THE STATUS OF STUDENTS OF THE FACULTY OF PHYSICAL EDUCATION AND SPORTS IN COMPARISON WITH STANDARD PARAMETERS OF THE ILLINOIS AGILITY TEST

Introduction

High-speed actions during soccer competition can be categorized into actions requiring acceleration, maximal speed, or agility. Acceleration is the rate of change in velocity that allows a player to reach maximum velocity in a minimum amount of time. Maximum speed is the maximal velocity at which a player can sprint. Agility does not have a global definition, but it is often recognized as the ability to change direction and start and stop quickly (Little & Williams, 2005). Preparation for agility and other performance training should involve both long- and short-term preparations. Long term preparation may include a well-developed agility training program, while short-term preparation should include a warm-up (3,4,32). Often, stretching is performed as part of a warm-up prior to physical exertion. Stretching can be defined as the act of applying tensile force to lengthen muscles and connective tissues. Typically, stretching is used to enhance the range of motion (ROM) about a joint (flexibility). There are various techniques of stretching, such as static, ballistic, proprioceptive neuromuscular facilitation, and dynamic stretching (15,16) (Amiri-Khorasani, Sahebozamani, & Tabrizi, 2010). The aim of this study was to verify current agility status of the students of the Faculty of Education and Sports in the University of Prishtina. Also, another aim of the study was to compare results of the students with the international norms of agility testing.

Methods

In this study were included 92 students of FPES. All tested students completed the second year of studies and pursued regular courses in the faculties and during the testing were informed about the nature of testing by obtaining prior consent. The tested students were in a good health situation. The measurements were taken during the regular courses in the sports hall of the physical education during the June 2014. The agility test was conducted through the “Illinois agility test”, as a standard test. It was expected that the obtained results will present a homogenous group (based on their selection in the admission exam). Also, it was expected that the obtained results during the comparison with the standard results of the agility test to show a better result comparing to international norms. The methods applied for the analyses of the research data are also international methods, basic statistical parameters and comparative methods are from the SPSS package.
Results

Table 1. Descriptive statistics of the students te FPES

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Illinois</td>
<td>87</td>
<td>15.15</td>
<td>20.16</td>
<td>16.5420</td>
<td>.92183</td>
</tr>
<tr>
<td>Valid N (listwise)</td>
<td>87</td>
<td></td>
<td></td>
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<td></td>
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</tbody>
</table>

Based on the basic statistical parameters, it was noticed that there was a homogenous distribution of results, where the distribution between the minimal and maximal results is 15.15 – 20.16, with the average 16.54 and standard deviation 0.92. Based on the distribution parameters, it is noticeable that the values of skew parameters are 1.43, which proves about a very homogeneous group. Comparing to international norms of acility testing, it is noticable that the students of the Faculty of Physical Eduation and Sports have a satisfactory level and they belong to the category of average results. 16.54 sec, while the international standard norms are 16.2 - 18.1 sec.

Figure 1. Comparison chart between students and international standards

From the graphic presentation it is noticable that the defference between the mi-nimal and maxial results of the group of students is bigger than the group of international group for Illionis Agility Test, because in this group of students are included all sample results. While, in the group of Illinois Agility Test are included only results of the norms on the level of average achievements. But, the average result of students belongs to the vategory of average achievevemnts based on the international standards for this test.
**Discussion**

The findings show that the obtained result is the expected one, taking into account that we have a sample to select students of the FPES. The measurements took place in adequate conditions and after the students understood their task very well. Based on the results, it is noticeable that comparing to international norms for the athletes, we obtained average results 16.54 sec. The international norms show that this result belongs to the group of average results (http://www.brianmac.co.uk/illinois.htm) Comparing to the other groups of students, our sample showed the best results. For example, the group of tested students from Mehmet Kutlu, Hakan Yaprýcý, Oğuzhan Yoncalýk, Serkan Çelik, 2012, where the result of their students is 16.54 ± 0.41, but the testing took place in the synthetic carpet. This is a sample selected through the various physical tests and which is needed to them to qualify for admission to FPES.

**References**

level and belong to the category of average results 16.54 sec, the international standard norms are 16.2 - 18.1 sec, which implies average achievement of results.

Comparing to other groups of students, our sample showed almost the same results with the group of students tested by Mehmet Kutlu, Hakan Yapıcı, Oğuzhan Yoncaşik, Serkan Çelik, 2012, where the results of their students are 16.54 ± 0.41, but the testing took place in synthetic carpet.

Key words: agility, student, status, comparison, performance.

„Dan“, 11. mart 2015.