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## EFFECT OF YOGASANA AND MINOR GAMES ON AGILITY

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**Abstract :** The objective of the study was to find out the effect of Yogasana and Minor Games on Agility of school going boys. Ninety 5<sup>th</sup> to 12<sup>th</sup> standard school going hostel boys of Ever Green Public School in Sabarakantha District, Gujarat were randomly selected. The pre test – post test randomized group design, which consists of two experimental groups (n=30 in each) and one control group was used for the study. Equal numbers of subjects were assigned randomly to each groups. Two groups (Yogasana group and Minor games) were served as experimental group on which treatment was assigned and one group was served as control. To find out the comparative effect of Yogasana and Minor Games on Motor Ability on Agility of school going boys, descriptive Statistics and Analysis of Co-Variance (ANCOVA) were used. Statistical significance was accepted at the 5% level. On the basis of results it is concluded that Yogasana may be effective on Agility in compare to each other. **Key words:** Yogasana, Minor Games, Agility.

### Introduction

The history of Yogasana as a physical, mental and spiritual culture goes back to several thousand years before Christ. It is believed that lord Shiva is the founder of yoga and that he created 8,400,000 Asanas which represent the 8,400,000 incarnations that every individual passes through before attaining liberation from the cycle of birth and death. It is believed that by doing all these Asanas in one life-time a person can by-pass the cycle of birth and death and attains liberation. Through the centuries these Asanas have been modified and reduced in number by the great Rishis and yogis and so that there are now no more than a few hundred Asanas known of which only 30 or so are commonly thought of as being useful to modern man. Asanas can be categorized as easy and extremely difficult to do and we have selected those Asanas that are easy to do without taking away any of the benefit of yoga. Exponents of Yoga believe that other exercise systems only have a physically beneficial effect on the body whereas Yogasana result in the development of the physical, mental and spiritual well-being.

Play is natural to a child as leaves are to a tree. Human life, especially childhood sans play is as drab as dust. Play involves activity-both physical and mental. Running, chasing, holding pulling, pushing, handling and manipulating toys and other objects from household articles to balls and bats are all essential ingredients of man's play activities. From infancy through adolescence or even adulthood, play assumes various forms. From its individualistic nature in infancy to the team play in later childhood and formal games and sports in adolescence, play activities change like the motor mechanism which is so important for the acquisition of skills "not only for sports but also for life." Over the decades, it has been realized that play activities should be given a respectable place in the school curricula especially at the primary, elementary and basic levels of formal education. Unfortunately, despite this, adequate facilities for play in school and in neighborhood are hardly

available. Apart from this, there are constraints on time. Yet nothing can deter the child from squeezing time for play. There is the other side of the picture. Our country, with its enormous and ever-increasing population will always find it difficult to develop infrastructural facilities for the entire school-going population. No amount of resources can help the authorities cope with the demand for play fields-especially in the urban areas, for equipment, for adequate time from out of the school hours. The solution, then, lies in managing the resources and planning out such play activities which are most economical in terms of space, time, and equipment and involve greater number of students at a time or at adequately spaced periods of time. Minor games/small games, as they are called, are, perhaps, the most befitting activities which can rescue the school authorities and the children from this dilemma.

### Objective of the study:

- The objective of the study was to find out the effect of Yogasana and Minor Games on Agility of school going boys.

### Selection of Subjects:

Ninety 5<sup>th</sup> to 12<sup>th</sup> standard school going hostel boys of Ever Green Public School in Sabarakantha District, Gujarat were randomly selected.

### Criterion Measures:

No	Variables	Test	Measures
1	Agility	Sit and Reach Test	Centimeter

### Experimental Design:

The pre test – post test randomized group design, which consists of two experimental groups (n=30 in each) and one control group was used for the study. Equal numbers of subjects were assigned randomly to each groups. Two groups (Yogasana group and Minor games) were served as experimental group on which treatment was assigned and one group was served as control.

### Statistical Technique for Analysis of Data

To find out the comparative effect of Yogasana and Minor Games on Motor Ability on Agility of school going boys, descriptive Statistics and Analysis of Co-Variance (ANCOVA) were used. Statistical significance was accepted at the 5% level.

## Result of the Study:

Table –1

## Analysis of Co-variance of the Means of two Experimental Groups and one Control Group in Agility

Tests	Mean & Standard Deviation			ANCOVA Table				
	Yogasana Group	Minor Games Group	Control Group	Sources of Variance	Sum of Squares	df	Mean Square	F
Pre	12.018±0.790	12.119±0.813	12.583±1.577	A	5.459	2	2.729	2.169
				W	109.467	87	1.258	
Post	11.595±0.701	11.791±0.762	12.460±0.828	A	12.348	2	6.174	10.532*
				W	51.000	87	0.586	
Adjusted	11.682	11.838	12.327	A	6.463	2	3.231	8.088*
				W	34.360	86	0.400	

\* Significant at 0.05 level of significance, A =Among Means variance, W=Within Group variance  
 $F$ =Ratio needed for significance at 0.05 level of significance =  $df(2, 87)$  and  $df(2, 86) = 3.072$

The analysis of co-variance for Agility was insignificant in case of pre-test means from which it is clear that the pre-test mean does not differ significantly and that the random assignment of subjects among the groups was quite successful. The post-test means of all the three groups yielded an  $F$ -ratio of 10.532 which was significant at 0.05 level of significance. The difference between the adjusted post test means was found significant as the obtained  $F$ -ratio was 8.088. The  $F$ -ratio needed for significance at 0.05 level of significance was 3.072 at  $df(2, 86)$ .

Table – 4.14

## Least significant Deference Post Hoc Comparison of Adjustment Means of two Experimental and one Control Group in Relation to Agility

Yogasana Group	Minor Games Group	Control Group	Mean Difference	Critical Difference
11.682	11.838		0.156	0.234
11.682		12.327	0.644*	
	11.838	12.327	0.489*	

\* Significant at 0.05 level of significance

The above table reveals that the significant difference was found between Yogasana and Control Group; Minor Games and Control, as the mean difference was greater than the critical difference. But no significant difference was found between Yogasana Group and Minor Games Group, as the mean difference was less than the critical difference.

**Conclusion:**

On the basis of results it is concluded that Yogasana may be effective on Agility in compare to minor games.

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