

# TO STUDY THE EFFECTIVENESS OF HEARTFULNESS RELAXATION TECHNIQUE ON OCCUPATIONAL STRESS AMONG PRIMARY SCHOOL TEACHERS IN PRIVATE SCHOOLS

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## ABSTRACT

*In earlier research studies on the occupational stress of working teachers, primary school teachers received much less attention than secondary, senior secondary, and higher education teachers. Primary teachers, who plant the earliest seeds of education in children's minds, are the cornerstone of the current education system in India and abroad. A teacher needs to be stress-free to accomplish this; else, the goal won't be achieved. We have a number of stress relaxation techniques but the availability of teachers who handle their work-related stress with meditation is incredibly very low.*

*Previous research has demonstrated that meditation can improve cognitive performance and physical fitness while reducing stress related to the workplace. There is little study on the widely used Heartfulness Relaxation technique, despite its daily rising popularity. The dominating Heartfulness Relaxation procedure may be a game-changer in assisting Primary School Teachers in managing stress due to its cutting-edge training methodologies. This study examined the physical and psychological changes in teachers' health following a month-long Heartfulness Meditation Session.*

*Private primary schools situated in Rampur (Uttar Pradesh) with student enrollment increases during the previous three years were the source of 150 teachers with age groups from 22 to 60. Teachers participated in a one-month Heartfulness Relaxation Meditation Technique Programme, and changes in anxiety levels were measured using the OSI (Occupational Stress Index) prepared in 1984 by Prof. A. K. Srivastava and Prof. A. K. Singh of Hindu University in Varanasi.*

*The results show that the Heartfulness Meditation Technique has a beneficial impact on teachers' stress and anxiety. It is evident that the Heartfulness Relaxation programme significantly reduces the occupational stress experienced by teachers.*

**Keyword:** *Occupational Stress, Relaxation Technique, Meditation, Heartfulness Meditation Relaxation Technique, Primary school Teachers.*

## 1. INTRODUCTION

Every profession experiences some level of stress, and it is impossible to avoid this stress's direct influence on decision making. There are many methods for dealing with stress, but many have extremely limited or transient effects. Even while low stress is required to improve one's performance at work and decision-making skills, moderate & high stress are always bad for the body and mind.

Always high occupational stress at the workplace can be understood by the experience of bad emotions, reluctance to complete tasks, inability to make decisions, unpleasant mood, distracted mental state, tension,

impatience, melancholy, and wrath, among other things. High levels of stress have an impact on teachers' productivity and ability to make decisions because stressed people find it difficult to focus on their jobs.

Unresolved workplace stress can result in subpar productivity, subpar decision-making, lower job satisfaction, psychological discomfort, and a lack of desire. There are many different types of stress, but occupational stress is brought on by job overload, extraordinarily long work hours, HR rules, salary and leave policies, workplace security, and risks. All of these elements are significant contributors to workplace stress.

**Heartfulness Relaxation Technique** is a simple, natural, and practical way to develop your inner self. In this technique, the practitioner focuses his thoughts on the heart for a calm mind and body. It is a modified version of Raja Yoga Meditation (Heartfulness Relaxation Technique) & known as King of Meditation. The Heartfulness Relaxation Technique contains some practical components that enable the user to feel calmer and more capable of managing stress at work place.

The Heartfulness Relaxation technique has practical applications that practitioners can grasp, as follows:

**Method of Heartfulness Relaxation Technique:** It is a set of instructions that must be followed step by step in order to relieve Stress and Anxiety. In this method, the practitioner will often gently close his/her eyes in a tranquil environment, follow the audio instructions to get into a relaxed position, and strive to hold this position for 10 to 15 minutes or as long as possible.

## 2. AIM OF THE STUDY

The purpose of this study is to evaluate the stress level of teachers in private primary schools situated in Rampur, Uttar Pradesh with the help of Occupational Stress Index developed by Prof. S K Srivastava & Prof. A K Singh, Hindu University, Varanasi, Uttar Pradesh.

## 3. REVIEW OF LITERATURE

**Dr. Guru Dea, Malathi & Dr S Maharana (2021)**, studying the impact of organizational climate on workplace stress among primary school teachers found that the rate of occupational stress was considerably greater among those working in a closed, disengaged environment than among those in an open one. **Dhar N., Magotra R.(2018)**, after surveying 100 schools, researcher found that stress is the biggest risk at the job, and meditation is one of the most effective ways to handle stressful situations and conditions. **Nomita Punia and Shanti Balda (2016)**, according to researcher, most teachers employed by the Central Board of School Education (CBSE) report moderate levels of stress as a result of job overload, role ambiguity, role conflict, lack of control, bad peer relationships, and demanding working conditions. According to a research of working professions, teachers and nurses are more likely to experience stress because of their severe workloads and other assignment expectations. **Karthikeyan and Babu (2016)**, the authors of a study on occupational stress and coping mechanisms among primary school teachers in Thanjavur, Tamil Nadu, found that respondents between the ages of 25 and 35 reported experiencing the highest levels of stress at work. According to the study, male teachers were less likely than female teachers to experience occupational stress. Additionally, it was found that married teachers had more occupational stress from their families than unmarried respondents, and the majority of instructors with less than three years of experience in the workforce used stress-relieving techniques to their fullest potential. **Sharma E. & Saini V. (2016)**, (1) Found that one of the most popular methods used by working women to manage stress is meditation. (2) Women who practice meditation at work are more productive and have better decision-making abilities. **Mrs. Sharma P G and Ms. Kaur RP (2016)**, this study looked at several stress management techniques that are accessible, but found that meditation is the most effective and provides Teachers with both immediate and long-term advantages. **Jeyaraj, S. S. (2013)**, established the benefits of meditation for self-awareness and self-control in 2003. Furthermore, it was strongly suggested in this study that teachers' self-consciousness grew after engaging in mediation and that their self-management had improved.

## 4. METHODS

From six Tehsils namely Sadar, Bilaspur, Swar, Tanda, Shahabad and Milak, 150 primary school teachers were chosen and hired for practical session. Before beginning the meditation session, they received instruction and training about Heartfulness Relaxation Technique. They reported pre-existing conditions that would prevent

them from engaging in meditation practice for a month, therefore they were referred to a doctor for fitness clearance.

Only 100 of 150 teachers participated in a one-month relaxation and meditation training (Male-85 and Female-15). Participants aged 22 to 60 took part in a relaxation and meditation session; older teachers showed greater enthusiasm than younger ones. Data from the Teachers were collected using a random and convenient sample, while maintaining full confidentiality regarding their responses. Teachers from various age groups, degrees of qualification, and hierarchical positions were included in the study. Time commitments and the application of relaxation practice guidelines were the primary causes of teachers' withdrawal.

**Table- 01: Detail of Participants Before and After Relaxation Technique Session**

Participants	Pre- Heartfulness Relaxation Technique	Post- Heartfulness Relaxation Technique
Number of Teachers	100	100

**Table- 02: Percentage of Participants Who Report Feeling Stressed at Work**

S.N	Level of Teachers	Percentage of Participants
1	Senior Level Teachers	60
2	Junior level Teachers	40

#### 4.1 Measures

Participants completed a permission form, a stress index questionnaire, and a relaxation exercise to assess participants' levels of stress before and after the intervention. The Heartfulness Relaxation Technique's effectiveness in reducing stress was evaluated using the twelve occupational stress variables. Role overload, role ambiguity, role conflict, group/political pressures, individual responsibility, low involvement, powerlessness, poor peer relations, intrinsic undernourishment, status, difficult working conditions, and unprofitability.

The questionnaire had 46 items (28 positive and 18 negative), and responses were scored on a 5-point Likert scale. The total score was calculated, as well as subscales for both the before and after conditions of the Heartfulness Relaxation Session.

#### 4.2 Research Tool

The Manual of Occupational Stress Index, developed by Professor A. K. Srivastava and Professor A. P. Singh in 1984, was delivered to measure the occupational stress among teachers using a reliability scale of 0.93 and a validity scale of 0.79. According to the table below, the occupational stress index is split into three broad categories: High Stress Score, Moderate Stress Score, and Low Stress Score.

**Table- 03: Table of Stress Score**

S. No.	Stress	Stress Level
1	Low Stress Score	46-122
2	Moderate Stress Score	123-155
3	High Stress Score	156-230

*Source: Occupation Stress Index prepared by Prof S K Srivastava and Prof A K Singh*

## 5. DATA ANALYSIS

Means, averages, standard deviations, correlations, t-tests, and regression analyses were utilized to assess the relationships and differences between the variables during data analysis using statistical software (SPSS-29.0 Version).

### 5.1 Procedures

To learn and practice the Heartfulness relaxation technique, all prospective participants attended an introduction session meeting. Prior to beginning the meditation practice, participants were given information on fundamental

and important guidelines and safety considerations. The intervention session was held on the first day of the relaxation session at each primary school, where the researcher had daily attendance data online.

To assess the practitioner's current level of stress, teachers completed and distributed a questionnaire for the Pre-Heartfulness Relaxation Technique. According to instructions, participants began a one-month Heartfulness Relaxation programme. Teachers were urged to take part in the discussion session as participants. 90% attendance, though, will be regarded as regular participants for the study.

After the one-month relaxation treatment was over, post-Heartfulness meditation observation was conducted.

## 6. RESULTS

In order to obtain accurate results from the study, a systematic and step-by-step technique was used to assess stress scores at each of the two hierarchy levels independently.

**Table- 04: Hierarchy Wise Stress Level Before and After Relaxation Technique Session**

Hierarchy of Teachers	Variables	Mean of Stress Level of Teachers		Stress Level Score	Parameter as per Occupational Stress Index
		Pre-HRT*	Post-HRT*		
Senior Level	Occupational Stress Index	152	141	Moderate Level of Stress	High Stress Score (156-230), Moderate Stress Score (123-155) Low Stress Score 46-122
Junior Level		205	197	High Level of Stress	

\*Pre-HRT means Before Heartfulness Relaxation Technique Session \* Post- HRT means after Heartfulness Relaxation Technique Session

Table 04's findings demonstrate that the Heartfulness Relaxation Technique has a good impact on teachers' ability to control their stress by showing a decrease in the mean occupational stress levels of teachers at all two levels of hierarchy. Table 4 further reveals that senior level teachers experience moderate stress whereas junior level teachers experience high levels of stress.

**Table-05: Overall Stress Score (Means and T-Test)**

S.N	Group	Mean	SD	SED	df	t-value	Significance level
1	Pre-HYT	178.50	4.16	0.39	99	21.64	0.01*
2	Post-HYT	169.00	2.35				

**P<0.05** \*statistically significant

According to table-05, it is clear that practicing the Heartfulness Relaxation Technique has a good impact on teachers' stress levels because the overall means of their occupational stress scores have decreased, and the t value (t-21.64) is significant at the 0.01 level. Therefore, there is no question that Relaxation (meditation) Technique is useful in reducing stress among teachers who work in primary schools.

## 7. DISCUSSIONS

It is evident from Tables 4 and 5 that stress levels among teachers at all levels in primary schools have significantly decreased. This shows the beneficial effects of the Heartfulness Relaxation Technique (Meditation) on teachers' ability to regulate their stress levels and also establishes a significant impact on the stress levels of various levels of teachers in a hierarchical structure.

## 8. CONCLUSION

This study comes to the conclusion that practicing Heartfulness Relaxation regularly helps primary schools teachers to manage their stress levels at work while also promoting inner awareness, wellbeing, and happiness.

The current study offers solid proof of a significant difference and improvement in teachers' stress levels. This result opens up the possibility for further research into the effects of meditation on additional stress-causing factors as well as the alleviation of stress through meditation education.

Further, this study gives researchers the opportunity to delve deeper into the effectiveness of the Heartfulness Relaxation Technique in relation to other elements and sources of workplace stress in humans.

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