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PERSONAL STRESS DIFFERENTIALS AMONG TEACHERS PRACTICING AND NOT PRACTICING HATHA YOGA WITH MUSIC

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ABSTRACT

Hatha yoga, the valuable heritage of India teaches the art of attaining an perfect interacting activities in combination with mind, body, and energy. It has proven to have many therapeutic benefits. This study investigated the effect of hatha yoga with music on personal stress of female secondary school teachers. The study was a true experimental research. A sample of 120 female secondary school teachers was selected randomly from the government schools of Chandigarh. Total sample consisted of two groups (Experimental group - Hatha yoga with music and Control group - Non-hatha yoga with music) comprising of 60 female secondary school teachers each. Experimental group was given the treatment of hatha yoga with music whereas control group was not given any treatment. Then, the total group was administered Singh's Personal Stress Source Inventory. Analysis of results indicated a significant difference in personal stress of female secondary school teachers not practicing and practicing hatha yoga with music and revealed the effect of practice of hatha yoga with music on personal stress among school teachers. Findings of the study further helps improve the health ability and balance by reducing stress, benefitting in enhancing the quality of life of female secondary school teachers. Therefore, proves to be helpful for students, teachers, parents and educationists by helping them to connect between mind and body with the help of hatha yoga with music and achieve a greater level of reflection and relaxation.

KEYWORDS: *Teacher, Personal Stress, Hatha Yoga, Music.*

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INTRODUCTION

Life has become very complex with the explosion of knowledge. There are many challenges before students and teachers. Teachers have tremendous responsibility to ignite the minds of the young, buildup their character and instill values that enhance the learning capacity of the children. Teachers are often stressed due to demanding situation while dealing with students and their problems. Inadequate facilities bring more complexity into the work of teacher's.

Teaching is a profession where every day fundamental changes also occur in educational system. To cope with these changes which are likely to increase rather than reduce the level of stress among teachers. This may have implications on their professional competence. Baron and Neuman (1996) have explained that stress is a response to situations of violence or events called stressors that disrupt or threaten to disrupt one's physical or psychological functioning resulting in aggressive behaviour. Mukherjee (2003) has stated stress as the behavioural reaction to aversive and noxious aspects of relationship in family and work environment. She further pointed that it is a state characterized by high level of arousal and distress led by feelings of not coping due to deteriorating health, lack of productivity and other factors. Amit (2003) while discussing the effect of yoga training on stress reported that if individuals have confidence in coping and mental mastery along with less worry; tend to have better abilities to cope with stress.

Today more than ever before teachers experience a great deal of personal stress due to psychosocial situations including physical and mental illness which can produce disorganization of behavior. Because teachers themselves are stressed, they have not been able to raise the levels of their pupil.

To improve their psychological and physical framework, teachers must feel happy, healthy and stress free. Teachers must understand the true spirit of hatha yoga. Hatha yoga has been accepted as a therapeutic science worldwide and various researches have been conducted in this field.

Hatha yoga attempts to maintain mind and body balance in tuning with each other via physical postures, purification practices, Pranayama and the calming of mind through relaxation and meditation. Traditional hatha yoga is a holistic yogic path including practices i.e. Asanas (physical postures), Shatkarmas

(Purification procedures), Pranayama (Breathing), Mudras (Gestures), Bandhas (Psychiclocks) and Meditation.

These practices attempt to bring one's attention to one's breath that helps to still the fluctuations of the mind. Hatha yoga is understood as the union of the two forces i.e. pranic or the vital force and manas or the mental energy. The practice of hatha yoga is based on the concept of harmonizing these two fold energies in individuals as they normally remain unbalanced and unharmonized.

Due to the unbalancing of these energies, results in either occurrence of physical diseases or manifestation of the mental diseases. Thus, practice of hatha yoga provides purification for the whole body mechanism including the physical complex, the mind and the spirit, treating all three of these as one entity.

Alongwith practice of hatha yoga, music too has a major effect on humans, who, if healthy and fit individual can be considered as a perfectly balanced structure.

Music also has a power of harmonizing the emotions of individuals as harmony music can sweep along human state to a particular emotional model, can be used to either emphasize the merry condition or turn a sorrow into happiness.

Music affects the primary brain of humans - the limbic brain. The limbic brain is responsible for the physical condition of the body as well as of maintaining the internal balance which keeps us alive. Thus, music has a big potential to reduce the stress and influence the emotional state of humans. Music as a therapy can be very much beneficial in day to day life for improving quality of life.

Much time is spent on improving the performance of teachers and in daily life for monitoring their psycho-physical balance. Beyond the needs of individuals, the underlying principles of hatha yoga provide a real tool to combat this social malaise. Yoga in combination with music provides a better means for people to find their way of connecting with their true selves. However, this way of life is an experience which cannot be understood intellectually and will only become a living knowledge through practice and experience. The practice of hatha yoga with music seemed to be a powerful tool for self-transformation of teachers.

OBJECTIVE OF THE STUDY

The specific objective of the present study is

To compare the personal stress of secondary school teachers practicing and not practicing hatha yoga with music.

HYPOTHESIS OF THE STUDY

Based on the specific objective, the following hypothesis has been framed:

There will be significant difference in personal stress of secondary school teachers practicing and not practicing hatha yoga with music.

SAMPLE AND DESIGN OF THE STUDY

Female Secondary school teachers (N = 120) were selected randomly as the sample for the study from the selected schools of Chandigarh. The selected sample represented two groups, consisting of 60 female secondary school teachers each. First group i.e. experimental group was known as hatha yoga group with music and the second group i.e. control group was known as non hatha yoga group with music.

TOOLS USED FOR THE STUDY

Following tools were used for the study:

1. Singh's Personal Stress Source Inventory by Singh (1985)
2. Hatha Yoga Exercise Schedule (prepared by a Yoga expert) to be practiced with rhythmic music.

PROCEDURE FOR THE STUDY

The data was collected from 120 subjects from selected schools of the city beautiful, Chandigarh. The selected sample was equally divided into two groups i.e. experimental group-comprising of female secondary school teachers practicing hatha yoga with music and control group - comprising of female secondary school teachers not practicing hatha yoga with music. In experimental group, only those teachers were selected who had been practicing yoga for at least three months and further on to practice hatha yoga with music.

RESULTS AND INTERPRETATIONS

After the collection of data, relevant statistical techniques were used. Data was analyzed, findings were interpreted and conclusions were drawn based on the

results as given below. (The findings have been presented in Table 1 and 2).

TABLE - 1

Frequency Distribution of Scores of Personal Stress of Controlled and Experimental Groups (Experimental Group - Hatha Yoga group with Music & Control Group - Non Hatha Yoga group with Music)

Class Intervals	Mid Points	Frequencies		Smooth Frequencies	
		Experimental Group	Control Group	Experimental Group	Control Group
16-25	20.5	4	0	14.66	0
26-35	30.5	40	0	17.66	0
36-45	40.5	12	0	17.66	4
46-55	50.5	4	12	5.33	11.66
56-65	60.5	0	23	3.33	16
66-75	70.5	0	13	0	16
76-85	80.5	0	12	0	8.33

TABLE - 2

Mean, Median, Standard deviation, Skewness, Kurtosis and t-ratio for Personal Stress of Controlled and Experimental Group

	Control Group	Experimental Group
Mean	62.80	31.40
Median	59.00	30.00
Standard Division	8.715	6.857
Skewness	.504	.568
Kurtosis	-1.177	.829
T-ratio	21.932**	

*Value significant at 0.05 level.

**Value significant at 0.01 level

Table 1 and 2 show the descriptive statistics of the raw scores of personal stress variable. The normal distribution in respect of the total sample for the variable of personal stress was inferred on the basis of skewness, kurtosis and frequency polygon. The results are supported by the fact that the values are for mean (62.80 and 31.40), median (59.00 and 30.00) for controlled and experimental groups respectively. The value of standard deviation (8.715 and 6.857) represented the scattered scores from the mean position. The value of skewness (0.504 and 0.568) and Kurtosis (-1.177 and 0.829) were found to see if results were within the normal limits for controlled and experimental groups respectively. Frequency Polygon was also drawn to support the fact (Figure 1)

**FREQUENCY POLYGON SHOWING FREQUENCY DISTRIBUTION OF SCORES OF PERSONAL STRESS
VARIABLE OF CONTROL GROUP AND EXPERIMENTAL GROUP**

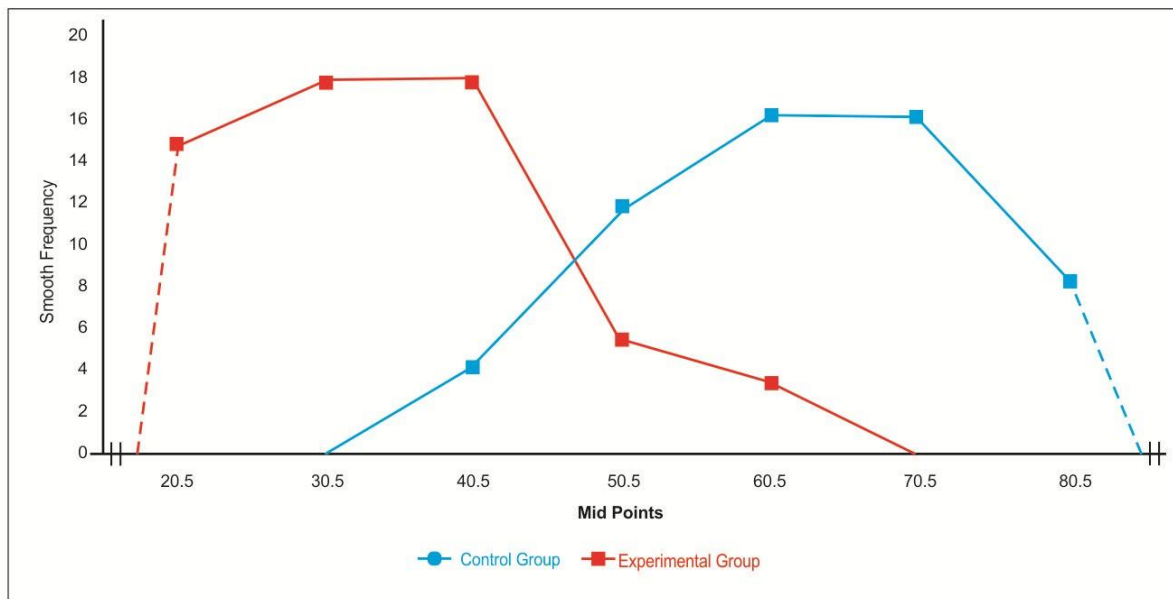


FIGURE - 1

It was further observed that the t-ratio between the two groups was significant (t-value 21.932**) for the variable of personal stress (Table 2). Observations reveal significant difference in the level of personal stress of control and experimental groups. The results of the study are in line with the hypothesis of the study, hence was retained as indicate that there is a significant difference in the variable of personal stress for control and experimental groups.

Bora (2004) also emphasized that practitioners who have practiced yoga for longer time were significantly more satisfied with life and had lower levels of stress. The practice of hatha yoga conducted in the present study also revealed that it promotes better coping with personal stress of teachers. In fact, the results showed that experimental group performed better than the control group of the study.

Previous researches also show that when music therapy is used in conjunction with traditional yoga therapy, it improves rate of recovery and emotional and social deficits resulting from stress. Bernard (2004) pointed towards the effect of sound as a tool for personal development and emphasized that recitation of mantras and healing music has profound and calming influence on individual. He further suggested that the use of natural healing, soothing and spiritual music can carry the attentive listeners to a supernatural atmosphere directing towards a peaceful and happy life.

CONCLUSION

Findings show significant difference between control and experimental groups on personal stress variable of secondary school teachers, thereby concluding that both control and experimental groups were not equal on the selected variable of the study. The present exploration is an attempt to study the differential of major phenomenon of times i.e. Personal stress. Within the constraints of methodology of social science, it could be safely recognized as a beginning with great implications for further work and greater possibility to analyze and understand secondary school teachers, their level of stress affecting their day to day life and their professional competence.

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