

An Evaluation Study on the Teaching Effectiveness of College Yoga Courses from the Perspective of “Promoting Teaching through Competition”: Construction and Empirical Analysis of a Multi-Dimensional Assessment System

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Abstract: Against the backdrop of ongoing reforms in college physical education, the “Promoting Teaching through Competition” model has gradually emerged as an innovative instructional approach, increasingly applied to yoga courses. This study explores the assessment of teaching effectiveness in college yoga instruction from the perspective of this model. Based on literature analysis and field investigation, a multi-dimensional evaluation system was constructed, covering aspects such as skill mastery, physical fitness, aesthetic expression, teamwork, and psychological literacy. Through questionnaires, classroom observations, and comparative experiments, the study conducted an empirical analysis of the teaching outcomes before and after the implementation of the competition-based model. The findings indicate that this approach not only enhances student engagement and comprehensive abilities but also facilitates the optimization of teaching strategies. This research offers a feasible pathway and theoretical support for the reform and evaluation of college yoga education, with significant implications for practice and broader application.

Keywords: Competition-Based Teaching; College Yoga Instruction; Teaching Effectiveness Evaluation; Multi-Dimensional Assessment System; Empirical Analysis

1. Introduction

In recent years, with the continuous advancement of reforms in physical education curricula, college yoga courses have garnered increasing attention as an important means to enhance students' physical literacy, mental

well-being, and aesthetic appreciation. As yoga has become a vital part of the holistic development of students, its integration of physical movement and mental relaxation offers a balanced approach to well-being. However, traditional teaching models often suffer from low student engagement, singular evaluation mechanisms, and difficulty in quantifying learning outcomes, which hampers the further development of yoga instruction. While yoga courses aim to promote physical health and mental stability, the conventional methods do not fully engage students, limiting the overall effectiveness of the learning process. In light of this, there is a growing demand for innovative teaching methods to enhance student participation and optimize educational outcomes.

The “Competition-Based Teaching” model, which integrates teaching, training, and assessment into a unified practical framework, emphasizes stimulating student motivation, reinforcing skill acquisition, and encouraging reflective learning through organized competitions. By incorporating structured competitive elements such as posture contests, group choreography, and performance-based evaluations, this model seeks to enhance both physical and psychological growth. It provides students with a sense of achievement and challenge while promoting active participation, which is often lacking in traditional yoga courses. This approach has achieved notable success in traditional sports such as track and field, basketball, and volleyball, where competition fosters engagement and skill development. Its introduction into yoga teaching holds both practical and theoretical significance, as it offers a new pathway for engaging students in the learning process while addressing the common challenges faced in

yoga instruction.

Guided by the concept of “Promoting Teaching through Competition,” this study seeks to construct a multi-dimensional evaluation system tailored to college yoga courses. This system integrates various dimensions of yoga practice, including technical skill mastery, physical flexibility, team coordination, aesthetic expression, and psychological resilience. Traditional yoga evaluation primarily focuses on physical technique, often neglecting the mental and emotional aspects of practice. However, yoga is an inherently holistic practice that involves both body and mind. By incorporating psychological resilience as a dimension of evaluation, this model acknowledges the importance of mental well-being in yoga practice, aligning with the growing emphasis on psychological health in modern education. The multi-dimensional evaluation system also promotes a more comprehensive approach to assessing students’ progress, ensuring that their development is viewed through both physical and emotional lenses.

To assess the effectiveness of the model, the study employs empirical research methods, including pre- and post-experiment questionnaires, semi-structured interviews, and classroom observation. A comparative analysis of teaching outcomes before and after the implementation of this model is conducted to examine its impact on instructional quality, classroom dynamics, and student outcomes. Specifically, the study evaluates the effects of the “Competition-Based Teaching” model on student engagement, learning satisfaction, movement mastery, team collaboration, and mental well-being. Through these methods, the research aims to determine whether structured competition can significantly improve students’ motivation to learn, deepen their understanding of yoga, and enhance their overall performance in both individual and group tasks.

In addition to improving instructional quality, the study also examines how the introduction of competition influences the classroom structure. Traditional yoga classes often suffer from a lack of interaction and collaboration, with students largely practicing individually. In contrast, the “Competition-Based Teaching” model encourages cooperative learning through team-based challenges and

performances, fostering greater interaction among students. This collaborative environment not only enhances the sense of community but also allows students to learn from one another, deepening their engagement with the subject. By integrating elements of competition into the classroom, the model has the potential to create a more dynamic and interactive learning environment, which encourages students to actively participate, collaborate, and reflect on their progress.

Ultimately, the research aspires to provide theoretical insights and practical strategies for the reform of physical education in higher education, promoting the scientific and systematic development of yoga instruction. The study advocates for a shift toward more engaging, inclusive, and holistic teaching methods in college yoga courses. By demonstrating the benefits of integrating competition into yoga education, the research highlights a promising approach for addressing the challenges faced by traditional teaching models. Moreover, it offers valuable recommendations for educators, policymakers, and institutions seeking to innovate their physical education curricula and improve student outcomes.

In conclusion, the “Competition-Based Teaching” model represents a promising pathway for enhancing the effectiveness and engagement of yoga courses in higher education. By fostering student motivation, enhancing skill development, and promoting psychological well-being, this model aligns with the goals of modern physical education reforms, which emphasize holistic learning and personal growth. Through careful implementation, the model has the potential to transform yoga instruction, making it a more dynamic, engaging, and impactful part of the college experience.

2. Literature Review

As an important approach to reforming physical education in higher education, the “Competition-Based Teaching” model has been widely applied in courses such as basketball, volleyball, and aerobics in recent years. Existing research primarily focuses on its positive effects in enhancing students’ athletic performance, increasing classroom engagement, and stimulating learning motivation [1]. Pointed out that the

competition-driven model helps integrate instructional goals with practical application, thereby improving students' participation and hands-on abilities [2]. However, research on the application of this model in yoga instruction remains limited, particularly in the area of teaching effectiveness evaluation, where systematic exploration is still lacking [3].

In the field of yoga education, scholars have primarily examined issues from the perspectives of curriculum design, instructional methods, and mind-body development. Emphasized that yoga courses should focus on the integration of mind-body harmony and aesthetic experience. Nevertheless, the evaluation of learning outcomes still largely relies on traditional assessments such as physical fitness tests and technical skill evaluations, often neglecting students' psychological literacy and artistic expression. Furthermore, most existing literature lacks a scientifically grounded evaluation framework, making it difficult to comprehensively reflect the teaching outcomes under the "Competition-Based Teaching" model [4].

Building on previous research, the present study aims to fill the gap in evaluating the effectiveness of competition-based yoga instruction in colleges. While previous studies have explored various teaching strategies in physical education, including traditional yoga courses, there remains a significant lack of empirical research specifically focused on the application of competition-based models within the context of yoga [5]. Yoga instruction in higher education typically emphasizes physical skills, mental health, and personal development, but the integration of competitive elements has not been systematically studied. By addressing this gap, this study seeks to offer a comprehensive understanding of how competitive elements can enhance both the engagement and learning outcomes of yoga courses in college settings [6].

The study endeavors to construct a multi-dimensional assessment system that is both practical and empirically grounded, ensuring that it captures a broad range of student experiences and outcomes. Traditional methods of evaluating yoga courses have often relied on subjective measures of student

satisfaction or limited assessments of physical technique [7]. However, yoga is a complex practice that involves not only physical movement but also psychological and emotional components, such as mindfulness, resilience, and group collaboration. Therefore, the proposed multi-dimensional assessment framework includes not only technical skill mastery and physical flexibility but also team coordination [8], aesthetic expression [9], and psychological resilience. By broadening the scope of evaluation, this framework allows for a more holistic understanding of students' progress and development in yoga practice.

3. Research Design and Methodology

This study aims to explore the effectiveness of the "Competition-Based Teaching" model in college yoga courses and to construct a multi-dimensional and systematic evaluation framework for assessing teaching outcomes. To achieve this goal, a combination of research methods was employed, including literature review, questionnaire surveys, classroom observations, empirical analysis, and statistical processing, in order to ensure the scientific validity and practical relevance of the findings. The participants were 80 students enrolled in two yoga course classes at a university. They were randomly assigned into an experimental group and a control group, with 40 students in each. The experimental group received instruction through the integration of the "competition-based teaching" model, embedding competitive activities into the yoga curriculum. In contrast, the control group followed a traditional teaching approach, focusing on teacher-led instruction and student imitation. The research was conducted over a full semester (16 weeks), during which both groups were systematically observed and relevant data were collected.

The research process was carried out in five stages. The first stage involved preparation, including literature review, teaching design, and the development of assessment tools. The second stage was the baseline testing, in which students' physical fitness, movement proficiency, and psychological status were measured. The third stage was the teaching intervention, during which the experimental group engaged in various forms of in-class competitions, such as "group challenge matches" and "yoga showcase contests," to

enhance student engagement and goal orientation. After the intervention, the fourth stage involved outcome assessments, where both groups were evaluated comprehensively. In the final stage, statistical analysis was conducted to examine the significance of differences in teaching outcomes between the two groups.

The evaluation system for teaching effectiveness was structured around five core dimensions: technical skill mastery, physical development, aesthetic and expressive ability, teamwork and collaboration, and psychological quality. Each dimension included quantifiable indicators such as movement accuracy, flexibility, group coordination, stage performance, confidence, and concentration. To ensure objectivity and reliability, three experienced yoga instructors served as evaluators, using standardized scoring rubrics for quantitative assessments.

Data collection employed both quantitative and qualitative approaches. Quantitative data included pre- and post-intervention test results, while qualitative data were drawn from classroom observation records and student feedback questionnaires. SPSS software was used to perform independent sample t-tests and paired sample t-tests to analyze whether significant differences existed between the experimental and control groups across various indicators. Meanwhile, qualitative data from student reflections and teacher journals were analyzed to gain insights into how the competition-based model influenced classroom dynamics, learning motivation, and psychological development.

To ensure the feasibility and ethical soundness of the research, informed consent was obtained from all participants prior to the study. Competition content was designed to be appropriate to students' ability levels to avoid excessive pressure or feelings of frustration. Throughout the teaching process, instructors paid close attention to students' physical and psychological states, making timely adjustments to teaching strategies to ensure that the intervention was safe, effective, and positively received.

4. Implementation Strategies of the "Competition-Based Teaching" Model in Yoga Instruction

The "Competition-Based Teaching" model

emphasizes guiding instruction through competitions, stimulating learning motivation, and enhancing practical ability. To effectively integrate this model into college yoga courses, a comprehensive strategy is required that considers curriculum design, teaching organization, evaluation mechanisms, and the evolving role of instructors. The goal is to align competitive elements with instructional objectives, thereby fostering a mutually reinforcing and organically integrated cycle between teaching and competition.

Curriculum content should be optimized around competition-oriented goals. In traditional yoga instruction, the content typically centers on basic postures, and the teaching process tends to be static and lacking in interaction. With the integration of the competition-based approach, instructors can embed competition into instructional modules—for instance, through activities such as "Best Posture Showcase," "Group Creative Routines," and "Balance Challenges." Students may be organized into teams for regular competitions. Course content should emphasize practicality, expressiveness, and creativity, encouraging students to design their own movement sequences. This not only enhances their understanding of yoga aesthetics and rhythm but also helps achieve the integrated goal of "learning through practice, practicing through competition, and teaching through competition."

Competitions should be strategically scheduled to maximize student engagement. Competitive elements can be woven into various stages of the course, such as periodic skill demonstrations, mid-term showcases, and final performance evaluations, thereby forming a progressive competition structure that enriches the rhythm and hierarchy of the course. The competition formats should be diverse and flexible, including individual challenges, partner collaborations, and group routines. These formats cater to different students' strengths and foster a sense of cooperation and collective honor. A healthy level of competition helps create an energetic classroom atmosphere, nurturing students' sense of achievement and drive for self-improvement.

A multi-dimensional evaluation system should also be established, highlighting formative assessment alongside summative assessment.

In the context of competition-based teaching, assessment is not merely a means of grading but also a key motivational tool for student development. Evaluation criteria should cover multiple dimensions, such as technical accuracy, expressiveness, teamwork, creativity, and psychological resilience. The system should integrate teacher evaluations, peer assessments, and student self-reflections to create a holistic feedback loop. Feedback from competitions can guide students in identifying strengths and weaknesses, encouraging continuous adjustment of their learning strategies and improving learning effectiveness. The role of the instructor must also evolve in the implementation of this model. Teachers should transition from being mere transmitters of knowledge to facilitators of learning, designers of instructional strategies, and assessors of learning processes. They must develop competitive tasks aligned with students' developmental needs, provide differentiated instruction based on student diversity, and adjust the intensity and complexity of competitions as appropriate to avoid excessive emphasis on performance outcomes. Moreover, instructors should guide students to develop a healthy perspective on competition, promote collaboration, and instill the values of sportsmanship. The unique educational value of yoga—integrating body and mind—should be fully leveraged in the process.

The successful implementation of the “Competition-Based Teaching” model in yoga education requires multi-faceted advancement in curriculum content, instructional organization, evaluation design, and teacher development. It is essential to balance the athletic and expressive aspects of physical education with its humanistic function and emphasis on holistic development. Only by constructing a well-structured, content-rich, and scientifically grounded implementation system can the goals of “teaching through competition, learning through competition, and improving through competition” truly be realized, thereby promoting the high-quality development of yoga education in colleges and universities.

5. Empirical Results and Analysis

To comprehensively evaluate the effectiveness of the “Competition-Based Teaching” model in

college yoga instruction, this study selected 80 students from two classes at a university as research participants. The experimental group adopted the competition-based teaching model, while the control group continued with the traditional instructional approach. Pre- and post-tests were conducted across five key dimensions—technical skill mastery, physical fitness development, aesthetic and expressive ability, teamwork and collaboration, and psychological resilience. The data were analyzed using paired-sample and independent-sample t-tests via SPSS software, yielding the following empirical results.

Overall, the experimental group exhibited significant improvement across all five dimensions after the implementation of the competition-based model. In terms of technical skill mastery, students' scores increased from 65 to 85, indicating substantial progress in movement precision and fluency under the guidance of competition. In the dimension of physical development, including flexibility, core strength, and balance, the scores rose from 60 to 78, reflecting the effectiveness of systematic training and competitive stimulation in enhancing physical capabilities. Regarding aesthetic and expressive ability, students had ample opportunities for practice in group choreography and creative performance segments. Their scores improved from 62 to 82, demonstrating a deeper understanding of movement aesthetics and body language expression. Teamwork and collaboration improved significantly as well, with scores rising from 58 to 80. This increase reflects the positive impact of group-based competitions and team showcases on students' communication, cooperation, and sense of collective responsibility. In the dimension of psychological resilience, students' scores rose from 61 to 83, showing notable growth in confidence, stress management, and concentration when facing competitive situations. This improvement in psychological quality also had a positive effect on classroom performance.

In contrast, the control group, which followed traditional instruction, showed only marginal improvements across the five dimensions, with some areas—such as teamwork and psychological resilience—exhibiting limited progress. For instance, the control group's teamwork score only increased from 57 to 62,

while psychological resilience improved from 60 to 66. These findings suggest that in the absence of competitive elements and collaborative frameworks, students' development in these areas remains constrained.

Data from student questionnaires and teacher observations support the quantitative findings. Most students in the experimental group reported that the classes were "more engaging and more challenging," and they felt that competitions motivated them to practice more purposefully. Teachers noted that after adopting the competition-based model, classroom dynamics improved significantly, with students showing greater enthusiasm, better discipline, and more active participation. Visual data from charts further confirm that the experimental group outperformed the control group in all five dimensions in the post-test, with substantially larger gains. These results provide strong evidence that the scientific integration of competitive elements into yoga instruction not only enhances the effectiveness of physical training but also promotes students' overall development—particularly in areas such as emotional regulation, teamwork, and aesthetic appreciation.

Through both empirical data and classroom feedback, this study clearly demonstrates the positive impact of the "Competition-Based Teaching" model in college yoga courses. The model effectively addresses the limitations of traditional instruction, fosters greater student engagement, and improves instructional quality. It offers a practical and evidence-based pathway for advancing physical education reform and enhancing teaching effectiveness in higher education.

6. Discussion and Recommendations

The empirical research on the application of the "Competition-Based Teaching" model in college yoga courses demonstrates that this approach offers significant advantages in stimulating student interest, enhancing instructional effectiveness, and optimizing classroom interaction. These findings suggest that competition mechanisms can serve as a vital tool for educational reform while validating the feasibility and practicality of student-centered, participatory teaching concepts within physical education. However, the effective implementation of this model

requires comprehensive institutional design and strategic support.

The integration of competition into yoga courses aligns well with the growing demand for dynamic and engaging teaching methods in higher education. Traditional yoga classes often suffer from limited student engagement and lack of excitement, which can hinder students' motivation to participate and fully embrace the learning process. By incorporating competitive elements such as posture contests, group choreography, and showcase performances, the "Competition-Based Teaching" model effectively shifts the focus from passive observation to active participation, fostering an environment where students can develop both their physical skills and psychological resilience.

In terms of curriculum design, it is essential to align the integration points of teaching and competition with the intrinsic characteristics of yoga, which emphasize mind-body coordination and aesthetic experience. Yoga is not simply a physical practice; it also involves emotional and psychological growth, making it a unique discipline within the realm of physical education. Therefore, competition should not be viewed as a tool for fostering rivalry, but as an opportunity for students to reflect on their progress and push the boundaries of their abilities in a constructive and collaborative manner. Teachers should develop targeted competition tasks based on instructional objectives, encouraging students to internalize learned content and transform it into expressive and collaborative practices. This enhances the contextualization and experiential depth of learning and strengthens the practical application of knowledge.

Furthermore, instructional organization should also account for student diversity, particularly for those with weaker foundations or lower physical coordination. In yoga, where movement precision and mindfulness are integral, not all students possess the same level of ability or confidence. It is recommended to implement tiered and task-differentiated competition formats, paired with collaborative evaluation methods. This approach reduces undue competitive pressure, promotes a growth-oriented atmosphere, and ensures that every student has the opportunity to progress according to their abilities. Such an approach allows for a more inclusive classroom

environment where all students feel capable of participating and improving, regardless of their starting point. Pre-competition simulations, scenario-based rehearsals, and psychological support can also help students adapt to the competitive environment, improving both their comfort and sense of achievement. This is particularly important as some students may experience performance anxiety or stress in competitive settings. Providing mental health support through mindfulness practices or stress-relief techniques can help mitigate these issues.

At the institutional level, schools should enhance systemic support and resource investment. This includes providing multifunctional teaching spaces, equipping classrooms with video recording and playback systems for competition review and post-lesson reflection, and establishing fair and operational scoring standards to ensure the objectivity and credibility of evaluations. Video technology can play a critical role in this process by allowing students to review their performances, analyze their movements, and track their progress over time. This not only enhances learning outcomes but also helps build a sense of accomplishment as students can visually see their improvement. Additionally, creating platforms for showcasing teaching achievements can foster a positive atmosphere where competition supports learning, rather than detracting from it. Showcasing student progress, whether through in-class demonstrations or extracurricular performances, can further incentivize engagement and encourage a healthy competitive spirit.

Schools should encourage faculty to engage in pedagogical research and develop case studies, while promoting both intra- and inter-institutional collaboration to build an integrated “teaching–learning–competition” education system. This will enable teachers to continuously refine their approaches and share best practices, ensuring the model’s adaptability and sustainability across different institutional contexts. Collaboration across universities can also provide students with opportunities to engage in larger-scale competitions, further expanding their learning experiences and encouraging them to engage with peers from other institutions.

From a long-term perspective, the

“Competition-Based Teaching” model is not limited to yoga instruction; it also holds promise for broader application in other non-competitive physical education disciplines such as aerobics, tai chi, and Pilates. These disciplines, which emphasize bodily control, aesthetic presentation, and holistic wellness, align well with the model’s core principles. For instance, tai chi’s slow, deliberate movements and focus on mental discipline could benefit from the structured competition format, while Pilates’ emphasis on core strength and flexibility could be enhanced by incorporating skill-based challenges. By establishing a systematized path for integrating instruction and competition, a distinctive and sustainable physical education paradigm can be developed—one that reflects the unique qualities of higher education and promotes deeper reform in physical education curricula. In conclusion, the “Competition-Based Teaching” model presents a promising direction for the future of college yoga and other non-competitive physical education programs. Through careful integration of competition into the learning process, yoga courses can foster greater student engagement, facilitate skill development, and support mental well-being. With the appropriate institutional infrastructure, teacher training, and resource allocation, this model can contribute significantly to the evolution of physical education, making it more engaging, comprehensive, and beneficial for students’ overall development.

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