A STUDY ON EFFECT OF YOGA ON OCCUPATIONAL STRESS AND JOB SATISFACTION AMONG SCHOOL TEACHERS IN COIMBATORE DISTRICT.

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Abstract

Teachers play a very crucial role in achieving the objectives of Malaysia's vision 2020. Disgruntled teachers who are not satisfied with their job could not be committed and productive. They would not be performing at the best of their capabilities if they are not truly satisfied. Teacher stress was associated with relationships with other staff members and stress levels of the principal in the school. Objectives of the Study, To find out the effect of yoga on Occupational Stress among school teachers and To find out the effect of yoga on Job-Satisfaction among school teachers. Methodology of the study, Primary as well as secondary data collected for this study. Primary data collected through structured questionnaire. Convenience sample method has been adopted in this study. Percentage analysis and discriminate analysis used in this study. Primary data collected from December 2023 to February 2023. Study area. Conclusion of this study, Stress is not the only effect on teachers' job satisfaction but also its effects on job performance, turnover, and quality of work life. Teachers stress can be managed with the help of changing their working condition. The better working condition may lead to a decrease in the stress and motivates to perform work effectively and efficiently, which to satisfy their work.

Keywords: occupational stress, yoga, teachers, etc.,

INTRODUCTION

Teachers play a very crucial role in achieving the objectives of Malaysia's vision 2020. Disgruntled teachers who are not satisfied with their job could not be committed and productive. They would not be performing at the best of their capabilities if they are not truly satisfied. According to Ministry of Education report (1995), human resource development (HRD) through policies, system and better educational opportunities is the strongest assurance to achieve the nation's vision in becoming an industrialized nation with unique characteristics and values in the year 2020. In order for the teachers to play a key role in the educational process, they need to be satisfied with their teaching job; otherwise the government policy and effort will fail. Teachers, who receive great satisfaction from their job, will largely contribute towards effective program of

education and finally helping the country to achieve the vision 2020. In other words, the teachers truly need to be satisfied with their work in order for them to function efficiently and also effectively. By doing so, the schools can achieve their goals and missions and can contribute to the nation success. Many high schools leavers and university graduates, especially male shy away from the teaching professions. This has created a serious problem of teachers' shortage throughout the country. According to NUTP, as at July 1998 there is an acute shortage of secondary school teachers especially English, Mathematics and Science teachers round to about 3,000. As an effort to attract more school leavers to take-up teaching as a career, our government has upgraded teachers with teaching certificate as equivalent to a diploma scale. Thus, effective from July 1, 1999 the starting basic pay of the non-graduate teachers with teaching certificate was increased from RM 652 to RM 917 (NSTP, 1997). When a comparison is made between the present teachers of the government and the private teaching institutions, it is very obvious that the teachers in government schools are receiving lower income than teachers working in the private sector. The general perception is that teachers in our country are dissatisfied with their profession and their morale is low. The report made by the NUTP claims that the teachers' morale was low and teachers are frustrated not just over poor salary schemes but also poor working conditions especially in rural areas and over burdened with unnecessary workload which eventually force them to leave and find other jobs. It is believe that, people generally have high morale, and is committed toward achieving organizational goals when their personal resources and talents are being fully used. By increasing the level of morale and satisfaction, motivation and also commitment of members, organization's performance can be improved. In view of the teachers' problems depicted above, therefore, it is important for the government to look into this matter very seriously and urgently. Although it is the responsibility of Education Ministry to continue its effort to create a harmonious and conducive teaching and learning environment for teachers as well as pupils in schools, it is timely that a study is carried out to investigate the disgruntled teachers who are dissatisfied with their jobs, uncommitted and unproductive. In view of the seriousness of this situation, this study seek to investigate who are the dissatisfied teachers, the underlying factors associated with teacher's job satisfaction and recommend ways to increase the morale of teachers to a higher level especially in Sabah.

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 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.

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.

STATEMENT OF THE PROBLEM

To help school teachers manage their problems and improve their subjective well being, Yogic Science Yoga can be tried as a technology. Yoga is a science of the mind and soul. It is the treasure of our yogis and rishis. Yoga is suitable for all people from young age to old age from family men to sadhus. Rather, most of it are for social well- being and mental peace in the normal life of the man. So every teacher has to know it, practice it and make people to follow them, so as to have a balanced, awakened mind for the academic achievement, as well as, to have a total happy life. Yoga is assuming importance in improving mental health and quality of life in the treatment of a number of psychiatric and psychosomatic disorders.

OBJECTIVES OF THE STUDY

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

RESEARCH METHODOLOGY OF THE STUDY

Teaching is a rewarding but demanding profession that can expose you to various sources of stress, such as workload, deadlines, student behavior, feedback, and expectations. How you cope with these challenges can affect your well-being, performance, and satisfaction. Analyzed seven stress factors: relationship with parents and co-workers,

workload, time pressure, student attitude, workplace support and lack of resources. Regarding all these stress factors, secondary school teachers experienced more stress than primary school teachers.

It requires a level of dedication and determination that is not often required in other professions. The long hours, the emotional investment, and the constant need for creativity and innovation can all contribute to a highly stressful environment.

Types of yogas for relief of stress

English Name	Sanskrit Name	Post type
BIg Toe Pose	Padangusthasana	Forward Bend Yoga Poses
		Standing Yoga Poses
Bridgee Pose	Setu Bandha Sarvangasana	Yoga Backbends
Dolphin Plank Pose | Forearm Plank		Arm Balance Yoga Poses
		Core Yoga Poses
		Strengthening Yoga Poses
Extended Triangle Pose	Utthita Trikonasana	Standing Yoga Poses
		Strengthening Yoga Poses
Happy Baby Pose	Ananda Balasana	Core Yoga Poses

Primary as well as secondary data collected for this study. Primary data collected through structured questionnaire. Convenience sample method has been adopted in this study. Percentage analysis and discriminate analysis used in this study. Primary data collected from December 2023 to February 2023. Study area Coimbatore city School teachers. 150 respondents has selected for this study.

ANALYSIS AND INTERPRETERATION

DISCRIMINANT ANALYSIS FOR THE PROBLEM UNDER STUDY

Discriminant function analysis involved classification of overall level impact of stress to ascertain the efficiency of the discriminant function analysis all the variables which satisfy the entry and removal criteria were entered into the function. Normally the criteria used to select the variables for inclusion in the function is minimum F to enter into the equation (i.e) F statistic calculated for the qualified variable to enter into the function is fixed as ≥ 1. Similarly any variable entered in the equation will be removed from the function if F statistic for the variable calculated is < 1. The two groups are defined as

Group 1   -   Low level occupational stress

Group 2   -   High level occupational stress

The mean and standard deviation for these groups and for the entire samples are given for each variable considered in the analysis.

TABLE – No.1

GROUP MEANS (BETWEEN LOW IMPACT AND HIGH IMPACT GROUPS)

S. No	Factor	Low		High		Total	
		Mean	SD	Mean	SD	Mean	SD
1	Gender of the respondent	1.153	0.361	1.348	0.477	1.249	0.433
2	Age	2.602	0.781	2.852	0.943	2.725	0.873
3	Educational status	2.393	0.870	2.679	0.877	2.535	0.885
4	Monthly salary	1.602	0.936	2.032	1.016	1.815	0.999
5	Cadre	1.699	0.911	1.884	0.956	1.791	0.937
6	Length of service (in years)	2.063	0.874	2.175	0.876	2.119	0.876
7	Marital status	1.517	0.500	1.625	0.485	1.571	0.495
8	Family pattern	1.836	0.591	1.838	0.541	1.837	0.566
9	Number of dependents	2.253	0.745	2.464	0.646	2.357	0.705
10	Residential status	5.987	2.795	5.003	2.873	5.500	2.874

The overall stepwise D.F.A results after all significant discriminators have been included in the estimation of discriminated function is given in the following table

TABLE ---No.2

SUMMARY TABLE BETWEEN LOW IMPACT AND HIGH IMPACT GROUPS

Step	Variables entered	Wilk's Lamda	F-Value	p-value	S/NS
1	Gender	.949	39.879	.000**	S
2	Age	.979	15.681	.000**	S
3	Education	.974	20.095	.000**	S
4	Monthly salary	.953	36.524	.000**	S
5	Cadre	.990	7.355	.007**	S
6	Marital status	.988	9.040	.003**	S
7	Number of dependents	.978	17.043	.000**	S
8	Residential status	.971	22.613	.000**	S

** - Significant at 1 per cent level   * - Significant at 5 per cent level   NS - Not Significant   S – Significant

The summary table indicates that variable gender entered in step 1, age entered in step 2 and education entered in step 3 and followed by Monthly salary, Cadre, Marital status, Number of dependents and Name of the company. All variables such as are significant at 1 per cent significance level. All the variables are significant discriminators based on their Wilk's lambda and F- value. The multivariate aspect of this model is given in the following table.

TABLE ---No.3

CANONICAL DISCRIMINANT FUNCTION

(BETWEEN LOW AND HIGH GROUPS)

Canonical correlation	Wilks Lamda	Chi -square	D.F	Sig	S/NS
.323	.896	81.791	10	.000**	S

** - Significant at 1% level   ***** - Significant at 5% level   **NS** - Not Significant   **S** – Significant

The canonical correlation in the discriminant group can be accounted for by this model, Wilks lamda and chi square value suggest that D.F is significant 1 per cent level significance. The variables given above are identified finally by the D.F.A as the eligible discriminating variables. Based on the selected variables the corresponding D.F coefficients are calculated. They are given in the following table.

TABLE ---No.4

DISCRIMINANT FUNCTION COEFFICIENT

(BETWEEN LOW IMPACT AND HIGH IMPACT GROUPS)

Gender	1.470
Age	-.456
Education	.180
Monthly salary	.399
cadre	-.223
Marital status	.487
Number of dependents	.313
Residential status	-.203
(Constant)	-1.726

Z = -1.726

+1.47 (Gender)

-0.456 (Age)

+0.180 (Education)

+0.399 (Monthly salary)

-0.223 (Cadre)

+0.08 (Length of service)

+0.487 (Marital status)

-0.113 (Family pattern)

+0.313 (Number of dependants)

-0.203 (Residential status)

Using this D.F coefficients and variables discriminating scores for two groups are found out and are called group centroids or group means
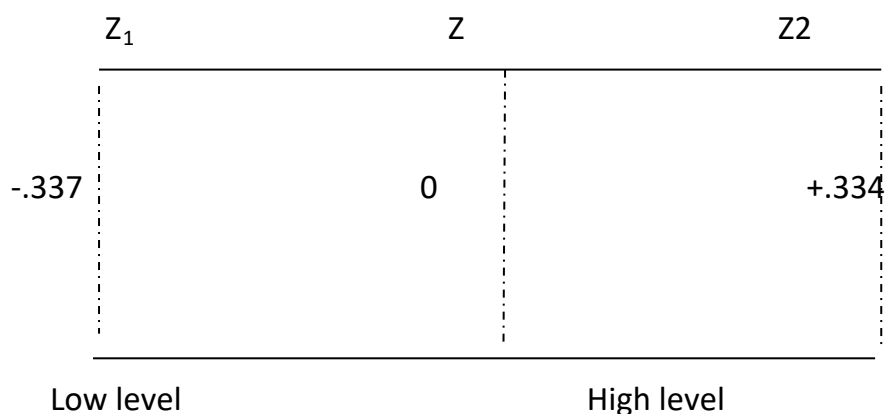
For low level user (Z_1) = -.337

For High level user (Z_2) = .334

Discriminating factor is the weighted average of Z_1, Z_2

$$(\text{.i.e}) \ Z = \frac{(-.337 \times Z_1) + (.334 \times Z_2)}{(-.337) + .334}$$

It is represented diagrammatically

Thus to classify any respondent as to low or high user the Z score for the respondent is found out by using the equation. If the score found out for any respondent is Z_0 and if the value is > Z (i.e. Z_0 > Z) then it is classified into high user and if Z_0<Z then (i.e. Z_0<Z) it is classified into low user.

Now the questions remain to be answered are

1.   How efficient are the discriminating variables in the D.F.A?

2.   How efficient the D.F itself is?

The first equation cannot be answered directly however the discriminating power or the contribution of each variable to the function can sufficiently answer the question. For this consider the following table.

TABLE ---No.5

RELATIVE DISCRIMINATING INDEX

(BETWEEN LOW IMPACT GROUP AND HIGH IMPACT GROUP)

	Group I Mean X_1	Group II Mean X_2	Unstandarised coefficient	$I_j=ABS(K_j)$ Mean $(X_{j0}-X_{ji})$	$R_{j=}I_j/sum$ I_jj*100
Gender	1.153	1.348	1.470	0.287	29.17
Age	2.602	2.852	-.456	0.114	11.58
Education	2.393	2.679	.180	0.051	05.17
Monthly salary	1.602	2.032	.399	0.172	17.48
cadre	1.699	1.884	-.223	0.041	04.17
Marital status	1.517	1.625	.487	0.053	05.39
Number of dependents	2.253	2.464	.313	0.066	06.71
Residential status	5.987	5.003	-.203	0.200	20.33
Total				0.984	100

RELATIVE DICRIMINATING INDEX

For each variable the respective D.F coefficient its mean for each group and R_j are given. R_j called relative discriminating index is calculated from the discriminant function coefficient and group means. R_j tells how much each variable is contributing (%) to the function. By looking at this column one education is the discriminating variable and the family income the least discriminating variable.

The second question is answered by reclassifying the already grouped individuals into low or high level using the D.F (Z) defined in the equation. This classification is called predictor group membership .In short the efficiency of the D.F is called predictor group membership. In short the efficiency of the D.F. is how correctly it predicts the respondents into distinct groups.

TABLE ---No.6

CLASSIFICATION RESULTS

(BETWEEN LOW GROUP AND HIGH GROUP)

Actual group	No. of cases	Predicted group membership	
		Group I	**Group II**
Group I	79	61	18
		68.9%	31.1%
Group II	71	48	23
		39.9%	60.1%

Per cent of grouped case correctly classified: 64.5 per cent

The above table gives the results of the re classification. The function using the variables selected in the analysis classified 64.5 per cent of the cases correctly in the respective groups.   It is found that the Discriminant function analysis was applied to the respondents on low impact and high impact. The following factors significantly discriminate the two type of teachers. They are gender, age, education, Monthly salary, Cadre, Marital status, Number of dependents and residential status (1 per cent level).

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MULTIPLE REGRESSION AND INTER-CORRELATION

Multiple regression co-efficient measures separately the relationship between two variables in such a way that the effects of other related variables are eliminated. In other words, it measures the relation between a dependent variable and a particular independent variable by holding all other variables constant. Thus, each multiple regression co-efficient measures the effect of its independent variable on the dependent variable. Multiple regression analysis of overall opinion about effect of yoga on job satisfaction among teachers (Y) was performed with variables and Big Toe pose (X_1), Bridgee pose (X_2), Dolphin plank pose (X_3), Extended Traingle pose (X_4) and Happy Baby pose (X_5) and the following regression model is fitted for performance:

$$X_{16} = bo + b1X1 + b2\ X2 + b3\ X3 + ...$$

 Where b1, b2,…….and b6 are partial regression coefficients; bo-constant the results are presented in the following table.

TABLE -7 INTER-CORRELATION BETWEEN OVERALL OPINION ABOUT CAUSES FOR THE STRESS OF GOVERNMENT SCHOOL TEACHERS RELATING TYPES OF YOGAS

S. NO.	FACTORS		1	2	3	4	5	Method

	Overall opinion about causes for the stress of Teachers	**1.000**						
1	BIg Toe Pose	.294**	**1.000**					
2	Bridgee pose	.808**	.270**	**1.000**				
3	Dolphin Plank Pose | Forearm Plank	.837**	.038	.748**	**1.000**			**Enter**
4	Extended Triangle Pose	.655**	-.055	.462**	.669**	**1.000**		
5	Happy Baby Pose	.382**	-.013	.070**	.152**	.100**	**1.000**	

SOURCE: PRIMARY DATA   ***p <0.01, **p<0.05, *p<0.10

From the table-7 reveals that correlation analysis that has been done on all the data that has been collected through the survey. This analysis is done to show the existing relation among the study variables namely Big Toe pose, Bridgee pose, Dolpin plance pose and Happy baby pose. Overall opinion about causes for the stress of teachers are significantly correlated with the Big toe pose, (r = .294, p<0.01), Bridgee pose (r = 808, p<0.01), Dolphin plank pose (r = 0.837, p< 0.01), Extended Traingle pose (r = 0.655, p<0.01) and Happy Baby pose (r = 0.382, p< 0.01). Here all of our predictor variables were entered simultaneously. Because the predictor variables and the enter method used.

TABLE- 8 MODEL SUMMARY

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1.	**.954**	**.910**	.909	.421

Table -8 this table is important. The Adjusted R Square value tells us that our model accounts for 91 per cent of variance – a very good model.

TABLE – 9 CO-EFFICIENTS

S.NO.	MODEL	UNSTANDARDIZED COEFFICIENTS		STANDARDIZED COEFFICIENTS	t-value	p-value	S/NS
		B	Std. Error	Beta			
	(Constant)				-21.94	**	
1	Big Toe Pose	-1.35	.061	.201	16.96	**	S

2	Bridgee pose	.213	.013	.350	19.62	**	S
3	Dolphin Plank Pose | Forearm Plank	.332	.017	.373	18.37	**	S
4	Extended Triangle Pose	.385	.021	.227	15.19	**	S
5	Happy Baby Pose	.242	.016	.281	25.14	**	S

**p <0.01,   *p<0.05 S-significant   NS – Not Significant

Table-3 the Standardized Beta Coefficients give a measure of the contribution of each variable to the model. A large value indicates that a unit change in this predictor variable has a large effect on the criterion variable. The t and Sig (p) values give a rough indication of the impact of each predictor variable namely Big Toe Pose (t- 16.96, p- 0.000, p< 0.01), Brid gee pose (t - 19.62, p-0.00, p<0.01), Dolphin Plank Pose | Forearm Plank (t – 18.37, p- 0.000, p< 0.01), Extended Triangle Pose (t- 15.19, p- 0.00, p<0.001) and Happy Baby Pose (t- 25.14, p- 0.00, P< 0.01), – a big absolute t value and p value suggests that a predictor variable is having a large impact on the criterion variable.

TABLE - 4 ANOVA

Model	Sum of Squares	Df	Mean Square	F-value	P-value	S/NS
Regression	1328.196	5	265.639	1500.99	.000	S
Residual	131.670	744	.177			
Total	1459.867	749				

**p <0.01, *p<0.05   S-significant   NS – Not Significant

From the above table it is clear the Overall reports an ANOVA, which assesses the overall significance of this model (F- 1500.99, p value- 0.00). As p < 0.01 is statistically significant.

Suggestions of the study

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.

1. Be active—Take a dance break! ...
2. Close your eyes, take deep breaths, stretch, or meditate.
3. Write three things you are grateful for.
4. Check in with yourself—take time to ask yourself how you are feeling.
5. Laugh!

8. Managerial Implication:

The training intuitions or higher authorities who are in the educational department should be analyzed and find out the reasons and sources of teachers occupational. The higher authority should find out the best implications to minimize their stress. The school management could be conduct the stress management training programs and this lead to their job satisfaction.

Government should give training to teachers frequently following activities for relief stress.

- Be active—Take a dance break! Lift weights. Do push-ups or sit-ups. Or kick around a soccer ball for a few minutes.
- Close your eyes, take deep breaths, stretch, or meditate.
- Write three things you are grateful for.
- Check in with yourself—take time to ask yourself how you are feeling.
- Laugh! Think of someone who makes you laugh or the last time you laughed so hard you cried.
- Find an inspiring song or quote and write it down (or screenshot it) so you have it nearby.

9. Conclusion:

Stress is not the only effect on teachers' job satisfaction but also its effects on job performance, turnover, and quality of work life. Teachers stress can be managed with the help of changing their working condition. The better working condition may lead to a decrease in the stress and motivates to perform work effectively and efficiently, which to satisfy their work. There are several factors such as work-related factors (workload, more students in the class, etc), Professional (Promotions, career development, less salary etc), Discipline and Motivation (Students, behaviour), and emotional (insecure, anxious, vulnerable), fatigue (weakness, exhaustiveness), and etc., have significantly created the stress among the teachers. Stress among teachers decreases their job satisfaction and the same indirectly impact on the students' performance also.

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