



Stress of Yoga doer and Yoga non doer teachers

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ABSTRACT

The goal of the current study is to look at the stress levels and mental health of school teachers who practice yoga and those who don't. A sample of 120 school instructors, 30 of whom were male teachers and 30 of whom were female teachers, were included in the research, representing both yoga practitioners and non-practitioners. The mental health inventory was given to each participant, and the results from the stress inventory was examined using the "t" test. The findings showed that there is a noteworthy disparity in mental health between male and female yoga instructors who practice yoga and those who do not. When compared to school teachers who do not practice yoga, yoga practitioners had superior mental health. Difference in significance is also noted in terms of the stress score difference between yoga-practicing and non-practicing school teachers.

INTRODUCTION

One significant aspect of our life that adds a lot of stress is our work or jobs. Because work-related stress negatively affects employees' mental and physical well-being and has a substantial financial impact on the company, it is a growing source of concern.

Teachers' stress: When teachers feel that their needs are not being addressed or that their perceived capacity to handle the obstacles they face is being exceeded, their stress can become troublesome and even dangerous.

Causes of Teacher Stress: A variety of internal and environmental variables might contribute to teacher stress. Institutional factors such huge mixed-ability classes, a lack of resources, an excessive workload distribution, poor communication, ambiguous expectations, and insufficient rewards and recognition are examples of external causes (Brown and Ralph, 1998).

Other pressures, such as personality conflicts, a lack of community spirit, a sense of isolation, a lack of support, and limited opportunities for social and academic connection with other teachers, might result from problematic relationships with students. An aggressive, impatient, competitive type A personality, a hostile attitude toward students, and especially unreasonable expectations of oneself are examples of internal factors.

Impact of Teachers' Stress: Educators who experience stress often exhibit behaviors such as poor time management, difficulty focusing, work discontent, anger and irritability, introversion, and withdrawal from supportive relationships. Emotional repercussions include anxiety, resentment, dissatisfaction, despair, and an inability to unwind and relax. They can also result in low self-esteem, feelings of inadequacy, and eventually burnout. Long-term physical effects can include heart disease, insomnia, eating disorders, exhaustion, and low energy. Psychosomatic illnesses can also occur. A state of total physical, mental, and social well-being is called health. We define mental health as our total psychological well-being. It encompasses our self-perception, the caliber of our interpersonal connections, and our capacity to control our emotions and overcome obstacles. Well-being is more than just not having problems.

Emotions and behavior are under the control of those who are mentally or emotionally well. They can overcome obstacles in life, forge enduring bonds with others, and bounce back from failures. When we are in a condition of good mental health, we are able to recognize our own strengths, manage the typical stressors of life, and go to work on a regular basis.

Yoga is a useful tool for maintaining physical and mental well-being. It has been discovered that yoga helps with mental illnesses including stress and sadness. Yoga is beneficial for lowering stress and enhancing mental wellness.

AIMS AND OBJECTIVES

The primary goal of the current study was to compare the stress and mental health of school teachers who practice yoga with those who do not. The following are some of the main goals that were established in order to investigate the issue:

- To assess the mental well-being of male teachers who practice yoga and those who don't.
- To investigate the mental health of female school teachers who practice yoga and those who do not.
- To investigate stress in male school instructors who practice yoga and those who don't.
- To investigate stress in female school teachers who practice yoga and those who don't.

HYPOTHESIS

- When it comes to their occupational stress, yoga practitioners and non-practicers would differ significantly.
- Regarding occupational stress, there would be a notable distinction between school instructors in rural and urban areas.

METHODOLOGY

Sample selection -

120 instructors, both male and female, who practiced and did not practice yoga, made up the sample. Convenient sampling approaches and purposeful selection methods were used to choose the sample from Aurangabad city. There were 120 teachers in total, of which 30 were yoga practitioners and 30 were not, and 60 of them were female (30 devoted to yoga and 30 did not). Every teacher was matched according to age, marital status, and other factors.

Tools -

Occupational stress index developed by Sing and shrivastava was used.

Variables under Study:-

I) Independent variable

1. Teachers

II) Dependent variable

1. Stress

Proposed Statistical Procedure:-

1. Descriptive statistics i.e. Mean, S.D, will be computed.
2. 't' test.

RESEARCH RESULT

Table 1: Showing results of t-value of stress level in yoga doer and yoga non-doer male teachers.

Older Adults	No.	Mean	SP	t value	sig
Yoga doer	30	69.07	13.11	2.23	0.05
Yoga non-doer	30	76.89	14.02		

The study's conclusions are based on the comments of 120 instructors – 60 of whom practice yoga and 60 of whom do not – about their experiences with occupational stress.

Table 1 shows a substantial difference between the comparative groups' mean stress scores (M=69.07 for group 1 and M=76.89 for group 2). Because the "t" value (2.23) is significant at 0.05 levels, the "t" test thus indicated a statistically significant difference in the stress level of male teachers who practice yoga and those who do not. In contrast to male yoga instructors, it is evident that male participants who are not practitioners experience higher levels of stress.

Table 2's results show that the stress scores of the two comparison groups differ significantly. Table 4 made it abundantly evident that female yoga teachers who do not practice yoga had a higher mean stress score (M=77.36) than female teachers who practice yoga (M=70.11). It has been determined that yoga interventions can enhance the mental well-being of educators, regardless of gender, and that yoga can help regulate and lower stress levels.

CONCLUSIONS AND RECOMMENDATIONS

- The primary goal of the current study was to compare the stress levels of male and female yoga instructors who practiced and those who did not. The following result was reached following study and interpretation.
- The people who practiced yoga, both male and female, reported lower levels of stress compared to those who did not practice yoga.

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