



Research article

EFFECT OF TRANSCENDENTAL MEDITATION ON OCCUPATIONAL STRESS OF PRIVATE SCHOOL TEACHERS

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Received 23rd October 2016, Accepted 30th October 2016

Abstract

The objective of the present investigation was to examine the effect of Transcendental Meditation on Occupational Stress of Private School Teachers. To achieve the purpose of the study 40 private school teachers of Coimbatore district were selected subjects. The age of the subjects ranges between 25 - 35 years. They were randomly assigned into two groups so that each group has 20 subjects. The first group was named as the Transcendental Meditation group (TMG). The second group was named control group (CG). After assigning the subjects into various groups the pretest was conducted on occupational stress using questionnaire developed by Dr. A. K. Srivastava and Dr. A. P. Singh. After completion of the pretest the subjects of the Experimental group (TMG) practiced Transcendental Meditation for 12 weeks. The control group did not undergo any specific training. After 12 weeks of the training period post test was conducted on the dependent variable for both the groups. To analyze the treatment effect of pre and posttest training 't' ratio was used. Results: The Transcendental Meditation Group (TMG) Showed significant difference at $P < 0.05$ level. Conclusion: Based on the results it was concluded that the implication of Transcendental meditation might have been the source of its dominance on the reduction of occupational stress of private school teachers.

Key words: *Transcendental Meditation, occupational Stress, School Teachers*

INTRODUCTION

The curiosity behind this research started when the researcher went through a saying of this noble teacher who still could hold on the nobility of teaching profession even in the present day corruptive, stressed world. Dr.APJ.Abdul Kalam an inspiring teacher of this era. The researcher wonder how a man who lived with us in the same century finds happiness in calling himself as a teacher rather than a great scientist! Every day in newspapers we read stories about teachers. Teachers harassing students take revenge on teachers not all though few but to the peak of violence. Are we teachers really into the right track. Who is a true teacher? Are all teachers happy and satisfied, if not why they continue in this profession. These were some questions which popped up in my mind. The search for answers led me to investigate the problems of school teachers.

When the researcher chalked out the problems of teachers the top most was occupational stress which had a major impact on job satisfaction. Teaching isn't a job. It's a passion. Teachers have to render selfless service in-spite of their regular routines.

Our Nation is gearing up in quality productivity of citizens. Schools are the backbone of future. The real quest was to find out whether teachers are navigated to the actual destiny, in spite of the societal influences. To resolve the needful the researcher traced the evolution of teaching from Vedic age through epic age up crossing modern age up to this Switch-Button Age.

Up to 8 years of age children enjoyed being at home. Value education, Self-discipline and Social Discipline were the core subjects they learnt at home. This is proof of a popular proverb 'the mother is the first teacher and teacher is the second mother' this was their primary education were foundation was laid with values. The yogic lifestyle emphasized by Sage Patanjali was into real practice. The yogic connectivity from childhood with Yama and Niyama was evident.

Education in India started many years before 5000 BC. Education at that time was free. It was free because no student was required to pay any fees. It was free also because no outside agency could interfere in the matters of education. There was perfect autonomy. No external authority no external beneficiary, no politics was permitted to enter the school or college system. A student had to pay nothing in return for education he received in a Gurukul or Ashram. Access to good education depended not on wealth but on talent. The student was expected, if desired but never compelled to offer a field, cow, horse or the elements of the daily needs to his teacher according to his financial position in the society.

Students arriving at Takshashila usually had completed their primary education at home (until the age of eight), and their secondary education in the Ashrams (between the ages of eight and twelve), and therefore came to Takshashila chiefly to reach the ends of knowledge in specific disciplines. Both theoretical and practical aspects of the

subjects were taught. Every modern subjects (60 in numbers) were taught in Taxila (Mathematics, Astronomy, Economics, Surgery, medical and technological Sciences, military training and many subjects).

Teaching is getting more and more complex and challenging these days. The patience level of students is decreasing while rudeness, arguments, disobedience and short temper is on the rise. The main cause of this situation is the increasing competitiveness, lifestyle changes, availability of alternate source of knowledge like internet and growing violence in the space around them.

The trust on teacher depends on the content delivery, knowledge about the subject, and also student teacher bonding. The teacher is in a position to continuously update himself in line with the speed of the learner and the rapid growing technology.

To tackle these challenges, to keep the students focused and to inculcate good behavior teachers have to be versatile. Teaching difficulties staked up as Teacher turn over, Job title, Set qualifications, Learner wants more, The generation gap, Enabling professional development with technology. Present day teacher demands peace of mind, clarity of thoughts and confidence on the way the handle on field problems. Apart from all these problems the extended work time, salary, time bound completion tasks and demands of the school management plays a key role in occupational stress of teachers. Thus it struck my mind to test the effect of transcendental meditation on occupational stress of private school teachers

Occupational stress is stress related to one's job. Occupational stress often stems from unexpected responsibilities and pressures that do not align with a person's knowledge, skills, or expectations, inhibiting one's ability to cope. Occupational stress can increase when workers do not feel supported by supervisors or colleagues, or feel as if they have little control over work processes.

Occupational stress is a major hazard for many workers. Increased workloads, downsizing, overtime, hostile work environments, and shiftwork are just a few of the many causes of stressful working conditions. The human body has a natural chemical response to a threat or demand, commonly known as the “flight or fight” reaction, which includes the release of adrenalin. Once the threat or demand is over the body can return to its natural state. A STRESSOR is an event or set of conditions that causes a stress response. STRESS is the body's physiological response to the stressor, and STRAIN is the body's longer-term reaction to chronic stress. Occupational stress can affect your health when the stressors of the workplace exceed the employee's ability to have some control over their situation or to cope in other ways. For example: ⇒ Workers are overburdened with workloads that remain high regardless of their efforts: the workload is the STRESSOR ⇒ Employees feel anxious and their heart rate speeds up because they cannot control their workloads: that is STRESS ⇒ Increased blood pressure, insomnia, or chronic headaches: that is STRAIN

Transcendental Meditation (TM) is a technique for avoiding distracting thoughts and promoting a state of relaxed awareness. The late Maharishi Mahesh Yogi derived TM from the ancient Vedic tradition of India.

The meditation practice involves the use of a mantra for 15–20 minutes twice per day while sitting with the eyes closed. It is reported to be one of the most widely practiced, and among the most widely researched, meditation techniques, with hundreds of published research studies. Beginning in 1965, the Transcendental Meditation technique has been incorporated into selected schools, universities, corporations, and prison programs in the US, Latin America, Europe, and India. In 1977 a US district court ruled that a curriculum in TM and the Science of Creative Intelligence (SCI) being taught in some New Jersey schools

was religious in nature and in violation of the First Amendment. The technique has since been included in a number of educational and social programs around the world.

The Transcendental Meditation technique has been described as both religious and non-religious, as an aspect of a new religious movement, as rooted in Hinduism, and as a non-religious practice for self-development. The public presentation of the TM technique over its 50-year history has been praised for its high visibility in the mass media and effective global propagation, and criticized for using celebrity and scientific endorsements as a marketing tool. Advanced courses supplement the TM technique and include an advanced meditation program called the TM-Sidhi program.

METHODS AND MATERIALS

Selection of subject and variables:

The present study was designed to examine the effect of transcendental meditation on occupational stress of Private school teachers. To achieve the purpose of the study 40 private school teachers of Coimbatore district were

selected as subjects. The age of the subjects ranges between 25 - 35 years. Test was conducted on occupational stress using questionnaire developed by Dr.A.K.Srivastava and Dr.A.P.Singh before and after the training.

TEST PROCEDURE

Occupational stress was measured using occupational stress index developed by Dr.A.K.Srivastava and Dr.A.P.Singh. The chosen test was highly standardized, appropriate and ideal to assess the selected variables.

Occupational Stress Index: This questionnaire is meant for a psychological

investigation. The questionnaire consists of some statements that employees say or feel about various components and conditions of their job. The subjects are required to select any one of the following `five responses` to indicate the extent to which they agree or disagree with each statement to describe the nature and

conditions of their job and also their own experience and feelings about their job.

I have to do such work as ought to be done by others	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
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The subjects were requested to be frank and true to the response ensuring them that response will be kept strictly confidential.

Scoring Key

SCORING KEY	QUESTION NUMBERS	SCORE S
TRUE KYE	1, 2, 3, 4, 5, 8, 9, 11, 12, 13, 16, 17, 20, 23, 24, 25, 26, 27, 28, 34, 35, 36, 37, 39, 42, 44, 45, 46	1,2,3,4,5
FALSE KEY	6,7,10,14,15,18,19,21,22,29,30,31,32,33,38,40,41,43	5,4,3,2,1

Norms for Scoring

SCORES	LEVEL OF OCCUPATIONAL STRESS
156-230	HIGH
123-155	MODERATE
46-122	LOW

EXPERIMENTAL DESIGN

The selected subjects were randomly assigned into two groups so that each group has 20 subjects. The first group was named as the Transcendental Meditation group (TMG). The second group was named control group (CG).

After completion of the pretest the subjects of the Experimental group (TMG) practiced Transcendental Meditation for 12 weeks. This study followed pre – post test random group experimental design.

TRAINING PROGRAMME

Subjects of the experimental group practiced Transcendental meditation twice a day as 6 days in a week, for 10 minutes in the first month, 15 minutes in the second month and for 20minutes in the third month. 3 rounds of Nadisuddhi pranayama was done before and after the meditation. Each subject chose a mantra of his choice. The mantra can be the name of their favorite God. If they don't believe

in god they can chant their own name. That is the specialty of this mediation.

Procedure: The subjects are requested to sit in a comfortable position usually in any of the meditative poses like Vajrasana, Padmasana, Samasana or Suhasana. Keeping the eyes closed they performed Nadi Sudhi pranayama. Then slowly the mantra chanting should be done in mind without creating any sound.

Thoughts will invade the chant. The subjects chanted the mantra whenever they realized that they have been distracted by thoughts. Thoughts and chant will alternate each other. At one point of time both will fade away and

there will be a blank space. That is the eternal bliss usually called as spiritual ecstasy. In initial stages this phase will be for a short duration. This will give peaceful awareness to mind.

STATISTICAL ANALYSIS

To analyses the comparative treatment effects of training 't' ratio was

used. To test the significance of the derived results, the alpha level was set at 0.05 level of confidence.

RESULTS AND DISCUSSION

RESULTS OF THE STUDY

TABLE – I
SIGNIFICANCE OF MEAN GAINS & LOSSES BETWEEN
PRE AND POST TEST SCORES

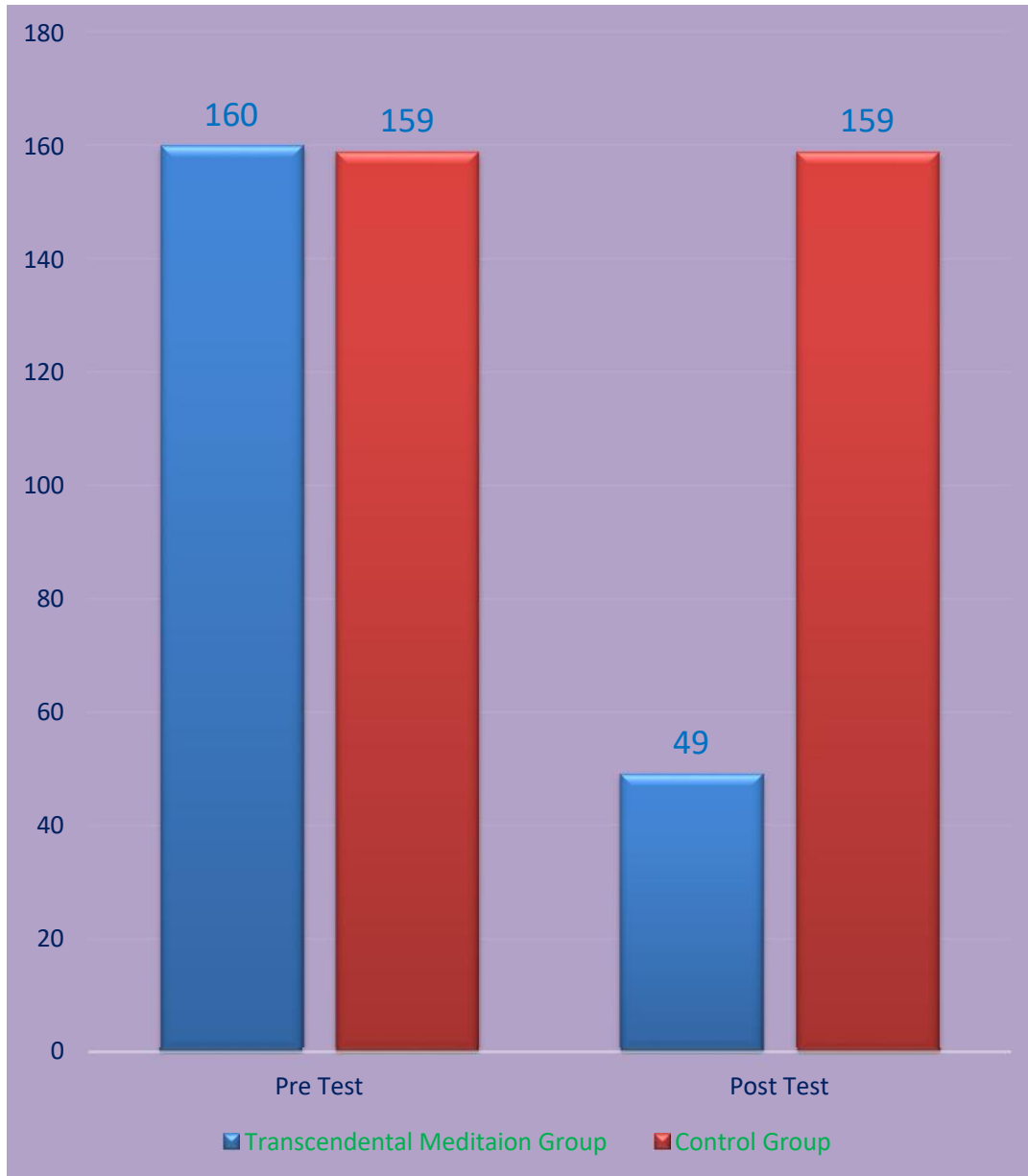
Occupational stress	Mean		Mean dif.	SD (±)		't' Ratio
	Pre	Post		Pre	Post	
Transcendental Meditation Group (TMG)	160	49	111	18	21	22.93*
Control Group (CG)	159	159	0	25	21	0.87

An examination of the above table indicated that the pre-test means of Transcendental Meditation Group and Control Groups were 160 and 159 respectively. The post-test means were 49 and 159 respectively. The adjusted post-test means of the simplified Kundalini yoga group and control groups were 49 and 159 respectively.

Table - I shows that the obtained t-ratio's between the pre and post-test means of the transcendental meditation group (TMG) and control group (CG), on

occupational stress of private school teachers were 22.93 and 0.87 respectively. The obtained t-value of the transcendental meditation group were found to be higher than the required table value 2.145 df 1 and 14 at 0.05 level of significant. Hence the null hypothesis was rejected at 0.05 level of significance. Thus it may be concluded that occupational stress reduced significantly due to the practice of Transcendental Meditation and there was no significant difference existed in the control group.

FIGURE - 1
DIAGRAM SHOWING PRETEST AND POSTTEST MEANS OF TMG AND CG
ON OCCUPATIONAL STRESS



DISCUSSION ON FINDINGS

Observing the result derived from the effect of Transcendental meditation practice this study confirms that transcendental meditation practice facilitated reduction of occupational stress of the private school teachers. The

researcher has achieved similar results like Wolever (2012) who studied the effective therapeutic yoga on mind and body stress in work place and found it to be an effective intervention.

CONCLUSION

It doesn't necessarily feel that way as you read the news and follow the heated debates about teacher accountability, performance pay, high stakes testing and the like. But there are some amazing, transformative changes happening in education now, and you are getting in on the ground floor. There's a huge shift going on in the way the world learns and the way we'll define "Teacher" in the future. It's a shift that's going to change the game completely and some of the current policy debates are going to seem

totally outdated-even quaint-in the very near future.

The present article discussed the features of meditation. This suggested the potential benefits of such training for the present day teachers. It is hoped that future research will continue to investigate meditation as a best stress management tool and programs to further build the theoretical bases for such interventions and examine their efficacy.

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Site this article:

Akila, S. (2016). Effect of Transcendental Meditation on Occupational Stress of Private School Teachers. *International Journal of Adapted Physical Education & Yoga*, Vol. 1, No. 9, pp. 22 to 30.