



Fostering Mental Health through Yoga and Dietary Consciousness: Insights from Pre-service Teachers

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Abstract

This study investigates how educators view the combination of yoga and mindful eating as all-encompassing strategies to support pre-service teachers' mental health. Given the rising incidence of mental health problems among teenagers, the study intends to clarify the possible advantages and difficulties of integrating yoga and nutritional consciousness into the academic program. The theoretical underpinnings of the integration of yoga and food knowledge in enhancing mental well-being are then explored, with a focus on the influence of nutrition on cognitive function and the mind-body link.

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Introduction:

Teachers are weavers of well-being in the delicate tapestry of education, weaving the concepts of holistic health into the lives of their pupils. By skillfully fusing yoga with nutritional awareness, these teachers build resilience into their lessons, shaping the children's mental and physical toughness in addition to their intelligence. When stress turns into a silent enemy in the halls of education, including yoga into daily practice becomes a lifeline that leads students toward emotional and mental balance. Looking at the youth of the world, we see a story that is both exciting and dangerous. With 1.2 billion people between the ages of 15 and 24 navigating the maze of adolescence, noncommunicable diseases (NCDs) are a growing threat. The silent epidemic of noncommunicable diseases (NCDs), which includes diabetes, cancer, cardiovascular disease, and chronic respiratory ailments, stands out as a serious threat in the clamor for attention given to infectious diseases. The relationship between childhood and non-

communicable diseases (NCDs) is complex and involves habits and behaviors; it is during these early years that the seeds of health or illness are sowed.

Need and Significance of the Study:

Mental health becomes an important tune in this symphony of growth and vulnerability, resonating with the issues that teens experience worldwide. The cacophony of social media, the dissonance of cultural expectations, and the crescendo of scholastic pressure all reverberate through the corridors of teenage consciousness. The World Health Organization (WHO) states that adolescent well-being is a complicated melody that is significantly influenced by the strains of mental health problems including anxiety and sadness. Adding strokes of statistical gravity, the National Survey on Drug Use and Health (NSDUH) reveals a worrisome rise in the proportion of teenagers suffering from major depressive episodes. With its resonance with the problems that youth face globally, mental health becomes a key note in this symphony of development and



vulnerability. The echo chambers of teenage cognition are filled with the din of social media, the dissonance of societal expectations, and the crescendo of scholastic pressure. According to the World Health Organization (WHO), the stresses of mental health issues like anxiety and depression have a major impact on teenage well-being, which is a complex melody. The National Survey on Drug Use and Health (NSDUH) reports a concerning increase in the percentage of youth experiencing major depressive episodes, which adds statistical weight to the picture.

Teachers are essential in promoting holistic well-being. Teachers can help students manage stress effectively by incorporating yoga and dietary consciousness into their lessons, giving them the tools to support their physical and mental well-being. By incorporating yoga into daily routines, students can promote mental clarity and emotional balance while also giving them useful tools to reduce stress. Students can improve their general mental resilience, learn to manage stress, and develop mindfulness through yoga. By raising students' awareness of the relationship between food choices and mental health, educators enable them to make well-informed dietary decisions that support their wellbeing.

An exciting and dangerous story is being written about the 1.2 billion young people in the world between the ages of 15 and 24. The rising burden of noncommunicable diseases (NCDs) poses a grave threat to the well-being of this demographic, which is projected to grow by 7% by 2030. While infectious diseases such as HIV/AIDS, malaria, and tuberculosis receive a lot of attention, the silent epidemic of non-communicable diseases (NCDs) that include cancer, diabetes, cardiovascular disease, and chronic respiratory illnesses is still a big problem. Adolescence, youth, and NCDs are closely related due to a complex interaction of habits and behaviors. Unhealthy habits developed during these early stages have a lasting effect on economies, health, and human potential.

The four modifiable risk behaviors—using tobacco, drinking too much alcohol, eating an unhealthy diet, and not getting enough exercise—act as a trigger for the rise in NCDs like obesity, hypertension, and excessive cholesterol. Mental health disorders and other ailments plaguing our youth surface as moving brushstrokes on this canvas. The need to address mental well-being becomes even more urgent as type 2 diabetes, high blood pressure, heart disease, chronic lung disorders, and cancers rise in prevalence. This story emphasizes how important it is to act while youth still have the chance to make a positive impact and create a resilient, happy, and healthy future.

Need and significance of the study

Worldwide concern over adolescent mental health has grown. Teenagers face a variety of challenges, including those related to social media, family dynamics, academic pressure, and societal expectations. The World Health Organization (WHO) states that mental health issues like anxiety and depression significantly increase the overall burden of disease among teenagers. There are regional and cultural differences in the prevalence of mental health disorders. According to data from the National Survey on Drug Use and Health (NSDUH), the proportion of teenagers who reported having a major depressive episode within the previous year rose from 8.7% in 2005 to 13.2% in 2017. It's important to remember that data on mental health can differ, and more recent research may offer more current insights. Reputable resources like the World Health Organization (WHO), national health agencies, or recent articles in mental health journals can be used to find the most recent information. Teachers have responsibilities outside of the classroom. By actively advocating for and incorporating yoga and nutritional consciousness into their pedagogical approaches, teachers become agents of change in the development of a generation that is resilient and optimistic.

Objectives of the Study

1. To study the level of Yoga awareness of pre service teachers



2. To find out the psychological well-being of pre service teachers with respect to their food habits.
3. To find out the effect of yoga practice on the psychological well-being of yoga awareness group of pre-service teachers
4. To find out the effect of yoga practice on the psychological well-being of non-yoga awareness group of pre-service teachers
5. To find out the effect of yoga practice on the psychological well-being of Vegetarian pre-service teachers.
6. To find out the effect of yoga practice on the psychological well-being of Non- Vegetarian pre-service teachers.

posttest design was used with randomized subjects. The subjects are given an introduction to the treatment. The results of the pre- and post-tests are then compared by the researcher. A t-test could be used to assess the significance of the variations in the groups' average pretest-posttest changes. Through the use of psychological testing and BMI measurements, a random sample of 100 pre-service teachers from the Guntur district of Andhra Pradesh were chosen for the study. The teachers were divided into homogeneous groups based on their physical and psychological well-being. Although yoga is included in the experimental treatment package, a pre- and post-test is administered to determine the participants' psychological well-being. The Mahesh Kumar (2008) Yoga Attitude Scale was utilized to assess the degree of yoga awareness. Providing the sample with daily yoga instruction for 40 to 45 minutes is done for a total of 30 days.

Methodology

The researcher used an experimental design, specifically a pretest-posttest design with randomized subjects, for this study. Pretest-

Analysis of data

Table 1: Level of Yoga awareness of pre service teachers

S.No	Classification	Scores	% of Sample	Group
1.	Low	1 – 75	44	Non -Awareness Group
2.	Moderate	76 -150	38	Awareness Group
3.	High	151-225	18	

From the table it is clear that the pre service teachers that scored 75 or less are considered as low in awareness on yoga. Those who scored between 76 and 150 are considered as moderate and those scored above 150 are high in yoga awareness levels. On the whole 44% of the sample fall in low yoga awareness level, while 38% fall in moderate awareness level.

Only 18% are seen having high awareness levels. Considering these scores the sample is divided into awareness Group and Non awareness group.

Hypothesis1 : There would be no significant difference between Yoga awareness group and Non awareness group in their the psychological well-being.

Table 2: Psychological well-being of Yoga awareness group and Non awareness group

S.No	Group	N	Mean	S.D	t value
1.	Awareness Group	56	33.14	6.84	4.18**
2.	Non- Awareness Group	44	27.12	7.52	



**** Significant at 0.01 level**

From the above table the sample mean score obtained for yoga awareness group is 33.14 and SD value is 6.84. The Mean score of the Yoga Non awareness group is 27.12 with SD 7.52. The obtained t-value is 4.88 which is found to be statistically significant at 0.01 level of significance. Therefore, it may be inferred that Yoga awareness group and Non awareness group differ significantly in their psychological

well-being. Hence the formatted hypothesis "There would be no significant difference between Yoga awareness group and Non awareness group in their psychological well-being" is rejected.

Hypothesis2: There would be no significant difference in the psychological well-beingness of vegetarians and non-vegetarians

Table 3: Psychological well-being of Pre-service teachers with regard to their food habits.

S.No	Group	N	Mean	S.D	t value
1.	Vegetarians	42	30.43	6.85	1.47Ns
2.	Non- Vegetarians	48	28.19	7.46	

Ns Not Significant at any level

The table makes it clear that no significant difference in psychological well beingness exists between pre-service teachers with regard to their food habits. vegetarians and Non-vegetarians. Hence the formatted hypothesis "There would be no significant difference in the psychological well-beingness of vegetarians and non-vegetarians" is accepted.

Impact of Yoga Practices on Psychological well-being of Pre-service teachers.

Hypothesis3: There would be no significant effect of yoga practices on psychological well-being of pre-service teachers of Yoga awareness group.

Table - 4: Impact of yoga practice on yoga awareness group.

Yoga Awareness	Pre-test		Post-test		Df	t-value	Result
	Mean	S.D	Mean	S.D			
Yoga Awareness Group					110	3.46**	Significant at 0.01 level
56	33.14	6.84	37.86	7.57			

**** Significant at 0.01 level**

From the above table the sample mean score obtained for awareness group of Yoga in the pre-test is 33.14 and the S.D is 6.84. The Mean score in the post-test is 37.86 and the S.D is 7.57. The obtained t-value is 3.46** with a degree of freedom 110 is found to be statistically significant at 0.01 level of significance. Therefore, it may be inferred that practicing yoga has significant effect on

Psychological Well Being of the Awareness group. Hence the formatted hypothesis "There would be no significant effect of yoga practices on psychological well-being of pre-service teachers of Yoga awareness group is rejected.

Hypothesis4: There would be no significant effect of yoga practices on psychological well-being of pre-service teachers of Non-Yoga awareness group.



Table – 5: Impact of yoga practice on Non awareness group.

Yoga Awareness	Pre-test		Post-test		Df	t-value	Result
	Mean	S.D	Mean	S.D			
Non-Yoga Awareness Group					86	3.078**	Significant at 0.01 level
44	27.12	7.52	31.80	6.72			

** Significant at 0.01 level

From the above table the sample mean score obtained for Non Awareness group of Yoga in the pre-test is 27.12 and the S.D is 7.52. The post test Mean score is 31.8 and the S.D is 6.72. The obtained t-value is 3.078 with degrees of freedom 86 is found to be statistically significant at 0.01 level of significance. Therefore it may be inferred that yoga practice has a positive effect on Psychological Well Being

of the non Awareness group. Hence the formatted hypothesis “There would be no significant effect of yoga practices on psychological well-being of pre-service teachers of Non-Yoga awareness group” is rejected.

Hypothesis -5: There would be no significant difference in the impact of yogic practice on psychological well being in relation to vegetarian food habits of pre-service teachers.

Table- 6: Impact of Yogic Practices on the Psychological Well-Being in relation to Vegetarian Food Habit

Food Habits	Pre-test		Post-test		Df	t-value	Result
	Mean	S.D	Mean	S.D			
Vegetarian					82	2.13*	Significant @ 0.05level
42	30.43	6.85	33.48	6.24			

*Significant at 0.05 level

From the above table the pre-test mean score obtained for Vegetarian pre-service teachers is 30.43 and the S.D is 6.85. The post -test mean score is 33.48 and the S.D is 6.24. The obtained t-value is 2.13 with a degree of freedom 82 is found to be statistically significant at 0.05 level of significance. Therefore it may be inferred that the Yoga practices showed significant effect on Psychological Well Being of the Vegetarian pre-service teachers. Hence the

formatted hypothesis “There would be no significant difference in the impact of yogic practice on psychological well- being in relation to vegetarian food habits of pre service teachers” is rejected.

Hypothesis-6: There would be no significant difference in the impact of yogic practice on psychological well -being in relation to non-vegetarian food habits of pre-service teachers.

Table- 7: Impact of Yogic Practices on the psychological well-being of pre-service teachers in relation to Non-vegetarian food habit.

Food Habits	Pre-test		Post-test		Df	t-value	Result
	Mean	S.D	Mean	S.D			
Non-Veg					94	2.93**	Significant @ 0.01 level
48	28.19	7.46	32.72	7.68			

** significant at 0.01 level

The above table shows that the pre-test mean score obtained for Non-Vegetarianpre-service teachers is 28.19 and the S.D is 7.46. The post-test mean score is 32.72 and the S.D is 7.68. The obtained t-value is 2.93 with degree of freedom

94 is found to be statistically significant at 0.01 level of significance. Therefore, it may be inferred that the Yoga practices show significant effect on Psychological Well Being of the Non-Vegetarian pre-service teachers. Hence the



formatted hypothesis “There would be no significant difference in the impact of yogic practice on psychological well-being in relation to non- vegetarian food habits of pre service teachers” is rejected.

Result:

1. The sample of 44% fall in low yoga awareness level, 38% fall in moderate awareness level and. 18% are seen having high awareness levels.
2. It was observed that there was significant difference between Yoga awareness group and Non awareness group in their psychological well-being.
3. The study found that there was significant effect of yoga practices on psychological well-being of pre-service teachers of Yoga awareness group
4. It was noticed that there was no significant difference in the psychological well-being of vegetarians and non-vegetarians.
5. It was observed that there was significant effect of yoga practices on psychological well-being of pre-service teachers of Yoga awareness group
6. The study found that there was significant difference in the impact of yogic practice on psychological well-being in relation to vegetarian and non vegetarian food habits of pre service teachers.

Suggestions:

1. Interventions should be customized to meet the unique needs of each group in light of the notable disparities in psychological well-being between the Yoga awareness group and the Non-awareness group.
2. Yoga ought to be a fundamental part of teacher education programs. This can give aspiring teachers useful skills for stress management, resilience building, and mental health promotion.
3. Recognizing the influence of yoga on mental health in connection to eating patterns, offer individualized advice to people who follow a vegetarian or non-

vegetarian diet. This advice may include particular yoga poses or mindfulness exercises that improve and balance the mental health consequences of the dietary decisions made by the individual.

Conclusion:

This research reveals a complex picture of pre-service teachers' well-being, in which yoga awareness is essential. The noteworthy variations noted underscore the necessity for customized interventions, recognizing the life-changing potential of yoga practices. It is clear that including yoga in teacher preparation programs can help future teachers develop the resilience skills they will need to succeed in the classroom. In addition, the research sheds light on how dietary habits and yoga practices interact, with a focus on the benefits that are universal regardless of dietary choices. The call for individualized guidance is reiterated in the conclusion, which provides particular yoga poses to improve mental health in relation to a range of food choices. The study reveals a complex picture of pre-service teachers' well-being in which yoga awareness is essential. The noteworthy variations noted underscore the necessity for customized interventions, recognizing the life-changing potential of yoga practices. It is clear that including yoga in teacher preparation programs can help future teachers develop the resilience skills they will need to succeed in the classroom.

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