

# Role of Yoga Teachers in Developing Sports Skills Among School Students

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**Abstract**— *A Study of Yoga Teachers on Development of Sports Skill among School Students of Hisar, Haryana. The study was a descriptive survey in which data were collected from 100 students receiving yoga training and their Yoga teachers to assess the effectiveness of teacher-led interventions, motivational strategies, and various pedagogical styles. The model examined five null hypotheses with the acquisition of t-tests and ANOVA as Statistical tools. The study reaffirmed that Yoga teachers play a statistically significant role in Sports Skill Acquisition ( $t=4.21$ ,  $p<0.05$ ), thereby rejecting the null hypothesis. In addition, reject ( $t=2.41$ ,  $p<0.05$ ) was entered to increase students' participation rates through teacher motivation and encouragement (Tables 4–6). The study results did not show a statistically significant difference between students and teachers regarding either perceptions of teaching methods or consistency of guidance offered. Structured Yoga programs proved effective; a pre-test/post-test analysis showed significant improvement in student skill scores (55.4 vs. 72.6, respectively,  $t=12.45$ ). This paper concludes that, although the role of teachers is crucial, its effectiveness depends on implementation practices that involve modern technology, personalized coaching, and institutional acceptance.*

**Keywords** – *Yoga Teacher, Sports Skill Development, School Students, Physical Education, Teaching Methods, Student Motivation and Sports Performance.*

## I. INTRODUCTION

Sports skill development in school students is an important aspect of holistic education and plays a vital role in developing physical, mental, emotional, and social health. Today, physical education and yoga are not treated merely as ancillary subjects in the school curriculum but are integrated into key elements of students' overall development. When children play sports, it helps them stay fit, coordinate their bodies and minds to work together effectively, become leaders or inspire others, and develop self-confidence. On the other hand, schools are using this pool of qualified Yoga instructors to help them improve their teaching and coaching skills in sports. Running through October 2023, this National Education Policy (NEP) 2020 has reinforced the focus on physical education in India by supporting rules on experiential learning, health, and human development. In this context, Yoga teachers are required to play an active role that goes beyond merely performing daily physical exercises. They help teach students the foundational motor skills involved in play, such as running, jumping, balancing, agility, coordination, flexibility, and even endurance, that are needed to participate effectively in sports.

In contrast, building on the work of those concerned with enhancing students' sports performance and learning, modern Yoga teachers employ learner-focused pedagogical styles such as game-based learning (GBL), cooperative learning, and technopedagogy to enhance students' engagement in the content area. In addition, they provide qualitative

feedback, spot quality athletes and form a welcoming environment that promotes active participation. In addition, Yoga instructors help learners develop psychologically by instilling discipline, perseverance, sportsmanship, and positive mindsets towards competition.

Although the importance of physical education is gaining recognition, several factors, such as poor sports facilities, insufficient teaching time, limited resources, and the absence of formal physiological training for Yoga teachers, are hindering its effectiveness. In addition, the role of Yoga teachers in facilitating sports skills among school students in Haryana has not been evaluated as a whole. Hence, the present research was conducted to examine the role of Yoga teachers in developing sports skills among school students in the Hisar district, Haryana. The results are expected to yield practical recommendations for policymakers, school administrators, and teacher educators to enhance physical education programs and students' overall competence in sports, as well as their lifelong involvement in physical activity.

## II. RELATED WORK

Educators are highly touted in the field of identifying talent and building skills. In their literature review, Abbott and Collins (2014) called for breaking down the theory-versus-practice divide in talent development [1]. For experienced teachers [2], professional development is of the utmost importance in the context of Yoga and PE. For example, Baca (2019) highlighted the potential of using technology to track and analyze sports performance [3].

In the Indian context, Sharma and Desai (2011) highlighted the importance of Yoga teachers in enhancing motor skills in middle school students [4]. In addition, a comparative effectiveness study by Mahajan and Kulkarni (2021) comparing specialist and non-specialist Yoga teachers reported that specialists achieved significantly better athletic skill outcomes [5]. Updated longitudinal studies show

that sustained teacher activity is an important factor in multi-sport skill development.

## III. METHODOLOGY

### A. Research Design

A descriptive survey research design with quasi-experimental pre-test/post-test was used to measure program effectiveness.

### B. Participants and Sampling

The sample consisted of 100 School Students and their Yoga teachers from various schools in Hisar, Haryana. Students currently participating in the sports programs at their school were included using purposive sampling.

### C. Instrumentation

We designed a structured questionnaire with 30 items related to teacher roles, motivation, pedagogy, and skill outcomes. The instrument consisted of a 5-point Likert scale. In addition, a general sports skills test was administered as pre/post-test.

### D. Data Analysis Techniques

Statistical analysis of data was performed using the software package for the social sciences (SPSS). The specific techniques included:

**Statistical Analysis:** Independent Samples t-test to compare student and teacher means; One-way ANOVA to analyze differences in method of total hours taught (including type or level of participation).

**Paired Samples t-test:** To evaluate the difference in test scores from pre-test to post-test.

## IV. RESULTS & ANALYSIS

TABLE I  
COMPARISON OF STUDENT AND YOGA  
TEACHER RESPONSES

| Variable                        | Group         | N  | Mean | Standard Deviation | t-value | p-value | ANOVA F-value |
|---------------------------------|---------------|----|------|--------------------|---------|---------|---------------|
| Skill Development Effectiveness | Students      | 50 | 4.12 | 0.65               | 2.45    | 0.016   | 5.32          |
| -                               | Yoga Teachers | 50 | 4.35 | 0.58               | -       | -       | -             |
| Motivation and Encouragement    | Students      | 50 | 4.05 | 0.72               | 2.12    | 0.036   | 4.87          |
| -                               | Yoga Teachers | 50 | 4.28 | 0.60               | -       | -       | -             |
| Technical Skill Instruction     | Students      | 50 | 3.98 | 0.68               | 2.67    | 0.009   | 6.15          |
| -                               | Yoga Teachers | 50 | 4.30 | 0.55               | -       | -       | -             |

| Variable                           | Group         | N  | Mean | Standard Deviation | t-value | p-value | ANOVA F-value |
|------------------------------------|---------------|----|------|--------------------|---------|---------|---------------|
| Talent Identification and Training | Students      | 50 | 3.90 | 0.75               | 2.89    | 0.005   | 6.78          |
| -                                  | Yoga Teachers | 50 | 4.25 | 0.62               | -       | -       | -             |

#### **A. Role of Yoga Teachers**

The analysis showed a stark contrast in teacher perceptions. While yoga teachers had an average of 72.10, students reported an average of 65.40. The calculated t-value was 4.21, which exceeds the critical value at the 0.05 level. Decision: is rejected. This confirms that a Yoga teacher plays a crucial and noticeable role in the development of sporting ability.

#### **B. Teaching Methods and Perception**

The study investigated perceptions of students vs teachers about the form(s) of teaching being used (e.g. demonstration, prac drills). Students had a mean score of 3.82 and teachers a mean score of 4.05 out of 5. The t-value of 1.15 was not significant. Decision: is accepted. Both groups see the processes as similarly practiced.

#### **C. Influence of Motivation**

The results of the analysis of student motivation ( $M=3.62$ ) and teacher motivational practices ( $M=3.85$ ). The t value of 2.41 was statistically significant. Decision: is rejected. A Yoga teacher has a proven effect on students' participation levels through their motivation and encouragement.

#### **D. Program Effectiveness (Pre-test vs. Post-test)**

Comparisons of sports skill scores between students confirmed the efficacy of Yoga programs.

- Pre-test Mean: 55.4
- Post-test Mean: 72.6

t-Value: 12.45( $p < 0.05$ ). So, that means it is a very significant improvement in skill levels before & after the intervention.

#### **E. Comparative Analysis of Teaching Methods**

ANOVA revealed that technology-supported instruction was the most effective instructional method ( $F=117.90$ ,  $p < 0.01$ ). Along with SIM participation loads, students who participated more

poorly developed significantly greater skills ( $F=5.67$ ,  $p < 0.01$ ).

## **V. DISCUSSION**

These findings support the theoretical premise that teachers are architects of the classroom environment. Rejects highlights that teacher engagement and enthusiasm are the "engine" of sports skills development. So, while the presence of programs was not associated with success, we asked how many states we were making available. But its impact depended on the nature of instruction.

We noted that perceptions were aligned between teachers and students in the sampled schools, a good indicator of healthy communication channels. Nevertheless, the slightly lower student self-assessment scores than teacher self-assessments imply that, while teachers believe their guidance is good, there is still some room for improvement in providing such services according to students' standards.

The enormous success that technology-assisted instruction has enjoyed thus far, as noted above and in line with current trends from sport science, suggests this might be the case for biomechanics or video analysis tools integrated into school-level sports.

## **VI. LIMITATIONS**

The study acknowledges several limitations:

**Infrastructure:** Respondents from schools in the Hisar region also complained about a lack of sports infrastructure and equipment, severely limiting opportunities to practice skills.

**Resource Constraints:** Teacher feedback indicated insufficient funds for modern technology and sports kits.

**Institutional Support:** Some teachers said Yoga and Sports weren't prioritized by administration over subjects typically tied to academics.

**Geographic Limits:** The results of the research are specific to Hisar, Haryana and cannot be generalized for all regions in India.

## VII. CONCLUSION

In Hisar, yoga teachers act as guides, technical trainers, and motivators. Their participation (though closely supervised) greatly facilitates pupils' motor skills and enhances sport activity, as the research has confirmed. However, motivated teachers can only work if the structure and availability of resources are improved. The study ultimately concluded that young athletes best fulfill their potential through a multifaceted approach that combines quality teaching, contemporary monitoring tools, and institutional efforts.

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