

Yoga in Schools: Self-Care for Administrators and Teachers

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Abstract: Since early 20th century, yoga is applied as a therapeutic intervention to provide various psychophysiological benefits. It has been positioned as an effective tool to combat compassion fatigue of professionals. School based yoga is usually integrated in Physical Education curriculum or department. Yoga's development in China has become the prevalent fitness choice founded by imported knowledge and traditional interpretation of body technique. School administrators can equally have emotional concerns, similar internal struggles and external conflicts with others but minimal literature on self-care is studied about them. The purpose of this study was to assess the yoga in schools and examine the self-care of administrators and supervisors. This study was anchored on Mindful-Based Supervision Framework by Haberlin (2020) which involves Mindful walking, Deep listening, Mindful notetaking, and Meditation. The latter was the focus of the study that uses yoga to achieve self-care among school administrators in China. The study involved mostly male respondents between 31-36 years old with permanent employment as teachers who served as administrators or supervisors for one year. Using quantitative descriptive correlational design, respondents agreed in all attributes in yoga in school such as objectives, content, and impact and occasionally practiced all attributes of self-care in terms of physical, psychological, emotional, spiritual, and balanced self-care practices. To strengthen and intensify the yoga program for teachers and school administrators, self-care strategies were recommended to be integrated as the output of the study.

Keywords: Mindful-Based Supervision; School Administrators; School Based Yoga; Self-Care.

1. Introduction

Yoga is an ancient art and science conceptualized by Patanjali, the Father of Yoga, 5000 years ago in India. From the sacred Vedas (Indian millennial texts possessing metaphysical knowledge), he meticulously and synthetically extracted the different processes of man's spiritual life which is known as "The Yoga Sutras of Patanjali. From its Sanskrit etymology, "yug" means to join or yoke which means to bind or concentrate. In the book of Devi (2013), yoga is defined as a union of polarities, of body-mind-spirit, of humans with the Universe that helps their physical, mental, and spiritual aspects to live harmoniously. It is a spiritual state of unity to be achieved using human body as a channel while the mind and soul are believed to be in plenitude with the whole. Though it is not described as a religion, its notion of unity of all with the divinity is sensed as religious.

India's civilization developed yoga as a great and systematized variety of spiritual beliefs and practices exploring the exterior and interior world. It aims to achieve the ultimate wisdom and knowledge established by the Vedas, Upanishads, and Shastras in the sacred Indian texts. These great ancient yoga teachers lived with atonement emphasizing on personal verification rather than a religious belief to reach inner joy and outer harmony. This discipline was passed on by the oral tradition of Patanjali, to the ancient yoga teachers who taught the "yama and niyama" as the ethical means to cleanse the mind, body, and spirit. This psychological approach emphasizes on healing and self-realization while asanas (postures) and pranayama (controlling the breath) clean the body's organs and systems first. The Sutras, code of conduct in yoga provides guidance in gaining mastery over the mind and emotions to achieve spiritual growth. This includes the practice of the highest human virtues

like ahimsa (noninjury) and satya (truth), and the promotion of the noblest feelings like amity and compassion (Patel et al, 2012).

Since then yoga schools were established to teach its types according to the ancient Indian philosophy. Iyengar, Viniyoga, and Sivananda are some of the yoga types with its own distinct emphasis and content in teaching physical postures and exercises (asanas), breathing techniques (pranayama), deep relaxation, and meditation practices that ultimately cultivate more profound states of consciousness (Büssing, et al., 2012). The yoga is now offered in modern urban centers and rural retreats around the world which is also known as transnational intercultural exchange that considerably outgrowth the Neo-Hinduism (Newcombe, 2009).

2. Significance of the Study

This research is expected to benefit the following:

Educational administrators and supervisors may use the outcomes of this study to improve their wellbeing and mental health despite their stressful work in the field. These strategies may be helpful to lessen their stressors and help balance their work.

Wellness and Mental Health Professionals may consider yoga as self-care intervention for administrators and supervisors. This study may provide helpful information on how they can integrate yoga in their professional development program both for employees and administrators.

Guidance Counselors may strengthen self-care practices for students, teachers, and administrators. They may use the findings of this research to enhance their services and effectively cater to the needs of the academic stakeholders. The use of this approach has the potential to significantly

improve the mental and physical health of everyone in the school context.

Physical Education Faculty are usually tapped as the yoga instructors. PE faculty are such as sports coaches and fitness may learn more about how they can assist in improving the wellbeing of their immediate supervisors and administrators along with their students. This information may improve collaboration between administrative and athletic personnel, enabling both groups to have balance in wellness goals.

Researchers may refer to the research recommendations and limitations to investigate other related topics of yoga, self-care, and mindful-based supervision. Research enthusiasts in these discipline have the opportunity to further develop these discoveries to augment the existing reservoir of knowledge in the realm of yoga and self-care.

3. Definition of Terms

The following are terms are operationally used in the proposed study:

Balance. It a status for individuals to declare that they can fully engage in what they need or want to do without that nagging guilt or worry that they should be doing something else.

Emotional Self-care. It involves any activity that help one acknowledge and express his/her feelings. This type of self-care overlaps with all forms of self-care so it is important for one's wellbeing to be in tune with his/her emotions and have healthy ways to express them (Verywell Mind, 2020).

Mindfulness. It is a mental state that can be achieved by focusing on one's awareness on the present moment, while calmly acknowledging and accepting one's feelings, thoughts, and bodily sensations, used as a therapeutic technique.

Psychological Self-care. It involves learning, thinking, and developing through self-care activities such as personal and professional development. It focuses on controllable things and taking time for personal reflection.

Physical Self-care. It enables an individual monitor basic nutrition, hydration, and exercises to achieve a healthy body to respond to life's stressors.

Self-care. It is the practice of taking an active role in protecting one's wellbeing and happiness especially in stressful moments.

Spiritual Self-care. It refers to nourishing the inner being of an individual focusing more on the matters of the heart and faith in supreme being. It begins with acknowledging one's need for the God's guidance and intervention to recognize the needs of the heart.

Wellbeing. It is a positive state of a comfortable, happy, and healthy life of an individual. It can be achieved through physical and psychological self-care.

Wellness. It is a practice of daily healthy habits which aims to maintain better physical and mental health outcomes to thrive and to survive.

Yoga. It is a Hindu spiritual and ascetic discipline that involves breathing exercises, simple meditation, and the adoption of specific bodily postures. It is widely practiced and used as an intervention for health and relaxation.

4. RESULTS AND ANALYSIS

This chapter provides an overview of the findings derived from survey questionnaires distributed to participants, along with the documentation of relevant data collected from the

study's respondents about the yoga in schools: Self-care for administrators and teachers.

Demographic Profile of Respondent

The demographic profile of the respondents shown in Table 1 presents the frequency distribution of respondents about the Yoga in Schools: Self Care for Administrators and Teachers.

Table 1 presents the demographic profile of the respondents in terms of sex, age, educational attainment, employment status and years as administrators or supervisor.

As can be seen in the results, 207 male respondents (66.56%) and 104 female respondents (33.44%) took part in the school's yoga self-care activity. This suggests that male educators may encounter unique pressures and expectations, highlighting the need for customized programs or outreach initiatives to enhance the accessibility and attractiveness of yoga for them.

These results support the findings of Cagas et al (2022) when they investigated the gender differences in terms of yoga participation among 546 yoga participants. The results revealed special focus on the motives of male participation and their conformity to masculine norms. They explained that though females were more motivated by positive affect, health/fitness, nimbleness, mind - body integration, and coping/stress management, males were more motivated by supplementary activity and competition/social recognition. Thus, these differences should be considered in tailoring messages to promote uptake and continued participation. Furthermore, males were more likely than females to conform to emotional control and heterosexual self-presentation masculine norms.

As to age, most of the respondents were in the range of 31-36 years old with 157 respondents or 50.48 % equivalent. Followed by 25-30 years old with 71 respondents or 22.83% equivalent. This finding implies that individuals in these age brackets may be experiencing significant levels of stress or seeking methods of self-care. It could also imply that individuals in these age groups are more open to exploring and adopting wellness practices like yoga to manage their well-being. In contrast, the average age of principals in Shanghai, China is 51 years old which is lower than the average age of principals across OECD countries and economies participating in TALIS (52 years old). Furthermore, 5% of principals in Shanghai (China) are aged 60 and above, compared to 20% on average across the Organization for Economic Cooperation and Development (OECD) countries (TALIS 2019).

Nevertheless, the work related stress among principals and educational managers nowadays is recognized because they have to juggle many sensitive demands such as the needs of relevant stakeholders, competing objectives, tricky stakeholder interactions, the impression others have of them, and teachers' emotions. All of these are emotionally draining for principals and educational managers, placing increased pressure on them to act as 'emotional leaders' (Chen & Guo, 2020).

As to employment status, most of the respondents, totaling 267 individuals or 85.85%, held permanent employment status while 44 respondents or 14.15% equivalent held probationary employment status. The result depicts that most of the respondents were permanent employees which can be a qualification for an administrative position in the higher education institution.

Table 1. Demographic Profile of the Respondents

Variable	Frequency	Percentage
SEX		
Male	207	66.56
Female	104	33.44
TOTAL	311	100.0
AGE		
25 -30 years old	71	22.83
31- 36 years old	157	50.48
37-42 years old	44	14.15
43- 48 years old	33	10.61
49-54 years old	6	1.93
TOTAL	311	100.0
EDUCATIONAL ATTAINMENT		
Postgraduate	311	100.0
TOTAL	311	100.0
EMPLOYMENT STATUS		
Permanent	267	85.85
Probationary	44	14.15
TOTAL	311	100.0
POSITION		
Administrative Personnel	108	34.73
Teacher	203	65.27
TOTAL	311	100.0
YEARS AS ADMINISTRATOR/SUPERVISOR		
1-year	110	35.37
2-years	56	18.01
3- years	82	26.37
4-years	26	8.36
5-years	37	11.90
Total	311	100.0

As to position or designation, most of the respondents were teachers with 203 individuals or 65.27% equivalent, followed by administrative personnel with 108 with 34.73% equivalent. Although, most of the respondents were teachers, the largest portion of respondents, comprising 110 individuals or 35.37% equivalent, served as administrators or supervisors for one year, followed by 82 respondents or 26.37% equivalent who had three years of experience in their roles. The result clearly posits that most of the respondents held a teaching position at the same time they were appointed as administrative personnel during their professional career in the academic institution.

These results can be explained further with teacher leadership attributes of those teachers with formal or informal positions and without leading titles which essentially indicated their qualities and positive influence on teacher leadership development. It was found out that teachers with one to five years, six to ten years, and over ten years, do not affect the perception, influencing, cooperation and knowledge and skills dimensions of teacher leadership attributes. Although many administrators and teachers with formal leading titles were classroom teachers, they still demonstrated more opportunities in their school (Wang et al., 2021).

In other words, the respondents' demographic characteristics were male between 31-36 years old with permanent employment as teachers who served as administrators or supervisors for one year. Their distinct profile provided diverse assessment on the school administrators self-care.

5. Conclusion

Based on the findings of the study, the following conclusions were drawn to understand the self-care of teachers and school administrators using yoga in school in China:

- 1.The distinct profile of teachers and school administrators provided diverse assessment on the school administrators self-care.

- 2.The measurement in physical care of teachers and school administrators in terms of objectives enhanced additional learning goals by focusing on physical fitness, psychological wellness, and emotional insight.

- 3.The content areas in physical care of teachers and school administrators created an avenue not only for students to respond better to stressful situations, but also to teachers and

school administrators.

4.The measurement in physical care of teachers and school administrators in terms of impact aimed to inspire, guide, and support educators in providing the right type of yoga for students.

5.The maintenance of the teachers and school administrators' physical care can be crucial for their well-being.

6.Self-care practices of school administrators and teachers in terms of psychological care are essential to maintain their mental and emotional well-being.

7.The self-care practices of school administrators and teachers in terms of emotional is important for maintaining resilience and fostering a favorable atmosphere within the school.

8.In educational setting, nurturing spirituality enhances resilience, emotional equilibrium, and proficient leadership.

9.Effectiveness of balanced self-care is critical for teachers and school administrators.

10.The respondents' assessment of yoga and self-care was significantly different considering their diverse demographic characteristics.

11.Most aspects of assessment of yoga such as objectives, content, and impact significantly influence the assessment of self-care attributes of teachers and school administrators.

6. Recommendations

Based on the conclusion of the study, the following are recommended to increase and improve the self-care and yoga practice of teachers and school administrators:

1.Enhance the yoga program objectives and content by infusing physical fitness, psychological wellness, and emotional insight to make it more impactful for them.

2.Provide the necessary self-care program for them not only to strengthen them physically, emotionally, spiritually, but also to enhance their decision-making, resilience, and overall satisfaction in the field of education leadership and management.

3.Create a culture of self-care induction into the education profession that may greatly increase the likelihood of healthier and more effective leaders. This can be done by providing teachers and school administrators consistent training with realistic strategies to promote self-care as presented in the output of this study.

4.Develop and maintain practices with peers and fellow administrators to support their individual well-being by strengthening the sense of belongingness, social support, and

friendships and cast away the notion of competition, faction, and rivalry.

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