

Mind Sound Resonance Technique (MSRT) as a Psychological Treatment and its Impact on Personality Characteristics among Teachers of Special Children: A Pilot Study

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Received: 10.06.2024 Revised: 10.07.2024

Abstract

Background: Teaching is a demanding and challenging profession for special teachers; because they have to perform many activities every day, it causes changes in the physical and mental health of teachers. It sometimes includes tiredness, fatigue, body aches, stress, etc. This can lead to differences in their personality Characteristics such as lack of psychological hardiness, emotional immaturity and lack of stress tolerance. The Mind Sound Resonance technique is one of the many yoga techniques, which influences the *Manomaya Kosha* area of the *Pancha Kosha*. In this technique use mantra to generate resonance in the body, which mainly works through the *Manomaya Kosha* to induce deeper relaxation for both mind and body. The Mind Sound Resonance technique works to enhance overall well-being and quality of life.

Aim: To assess the effect of chanting based relaxation technique MSRT (Mind Sound Resonance Technique) in counseling on personality characteristics among teachers of special children.

Methods: The 60 Special Education Teachers divided into two groups (Intervention group and control/compare group). Both groups were included in the traditional schedule of counseling. Participants in the intervention group followed the Mind Sound Resonance technique for 20 minutes in counseling, while participants in the control group followed a supine rest protocol for 20 minutes in the counseling Session. Participants practiced this protocol three times a week for one month. The participants assessed were for Psychological Hardiness, Emotional Maturity, and Stress Tolerance at baseline and after one month using standard assessment measures. Data analyzed were in SPSS version 20 software.

Result: unpaired t test analysis (between groups) results show that, Comparisons between the MSRT group and the SR group showed respect in all variables. In Psychological Hardiness shown mean difference for MSRT group is greater than SR group ($7.90 > 1.30$), in Emotional Maturity shown mean difference for MSRT group is greater than SR group ($5.37 > 1.07$) and in Stress Tolerance shown mean difference for MSRT group is greater than SR group ($7.47 > 0.30$)

Conclusion: The present study shows that Mind Sound Resonance Technique (MSRT) in counseling helps to improve the personality characteristics of Psychological Hardiness, emotional maturity and stress tolerance among teachers of special children.

Key Words: Yoga, MSRT, Counseling, Psychological Hardiness, Emotional Maturity, Stress Tolerance, Special Teachers, Personality Characteristics, Psychological Treatment

Introduction

The English word 'personality' derived from the Latin word 'persona'. A persona means mask. In ancient Greco-Roman dramas, characters wore masks appropriate to their roles. According to this, 'personality' is considered to mean 'appearance of a person'. Each person has a uniqueness, a unique combination of physical and mental characteristics that sets them apart from others. The difference that separates one from the other is personality. According to the American Psychological Association, Personality refers to the enduring characteristics and behavior that comprise a person's unique adjustment to life, including major traits, interests, drives, values, self-concept, abilities, and emotional patterns^[1]. It is through this adjustment that a person's behavior takes place. Personality mainly consists of a set of characteristics. Self-confidence, sociability, aggressiveness, dominance, persistence are some of the characteristics found in individuals. Personality traits are qualities or behaviors that a person exhibits consistently and habitually in various situations. We do not call a person 'hot-tempered' or 'angry' if he gets angry on a particular incident, but if he gets angry repeatedly over trivial reasons, we say he is angry, hot-tempered. That is, we decide that angry nature is an aspect of his personality. Combination of such characteristics occurring in more or less quantities is indicative of that person's personality.

Importance of Personality

Personality needed is for daily routines but personality factors equally needed for working in every profession. Special

teachers educate to children with visual, hearing, mental retardation, learning disabilities, and multiple disabilities. Teachers influence students positively and negatively through their professional qualifications and personality traits^[2]. Therefore this work requires special qualities in teachers. Such as honesty, leadership, patience, ability to manage parental expectations, understanding of child psychology, team player attitude, interest in learning, effective communicator, emotional intelligence, love of subject, eloquence, tolerance, comprehensive knowledge of curriculum, specific content knowledge, resources, health and positive attitudes toward certain children. Also willingness to do real work, responsibility, self-discipline, punctuality. These can play an essential role in their work only if these and many other qualities are included in the personality of the special teacher. Teaching is a demanding and challenging profession for special teachers; because they have to perform many activities every day, it causes changes in the physical and mental health of teachers. It sometimes includes tiredness, fatigue, body aches, stress, etc. This can lead to differences in their personality Characteristics such as lack of psychological hardiness, emotional immaturity and lack of stress tolerance.

Psychological Hardiness

Some persons actually seem to thrive on stress instead of letting the stress wear them down; such persons called are hardy personality, a term first coined by Suzanne Kobasa (1979). Hardiness is a personality style (trait^[3]), which is characterized by sense of commitment (rather than alienation), and of control (rather than

powerlessness) and perception of problems as challenges (rather than threats)^[4]. Psychological hardiness composed of these three important characteristics. Commitment is the ability to be determined and focus on a life goal. Committed people never give up no matter how many obstacles they face. Highly committed people possess a strong sense of engagement not even in professional life but also in interpersonal relationships^[5]. Dimension of control refers to the tendency to believe that control is something that comes from inside^[6]. Controlled people have the ability to brave life's uncertainties. Change is the norm and life change is an opportunity for personal growth. Challengers believe that risk in life is an opportunity to create something new and interesting. Psychological hardiness acts as a defense mechanism against stressors of life and enhances the tendency of an individual to fight various pressures of life. Hardiness is an integral resource to moderate the negative effects of stress on physical and mental health^[7].

Emotional Maturity

Personality patterns of a person can be determined with the help of emotional maturity^[8]. It helps an individual in shaping his/her *personality*^[9]. A high and appropriate level of emotional control and expression means emotional maturity^[10]. Emotions are conscious mental reactions (such as anger or fear). Strong emotions experienced subjectively usually directed toward a specific object and usually accompanied by physiological and behavioral changes in the body. Emotions play a major role behind human behavior. The term emotions refer to feelings and its distinctive thoughts, psychological and biological states and range of propensities to act^[11]. An emotionally mature person is one whose emotional life is well under control^[12]. Proper emotional maturity improves a person's behavior. It helps him to adjustment in the society. It helps to

build the relationship prosperous. An emotionally mature person has the ability to adapt to any situation.

Characteristics of Emotional Maturity: The ability to experience and understand own deepest feelings, the ability to act on and react to life circumstances with intelligence, sound judgment, and wisdom. The ability to recognize, empathize with and respect the feelings and needs of others, the ability to love. The ability to adapt flexibly and creatively to life is changing circumstances and conditions, the willingness and ability to be responsible^[13].

Stress Tolerance

A characteristic of a resilient personality is ability to cope in stressful situations^[14]. According to American psychological association stress tolerance is the capacity to withstand pressure, strains, and the consequent ability to function effectively and with minimal anxiety under stressful conditions^[15]. Stress is a disruptive change in a person's physical, mental, and emotional health. Stress activates the sympathetic nervous system and triggers the fight-flight response it can affect mental health. It is necessary to learn how to handle stress in daily life, how to deal with it. A small amount of stress is necessary for people to function and defend themselves, but excessive stress can overwhelm them and cause a fight, flight or freeze reaction. For this, there is a need to increase stress tolerance.

Psychological Treatment

Psychological treatment refers to psychotherapy and interventions designed to enhance the individual's adaptive and independent mental and behavioral functioning^[16]. Psychological treatments also called are 'psychotherapy' or 'talk therapy'^[17]. There are many types of psychological treatment (talking therapy) Such as, Cognitive Behavioral Therapy

(CBT), Guided self-help, Behavioral activation, Interpersonal therapy (IPT), Eye movement desensitization and reprocessing (EMDR), Mindfulness-based cognitive therapy (MBCT), Psychodynamic psychotherapy, Couple therapy and Psychological Counseling.

Psychological Counseling

Counseling is a form of psychotherapy^[18]. Counselling is a talking therapy that involves a trained therapist listening to you and helping you find ways to deal with emotional issues^[19]. Counseling Psychology is a generalist health service specialty in professional psychology that uses a broad range of culturally informed, culturally-sensitive practices to help people improve their well-being, prevent, alleviate distress and maladjustment, resolve crises, and increase their ability to function better in their lives. It focuses specifically on normative life-span development, with a particular emphasis on prevention and education as well as amelioration. Its particular expertise solves the problems in work and career issues^[20]. In counselling counsellor guides you to look at problems with objective way. He shows different dimension to understand the situation. He helps you to know your strengths and weaknesses without being judgmental^[21]. The nature of the problem determines the number of counseling sessions or settings. Counseling given is in total five stages. Initiate the session; understand the problem, set mutual goals, work phase, and Terminating^[22]. Alternative therapies (AT) are new trends in counseling profession. There is not a specific definition of AT but types of AT have their own definitions. Art therapy (visual art therapy, music therapy, drama therapy, dance/movement therapy, and expressive writing therapy), adventure therapy, child centered play therapy, sand therapy, dance therapy, and integrative therapies considered are as alternative therapies^[23] ^[24] ^[25]

Yoga Therapy

Yoga therapy is a process of regulating the mind and body. It is a lifestyle that helps maintain physical and mental health. Yoga therapy is the process of empowering individuals to progress toward improved health and well-being through the application of the teachings and practices of Yoga^[26]. **Yoga therapy** is a type of therapy that uses yoga postures, breathing exercises, meditation, and Guided imagery to improve mental and physical health^[27]. Yoga therapy includes the following: Yoga therapy includes the following: Ashtanga Yoga, Asana practice, Breathing Techniques, Various Mudras, Guided imagery, Spiritual or psychological counselling and Chanting Mantras or Mind sound resonance technique (MSRT)

Mind Sound Resonance Technique

Mantra japa is a useful technique to reduce mental disturbances. By turning awareness inward, yogis have created this useful tool. It is a quick method for mental peace and relaxation. An effective technique for achieving harmony and balance while meditating is the chanting of mantras. Mind sound resonance technique (MSRT) is one of the advanced mindful relaxation yoga techniques that use mantra to generate resonance in the body, which mainly works through the Manomaya Kosha to induce deeper relaxation for both mind and body^[28]. The Mind Sound Resonance technique is one of the many yoga techniques, which influences the *Manomaya Kosha* area of the *Pancha Kosha*^[29]. The Mind Sound Resonance technique is one of them developed by SVYASA. Specifically it provides strengthen the immune defense, to develop will power and thereby to promote health and happiness, to combat cancer, AIDS etc. and thus help improves the quality of life^[30]. Mind Sound Resonance Technique is used for the purpose to influence the mind through the resonance of sound with the help of *Omkar* and *Mantra*. In this

technique are chant *Omkar* and *Mantra* both at *āhat* (loudly) and *anāhat* (Silently). Chanting the Omkar or mantra aloud and chanting in the mind creates resonance, this influencing the functions of the mind. One can practice this technique sitting or lying down.

Materials and Methods

Aim

To assess the effect of chanting based relaxation technique MSRT (Mind Sound Resonance Technique) in counseling on personality characteristics among teachers of special children.

Objectives

1. To study the effect of MSRT in counseling on Psychological Hardiness among teachers of special children
2. To study the effect of MSRT in counseling on Emotional Maturity among teachers of special children
3. To study the effect of MSRT in counseling on Stress Tolerance among teachers of special children

Source of subject

The source of sample population was Special Schools located in Pune Metropolitan Area, Maharashtra.

Sample

The main study will recruit 300 participants, so 20% of participants assigned were to the pilot study. A sample of 60 special education teachers from various special schools was included in the study.

Inclusion criteria

- Special educators
- Minimum teaching experience of 6 months in any Special school
- familiar with Marathi and Hindi language
- Willing to participate
- who have score Average in the scale

- Not done Yoga in past one year

Exclusion criteria

- General educators
- With teaching experience less than 6 months
- Not familiar with Marathi and Hindi language
- Unwilling to participate
- Those who score higher in the scale
- Did yoga in the last one year

Informed Consent

The respective participants at the beginning of the study filled consent forms.

Design

Quasi-experimental Design with intervention and control/ compare group, pre -post study.

Variables studied

- Psychological Hardiness using Test of Singh Psychological Hardiness Scale (SPHS)
- Emotional Maturity using Emotional Maturity Scale (EMS)
- Stress Tolerance using Stress Tolerance Scale (STS)

Intervention

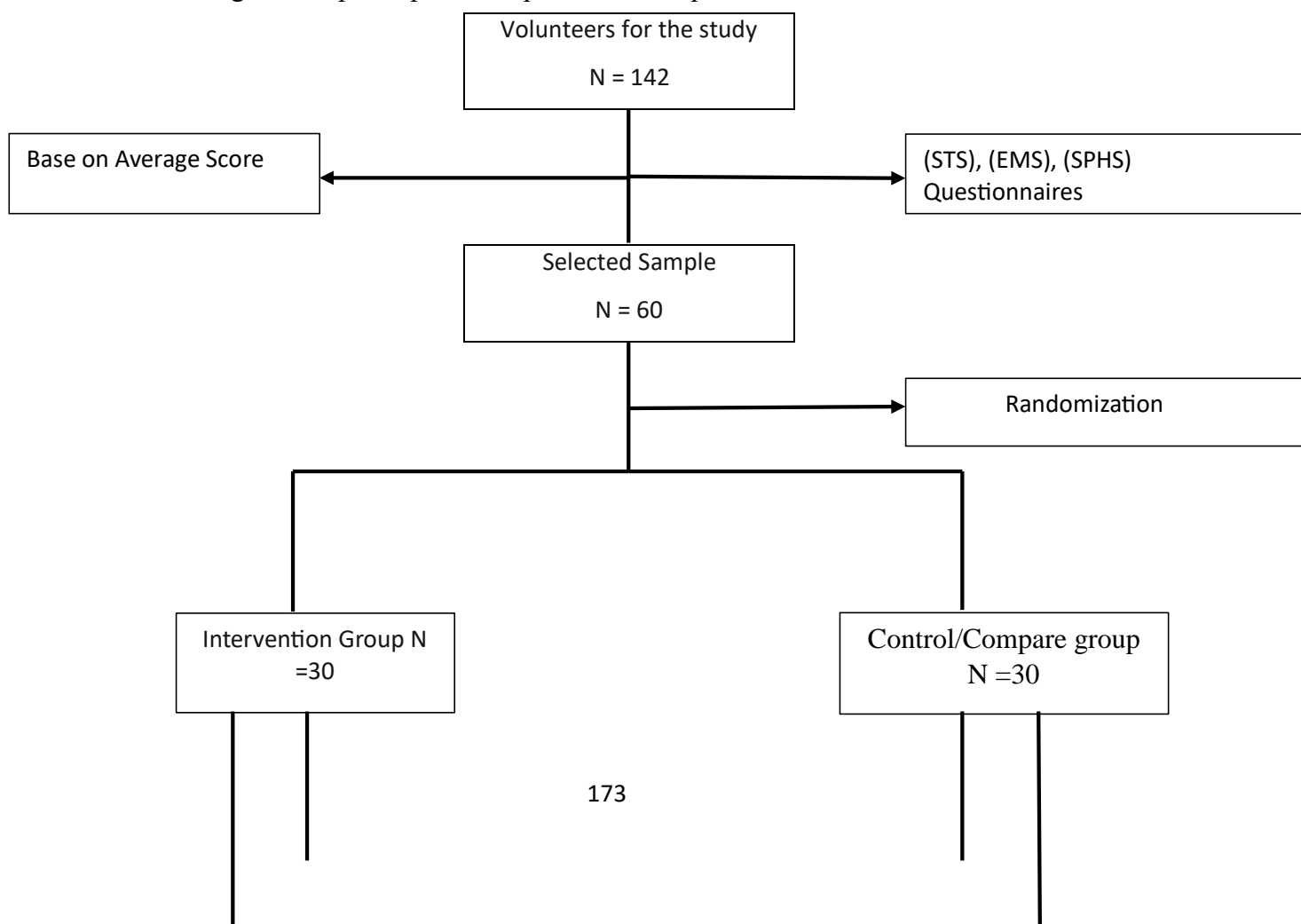
At the beginning of the session, the special teachers had to solve, a set of questionnaires. One hundred forty two special teachers solved these questionnaires. Each questionnaire had to have an average score to select the participants for the study. Thus, 60 participants participated in the study based on average score. The 60 participants divided into two groups (Intervention group and control/compare group) with randomization using tool research

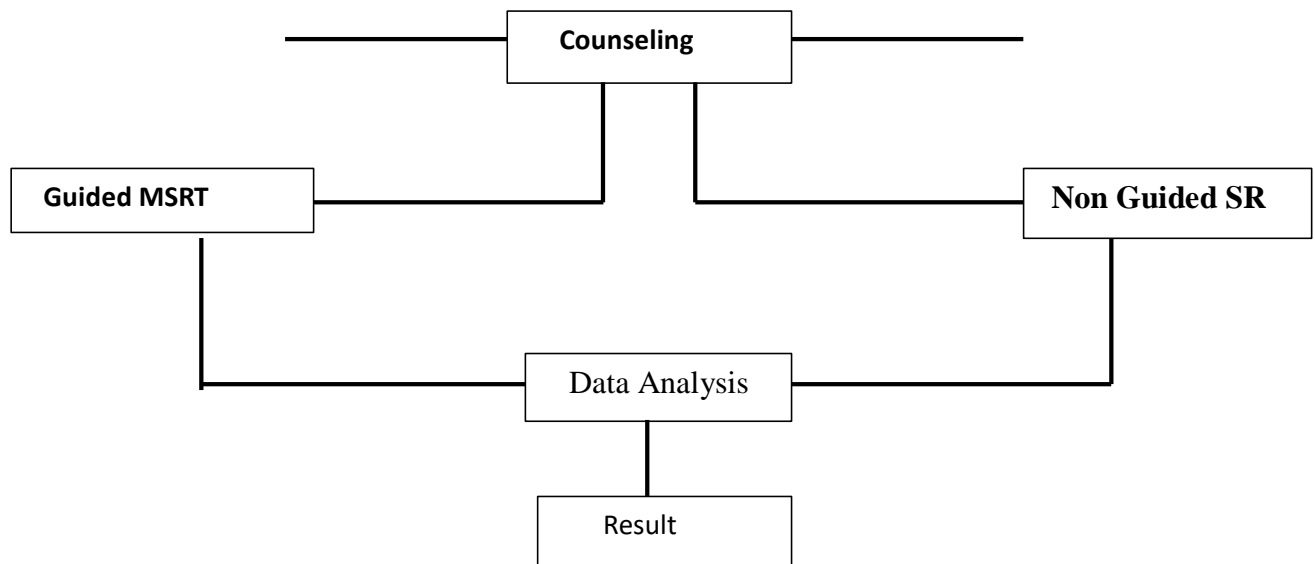
randomizer^[31]. Generally, both groups were included in the traditional schedule of counseling.

It consisted was of 5 stages in total, It included 1) initiating the session 2) understanding the problem 3) mutual goal setting 4) Working stage and 5) terminating^[32] The first session tried to build a relationship of trust and work. This session provided guidance on the purpose of the study, number of sessions, confidentiality of information, what the study can do and how it benefits you. In the second session, it was necessary to understand the previous reasons behind the problem. For this clarification, a discussion held with the participants and some oral questions asked were to them. Through the discussion, session was clarified situations behind the problems. Cons about the problems were explained the third session. Raised consciousness about how long-term problems can adversely affect mental, physical, and occupational health. In addition, objectives were set to avoid these bad outcomes. To achieve the goal to participants helped

were in the fourth session. The main purpose of this phase was to help solve problems. For that, we explained the importance of diet, exercise, and yoga. Additionally, participants in the intervention group followed the Mind Sound Resonance technique for 20 minutes, while participants in the control group followed a supine rest protocol for 20 minutes. Participants practiced this protocol three times a week for one month.

In the Intervention group received intervention 20 minutes of MSRT in the supine position using a pre-recorded audio tape, and the control group had 20 minutes of non-guided supine relaxation thrice a week for one month^[33]. After the completion intervention of 12 sessions, again the participants of both the groups solved the questionnaire. In the fifth stage of counseling, the pre-post results were presented to the participants to discuss what they had experienced, and concluded the session. Thus, the intervention group and the control group follow underwent group counseling for 1.5 months to solve the problems.





[34] Trail Profile

Data Extraction

Psychological Hardiness, Emotional Maturity, and stress tolerance were assessed using appropriate questionnaires during data collection. Psychological Hardiness using Test of Singh Psychological Hardiness Scale (SPHS), Emotional Maturity using Emotional Maturity Scale (EMS) and Stress Tolerance using Stress Tolerance Scale (STS)

Singh Psychological Hardiness Scale (SPHS) by Arun Kumar Singh: The qualitative description of scores in the psychological hardiness scale is in three levels (Table 1). In the current study, those with a score **below 119** were included when collecting psychological Hardiness data. (From the moderate level)

Table 1: Qualitative description of scores in the psychological hardiness scale^[35]

Range of score	Qualitative Description
120 or above	High level of psychological Hardiness
80-119	Moderate level of psychological Hardiness
79 or below	Low level of psychological Hardiness

Emotional Maturity Scale (EMS) by Dr.Yashvir Singh, Dr. Mahesh Bhargava was mentioned interpretation of the level of Emotional Maturity in the seven levels (Table 2) in the current study; those with a score **below 144** were included when collecting Emotional Maturity data. (From the Average level)

Table 2: Norms for interpretation of the level of Emotional Maturity^[36]

Scale score	Level of Emotional Maturity
185 & above	Extremely High
166-184	High
145-165	Above Average
118-144	Average
98-117	Below Average
78-97	Low
77& below	Extremely Low

Stress Tolerance Scale (STS) by Reshmy and Sananda Raj's: this scale consists of 24 items. 24 item scores were required to arrive at a final score. As per the test manual, the maximum possible score of the test is 120 and the minimum score is 24. The current studies, those with a score **below 72** included when collecting stress tolerance data. (From the Average score)

One hundred and forty two (142) participants solved all three questionnaires but only 60 participants who scored below the average score in all three questionnaires selected were for the study. Sixty special teachers divided into two groups, one group of which was Mind Sound Resonance Technique and the other was Supine Relaxation. Both Groups given were intervention during their school hours.

Data Analysis

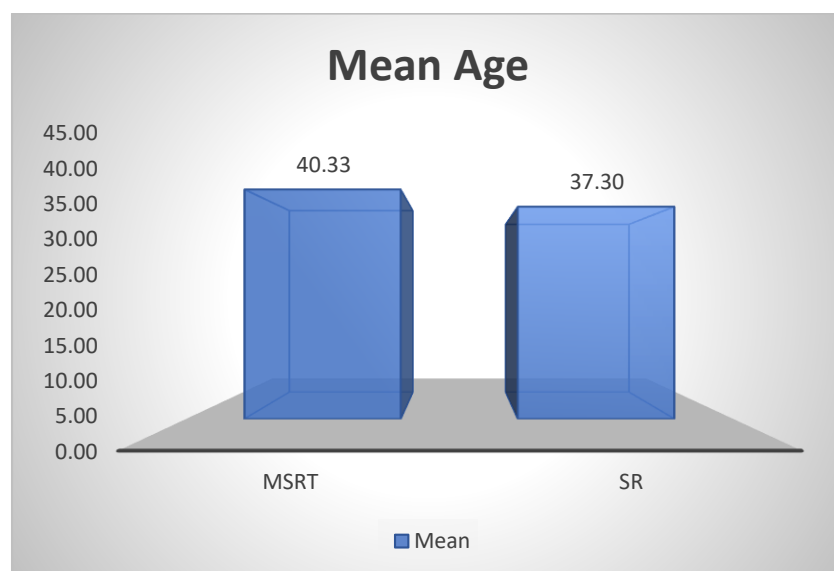
Normality of data was assessed using Shapiro-Wilk test and results analyzed were using Paired and Unpaired Sample *t*-test using SPSS 20.

Ethical clearance was a from the ethical committee

Results

Table 3: Demographic details of participants

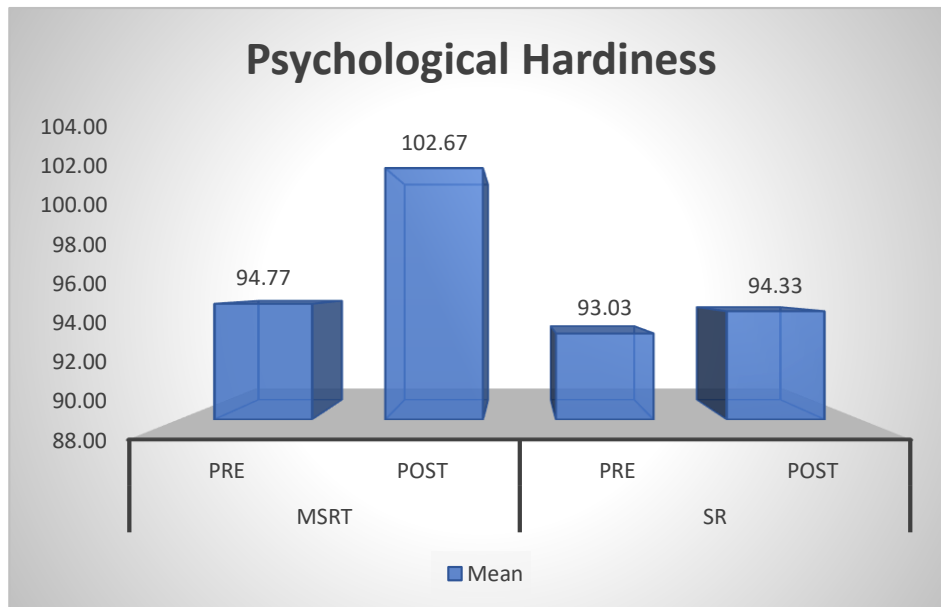
Age	N	Mean	SD	SE
MSRT	30	40.33	5.77	1.05
SR	30	37.30	6.24	1.14



The sample size of 60 comprises of special education teachers with details given in (Table 3). In this table mean age for MSRT group is 40.33 with standard deviation of 5.77 years. Mean age for SR group is 37.30 with standard deviation of 6.24 years.

Table 4: Psychological Hardiness details of participants

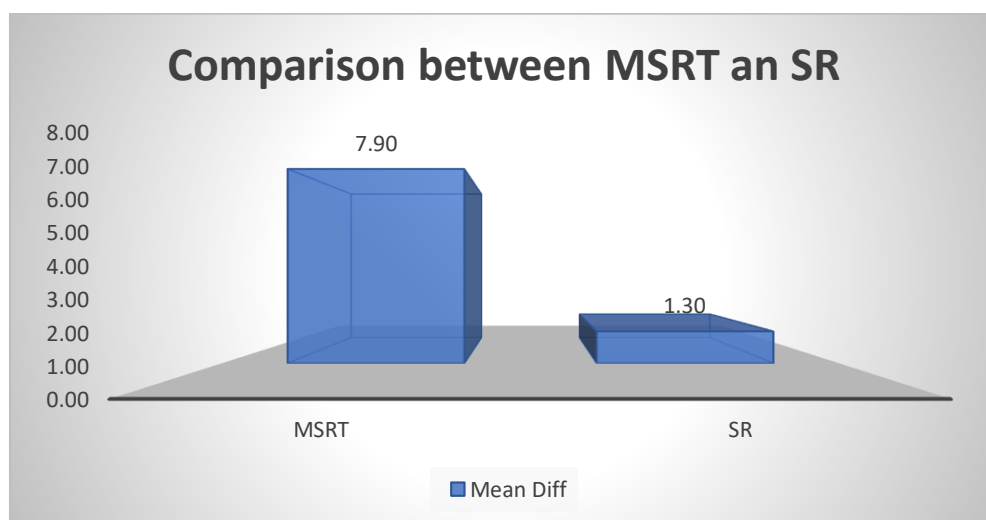
Psychological hardiness		Mean	N	SD	SE	t-Value	P-Value	% Change	Result
MSRT	Pre	94.77	30	11.40	2.08	-11.334	0.0000000	8.34	Sig
	Post	102.67	30	12.22	2.23				
SR	Pre	93.03	30	10.16	1.85	-4.227	0.0002155	1.40	Sig
	Post	94.33	30	10.16	1.85				



To test the significance of Psychological Hardiness in the MSRT and SR groups before and after the research, a paired t-test is used. Above table 4 shown that, P-Value for MSRT group and SR group is less than 0.05. Hence, we can conclude that, in the Psychological Hardiness shown significant change observed in MSRT group and SR group post study.

Table 5: Psychological Hardiness: Comparison between MSRT and SR

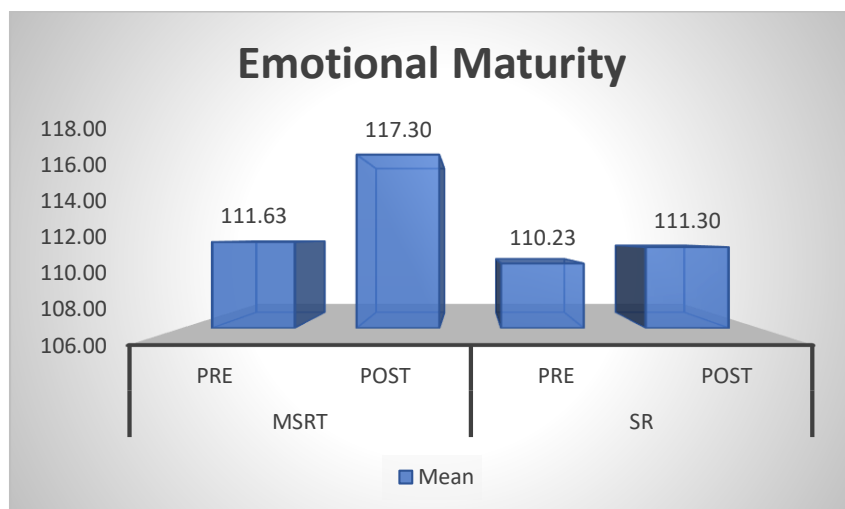
Group	N	Mean Diff	SD	SE	t-Value	P-Value	Result
MSRT	30	7.90	3.82	0.70	8.663	0.000	Sig
SR	30	1.30	1.68	0.31			



To compare the MSRT and SR groups, an unpaired t-test is used. From above table 5, shown that, P-Value is less than 0.05 Hence; we can conclude that, in the Psychological Hardiness shown significant difference between two groups. Further, we can observe that mean difference for MSRT group is greater than SR group; hence, we can conclude that effect observed in MSRT group is better than SR Group.

Table 6: Emotional Maturity details of participants

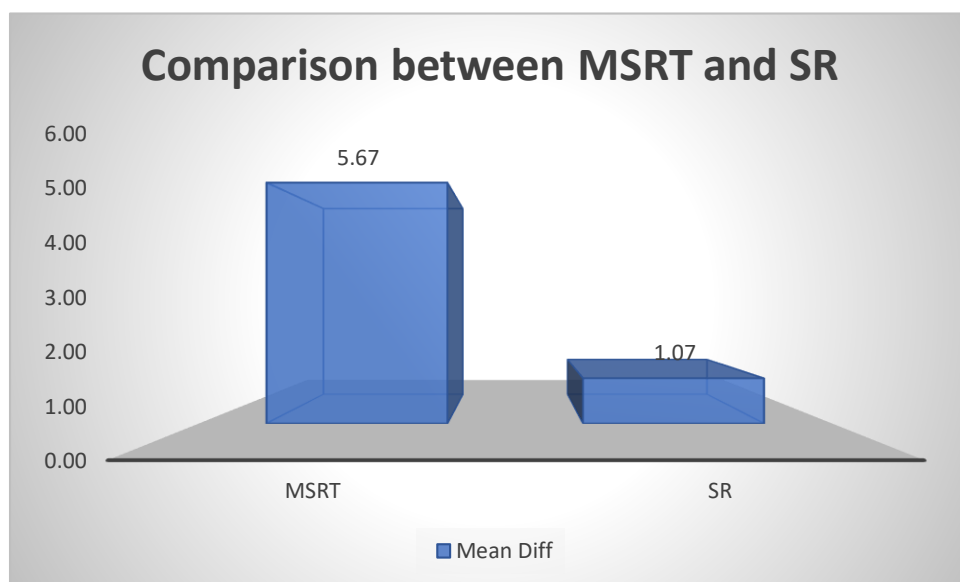
Emotional maturity		Mean	N	SD	SE	t-Value	P-Value	% Change	Result
MSRT	Pre	111.63	30	18.98	3.47	-8.500	0.0000000	5.08	Sig
	Post	117.30	30	18.48	3.37				
SR	Pre	110.23	30	19.06	3.48	-3.612	0.0011338	0.97	Sig
	Post	111.30	30	18.54	3.38				



To test the significance of Emotional Maturity in the MSRT and SR groups before and after the research, a paired t-test is used. Above table 6 shown that, P-Value for MSRT group and SR group is less than 0.05. Hence, we can conclude that, in the Emotional Maturity shown significant change observed in MSRT group and SR group post study.

Table 7: Emotional Maturity: Comparison between MSRT and SR

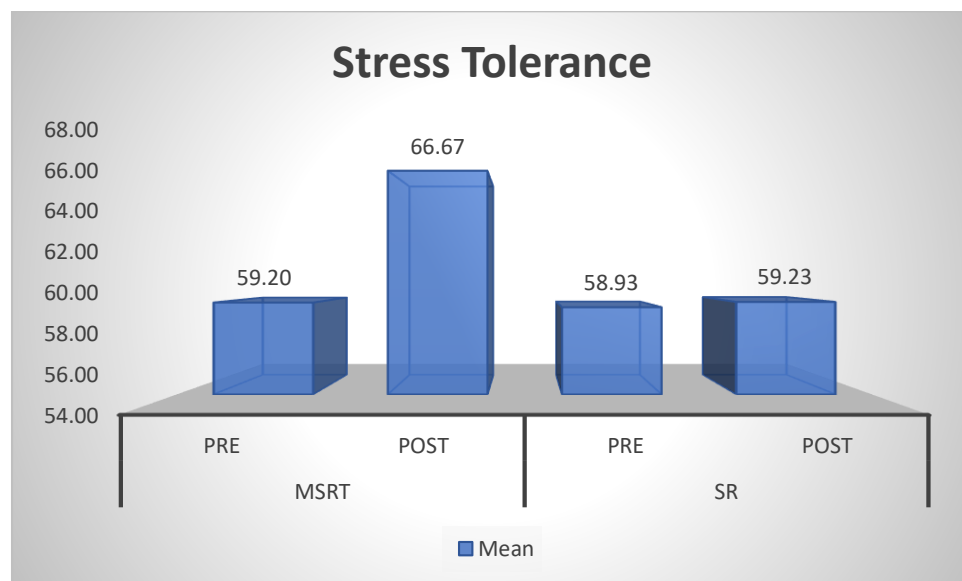
Group	N	Mean Diff	SD	SE	t-Value	P-Value	Result
MSRT	30	5.67	3.65	0.67	6.309	0.000	Sig
SR	30	1.07	1.62	0.30			



To compare the MSRT and SR groups, an unpaired t-test is used. From above table 7, shown that, P-Value is less than 0.05 Hence; we can conclude that, in the Emotional Maturity shown significant difference between two groups. Further, we can observe that mean difference for MSRT group is greater than SR group; hence, we can conclude that effect observed in MSRT group is better than SR Group.

Table 8: Stress Tolerance details of participants

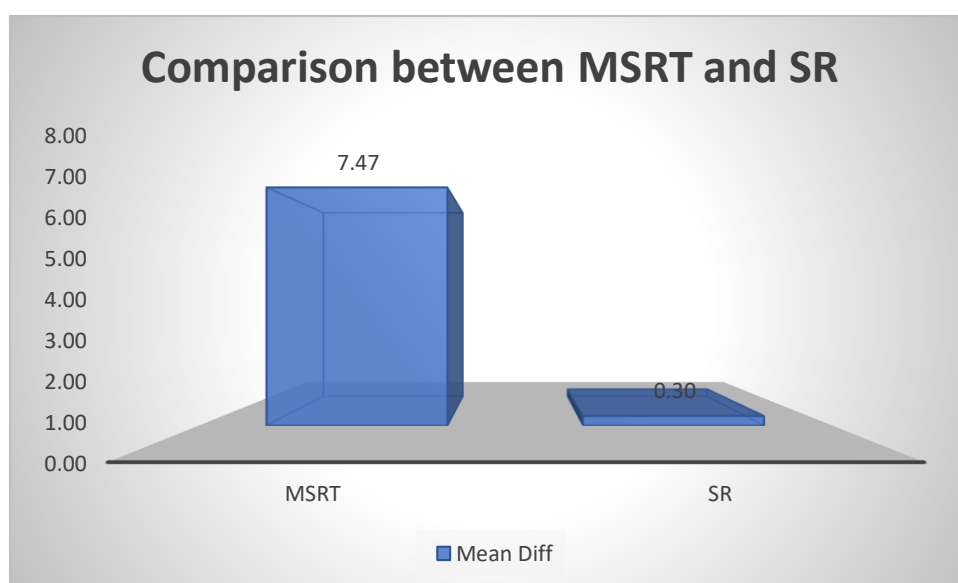
Stress tolerance		Mean	N	SD	SE	t-Value	P-Value	% Change	Result
MSRT	Pre	59.20	30	9.77	1.78	-15.516	0.0000000	12.61	Sig
	Post	66.67	30	10.36	1.89				
SR	Pre	58.93	30	10.03	1.83	-0.843	0.4063783	0.51	NS
	Post	59.23	30	10.26	1.87				



To test the significance of Stress Tolerance in the MSRT and SR groups before and after the research, a paired t-test is used. Above table 8, shown that P-Value for MSRT group is less than and SR group is greater than 0.05. Hence, we can conclude that, in the stress tolerance shown significant change observed in MSRT group while no significant change observed in SR group post study.

Table 9: Stress Tolerance: Comparison between MSRT and SR

Group	N	Mean Diff	SD	SE	t-Value	P-Value	Result
MSRT	30	7.47	2.64	0.48	11.972	0.000	Sig
SR	30	0.30	1.95	0.36			



To compare the MSRT and SR groups, an unpaired t-test is used. From above table 9, shown that, P-Value is less than 0.05 Hence; we can conclude that, in the stress tolerance shown significant difference between two groups. Further, we can observe that mean difference for MSRT group is greater than SR group; hence, we can conclude that effect observed in MSRT group is better than SR Group.

Discussion

The aim of this study was to assess the effect of chanting based relaxation technique MSRT (Mind Sound Resonance Technique) in counseling on personality characteristics among teachers of special children. The analysis of the paired t test (with in-group) results shown that, the MSRT group which was the intervention group it demonstrated respect in all variables. Including Psychological Hardiness revealed a significant difference between the pre- and post-tests (Table 4), Emotional Maturity and Stress Tolerance revealed significant differences between the pre and post - test (Table 6 & 8). In addition, The Control group that was the SR group, it demonstrated respect in two variables. Including Psychological Hardiness revealed a significant difference

between the pre- and post-tests; Emotional Maturity revealed significant differences between the pre- and post-tests. However, Stress Tolerance was not shown significant difference between the pre- and post-tests. In addition, unpaired t test analysis (between groups) results show that, Comparisons between the MSRT group and the SR group showed respect in all variables. A comparison between the MSRT and SR groups showed significant differences in psychological Hardiness, emotional maturity, and stress tolerance (Table 5, 7, & 9).

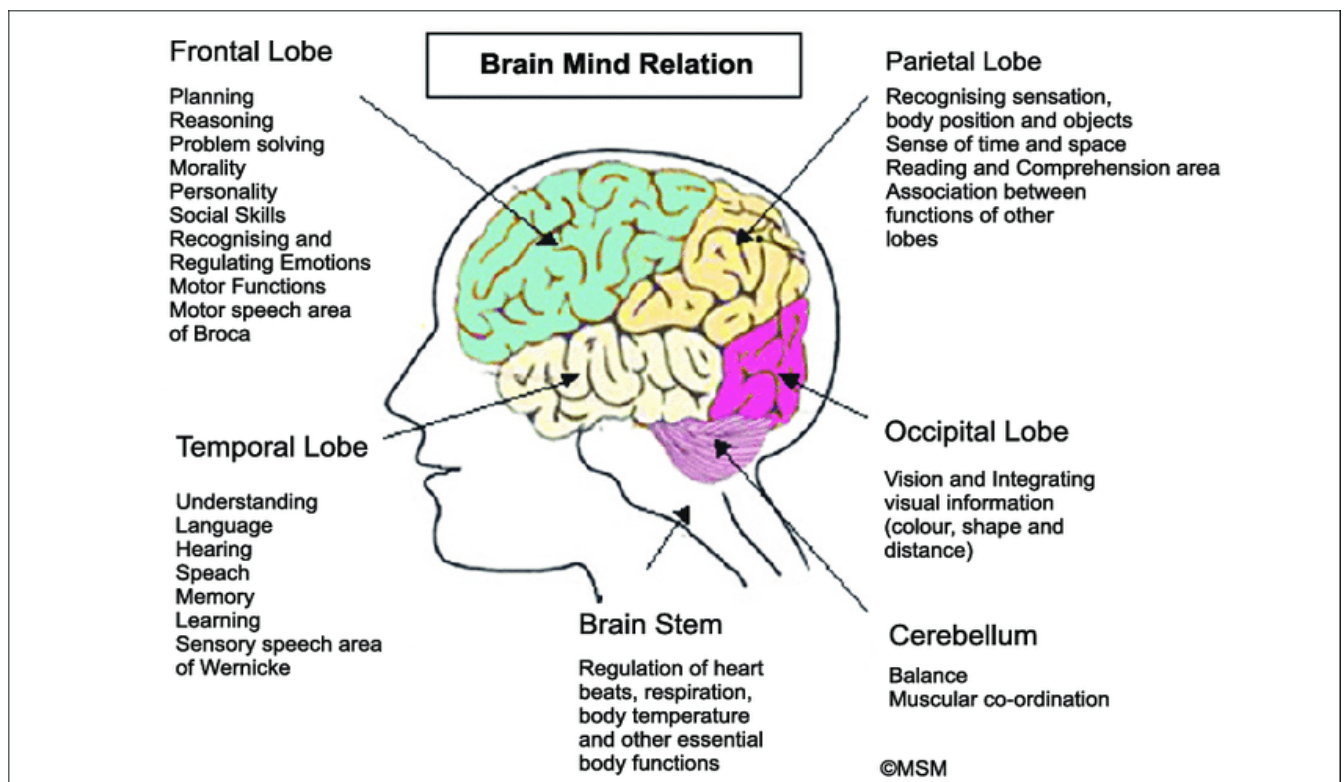
In previous research, using a two-way crossover study design, a two-day MSRT intervention separated by a one-day washout period used was to enhance the cognitive performance of medical students.

In the findings of this study, MSRT training positively affects the performance of immediate mental tasks, which impaired are by stress or lack of sleep in medical students ^[37]. In another previous study, MSRT training shown was to reduce state anxiety and enhance cognitive functions in patients with generalized anxiety disorder. The intervention group received MSRT training and the control group received SR training for 30 minutes in a dark quiet room. MSRT reduced state anxiety and increased psychomotor performance in patients with GAD immediately after intervention. Subjects had no previous exposure to the practice of MSRT so were given a weeklong orientation to the practice prior to the study^[38]an another previous study A single group pre-post study shows that Mind Sound Resonance Technique (MSRT) helps reduce mood disturbance and anxiety levels in IT-professionals and improves their sleep quality^[39]

In other one study, Mind Sound Resonance Technique (MSRT) is effective in improving cognitive function in a working population aged 30-60 years. In studying the effect of MSRT on fatigue levels in type-2 diabetic patients, one hundred type-2 diabetic patients participated in a 30-day MSRT program, in a single-group pre-post design. MSRT shown was to be an effective non-invasive, cost-effective intervention for reducing fatigue in

individuals with type 2 diabetes^[40]. A study has been done on teachers that study aimed to examine the effects of a 1-month MSRT intervention on stress, sleep quality, cognitive function, state and trait anxiety, psychological distress, and burnout among female teachers. This study revealed that the practice of MSRT could help reduce stress, anxiety, fatigue, and psychological distress among female teachers working in primary schools. Relaxation techniques also improve self-esteem and sleep quality^[41]. Thus, among these studies looked at factors such as cognitive performance, anxiety, stress, sleep quality, mental health, blood pressure, fatigue, and pain.

The present study focuses on the personality characteristics of special education teachers. Previous studies have not examined the Mind Sound Resonance technique for personality, still previous studies seem to be establishing some correlation with the current study. It is as follows The structure Brain carries out functions like thinking, emotions, problem solving, sum total of a person's personality including moral standards/judgments/reasoning etc., language/ speech, hearing, vision, making sense of perceptions and regulating motor activities, balance/ coordination, heartbeat/respiration/other vital functions, hormonal and related balances. All these functions fall under the broad category of functions called mind^[42]



[43] Figure 1: <https://www.researchgate.net/figure/The-structure-Brain>

Previous studies have looked at factors such as cognitive performance, anxiety, stress, sleep quality, mental health, blood pressure, fatigue, and pain. All of these are functions of the brain, and personality is part of the brain's functioning. This is clear from the above figure 1.

The Five-Factor Model (the “Big Five”) proposed by McCrae and Costa is currently the most widely used model of personality traits^[44] The five personality traits included in this model are extraversion, agreeableness, conscientiousness, openness, and neuroticism. Extraversion is a personality trait related to engagement with the external world and the experience of gratification and other positive emotions, Agreeableness is a personality trait related to cooperation, social harmony, sympathy, altruism, and trustworthiness. Agreeable persons tend to have a kind, considerate, and optimistic view for others. Conscientiousness is a personality trait related to being organized, careful,

persistent, achievement-focused, and diligent. Neuroticism is a personality trait related to the experience of negative emotions, such as anger, anxiety, or depression. Finally, openness is a personality trait related to intellectual curiosity, self-awareness, and active imagination^[45] In short, personality related is to every function of the mind, be it cognitive performance, anxiety, stress, sleep quality, mental health, blood pressure, fatigue, or pain.

If MSRT has shown positive effects in previous studies on factors such as cognitive performance, anxiety, stress, sleep quality, mental health, blood pressure, fatigue, or pain, then it has an indirect effect on personality because cognitive performance, anxiety, stress, sleep quality, mental health are related to personality. Therefore, although previous studies have not examined personality, it has completed indirectly on personality. The Mind Sound Resonance technique works on the psyche of the person i.e. it

affects the functioning of the mind hence the technique of Mind Sound Resonance helps to improve the personality.

The present study is the first to study the effect of Mind Sound Resonance on personality characteristics. Which helps to improve the personality of special teachers. However, conducting this study on a larger group of special educators may be useful in helping special education, special students, and society.

Conclusion

The present study shows that Mind Sound Resonance Technique (MSRT) in counseling helps to improve the personality characteristics of Psychological Hardiness, emotional maturity and stress tolerance among teachers of special children.

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