



ISSN: 2456-0057

IJPNPE 2020; 5(1): 266-268

© 2020 IJPNPE

[www.journalofsports.com](http://www.journalofsports.com)

Received: 02-11-2019

Accepted: 09-12-2019

**Bhartendu Singh Chauhan**  
PG Scholar, Department of  
Physical Education, Swami  
Vivekanand Subharti  
University, Meerut, Uttar  
Pradesh, India

**Dr. Sharad Chaudhary**  
Assistant Professor, Govt. Girls  
PG College, Behat Saharanpur,  
Uttar Pradesh, India

## Study of agility between physical education and management understudies

**Bhartendu Singh Chauhan and Dr. Sharad Chaudhary**

### Abstract

Regular physical activity has both preventative and remedial effects for preventing chronic diseases and maintaining a healthy lifestyle. The purpose of the study was to find out the significant difference in agility between Physical education and Management understudies. 60 male understudies between the ages of 20-25 years were selected for the study from Swami Vivekanand Subharti University, Meerut, Uttar-Pradesh. Further the subjects were equally selected 30 from each stream i.e. Physical Education and Management. All the subjects were assessed for Agility. The assessment includes the dietary habits and daily schedule of the understudies. To analyse the data, the independent t-test was applied and it was found that the Agility of Physical Education understudies was better than Management understudies.

**Keywords:** Physical fitness, sports performance and agility

### Introduction

Physical fitness was likewise viewed as of foremost significance in a country's capacity to prepare fighters for a successful military power. Physical efficiency is the capacity of the circulatory framework and muscles that chip away at ideal proficiency.

Agility helps in performing practices that anticipate that one should change the course, while controlling adjustment, quality, speed and body. In spite of that speed and power can be benefitted in improving agility, critical redesigns in execution, learning the capacities of turning, moving organs and starting from rotating quickly. In any case, precision and 'adjust in course of advancement' are much of the time used with each other; progressing data has disconnected them both. Essentially, the ability in preparation remembers responsive capacities with regards to the earth, while the change in speed of heading is just based on physical limit and is regularly done in pre-organized circumstances. This examination shows that standard precision tests like the Pro-Agility test and T-test are not critical anymore and likewise ought to be showed up as the modification in speed.

Agility is one of the key components of fitness and is valuable in many sports and physical activities. Think of the sports where you have to use agility. In team sports such as football, soccer, basketball, hockey, volleyball, and rugby you must quickly respond to movements of the other players and of the ball. Agility is the ability to change the direction of the body efficiently and effectively.

Agility is your body's ability to be quick, graceful, and nimble. It is how effectively and efficiently you can move, change direction and the position of your body while maintaining control. Being agile doesn't just improve athletic performance; it can improve how you move day-to-day. Whether you want to improve your balance, build your mind-body connection or improve your recovery time, agility training will get you there. It's the perfect workout to take out to the back yard or a nearby park. Have some fun with it, get outdoors and challenge yourself and reap the benefits.

Agility in Physical Education is the ability of the human body to change direction in a specific movement, with the greatest possible efficiency. It is one of the main qualities that an athlete should have, regardless of the discipline he practices, along with coordination, Endurance and balance. This quality has to do with the ability to respond to a change of situation, this implies precision and speed in the movements, a certain degree of strength, Muscular power and mechanical flexibility. In short, it is the conjugation of all the coordinating capacities.

**Corresponding Author:**  
**Bhartendu Singh Chauhan**  
PG Scholar, Department of  
Physical Education, Swami  
Vivekanand Subharti  
University, Meerut, Uttar  
Pradesh, India

It is related to lightness, understood as the ease of movement. It has to do with elasticity, flexibility and speed. It is associated with non-cyclical movements; those that require constant changes of direction, direction and speed. Like all components involving physical dexterity. Agility depends to a large extent on the cognitive element that is, a correct development of the central nervous system that emits the necessary stimuli so that the body can move quickly towards the required direction and direction, and thus effectively meet the objective.

Recent studies have found that agility not only requires the physical ability to react to changes of direction at high speed, but also has a high perceptual content. However, agility is something that can be significantly improved with the right dose of physical training. Unfortunately, it is also a quality that has deteriorated over the years.

#### Determining factors

- Agility is a physical condition that allows you to perform movements with the least amount of time and energy possible.
- Agility is necessary in all types of sports disciplines, but it is essential in those involving obstacles or opponents that must be avoided.
- Some concrete examples are rugby. American football, obstacle course or hockey.

**In addition to those already mentioned, such as balance and coordination, there are other decisive factors to make an athlete more or less agile**

1. **Basic motor capacity:** Possibility of performing basic movements with quality and ease. Specific motor capacity: Ability to perform more specific movements with equal quality and ease.
2. **Psychomotor ability:** Ability to perform coordinated and precise movements in space and time.
3. **Basic physical capacity:** It has to do with the integral quality of the individual in terms of musculoskeletal conditions (Flexibility and strength).

#### Advantages of physical agility training

1. **Improves performance:** A good physical training is gradually developing greater stamina and better performance in the practice of the sport, managing to perform the activity in less time, that is, with greater efficiency.
2. **Increases resistance:** The body is trained to endure the requirement of sports activity for longer without so much wear and tear. In addition, this entails that the athlete also requires less and less time for their recovery in the short and medium term.
3. **Prevent injuries:** Periodic training, in addition to increasing agility, strengthens muscles and bones and "teaches" them to behave and react correctly to eventualities both on and off the field. Muscles learn to warm quickly and do not fatigue, and the body knows how to move so as not to injure itself; Is better prepared for contingencies.
4. **Improves balance and control of the body:** The athlete is better able to correct and maintain his center of gravity, which prevents falls and ensures stability during sports practice. It prepares the body for a better development in daily life: agility is intimately related to the energy needed for the day to day. In addition, a good physical condition helps to be prepared to react properly to

everyday contingencies. For example, avoid a fall, overcome an obstacle in public or make use of personal defense in the face of insecurity.

#### Activities to train agility

1. **Slalom Test:** The performer is placed behind the starting line and must run through posts aligned vertically, surrounding them from side to side until reaching the goal. The idea is to time the execution time to be able to measure the progress. The faster you can do it, the more agility you gain.
2. **Race of obstacles:** The performer is placed behind the starting line and must run jumping obstacles of a certain height located along the track trying not to knock or trip. It is an activity that requires coordination and flexibility, as well as a lot of physical resistance. Likewise, it must be timed to be able to measure progress.
3. **Stroke with cleats:** The performer is placed behind the starting line and must run as fast as possible to a line placed about nine meters away. There are placed wooden blocks on the floor, which must be raised one by one, return to the starting line, deposit again on the floor and run again in search of the next. The terrain should be smooth and level. It is necessary to time the results in order to quantify the progress of the individual in terms of agility.

#### Material and Methods

The subjects were selected from Swami Vivekanand Subharti University, Meerut. Total 60 students were selected from both the streams i.e. Physical education and management. Among them, 30 students each were selected from Physical Education and Management. The age level of the subject was taken between 20-25 years. The physical fitness variable that was taken into account was Agility. To measure the agility, Shuttle run (4\*10 m) was conducted.

For this test, the understudy needs to pick all the markers and put them at the beginning line. Time begins with the whistle. The understudy runs toward first marker and gets it and put at the starting line. He repeats this procedure with all the four markers. Time is recorded when he brings the last marker and put it on the beginning line.

After finishing activities, the score is considered as the time taken by the athlete to complete the shuttle. Normal score (sec) = 1 effort of the athlete.

To find out the agility between the Physical Education and the Management understudies, the descriptive statistics and t-test (independent) was applied.

#### Results and Discussion

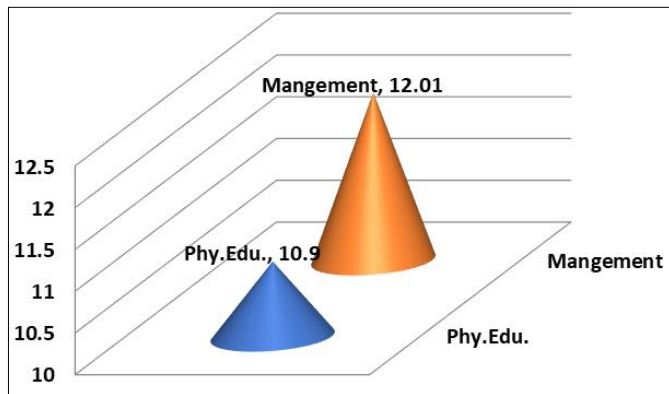
**Table 1:** Comparison of agility between physical education and management students

Group	N	Mean	S.D.	t-score
Physical education	30	10.90	0.78	3.67*
Management	30	12.01	1.47	

\*Significant at 0.05 level of significance at df-58

Table no. 1 speaks to average score of agility of physical education and the management students which are 10.90 and 12.01 individually. Table shows noteworthy contrast in readiness between physical education and the management students as the acquired t-score 3.67 were discovered higher than the necessary table worth 1.67 at 0.05 degree of certainty. It indicated that the agility of physical education

students was discovered higher in contrast with the management students.



**Graph 1:** Represents scores of Agility between physical education and management understudies.

### Conclusion

The study will help for examining agility of different students. It assisted with evaluating the physical fitness status of the understudies.

The current study demonstrated a correlation of physical fitness segment (Agility) between the understudies of physical education and the management.

The environment can have small impact on certain fitness related health, since residence area and housing type differences were small for majority of tests. It is important to note that the place of residence and the appropriate external motivation should be taken into account when building a state strategy and interventions through which it will promote physical activity and health (Sylejmani, Myrtaj, Maliqi, & Gontarev, 2019).

It is seen that students of physical education accomplished more activities because of their day to day scheduled exercise. They likewise need to go to ground classes which encourage them to improve their physical fitness segments.

While the students of the management do their vast majority of the work by sitting on the seat more often. They can't give time for the physical exercises. That is the reason agility was discovered higher in physical education than in Management understudies. Despite the many clear benefits of an active lifestyle, lack of physical activity is a significant health problem in the college population. A key issue in physical activity research is developing an understanding of motivation. Although physical activity takes many forms, most research designed to enhance motivation for and adherence to physical activity focuses on exercise behaviour and ignores sport participation (Kilpatrick, Hebert, & Bartholomew, 2005).

### References

1. Agility assessment. Recovered from [efdeportes.com](http://efdeportes.com).
2. Agility. Glossary of Physical Education. Retrieved from [glossaries.service-alicante.com](http://glossaries.service-alicante.com).
3. Almahamid, Soud, Abdulkareem Awwad, Arthur C. McAdams. Effects of organizational agility and knowledge sharing on competitive advantage: an empirical study in Jordan. *International Journal of Management*. 2010;27(3):387.
4. Antonio García López, *et al.* Games in Physical Education from 6 to 12 years. Publications Inde, 2000, p. 68.
5. Torrevelev EF. Basic motor skills: Agility. Recovered

from [efforrevelev.blogspot.com.ar](http://efforrevelev.blogspot.com.ar).

6. Eric Vallodoro. Agility, 2013. Recovered from [sports.wordpress.com](http://sports.wordpress.com).
7. Kumar, Amit, Kumar AC. A comparative study of endurance and agility between rural and urban male basketball players. *Int J Phy Edu Sports Health*. 2014;1(12):25-7.
8. Leone MARIO, *et al.* Specificity of running speed and agility in competitive junior tennis players. *Med Sci Tennis*. 2006;11:10-11.
9. Mauricio Moyano. Conceptualizing speed and agility. Importance in sports situation, 2013. Retrieved from [g-se.com](http://g-se.com).
10. Swafford, Patty, Soumen Ghosh, Nagesh Murthy. A model of global supply chain agility and its impact on competitive performance. *Proceedings of the 31st national DSI meeting*, 2000, 520(404).
11. What are the benefits of agility training? Recovered from [health-life.info](http://health-life.info).
12. Yanci J, Los Arcos A. Agility in primary school students: differences by age and sex, 2012. Recovered from [cdeporte.rediris.es](http://cdeporte.rediris.es).
13. Zemková, Erika, *et al.* Reaction time in the agility test under simulated competitive and noncompetitive conditions. *The Journal of Strength & Conditioning Research*. 2013;27(12):3445-3449.