

“EFFECTIVENESS OF VIDEO ASSISTED TEACHING ON KNOWLEDGE REGARDING SELF-BODY SCAN MEDITATION AMONG SCHOOL TEACHERS IN PUNE CITY”

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Abstract

Mindfulness based stress reduction (MBSR) is a program that offers common, escalated care preparing to help individuals with stress, tension, sorrow and torment. MBSR utilizes a blend of care reflection, body mindfulness, yoga and investigation of examples of conduct, thinking, feeling and activity. Body Scan Meditation is a technique by which consideration abilities are developed, passionate guideline is created, and rumination and stress are altogether decreased. Body examining includes focusing on pieces of the body and real sensations in a slow grouping from feet to head. By intellectually examining yourself, you carry attention to each and every piece of your body, seeing any throbs, torments, pressure, or general inconvenience. The objective isn't to alleviate the aggravation totally, however to get to know it and gain from it so you can more readily oversee it. At times the workplace situation is testing their patience, but that is the high time to focus more on health and keep themselves stress free. There is paucity of evidence regarding knowledge of body scan meditation among school teachers. Researchers focused for assessing the outcome about video- assisted teaching on knowledge regarding self-body scan meditation.

Methodology: A research approach adopted for the study is pre-experimental approach for determining the effectiveness about video- assisted teaching on self-body scan meditation. Convenience sampling used to select sample size. The study was conducted in school teachers of Pune city with sample size 100.

Result: Paired t test was applied considering effectiveness related to video-assisted teaching on knowledge of body scan meditation among school teachers. Pretest score was 9. The score in post test was 24.2 and 48.2 was the t value and 99 isdf. The p-value found to be lesser than 0.05. It is proven that the knowledge of school teachers regarding body scan meditation improved significantly after video assisted teaching.

Conclusion: The current study concludes that the knowledge among school teachers regarding self-body scan meditation is improved after video assisted teaching.

Keywords: Body scan meditation, knowledge, video assisted teaching, effectiveness.

Introduction and background

Individuals psyches are frequently fomented by pressures. Life has become muddled. Individuals have an excessive amount to do and not sufficient opportunity to get it done.

Certain individuals hold occupations that require extended periods of time and an excessive amount of liability. Others maintain two sources of income and raise a family. Individuals snap-they become peevish, reeling, and "worried." They might act in manners that are not "themselves." Sometimes they take out their dissatisfactions on their friends and family. Body Scan Meditation is helpful in developing emotions, ruminations and attention and stress is somehow reduced. In past, mindfulness techniques was the matter of concern more in clinical which has possible benefits for mental and physical wellbeing. While MSBR is associated with wisdom teachings, though the program itself is secular.

In an investigation of MBSR for ladies with fibromyalgia, members stood by listening to a 20-min body check when the 8week program, while Heart rate, skin conductance level and finger (fingertip) temperature (PT) were estimated (Lavish et al. 2009). Mean skin conductance was essentially low during the post-program body filter. Moreover, following mindfulness stress based and skin conductance had fundamentally low beginning qualities and declined all the more quickly during the recording, proposing lower thoughtful initiation and reduce during examination of body. Albeit different variables in MBSR might have added to this example, the body check probably added to the noticed practice-explicit impacts.

Objectives

1. To assess pre intervention knowledge regarding body scan meditation among school teachers.
2. To evaluate effectiveness of video-assisted teaching on knowledge regarding body scan meditation among school teachers.
3. To determine association between pre intervention knowledge regarding body scan meditation with selected demographic variables.

Materials and methods

Research Design

- Design adopted in present research is pre- experimental design. The research was done in the chosen schools of Pune.

Sampling techniques:

- Non probability convenience sampling adopted. Teachers of selected schools of Pune city were taken in the research study.

Subject Size:

- 100 teachers working in schools of Pune city were ready to participate in the research. The participants were clearly instructed about the research and its objective.

Data collection Tools

In the current research study, following scales were used for gathering data.

Structured-questionnaire is adopted for estimating knowledge regarding body scan meditation in school teachers in selected school teachers of Pune city.

Section 1- Comprises questions specifying demographic variables of the study.

Section 2- Consisting 30 questionnaires to assess the knowledge of body scan meditation among school teachers of Pune city.

Reliability and Validity

Research tool has been verified through 10 validators from field and the test of Karl Pearson correlation coefficient was used to test the reliability, it was $r=0.89$ for assessment of knowledge regarding self-body scan meditation.

Findings:

The obtained data was analysed and interpreted in order to discover the influence about video-assisted teaching on self-body scan meditation among Pune city school teachers, keeping the study's goal in mind.

1. To assess pre intervention knowledge regarding body scan meditation among school teachers.
2. To evaluate effectiveness of video assisted teaching on knowledge regarding body scan meditation amongst school teachers.
3. To determine association between pre intervention knowledge regarding body scan meditation with selected demographic variables.

The result comprised of IV segments

Section I :Distribution of demographic characteristics.

Section II :Explanation of pre-intervention knowledge regarding self-body scan meditation among school teachers of Pune City.

Section III :The impact of video-assisted teaching on school teachers' understanding of body scan meditation is described.

Section IV Data analysis for the association between knowledge regarding body scan meditation with selected demographic variables.

Section 1

Description of samples (school teachers) based on their personal characteristics

n=100

S.No.	Demographic characteristics		F	%
1.	Age(in years)	25-30	27	27%
		30.1-35	26	26%
		35.1-40	32	32%

		Above 40 years	15	15%
2.	Gender	Male	21	21%
		Female	79	79%
3.	Education	Diploma	1	1%
		Graduation	37	37%
		Post-graduation and above	62	62%
4.	Teaching sector	Private	100	100%
5.	Years of experience	0-3	14	14%
		3.1-6	41	41%
		6.1-9	33	33%
		10 years and above	12	12%
6.	Marital status	Married	67	67%
		Unmarried	24	24%
		Divorced	4	4%
		Widowed	5	5%
7.	How often do you meditate	Twice in a day	2	2%
		Daily	9	9%
		Once in a week	16	16%
		Never	73	73%
8.	Did you attend any meditation program before?	No	88	88%
		Yes	12	12%
9.	If yes , please specify	Art of living, organised by society group	1	1%
		Attended heartfulness meditation organised by school	1	1%
		Attended meditation from Ananda sangha	1	1%
		Attended online mindfulness meditation programme	1	1%
		attended Vipasana meditation programme	3	3%
		BrahamaKumarismeditaion	3	3%
		Sahaj yoga meditation	2	2%

Table 1: Distribution of samples (school teachers) on the basis of their personal characteristics.

Section II

Statistical data representing knowledge regarding body scan meditation among school teachers

n=100

Knowledge	Pretest	
	Freq	%
Poor	73	73%
Average	27	27%
Good	0	0%

Table 2: Knowledge regarding body scan meditation among school teachers

Section III

Statistical data explaining about effectiveness of video assisted teaching on knowledge of body scan meditation amongst school teachers

n=100

Knowledge	Pretest		Posttest	
	Freq	%	Freq	%
Poor (Score 0-10)	73	73%	0	0%
Average (score 11-20)	27	27%	8	8%
Good (score 21-30)	0	0%	92	92%

Table 3- Representing effectiveness of video-assisted teaching on self-body scan meditation among school teachers

	Mean	SD	T	df	p-value
Pre-test	9.7	2.4	48.2	99	0.000
Post-test	24.2	2.3			

Table 4: Paired t-test for the effectiveness of video assisted teaching on knowledge regarding body scan meditation amongst school teachers

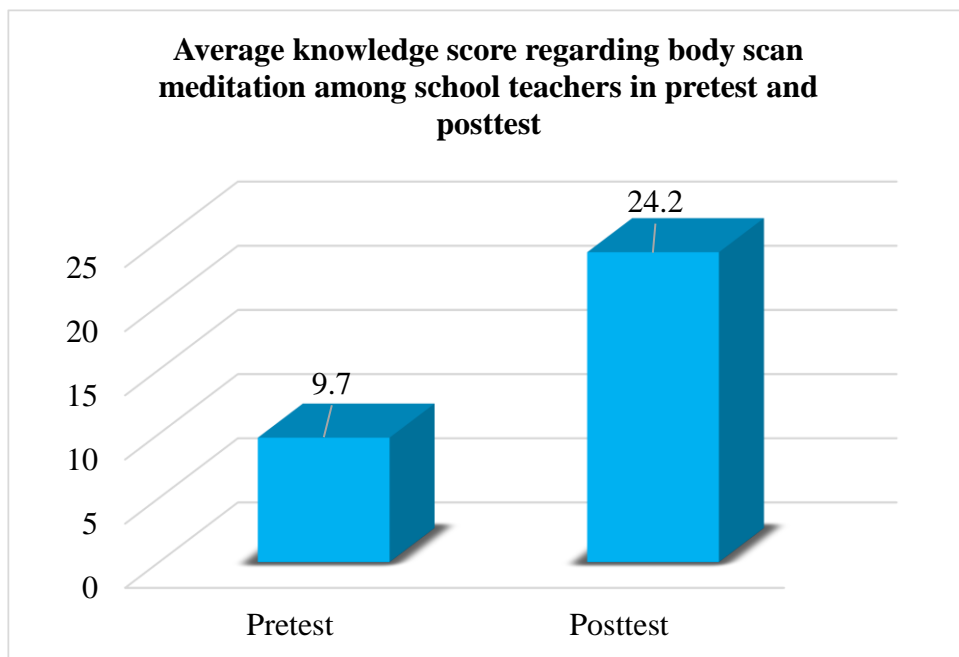


Fig 2: Average knowledge score regarding body scan meditation among school teachers in pre-test and post-test.

Section IV

Statistical presentation of data describing the association between knowledge regarding body scan meditation with demographic characteristics

n=100

Demographic variables		Knowledge		p-value
		Poor	Average	
Age(in years)	25-30	7	20	0.457
	30.1-35	8	18	
	35.1-40	6	26	
	Above 40 years	6	9	
Gender	Male	6	15	1.000
	Female	21	58	
Education	Diploma	0	1	0.624
	Graduation	12	25	
	Post-graduation and above	15	47	
Years of experience	0-3	2	12	0.659
	3.1-6	11	30	
	6.1-9	10	23	
	10 years and above	4	8	
Marital status	Married	17	50	0.906

	Unmarried	8	16	
	Divorced	1	3	
	Widowed	1	4	
How often do you meditate	Twice in a day	1	1	0.521
	Daily	2	7	
	Once in a week	6	10	
	Never	18	55	
Did you attend any meditation program before?	Yes	6	6	0.754
	No	21	67	

Table 5- Fisher's exact test representing the association between knowledge regarding body scan meditation with selected demographic variables.

Discussion:

The present study focused at assessing efficacy of video assisted teaching regarding knowledge of self-body scan meditation among school teachers in Pune. Data obtained from respondents and to find the result of the study descriptive and inferential statistics were used.

Data describing pre-intervention knowledge regarding self-body scan meditation among school teachers.

Table 1 describes the details related to score of pre-intervention knowledge of body scan meditation. The knowledge is assessed through structured questionnaire. In pre-test knowledge assessment, 73% of the teachers obtained poor knowledge score between 0-10 and 27% of participant had average knowledge score 11-20 regarding body scan meditation.

Description of effectiveness of video-assisted teaching regarding body scan meditation amongst school teachers

Table 2: depicts the post-test knowledge score after providing intervention through video assisted teaching. In pretest, 73% teachers obtained poor score in knowledge (0-10) and 27% of them scored average (Score 11-20) regarding body scan meditation. In post-test, 8% of the teachers got average score 11-20 and 92% had obtained good score. It indicates that the knowledge regarding body scan meditation among the school teachers improved remarkably after video assisted teaching. Researcher applied paired t-test to evaluate efficiency of video-assisted teaching regarding knowledge about body scan meditation among school teachers. Score obtained in pre-interventional assessment of knowledge was 9.7 which was increased to 24.2 in post-test. T-value was found to be 48.2 with 99 *df* score. p-value obtained in study was less than 0.05, which rejects the null hypothesis. The results of the research signify that the knowledge amongst school teachers regarding body scan meditation improved significantly after video-assisted teaching.

Description of association between knowledge regarding body scan meditation with selected demographic variables.

Table 3 shows the results on the relationship between body scan meditation knowledge and selected demographic characteristics. The p-values are greater than 0.05, and none of the demographic variables had a significant relationship with school teachers' understanding of body scan meditation.

Conclusion: The focus of the present study is that video assisted teaching regarding self-body scan meditation will help to improve the knowledge among school teachers of Pune City. In pre-test knowledge assessment teachers got poor score. But after the intervention given through video assisted teaching their knowledge is improved. Through the result it is evident that the knowledge among school teachers regarding body scan meditation improved significantly after video assisted teaching.

Source of Funding-Nil

Conflict of Interest- Nil

Ethical Clearance

Ethical permission of the study was gathered from institutional research committee (SCON). Respondents from Pune schools were asked to give their informed consent. Details provided to the participants specifying the data collection methods and information was only used for study point of view and the confidentiality was maintained.

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