

*The Relationship among Yoga Teaching, Leadership Type, and Student Motivation in Class Setting*

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Abstract

In order to improve students' learning, teacher needs to adapt various and useful techniques in class teaching. The efficient learning can be influenced by teacher's personal leadership styles, personal characteristics, or teaching visual aids equipments. The purpose of this study was to investigate yoga teachers' teaching strategies, teachers' leadership types and influence upon students' learning and motivation. The subjects were 45 college students in yoga class. Through teachers' different direction and teaching strategies, students in yoga class will be influenced. Motivation and behavior will change and increase by positive or negative direction from yoga teacher.

**Key term:** yoga teaching, leadership type, motivation

## **Introduction**

Yoga was originally from India, and numerous people practiced yoga for a long time. Yoga is not just a form of exercise, but many people participated it due to that they want to become strong, healthy, and good body figure. Yoga is a system of physical and psychological techniques for body and mind balance and harmony inside yourself, others, and surrounding environment. Yoga is different from other forms of exercise because the postures link the physical with the spiritual. Some sports only train one or two parts of the body muscles, but yoga postures which based on a system of stretches, balances, twists, and bends would train and work the whole body.

Yoga had become popular in Western countries, and many universities have certain kinds of yoga class for students' selected subjects. However, during the yoga class, students seem to lack for motivation and interests. Most of time, students who don't know how to practice yoga, especially male students who would be easily lack of interests. Many students were afraid that they could not do the posture and long-time practice. As a teacher, he or she might participated in different workshop or training conference even though they were already experienced teachers. Because time changed fast and students would contact new and fashion information or technology, teachers would need to attend various training sessions or workshops to improve their teaching to let teacher attain new tools and techniques for helping marginalized students feel connected to the teaching contents or class while providing a fun and enriching twist on the typical field trip for students' learning.

In different teachers' workshop, teachers would explore other object-rich environment and subjects. Through the training workshop, teachers would be able to find out new ideas and information. First, teachers look for their own personal connections to the objects and spaces they encounter. Teachers can share and validate others' connections, deepening their appreciation for one another's experiences. Second, teachers learn how to prompt their students to make personal connections to these same objects and spaces. Teachers explore how training process can benefit all students, especially those "at risk" of being socially marginalized or dropping out of school. In order to improve learning efficiency and to increase teaching diversity, interesting, and students' motivation, the purpose of this study was to was to investigate yoga teachers' teaching strategies, teachers' leadership types and influence upon students' learning and motivation.

## **Literature Review**

### **Personality**

Personality is the overall pattern of psychological characteristics that make each person unique (Granlees & Joseph, 1994). Each individual is different from one another, personality is the individual's unique psychological characteristics, or more formally, "the underlying, relatively stable, psychological structures and processes that organize human experience and shape a person's actions and reactions to the environment" (Lazarus & Monat, 1979).

Beside, Dishman(1982) proposed a psychobiological model of exercise adherence that includes biological factors, such as body composition, psychological factors, and self-motivation, as influences on adherence. Kagan (1995) focused on the genetic

aspects of temperament, specially shyness versus outgoingness. Zuckerman's work (1994) on sensation seeking emphasizes biological factors.

Trait	Description
<b>O</b> penness	Being curious, original, intellectual, creative, and open to new ideas.
<b>C</b> onscientiousness	Being organized, systematic, punctual, achievement-oriented, and dependable.
<b>E</b> xtraversion	Being outgoing, talkative, sociable, and enjoying social situations.
<b>A</b> greeableness	Being affable, tolerant, sensitive, trusting, kind, and warm.
<b>N</b> euroticism	Being anxious, irritable, temperamental, and moody.

Figure 2.1 Personality dimensions: the Big Five (Gill, 2000)

Most current personality theories agree that personality is determined by multiple, interdependent factors, and we are not likely to identify simple biological or experiential factors. Psychologist explored the structure of personality, but the literature suggests consensus. Most personality psychologists accepts the “Big Five” model with its five major dimensions (Gill, 2000). (See figure 2.1).

### Motivation

Sapp and Haubenstricker (1978) were the first to study participation and discontinuation motives with youth sport participants. Participation motivation refers to the basic motivational issue of why people participate in sport and exercise. Adults and children are motivated to participate in sports for similar reasons, although health concerns are more important and skill development and competence are less relevant for adults in exercise settings than for children (Passer, 1981; Gill, Gross, & Huddleston, 1983).

Susan Butt(1995) has incorporated competence motivation literature in her psychodynamic motivational model which specifies 4 levels of sport motivation:

- **Biological motivation :**  
 the 1<sup>st</sup> major source of sport motivation, like: the will to win and the struggle for survival.
- **Psychological motivation :**  
 Aggression (individual is eager, active, energetic), Competence (individual has maturity, self-insight, and find joy in sport)
- **Social motivation:** Competition, which evolves from aggression and competence
- **Secondary reinforcements as motivation:**  
 Individual tend to be motivated by external reinforcers such as attention, prizes, position, status, and recognition.

Sport commitment is operationally defined as a psychological state representing the desire and resolve to continue sport participation in a particular program, specific sport, or sport in general (Scanlan, Simons, Carpenter, et al., 1993). The original sport commitment model was posited as having five direct antecedents that can increase or decrease sport commitment: sport enjoyment, involvement opportunities, personal

investments, social constraints, and involvement opportunities.

Scanlan, Carpenter, et al(1993) defined factors that influence sport commitment:

1. Involvement alternatives: defined as the attractiveness of the most preferred alternative(s) to continued participation in the current endeavor.
2. Personal investments: personal resources such as time, effort, and energy that would be lost if participation did not continue.
3. Social constraints are the social expectations or norms that create feelings of obligation to remain in the activity.
4. Involvement opportunities are the anticipated benefits that one receives through continued participation such as friendships, social interaction, skill mastery, and physical conditioning
5. Positive affective response to the sport experience that reflects generalized feelings such as pleasure, liking, and fun (Scanlan et al., 1993).

An additional predictor of commitment revealed in more recent research grounded in the Sport commitment model is “social support” Children participate for many different reasons, and those reasons fall into common dimensions, with skill development, competence demonstration, and particularly excitement, challenge, and fun appearing as important motives (Roberts, Kleiber, & Duda, 1981; Gould, 1982). Maslow’s self-actualization theory (1943, 1954) are more optimistic (See figure 2.2). Maslow thought human beings in a very positive light and believed that everyone has a natural tendency to pursue progress and achieve their highest potential. He argued the issues that we are all innately good, kind, and virtuous, and that psychologists had spent far too much time focusing on the negative aspects of humanity.

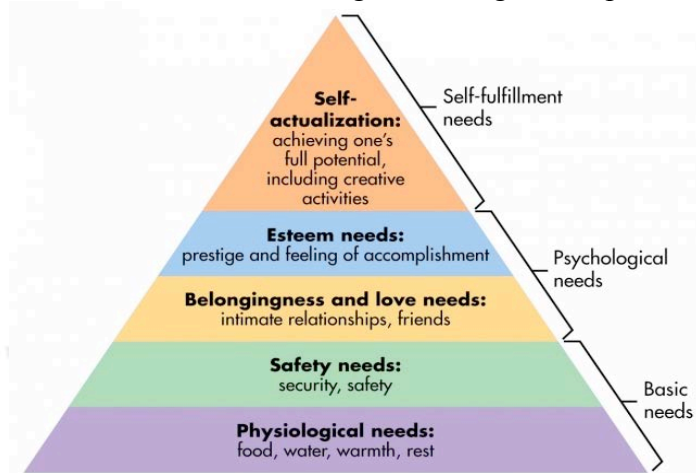


Figure 2.2 Maslow’s self-actualization theory (1954)

Atkinson’s (1964, 1974) theory of a achievement motivation is an interaction model that specifies personality and situational factors as determinant behavior in precise, formal terms. Murray (1938) first discussed achievement motivation as a personality factor, defining the need to achieve as the desire. Person with a high motive to approach success and low motive to avoid failure are the high achievers who seek out challenging achievement situations without worrying about possible failures. Low achievers worry about failure a deal and avoid achievement situations. Besides, Mischel (1968) pointed out that the assertive basketball player doesn’t display assertive behavior in every situation, like in class setting.

A good training problem can improve ability and motivation (Weiss, Amorose, & Wilko, 2009). Experts (Bohlander, Snell, Sherman, 2001) believe that training design should focus on at least 4 related issues:

- 1. Instructional objectives**  
skill and knowledge to be acquired /or the attitudes to be changed.
- 2. Trainee readiness and motivation**  
refers to both maturity and experience factors in the trainee's background.
- 3. Principles of learning**  
like goal setting, active practice, feedback, modeling and etc.
- 4. Characteristics of instructors**  
the success of any training effort will depend in large part on the teaching skills and personal characteristics.

### **Teaching and leadership type**

There are different teaching techniques and leadership types which may influence students' learning and classroom teaching atmosphere. A good teacher will apply various teaching techniques during his or her teaching session in order to interesting students' concentration.

A teacher is one who focuses attention and inspires a learning attitude. Many ways to attract students' interests, and all teachers will eventually develop a style that works best for them. Communication, planning and presence are the keys to a successful educational career. A well-rounded teacher is also versatile and able to think on his feet. There are different strategies for teaching:

1. Teachers should be able to listen as much as they talk in a classroom.
2. Vary daily activities to prevent boredom and allow for classroom interaction between your and students.

Paul Ramsden(1992) organizes that essential knowledge into these six principles, unique for the way he relates them to students' experiences.

1: Interest and explanation – Coupled with the need to establish the relevance of content, instructors need to craft explanations that enable students to understand the material. This involves knowing what students understand and then forging connections between what is known and what is new.

2: Concern and respect for students and student learning – “Truly awful teaching in higher education is most often revealed by a sheer lack of interest in and compassion for students and student learning. It repeatedly displays the classic symptom of making a subject seem more demanding than it actually is. Good teaching is nothing to do with making things hard. It is nothing to do with frightening students. It helps students feel that a subject can be mastered; it encourages them to try things out for themselves and succeed at something quickly.”

3: Appropriate assessment and feedback – This principle using a variety of assessment techniques and allowing students to demonstrate their mastery of the material in different ways. It avoids those assessment methods that encourage students to memorize and regurgitate. It recognizes the power of feedback to motivate more effort to learn.

4: Clear goals and intellectual challenge – Effective teachers set high standards for students. They also articulate clear goals. Students should know up front what they



will learn and what they will be expected to do with what they know.

5: Independence, control and active engagement –Good teachers create learning tasks appropriate to the student’s level of understanding. They also recognize the uniqueness of individual learners and avoid the temptation. “It is worth stressing that we know that students who experience teaching of the kind that permits control by the learner not only learn better, but that they enjoy learning more.”

6: Learning from students – “Effective teaching refuses to take its effect on students for granted. Good teaching is open to change: it involves constantly trying to find out what the effects of instruction are on learning, and modifying the instruction in the light of the evidence collected” (Maryellen, 2009).

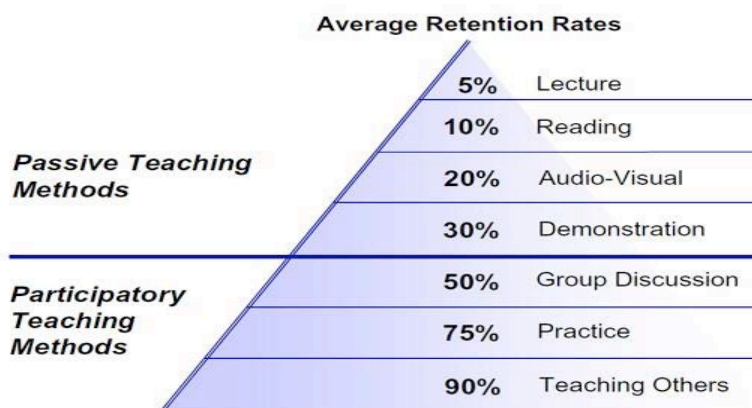
During the class teaching, teaching methods come in many ways, such as lecture, class discussion, small group discussion, problem solving, role playing, demonstration, DIY activities, and videotapes are different types of teaching methods. A well-rounded class should be exposed to multiple teaching methods to motivate students and increase learning interests. In addition, there are many supplies which can help teachers to increase teaching efficiency, like visual aids which can enhance lesson plans and give students additional ways to process subject information.

Role play is one of teaching methods in class and is evolving as a very effective, interactive teaching and training tool. The great developmental psychologist, Jean Piaget (1932, 1936, 1945), described two modes of learning: "assimilation" and "accommodation." In assimilation, people figuratively "fill in" their mental map of their world, while in accommodation they figuratively change that mental map, expand or alter it to fit their new perceptions. Both processes are complementary and concurrent, but different types of learning tend to emphasize one or the other mode. Role playing isn't to be viewed as a particularly psychological procedure. It has been widely used as a part of many different types of therapy. Role playing is simply a less technologically elaborate form of simulations (Adam Blatner, 2009).

Musicians and Sport players, actors and firemen, all need to practice their skills, because complex operations cannot include all variables in a single lecture. Issues of adapting general principles to one's own set of abilities, temperament, and background; working out the inevitable "bugs" any complex system generates; and preparing for unforeseen eventualities--all are frequent goals of this kind of role playing (Adam Blatner, 2009). The learners or participants can act out the assigned roles in order to explore the scenario, apply skills (maybe communication, negotiation, display etc.) It helps to develop all domains of learning, cognitive (knowledge), psychomotor (skills) and affective emotional ( Pont,1996).

The learning pyramid originates from the National Training Laboratories (NTL) for Applied Behavioral Science. The percentages represent the average “retention rate” of information following teaching or activities by the method indicated. From the top is Lecture which has less retention rate 5% and “Teaching others” has highest retention rate 90% which describes as participatory teaching method. Many people believe that the “learning pyramid” that lists learning scenarios and average student retention rates is reliable (Lalley & Miller, 2007) (See figure 2.3).

## The Learning Pyramid\*



Reference: National Training Laboratories. Bethel, Maine

Figure 2.3 the Learning Pyramid

### Method

During the class teaching, teacher would needs to utilize various ways in their teaching in order to enhance students' learning interests and attention. The purpose of this study was to investigate yoga teachers' teaching strategies, teachers' leadership types and influence upon students' learning and motivation. There are totally 42 college students in yoga beginner class in Taiwan. Most of students don't have ideas about yoga exercise, and some know yoga from TV, internet, fitness brochure, and etc. During the class, there was an observer who will record students' response and behavior. Observer would record students' reaction, internet Q&A discussion board, and calls with their instructor. Besides, students were assigned to be a teacher and teach others how to practice yoga in a final demonstration session test and students also had to prepare their teaching curriculum for one teaching session (lasting 30 minutes). Then, observer recorded students' reaction before and after their teaching session demonstration. Besides, questionnaires satisfaction was as a method to investigate students' learning satisfaction. The following lists would be record as students' behavior and each action would be recorded as "1" point.

1. Ask question in class
2. Discuss with others in class
3. Class demonstration
4. Ask question after class
5. Q&A discussion board
6. Send text message to instructor
7. Give a call.
8. Discuss online through Face book link
9. Talk automatically in students' teaching session
10. Have interaction with others in students' teaching session
11. Students' active response with different teaching strategies

### Result

Teaching, learning, and studying are influenced with one another. Through interesting teaching can effectively increase studying motivation and then enhance learning efficiency. The purpose of this study was to investigate yoga teachers' teaching strategies, teachers' leadership types and influence upon students' learning and

motivation. There are totally 42 participants who are 13 males (31%) and 29 females (69%). After the application of observing, teaching strategies, and questionnaires, the descriptive analysis was as following table4.1.

gender	number	: Ave.	S.D.	
satisfaction	1.00	13	4.6923	.48038
	2.00	29	4.6897	.47082
active	1.00	13	4.8462	.37553
	2.00	29	4.7931	.41225
likeinteraction	1.00	13	4.0000	.70711
	2.00	29	4.5517	.63168
Teachinggood	1.00	13	3.8462	.68874
	2.00	29	4.5517	.68589

Through T-test analysis, the examination of gender difference had significant statistic difference with the question “teaching others is good experience”(  $t = -3.078, p < 0.05$ ). Others didn’t have significant statistic difference (  $p > 0.05$ ). Male students express higher satisfaction in the selection of “learning satisfaction”( Ave.=4.6923) and “instructors’ teaching is active and interesting” ( Ave.=4.8486) than female students ( Ave.=4.6897; Ave.=4.7931). However, female students showed higher satisfaction in the selection of “I like to have interaction with others” ( Ave.=4.5517) and “Teaching others is a good experience” ( Ave.=4.5517) than male students ( Ave.=4.0000; Ave.=3.8462).

With the total of eleven checking points which were recorded by observer, participants express higher score in the posttest (Ave. score=33.6905) than in pretest (Ave. score= 0.785714) (see figure 4.1). Besides, the amount of 15 selection which include 11 checking points and 4 questionnaire scores was expressed higher score in the posttest (Ave. score= 51.9047) than scores in the pretest (Ave. score= 9.809524). From the results, it showed that participants had higher satisfaction toward instructors’ teaching and learning satisfaction in the posttest. Besides, participants express more active interaction with instructors and others and score was higher than in the pretest by observing.



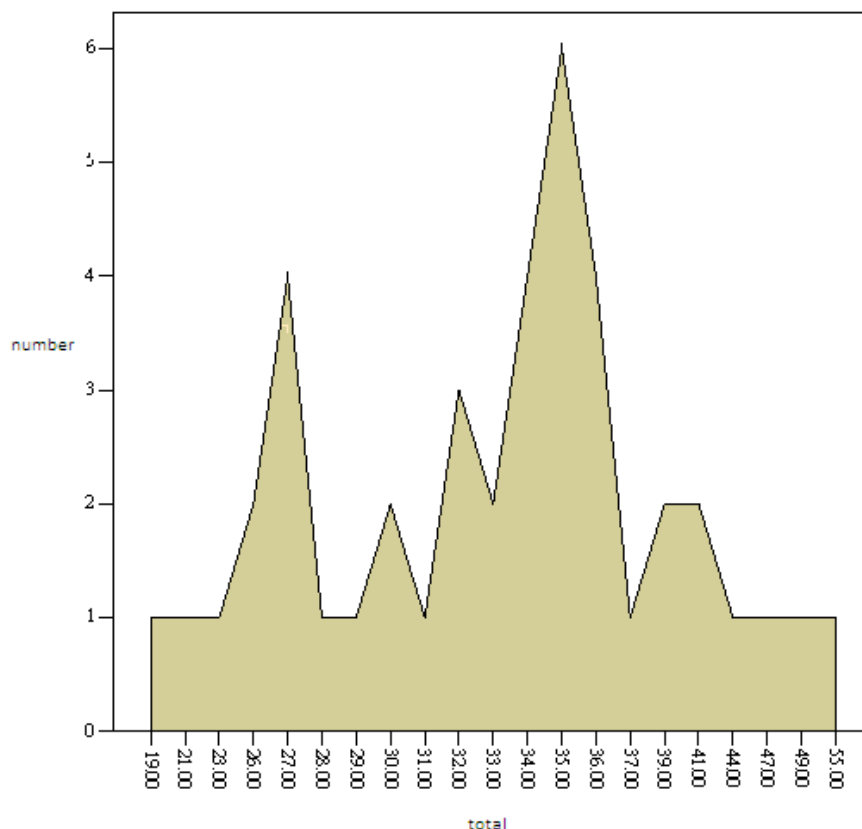


Figure4.1 descriptive analysis of total score

### Conclusion

Many psychologists and educators devoted themselves into researches in order to find out how to motivate students and how to improve learning efficiency. Not only in academic courses, but also physical education classes need various teaching strategies and leadership application into class setting. The purpose of this study was to investigate yoga teachers' teaching strategies, teachers' leadership types and influence upon students' learning and motivation. From the results, participants showed more interaction with yoga instructor.

Students spent more time on practicing yoga and preparing teaching curriculum design along with increasing the time of asking questions by online, Q&A discussion board, call, or Face book. Besides, observer watched students' performance and their 30 minutes of individual design of teaching yoga session. Students displayed active, enthusiastic, interesting, dynamic communication skill and emotion which students would ask questions by themselves during the class or after class. With the results of this research, students improve active interpersonal communication and skill practice without notice their personal behavior change. In addition, students' self-confidence and responsibility would also increase after the class setting.

With the yoga class training and teaching strategies application, it could be applied to sports exercise classes and other academic courses. B. F. Skinner's behavioral theory, operant conditioning, mentioned personal behavior change can be influenced by external and mental factors which can cause an individual behavior model change and become stable behavior. It is suggested that a yoga instructor can

utilize various teaching strategies and instructors' personal leadership types would influence class design and curriculum. With the increasing of students' learning satisfaction and interests enhancing, students would get involved into the class and enjoy learning, and then their learning efficiency would improve. In order to motivate students and to increase their attention rate, it is suggested that using various teaching strategies, psychological setting design, and improving instructors' experience and dynamic teaching styles.

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