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COMPARATIVE ANALYSIS OF COMPETITION CONCENTRATION AND MOTIVATION IN SELECTED INTER COLLEGIATE FOOTBALL AND HOCKEY PLAYERS

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ABSTRACT
The present study aimed to compare the psychological variables of concentration and motivation among intercollegiate football and hockey players. A total of 30 male players (15 football and 15 hockey players), aged between 18 and 23 years, were randomly selected for the study. A descriptive comparative research design was adopted to examine the differences between the two groups. Standardized questionnaires were used to measure concentration and motivation levels. The collected data were analyzed using the independent 't' test, and the level of significance was set at 0.05. The results revealed that there was no significant difference between football and hockey players in both concentration (t = 0.82) and motivation (t = 0.55), as the obtained values were lower than the required table value (2.14). The findings indicate that both football and hockey players possess similar levels of psychological attributes, likely due to comparable training environments, competitive exposure, and performance demands. It was concluded that the type of sport does not significantly influence concentration and motivation among intercollegiate athletes.

KEYWORDS: *Sports Psychology, Concentration, Motivation, Football & Hockey.*

HISTORY OF SOCCER

as a sport Soccer is one of the most popular sports in Europe and the Americas It has A vivid and interesting history in the world of sports Early evidence of soccer Being played finds occurrence in China during the 2nd and V centuries BC In China. It was during the Han dynasty that people dribbled leather balls by Kicking it into a small net. Recorded facts also support the fact that Romans and Greeks used to pay ball for fun and frolic. Some facts point to Kyoto in Japan Where kicking of ball was a popular sport It is said that Carly growth of the modem soccer started in England. Some Amusing facts even mention that the first ball used was the head of some Danish Brigand. It is said that during medieval times, the old form of soccer used to allow Many ill practices like kicking. punching, biting and gouging. The main aim was To carry the ball to a target spot. People grew so long of the game they would throng the field all day long. Sometimes the competition grew fierce and masses Got so wild that there were frequent incidents of violence during the game. It is Also said that soldiers admired the game so much that they missed archery practice To watch it. King Edward 111 banned soccer in 1365 owing to the growing Incidents of violence and military indulgence in the sport. In 1424 King James 1 of Scotland also proclaimed in the Parliament "Na man play at the Futa-ball" (No Man shall play football) When and where exactly did soccer start is a question that Has no precise answer to it. You can easily say that this popular game has been played for more than three thousand years. The nativity of modern day soccer. Must be credited to Britain. It was also known as the association football, with Scotland and England being the cofounders of the systematic game of soccer. Scotland and England being the co-founders of the systematic game of soccer.

MODERN HISTORY OF SOCCER

18th Century onwards In 1815, a major development took place that made Soccer popular in Universities, Colleges and Schools. The popular English School And Eton College came forth with a set of rules, known as the Cambridge Rules. Football was segregated into two. groups, some colleges and schools opted for Rugby rules that allowed tripping. Shin kickingand also carrying the hall. These Rules were exclusively prohibited as per the Cambridge rules The history of modern-day soccer was established im163 In October 1863 eleven representatives from London clubs and schools met at the Freemason s Tavern to set up common fundamental rules to control the matches Amongst themselves The outcome of this meeting was the formation of the Football Association. In December 1863, the Rugby Football and Association Football finally split as the supporters of the Rugby School rules Walked out. Firmly establishing the foundation of soccer in 1869. The Football Association Strictly banned any kind of handling of the ball. Soccer's popularity spread rapidly During the 1800s as British sailors, traders and soldiers introduced the sport to Different parts of the globe. Italians, Austrians and Germans drew to Europe, while Argentina, Uruguay and Brazil adopted the sport in South America. FIFA was Established in the year 1904 and by carly 1950s, different leagues were operating From various countries. FIFA is credited with organizing the list world cup in Uruguay. The history of soccer is rich with events, development and it's growing. Uruguay. The history of soccer is rich with events. Development and its growing craze all over the world. You will find yourself amazed as you lean about different times of this wonderful sport that has held our awe and admiration for over 3000 years.

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HOCKEY INTRODUCTION

Hockey was a Gentleman's game of be Played for its own sake The history of the game of hockey has its roots well laid in the world's Carly civilizations One of the oldest known sports The game is believed to be in existence about 1200 years before the Ancient Games of Olympia. Right from Arabs. Greeks Romans, Persians to Ethiopians, everyone played variation of the game. While some plaved it just for recreation. The others were of the option that hockey would make them better warriors. Even though many ancient civilizations played hockey in different variations, the modern game of hockey. Field hockey developed in the British Isles in the 19th century. A popular English school game, hockey was introduced in India by British Army regiments and the game soon found to be favor along the native Indians. Spreading internationally, the popularity of the game was especially effervescent in India and Pakistan. It was during this time that the London Hockey Association was formed and the rules for playing hockey were standardized. In 1924, the International Hockey Federation (FIH) was formed and three years later, the International Federation of Women's Hockey followed. Field hockey reached its modern form in the 19th century as a game played between two teams of eleven players each. Teams compete on a standard 100 × 60 yard field and attempt to score goals by hitting a ball off the ground into a net guarded by the opposite team's goalkeeper. Blackheath HC (hockey club) was founded in London in 1849 as the first professional field hockey club, but the game truly reached its modern form a few years later when Teddington HC introduced the striking circle and changed the official ball to a sphere as opposed to a rubber cube. In 1886, the Hockey Association was founded in England. Publishing a set of rules and standards to be observed by all organized field hockey teams. The sport went mainstream in 1908 when it was included in the Summer Olympics in London, but the sport was dropped in 1924, leading to the formation of the Federation Internationale de Hockey sur Gazon (FIH), which exists as the governing body for all international field hockey to this day.

JIN BIRTH OF MODERN HOCKEY

To the bath of modem hockey, the written word fastes the permd about 1875 when the trans Pergamzed and codified the game and its lawn. Hockey was then played with a worsted, stringcovered ball, or a cock or rubbet hung" and ash, stah, of naken sticks The carnest sucks were "natural" implements One went into a thicker with a thicker with a sharp knife and emerged with a hockey stick and blunt knife Refinements gradually came about which had a decided influence on the game The "striking face was planned and the strong wound around the handle for better gap Players generally rushed about in packs and only changed direction when the dribble came to grief. Then someone discovered the whip in holly and big-hitting became the vogue. This did the game good as the packs disappeared and, to intercept long hits, players spaced themselves outs in Soccer, Stick was the manufacture of a hockey stick with is head sawn from ash wood-Ring testing commanded: when the hockey association was established in 1886 sticks were required to pass through a 2 h inch diameter ring. In addition, it was stipulated that the ball could be played from right to left only and this scrapped all left-handed sticks. The following year the stick had to pass through a smaller ring two inches in diameter This boosted the game along lines where speed and skill were substituted for mere brute force and slogging and accurate passing and dribbling became possible in 1894 a change in the rules allowed reversed stick play an important step as it was the foundation of ball control. The game now began to acquire in present form. Striking circle invented: Engel Westmacott of the Teddington hockey club, who is credited with the invention of the striking circle about the year 1885 should be regarded as the father of the modern games. Before the advent of the circle, the scoring of goals was a pretty haphazard affair Another far-reaching improvement Came about during the 1894-1892 season. It is claimed that the annual North of England versus the South of England game that season "was the first important match in which goal nets were used. Up to 1889, the tops Of the goalposts were joined by a rope but the rule was changed requiring a Cross-bar. This made the fixing of nets possible and the lot of the umpire easier controlling the game in the early days was quite a business.

SELECTION OF SUBJECTS

The investigator randomly selected 15 football and 15 hockey players who were participated in the intercollegiate football and hockey tournaments respectively the age of 18 to 23.

SELECTION OF VARIABLES

The research scholars reviewed the available literature from books, journals, magazines, periodicals, and research articles. Based on feasibility, an independent variable was selected.

SELECTION OF VARIABLES AND TEST

TABLE – I

S.no	VARIABLES	TEST ITEMS	UNIT OF MEASUREMENT
PSYCHOLOGICAL VARIABLES			
1	Concentration	Questionnaires	Score
2	Motivation	Questionnaires	Score

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Research Design

The present study adopted a descriptive comparative research design to examine and compare the levels of competition concentration and motivation among selected inter-collegiate football and hockey players. This design is appropriate as it allows the researcher to systematically describe and analyze existing conditions without manipulating any variables. A comparative approach was used to identify whether significant differences exist between the two groups (football and hockey players) in terms of the selected psychological variables.

STATISTICAL TECHNIQUES

't' test used to find out the significant difference between the pre-test and post-test means of two group. The data were analysis with the computer using SPSS statistics package. In all the cases 0.05 level of significance is fixed to test the hypothesis.

TABLE – I
COMPARETIVE WITH 't' TEST OF CONCENTRATION ON FOOTBALL AND HOCKEY PLAYERS

Variable	Group	Test	Mean	S.D	D.M	σDM	't'
Concentration football	Experimental group	Questinery test	35.13	5.85	1.93	9.13	0.82
Concentration Hockey	Experimental group	Questinery test	37.07	6.38			

*Significant at 0.05 level

Table – I revels that the obtained 't' ratio for the football and hockey players were 0.82. The obtained 'ratio was found to the required table value of 2.14 at 0.05 level of significance for 19 degrees of freedom. This indicates that there is no significant difference football and hockey players on Concentration.

FIGURE - 1
THEBARDIAGRAMSHOWSTHATTHETEST CONCENTRATION MEANSOF FOOTBALL AND HOCKEY COLLEGE PLAYERS.

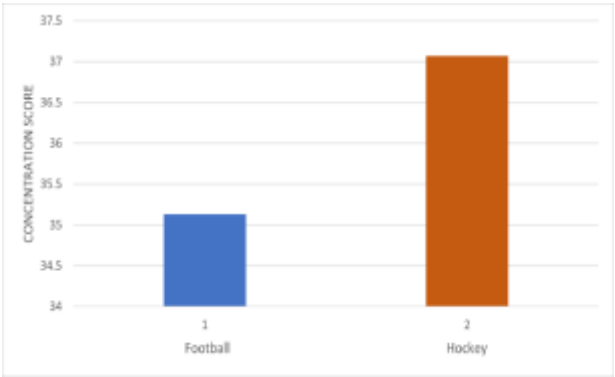


Figure: 1 clearly indicate that football and hockey compared with significant improvement on psychological concentration of college players.

TABLE - II
COMPARETIVE WITH 't' TESTOFMOTIVATION ONFOOTBALLAND HOCKEY PLAYERS

Variable	Group	Test	Mean	S.D	D.M	σDM	't'
Motivation football	Experimental group	Questinery test	81.07	11.29	2.46	17.19	0.55
Motivation Hockey	Experimental group	Questinery test	83.53	10.27			

*Significantat0.05 level

Table – II revels that the obtained 't' ratio for the football and hockey players were 0.55. The obtained 'ratio was found to there quired table value of 2.14 at 0.05 level of significance for 19 degrees of freedom. This indicates that there is no significant difference football and hockey players on Motivation.

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FIGURE - 2
THEBAR DIAGRAM SHOWSTHAT THEMOTIVATION MEANSOFFOOTBALL ANDHOCKEYCOLLEGE PLAYERS

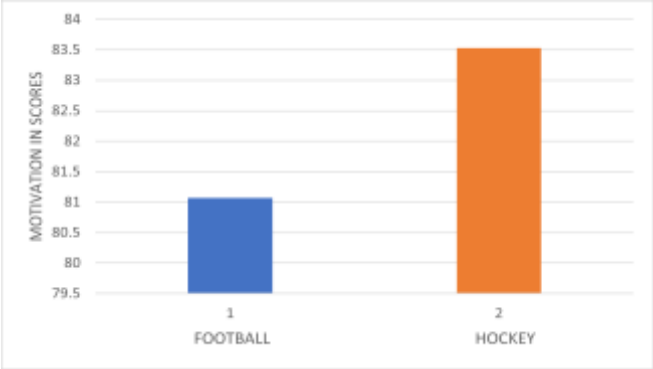


Figure: 2 clearly indicate that football and hockey compared with significant improvement on psychological motivation of college players.

DISCUSSION OF FINDINGS

The results of the present study revealed that there was no significant difference between football and hockey players in terms of concentration and motivation. The obtained 't' value for concentration (0.82) was found to be less than the required table value of 2.14 at the 0.05 level of significance with 238 degrees of freedom. Similarly, the obtained 't' value for motivation (0.55) was also lower than the table value. These findings clearly indicate that the differences observed in mean scores between football and hockey players were not statistically significant.

The absence of significant difference in concentration suggests that both football and hockey players possess a similar level of mental focus during performance. This may be due to the fact that both sports require continuous attention, quick decision-making, and sustained focus under dynamic and competitive conditions. Regular training and match exposure in both games might have contributed to developing comparable concentration abilities among the players.

Similarly, the findings related to motivation indicate that both groups of players demonstrate nearly equal levels of motivation. This could be attributed to similar training environments, coaching methods, competitive exposure, and goal-oriented sports participation. Both football and hockey players often undergo structured training programs and participate in intercollegiate competitions, which help in maintaining a consistent level of intrinsic and extrinsic motivation.

Overall, the results of the study suggest that the type of sport (football or hockey) does not significantly influence the psychological variables of concentration and motivation. These mental attributes appear to be essential and commonly developed qualities among athletes irrespective of the specific team sport they participate in.

DISCUSSION ON HYPOTHESIS

Hypothesis – I (Concentration):

The study hypothesized that there would be a significant difference in concentration between football and hockey players. However, the obtained 't' value (0.82) was found to be less than the required table value (2.14) at the 0.05 level of significance. Hence, the hypothesis was rejected. The result indicates that there is no significant difference in concentration between football and hockey players. This may be due to the similar nature of both sports, which demand continuous attention, quick reactions, and sustained mental focus during play.

Hypothesis – II (Motivation)

The study also hypothesized that there would be a significant difference in motivation between football and hockey players. The obtained 't' value (0.55) was lower than the table value (2.14) at the 0.05 level of significance. Therefore, this hypothesis was also rejected. The findings reveal that there is no significant difference in motivation levels between football and hockey players. This similarity may be attributed to comparable training conditions, coaching practices, and competitive experiences that equally influence the motivational levels of athletes in both sports.

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APPENDIX (Corrected)

PSYCHOLOGY CONCENTRATION QUESTIONNAIRE

1. mistake I've made, I tend to take it personally and feel upset.
   A) Almost Never B) Sometimes C) Often D) Almost Always
2. When I am playing sports, I can focus my attention and block out distractions.
   A) Almost Never B) Sometimes C) Often D) Almost Always
3. I remain positive and enthusiastic during competition, no matter how badly things are going.
   A) Almost Never B) Sometimes C) Often D) Almost Always
4. I tend to play better under pressure because I think more clearly.
   A) Almost Never B) Sometimes C) Often D) Almost Always
5. I worry quite a bit about what others think of my performance.
   A) Almost Never B) Sometimes C) Often D) Almost Always
6. I tend to do a lot of planning about how to reach my goals.
   A) Almost Never B) Sometimes C) Often D) Almost Always
7. I feel confident that I will play well.
   A) Almost Never B) Sometimes C) Often D) Almost Always
8. When a coach or manager criticizes me, I become upset rather than feel helped.
   A) Almost Never B) Sometimes C) Often D) Almost Always
9. It is easy for me to keep distracting thoughts from interfering with something I am watching or listening to.
   A) Almost Never B) Sometimes C) Often D) Almost Always
10. I put a lot of pressure on myself by worrying about how I will perform.
    A) Almost Never B) Sometimes C) Often D) Almost Always
11. I set my own performance goals for each practice.
    A) Almost Never B) Sometimes C) Often D) Almost Always
12. I do not have to be pushed to practice or play hard; I give 100%.
    A) Almost Never B) Sometimes C) Often D) Almost Always
13. If a coach criticizes or yells at me, I correct the mistake without getting upset about it.
    A) Almost Never B) Sometimes C) Often D) Almost Always

PSYCHOLOGY MOTIVATION QUESTIONNAIRE

1. For the pleasure I feel in living exciting experiences.
   A) Does not correspond at all B) Corresponds a little C) Corresponds moderately D) Corresponds a lot E) Corresponds exactly
2. For the pleasure it gives me to know more about the sport that I practice.
   A) Does not correspond at all B) Corresponds a little C) Corresponds moderately D) Corresponds a lot E) Corresponds exactly
3. I used to have good reasons for doing sport, but now I am asking myself if I should continue doing it.
   A) Does not correspond at all B) Corresponds a little C) Corresponds moderately D) Corresponds a lot E) Corresponds

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exactly

4. For the pleasure of discovering new training techniques.
   A) Does not correspond at all B) Corresponds a little C) Corresponds moderately D) Corresponds a lot E) Corresponds exactly
5. I do not know anymore; I have the impression of being incapable of succeeding in this sport.
   A) Does not correspond at all B) Corresponds a little C) Corresponds moderately D) Corresponds a lot E) Corresponds exactly
6. Because it allows me to be well regarded by people that I know.
   A) Does not correspond at all B) Corresponds a little C) Corresponds moderately D) Corresponds a lot E) Corresponds exactly
7. Because, in my opinion, it is one of the best ways to meet people.
   A) Does not correspond at all B) Corresponds a little C) Corresponds moderately D) Corresponds a lot E) Corresponds exactly
8. Because I feel a lot of personal satisfaction while mastering difficult training techniques.
   A) Does not correspond at all B) Corresponds a little C) Corresponds moderately D) Corresponds a lot E) Corresponds exactly
9. Because it is absolutely necessary to do sports if one wants to be in shape.
   A) Does not correspond at all B) Corresponds a little C) Corresponds moderately D) Corresponds a lot E) Corresponds exactly
10. For the prestige of being an athlete.
    A) Does not correspond at all B) Corresponds a little C) Corresponds moderately D) Corresponds a lot E) Corresponds exactly
11. Because it is one of the best ways I have chosen to develop other aspects of myself.
    A) Does not correspond at all B) Corresponds a little C) Corresponds moderately D) Corresponds a lot E) Corresponds exactly
12. For the pleasure I feel while improving some of my weak points.
    A) Does not correspond at all B) Corresponds a little C) Corresponds moderately D) Corresponds a lot E) Corresponds exactly
13. For the excitement I feel when I am really involved in the activity.
    A) Does not correspond at all B) Corresponds a little C) Corresponds moderately D) Corresponds a lot E) Corresponds exactly
14. Because I must do sports to feel good about myself.
    A) Does not correspond at all B) Corresponds a little C) Corresponds moderately D) Corresponds a lot E) Corresponds exactly
15. For the satisfaction I experience while perfecting my abilities.
    A) Does not correspond at all B) Corresponds a little C) Corresponds moderately D) Corresponds a lot E) Corresponds exactly