

Effect of Yoga on Occupational Stress and Job Satisfaction among Teachers

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ABSTRACT

The present study investigates the effect of yoga on Occupational Stress and Job-Satisfaction among teachers. **Hypothesis:** There will be positive effect of yoga on stress and Job-Satisfaction among teachers. **Sample:** For the present study 30 teachers were selected by purposive sampling method From Aurangabad, Municipal Corporation schools. Pre-test-Post- test research design is used for present research. **Tools:** Teacher Job-Satisfaction Questionnaire and Occupational Stress Index Questionnaires were used for data collection. Present study found positive effect of yoga on occupational stress and job satisfaction among teacher. Yoga practices reduce stress level and increase job satisfaction among teachers.

Keywords: Yoga, Occupational Stress and Job-Satisfaction

Stress can be said as “the experience by a teacher with unpleasant and negative emotions such as anger, anxiety, tension, frustration or depression, resulting from some aspect of their work as a teacher”. Studies show that work related stress which manifests itself into a variety of emotional and physical ways in addition to factors such as administrative support, employee empowerment, collegiality among staff members, relationships among stakeholders, excessive workload, less salary, and student motivation and discipline. Causes the teachers leave the profession frequently.

Occupational stress is defined by National Institute for Occupational Safety and Health (NIOSH, USA) as, “the harmful physical and emotional responses that occur when the requirements of the job do not match the capabilities, resources, or needs of the worker”. Occupational stress is also known as “job stress”, “work related stress” or “work stress”. World Health Organization defines this in a similar way as, “a pattern of reactions that occurs when workers are presented with work demands not matched to their knowledge, skills or abilities and which challenge their ability to cope. Teacher stress was associated with relationships with other staff members and stress levels of the principal in the school. The level of teacher job satisfaction was associated with that of the principal. Day-to-day interaction among the school partners – teachers, pupils, parents – matters in shaping

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teachers' own experiences. Promoting a positive school climate should therefore be considered a fundamental part of school development planning.

Job satisfaction is the combination of emotional and psychological experience at any work. Job Satisfaction is the relationship between what everyone expects in accordance to what everyone achieves. Any work cannot be effectively done without satisfaction. School teachers are important in building the nation and budding citizens of the nation. So, job satisfaction is an important concept that is not only related to an individual but it is relevant for the society's well-being. Job satisfaction is one factor that will ensure class performance and productivity of schools. The teachers would get interested to teach their students effectively when they are satisfied with their jobs. Like India, other countries in the world are trying to improve their quality of education, so that it meets the demand of globalization. Teachers would perform to maximum capacity, only if they are satisfied with their jobs. So, job satisfaction is an important phenomena in every sector especially in the teaching profession.

REVIEW OF LITERATURE

Jendle, H., & Wallnas, A. (2017). Investigate the relationship between physical activity, social support and hardiness as predictors of occupational stress in Swedish upper secondary school teachers. The results indicated that physical activity, social support and hardiness significantly predicted the level of occupational stress in upper secondary school teachers. Despite female teachers reporting significantly higher levels of stress compared to males, no interaction effects between gender and physical activity, social support or hardiness were found.

Jeyaraj, S. S. (2013). determine the Occupational Stress level of Government and Aided Higher Secondary School Teachers living in different socio-cultural and economic situations There is a meaningful difference in the stress level points of Government and Aided Higher Secondary Teachers. Policy makers are advised to analyzed the teacher training and assessment system with the assumption that personal and social characteristics and working conditions may have an effect on teacher occupational stress. Results also showed that teachers who reported greater stress were less satisfied with teaching, reported greater frequency of absences and a greater number of total days absent, were more likely to leave teaching (career intention), and less likely to take up a teaching career again (career commitment).

Dhar N., Magotra R.(2018) conducted to find and compare the level of stress among JKBOSE (schools affiliated to J&K state board of school education) and CBSE (schools affiliated to central board of school education) school teachers. The study revealed that teachers from JKBOSE and CBSE differ significantly on various stress related areas.

METHODOLOGY

Statement of the Problem:

To study the effect of yoga on Occupational Stress and Job-Satisfaction among teachers.

Objective:

- To find out the effect of yoga on Occupational Stress among teachers.
- To find out the effect of yoga on Job-Satisfaction among teachers.

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Hypothesis:

- There will be positive effect of yoga on Job-Satisfaction among teachers.
- There will be positive effect of yoga on Occupational Stress among teachers.

Sample

For the present study 30 teachers were selected by purposive sampling method From Aurangabad, Municipal Corporation schools. The age range of present sample is 30-40.

Variables:

Independent Variable:

Yoga

Dependent Variable:

- 1) Occupational Stress
- 2) Job-Satisfaction

Research Design

Pre-Post Research Design is used for present research.

Research Tools

1) Teacher Job-Satisfaction Questionnaire This job-satisfaction questionnaire was developed by Pramod Kumar and D.N. Mutha With a view to providing a handy instrument to assess the job satisfaction of school or college teachers, for applied research. This questionnaire consists of 29 highly discriminating yes and no items. All the items are given a score of 1 for positive responses except for items 6 and 29 in which case reverse scoring is applicable. High score on this scale indicates high job satisfaction and low score indicates low job satisfaction. The split-half reliability of the test applying Spearman-Brown formula is .97. The test-retest reliability of the test is .73. The face validity of the measure is very high.

2) Occupational Stress Index This Occupational Stress Index was developed by A.K. Srivastava and A.P.Singh. The scale consists of 46 items, each to be rated on the five-point scale. On this scale high score indicates high occupational stress and low score indicates low Occupational stress. The reliability index ascertained by Split-half odd-even method and Cronbach alpha coefficient for the scale as a whole were found to be .93 and .90, respectively. This scale found valid.

Procedure of data collection

For the present study 30 teachers from Municipal corporation school, Aurangabad was selected as a sample. In pre-test job satisfaction scale and occupational stress index were individually administered on 30 teachers of different school and data were collected. After pre-test some yoga technique practice taken on 30 teachers for five days given by trained person. After yoga training post test was done and data were collected.

RESULT AND DISCUSSION

Table no. 1 show mean, SD, and t-value of pre-test and post-test on job-satisfaction

Test	N	Mean	SD	t-value	Sig.lev.
Pre-test	30	16.16	1.44	3.38	0.05
Post-test	30	20.7	3.01		

The result table no.1 shows that pre-test and post-test mean difference on job-satisfaction. pre-test mean is 16.16 and SD 1.44 and post-test mean is 20.7 and SD is 3.01 and t-value is 3.38

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which significant on 0.05 level, which show significant difference between pre-test and post-test therefore hypotheses no.1 There will be positive effect of yoga on Job-Satisfaction among teachers is accepted. Reddy (2013)suggested some measures which could prove beneficial to teachers in coping with stress are: improve self-esteem, build self-confidence, work on building emotional intelligence competencies, develop a good sense of humor, practice yoga and meditation, exercise regularly, foster a supportive friend circle, cultivate hobbies, develop effective communication skills, and seek professional help, if necessary.

Table no. 2 show mean, SD, and t-value of pre-test and post-test on Occupational Stress

Test	N	Mean	SD	t-value	Sig.lev.
Pre-test	30	21.96	3.69	3.45	0.05
Post-test	30	15.9	1.29		

The result table no.1.show that pre-test and post test mean difference on Occupational Stress .pre-test mean is 21.96 and SD 3.69 and post-test mean is 15.9 and SD is 1.29 and t-value is 3.45 which significant on 0.05 level, which show significant difference between pre-test and post-test therefore hypotheses no.2 There will be positive effect of yoga on Occupational Stress among teachers is accepted. A 15–minutes workplace yoga class that includes guided meditation can reduce stress; according to researchers from the center for health economics and medicine evaluation at bangor university in the U.K. workers who aren't stressed-out have greater job satisfaction and greater rates of productivity.

CONCLUSION

Present study found positive effect of yoga on occupational stress and job satisfaction among teacher. Yoga practices reduce stress level and increase job satisfaction among teachers.

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Conflict of Interest

The authors carefully declare this paper to bear not conflict of interests

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