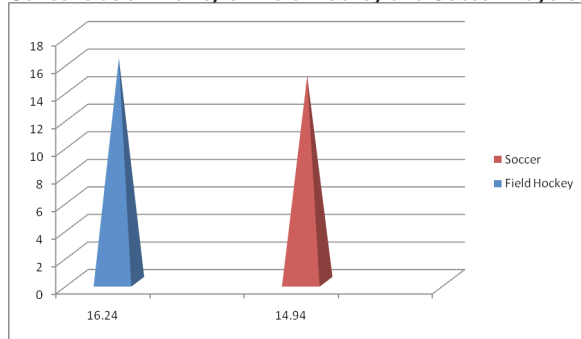
	Field Hockey	Soccer	"t" ratio
Mean	16.24	14.94	
			1.77
SD	1.42	1.36	

\*Significant  $t$  0.05 (38) = 2.021.

Since the calculated  $t$  (1.77) is less than tabulated  $t$  (2.01) at 0.05 level of significance, it may be concluded that there is no significant difference on concentration ability of field hockey and soccer players.

### Figure-1

### Graphical Presentation of Comparative Mean Values of Concentration Ability of Field Hockey and Soccer Players



### Conclusion:

The analysis of the data revealed that no significant relationship was found among field hockey and soccer players in relation to concentration ability because the games demand high level of concentration ability and players must have the close level of mental concentration. i.e. greater the concentration ability, greater will be the performance of the players. It might be due to the less sample size and low skill level of the player or it may be due to the nature of activity/sports also.

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