

## **A single session of the integrated yoga program as a stress management education for school staff employees: the effect of practicing by themselves on the daily practitioners vs non-daily practitioners**

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**Introduction:** The Ottawa charter for health promotion supports personal and social development through education for health. We developed a single session of a stress management education program based on integrated yoga. The effect was examined using a randomized controlled trial (2013). The aim of this study was to assess the benefits of the practice by themselves on daily practitioners vs non-daily practitioners. **Methods:** The subjects were school staff employees who had no experience with yoga, and participated in a stress management education session based on the integrated yoga program. Three months after the program, we assigned the subjects to a daily practice group (n =43) or a non-consecutive daily practice group (n =47) regarding the practice of the integrated yoga. Assessments were carried out before and after the practicing using the Subjective Units of Distress (SUD) about mind and body and the Two-Dimensional Mood Scale (TDMS). **Results:** There are no significant differences between the two groups. In both groups, the calmness (p<0.001), comfort (p<0.001) and cheerfulness (p<0.001) significantly increased, and cognitive mind stress (p<0.001) and body stress (p<0.001) significantly decreased after the practicing by themselves. **Conclusions:** The results suggest that a single session of the integrated yoga program as stress management education is effective in reducing stress and promoting mood in their daily living at 3 months following, for not only daily practitioners but also non- daily practitioners. This correlates with according to our past study (2015), where the consecutive daily practice for 3 months promoted mental health level.