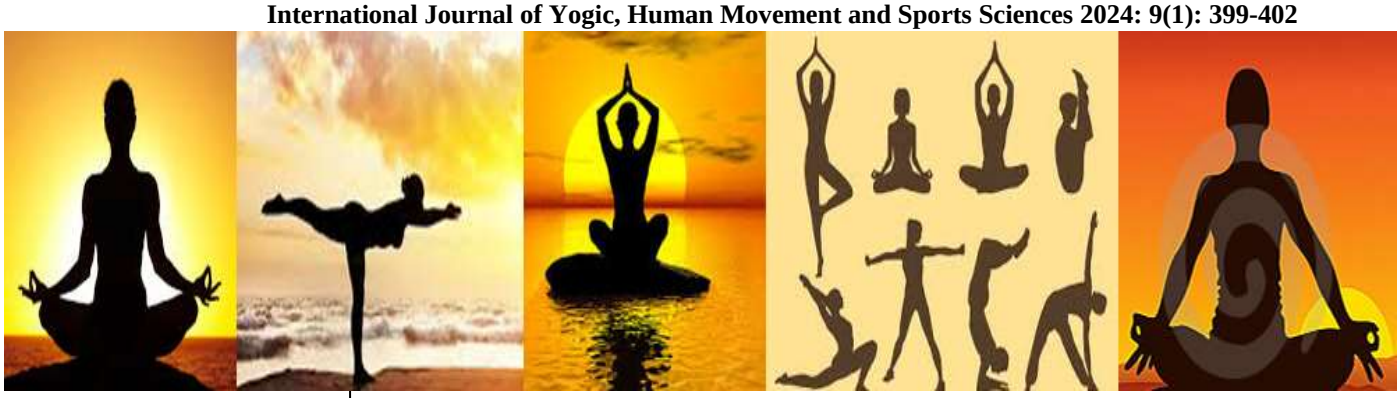
International Journal of Yogic, Human Movement and Sports Sciences 2024: 9(1): 399-402



ISSN: 2456-4419
Impact Factor: (RJIF): 5.18
Yoga 2024; 9(1): 399-402

www.theyogicjournal.com
Received: 18-01-2024
Accepted: 24-02-2024

Alok Jhinkwan
Research Scholar, Department of Yogic Sciences, Lakshmibai National Institute of Physical Education, Gwalior, Madhya Pradesh, India

Nikhil Sharma
Research Scholar, Department of Yogic Sciences, Lakshmibai National Institute of Physical Education, Gwalior, Madhya Pradesh, India

Krishna Suryawanshi
Research Scholar, Department of Yogic Sciences, Lakshmibai National Institute of Physical Education, Gwalior, Madhya Pradesh, India

Corresponding Author:
Alok Jhinkwan
Research Scholar, Department of Yogic Sciences, Lakshmibai National Institute of Physical Education, Gwalior, Madhya Pradesh, India

Effect of yoga nidra in alleviating burnout among school teachers: A randomized controlled trial

Alok Jhinkwan, Nikhil Sharma and Krishna Suryawanshi

DOI: https://doi.org/10.22271/yogic.2024.v9.i1f.1585

Abstract
Background: Burnout, characterized by emotional exhaustion and reduced sense of accomplishment, is a prevalent issue among teachers, adversely affecting their job satisfaction and overall well-being. This study aims to explore whether yoga nidra, a relaxation technique rooted in yoga traditions, can effectively alleviate burnout symptoms among educators.
Material and Methods: Total of 30 school teachers participated in this randomized controlled trial, with 12 individuals assigned to a control group which underwent no intervention and 18 to a treatment group who underwent the yoga nidra intervention of 4 weeks. Burnout levels were assessed using a standardized questionnaire to measure burnout levels both before and after the intervention period.
Results: Analysis of the pre and post data was done using SPSS software. ANCOVA statistical technique was used to analyze the data. The analyzed data suggested a significant reduction in burnout symptoms among participants of the yoga nidra intervention group compared to those in the control group.
Conclusion: Yoga nidra emerges out as an effective intervention for managing burnout among school teachers. Further research is recommended to validate these findings and explore the long-term effects of yoga nidra on burnout prevention and management in educational settings.

Keywords: Yoga nidra, burnout levels, school teachers, well-being

Introduction
Yoga Nidra, referred to as "yogic sleep," is a simplified version of an ancient yogic relaxation method, incorporating guided mental imagery instructed by the instructor in the Shavasana yoga posture. It aims to induce deep relaxation while maintaining awareness of surroundings. Swami Satyananda Saraswati introduced a systematic approach to yoga nidra in the 1960s, focusing on complete relaxation rather than concentration or contemplation. Studies suggest it benefits individuals of all levels and promotes stress management, receptivity to personal resolutions, and positive physiological and mental health changes.

One of its distinct advantages is its accessibility, as it can be practiced in the privacy and comfort of one's home. This accessibility, coupled with its potential to work on the subconscious mind, makes it an appealing option for individuals seeking holistic well-being.

For instance, a study by (Moszeik *et al*., 2022) [5] found that regular practice of yoga nidra led to significant reductions in stress levels among participants, as measured by standardized stress assessment scales. Similarly, (D'souza *et al*., 2021) [3] demonstrated the efficacy of yoga nidra in reducing symptoms of anxiety, with participants reporting greater feelings of calmness and relaxation after engaging in the practice.

Moreover, yoga nidra has been shown to have profound effects on the subconscious mind, offering a unique opportunity for self-exploration and personal growth. For instance, research by Balaji, Varne, and Ali (2012) [1] indicated that yoga nidra facilitated access to deeper layers of consciousness, enabling individuals to address underlying emotional patterns and beliefs. This aspect of the practice makes it particularly beneficial for individuals seeking to manage chronic stress, overcome trauma, or cultivate resilience in the face of adversity. Similarly, (Bower *et al*., 2005) [2] found that yoga nidra contributed to stress reduction and improved quality of life in cancer patients, highlighting its therapeutic potential in enhancing

psychological well-being.

In addition to its psychological benefits, yoga nidra exerts tangible effects on physiological parameters. Studies have reported improvements in hematological variables, blood glucose levels, and hormonal status among individuals practicing yoga nidra regularly. Studies by Balaji, Varne, and Ali (2012) [1] have found improvements in menstrual health among women practicing yoga nidra regularly. Furthermore, research by Vadiraja *et al*. (2009) [6] revealed changes in brain activity, indicating the practice's impact on the central nervous system.

Overall, the therapeutic potential of yoga nidra extends beyond stress reduction and anxiety management. Its holistic approach addresses the interconnectedness of mind, body, and soul, fostering a sense of well-being and inner peace.

Materials and Methods

Participants: A total of 30 school teachers aged between 30 to 45 years participated in this study. Among them, 12 teachers were assigned to the control group, while 18 students were allocated to the experimental group.

Instrumentation: Teachers' Burnout Scale TBS - GMRS, developed by Prof. (Dr.) Madhu Gupta and Ms. Surekha Rani is used to evaluate burnout levels among the participants. This scale comprises 40 items and is specifically designed for both male and female teachers teaching in Secondary, Senior Secondary and UG Colleges.

Intervention: The intervention involved a four-week program where participants in the experimental group engaged in daily 30 minutes sessions of yoga nidra. The yoga nidra procedure of Swami Satyanand Saraswati from Bihar School of Yoga was selected as the base method to conduct the Yoga Nidra sessions.

Procedure: Prior to the period of intervention, baseline measurements of burnout levels were obtained from all participants using the Burnout Scale. After which, participants of the experimental group underwent the 4-week intervention period, during the intervention they underwent daily Yoga Nidra sessions. On the contrary, participants of the control group were not subjected to any specific intervention and continued with their day-to-day activities.

Outcome Measures: At the completion of the intervention period, post-intervention measurements of burnout levels were collected from both the experimental and control groups using the same Burnout Scale. The pre and post-intervention scores were then compared to evaluate the impact of the intervention on burnout levels among the participants.

Statistical Analysis: Data analysis was performed using SPSS version 20.0. Assessment of the impact of the intervention on the control group and the experimental group for burnout levels was done using the statistical technique of analysis of co-variance (ANCOVA). A significance level of $p<0.05$ was considered statistically significant, indicating differences in burnout levels between the experimental and control groups before and after the intervention.

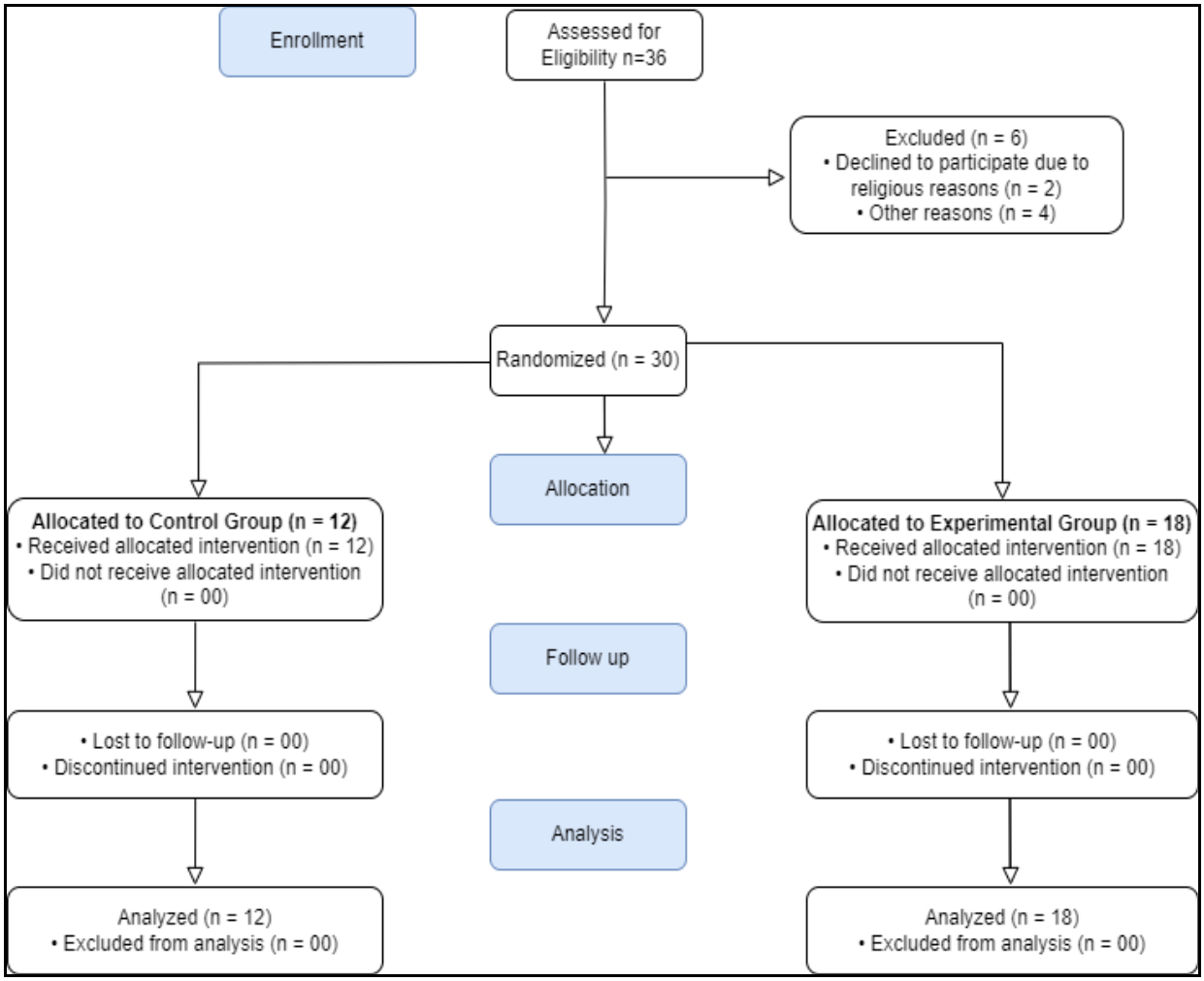


Fig 1: Consort flow diagram

Results

The analysis of descriptive statistics of two groups experimental and control are mentioned in table-1. The mean burnout level post-intervention for the experimental group (n=18) was 95.167 (SD = 11.34). In comparison, the control group (n=12) exhibited a higher mean burnout level post-intervention, with a value of 115.17 (SD = 3.74). As shown in Table-2, the effect of group assignment (experimental vs. control) was significant (F = 4.581, p = 0.042), suggesting that there was a significant difference in post-intervention burnout levels between the experimental and control groups, after controlling for pre-intervention scores.

Table 1: Descriptive Statistics

Descriptive Statistics			
Dependent Variable: Post			
Group	**Mean**	**Std. Deviation**	**N**
experimental	95.1667	11.33578	18
Control	115.1667	3.73761	12
Total	103.1667	13.41405	30

Table 2: ANCOVA Results

Tests of Between-Subjects Effects					
Dependent Variable: Post					
Source	**Type III Sum of Squares**	**df**	**Mean Square**	**F**	**Sig.**
Corrected Model	4131.886[a]	3	1377.295	32.965	.000
Intercept	73.429	1	73.429	1.758	.196
Group	277.275	1	277.275	6.637	.016
Pre	699.782	1	699.782	16.749	.000
Group * Pre	191.409	1	191.409	4.581	.042
Error	1086.280	26	41.780		
Total	324519.000	30			
Corrected Total	5218.167	29			
a. R Squared =.792 (Adjusted R Squared =.768)					

Discussion

The aim of our study was to assess the impact of Yoga Nidra intervention on burnout levels among school teachers, comparing an experimental group with a control group. Our results indicate a significant difference in burnout levels between the experimental and control groups following the 4-week Yoga Nidra intervention. Specifically, participants in the experimental group, who engaged in regular Yoga Nidra sessions, demonstrated reduction in burnout levels compared to those in the control group. Therefore, Yoga Nidra may serve as an effective intervention for reducing burnout levels among school teachers. Although the difference in burnout levels between the experimental and control groups was statistically significant ($p<0.05$), it is important to note that the p-value obtained (0.042) indicates a moderate level of significance. While this suggests a meaningful difference between the groups, further research with larger sample sizes may be required to confirm and strengthen these findings. The observed difference in burnout levels between the experimental and control groups highlights the potential benefits of incorporating Yoga Nidra practices into educational settings. By reducing burnout levels, Yoga Nidra may contribute to improved performance and overall well-being among school teachers.

Limitations and Future Scope

1. Small sample size: Limited number of participants may affect the generalizability of results.
2. Homogeneous population: Participants from a single location may limit diversity in experiences and perspectives.
3. Short intervention duration: Four-week intervention period may not fully capture long-term effects.

These limitations should be noted when interpreting the findings and considered for future research designs to ensure robust and comprehensive results.

Conclusion

In conclusion, this study demonstrates a significant reduction in burnout levels among school teachers aged 30 to 45 following a four-week intervention involving Yoga Nidra Sessions, as evidenced by a p-value of 0.042. These findings seem to hold the potential of mindfulness-based practices to reduce burnout levels in adolescent populations. While our study contributes valuable insights, limitations such as a small sample size and unaccounted extraneous variables demand further investigation. Further research with larger sample sizes is needed to validate and optimize the effectiveness of Yoga Nidra and similar mindfulness techniques in promoting reduction of burnout levels among school teachers.

Conflict of interest

There are no conflicts of interest.

References

1. Balaji PA, Varne SR, Ali SS. Physiological effects of yogic practices and transcendental meditation in health and disease. North Am J Med Sci. 2012;4(10):442-448. https://doi.org/10.4103/1947-2714.101980.
2. Bower JE, Woolery A, Sternlieb B, Garet D. Yoga for cancer patients and survivors. Cancer Control. 2005;12(3):165-171. https://doi.org/10.1177/107327480501200304.
3. D'souza OL, Jose AE, Suresh S, Baliga MS. Effectiveness of Yoga Nidra in reducing stress in school going adolescents: An experimental study. Complement Ther Clin Pract. 2021;45:101462. https://doi.org/10.1016/j.ctcp.2021.101462.
4. Kulshrestha A. Effect of Yoga Practices on Stress level of Police Personnel. 2011;1:82. https://doi.org/10.13140/RG.2.2.13602.03524.

5. Moszeik EN, Von Oertzen T, Renner KH. Effectiveness of a short Yoga Nidra meditation on stress, sleep, and well-being in a large and diverse sample. Curr Psychol. 2022;41(8):5272-5286. https://doi.org/10.1007/s12144-020-01042-2.
6. Vadiraja HS, Rao MR, Nagarathna R, Nagendra HR, Rekha M, Vanitha N, *et al*. Effects of yoga program on quality of life and affect in early breast cancer patients undergoing adjuvant radiotherapy: A randomized controlled trial. Complement Ther Med. 2009;17(5-6):274-280. https://doi.org/10.1016/j.ctim.2009.06.004.
7. Tamilselvi B, Sethurajan TR. Development and validation of yoga video package and its effectiveness on depression, anxiety and stress of school teachers. I-Manager's J Sch Educ Technol. 2011;7(1):48-56. https://doi.org/10.26634/jsch.7.1.1519.
8. Dyer NL, Borden S, Dusek JA, Khalsa SBS. A pragmatic controlled trial of a brief yoga and mindfulness-based program for psychological and occupational health in education professionals. Complement Ther Med. 2020;52:102470. https://doi.org/10.1016/j.ctim.2020.102470.
9. Harris AR, Jennings PA, Katz DA, Abenavoli RM, Greenberg MT. Promoting stress management and wellbeing in educators: Feasibility and efficacy of a school-based yoga and mindfulness intervention. Mindfulness. 2016;7(1):143-154. https://doi.org/10.1007/s12671-015-0451-2.
10. Hepburn SJ, McMahon M. Pranayama meditation (yoga breathing) for stress relief: Is it beneficial for teachers? Aust J Teach Educ (Online). 2020;42(9):142-159. https://doi.org/10.3316/ielapa.088983828764626.
11. Latino F, Cataldi S, Fischetti F. Effects of an 8-week yoga-based physical exercise intervention on teachers' burnout. Sustainability. 2021;13(4):2104. https://doi.org/10.3390/su13042104.
12. Metri K. Effects of mind sound resonance technique (yogic relaxation) on psychological states, sleep quality, and cognitive functions in female teachers: A randomized, controlled trial. Adv Mind Body Med. 2017;31:4-9.
13. Metri KG, Raghuram N, Narayan M, Sravan K, Sekar S, Bhargav H, *et al*. Impact of workplace yoga on pain measures, mental health, sleep quality, and quality of life in female teachers with chronic musculoskeletal pain: A randomized controlled study. Work. 2023;76(2):521-531. https://doi.org/10.3233/WOR-210269.
14. Mookkiah M, Prabu M, Ganesan K, Nath R, Kumar S, Kumar KS, *et al*. Teachers yoga based intervention strategies in accelerating self-efficacy among primary school teachers. Ilkogretim Online. 2021;20:794-805. https://doi.org/10.17051/ilkonline.2021.04.85.
15. Telles S, Sharma SK, Gupta RK, Pal DK, Gandharva K, Balkrishna A. The impact of yoga on teachers' self-rated emotions. BMC Res Notes. 2019;12(1):680. https://doi.org/10.1186/s13104-019-4737-7.
16. Verma A, Shete SU, Doddoli G. Impact of residential yoga training on occupational stress and health promotion in principals. J Educ Health Promot. 2020;9(1):30. https://doi.org/10.4103/jehp.jehp_394_19.
17. Yadav A. Assessing the impact of yoga and meditation on stress reduction among school teachers: A longitudinal survey study. 2024, 2(2).
18. Tamilselvi B, Thangarajathi S. Subjective well-being of school teachers after yoga – An experimental study. I-Manager's J Educ Psychol. 2016;9(4):27. https://doi.org/10.26634/jpsy.9.4.5974.