Exploring Psychosocial Barriers of E-yoga Training: A Trainers' Perspective

Ayesha Noor[1], Talia Sharaf[2], Muhammad Imran[3], Muhammad Rafiq[4*], Nayab Bukhari[5]

[1] Ayesha Noor, M.S student, Lahore School of Behavioural Sciences, The University of Lahore, Lahore-Pakistan.
Email: ashuayesha41@gmail.com
[2] Talia Sharaf, M.S student, Lahore School of Behavioural Sciences, The University of Lahore, Lahore-Pakistan.
Email: gtalia123321@gmail.com
[3] Muhammad Imran, M.S student, Lahore School of Behavioural Sciences, The University of Lahore, Lahore-Pakistan.
Email: drmalikimran635@gmail.com
[4] Head of Department of Psychology, Lahore School of Behavioural Sciences University of Lahore.
Email: rafiqdar@hotmail.com
[5] Nayab Bukhari, M.S student, Lahore School of Behavioural Sciences, The University of Lahore, Lahore-Pakistan.
Email: nayabbukhari63@gmail.com

*Correspondence author: Muhammad Rafiq (rafiqdar@hotmail.com)

Abstract

Objective: The practice of yoga has gained extraordinary popularity worldwide, with an increasing number of individuals turning to online platforms for e-yoga training. It presents a unique psychosocial barrier that impacts trainers and participants. This study aimed to explore the psychosocial barriers of e-yoga training from a trainer's perspective. Methods: This qualitative study used a phenomenological research design with a purpose sampling technique. Semi-structured interviews were conducted with five experienced e-yoga trainers. For this purpose, Interpretative Phenomenological Analysis (IPA) and NVivo 14 software were used to interpret the results. Results: Six Superordinate themes emerged from the analysis interview's transcript: (i) Psychosomatic Strains, (ii) Interpersonal Barriers, (iii) Virtual challenges, (iv) Diversity Impact, (v) Personalization and Adaptation, (vi) Communication Challenges. According to this study's findings, e-yoga trainers face psychosocial barriers during online training, such as affective disconnect, screen fatigue, cognitive load, technology stress, misinterpretation of Instruction, loss of non-verbal cues, equity concerns, religious consideration, and domestic interference. Their descriptions expose deep psychological and social barriers that shape the e-yoga site. Conclusion: The study's findings can inform the development of more comprehensive training programs for e-yoga trainers. E-yoga platforms and technology developers can use the study's insights to enhance their tools. This could involve creating features that address common psychosocial barriers, such as better communication tools, real-time feedback mechanisms, or options for personalized Instruction.

Keywords

E-Yoga Trainers, Yoga, Psychosocial Barriers, E-Yoga Training.

Yoga has found a new home online in today's fast-paced digital age. However, as trainers navigate the world of e-yoga, they encounter a complex network of psychosocial barriers that challenge the core of this antique discipline. This research explores the world of e-yoga, an emerging trend where yoga students connect with their trainers through online platforms. Specifically, we aim to uncover the psychosocial barriers yoga trainers face on this digital site, shedding light on their unique challenges. E-yoga has gained popularity in recent years due to the pandemic, which has forced many yoga practitioners to turn to online classes. Identifying these barriers is the first step towards finding solutions to overcome them.

Well-being refers to a more comprehensive sense of enjoyment, fulfillment, and satisfaction with life; wellness is typically described as being healthy in

body and mind. Wellness is described by the World Health Organization (WHO) as "a state of complete physical, mental, and social well-being, and not merely the absence of disease or infirmity" (WHO, 2022). Meditation is a mental practice that involves training the mind to focus on a specific object, thought, or activity to cultivate mindfulness, relaxation, and inner peace. According to the American Psychological Association (APA), meditation can be defined as "a family of self-regulation practices that focus on training attention and awareness in order to bring mental processes under greater voluntary control and thereby foster general mental well-being and development and specific capacities such as calm, clarity, and concentration" (APA, 2014). Meditation has been found to have a range of benefits, including reduced stress and anxiety, improved sleep, and increased well-being and happiness (Goyal et al., 2014).

Yoga is the concept of "unions" or "connection". In Sanskrit, the word "yoga" can describe any connection. Yoga is a set of techniques that help us connect to everything, and a way of being that encourages connection. (Singh, 2021). Yoga first appeared over five thousand years ago in the north of India. Yoga was introduced to the West by Indian monks in the late 1890s. By the end of the 1970s, new yoga concepts had gained tremendous popularity in Western countries (Goldberg, 2016). Enter e-yoga, a modern adaptation of this ancient practice facilitated through digital channels like websites, apps, and virtual classes (Clark et al., 2021). Just as traditional yoga encourages self-awareness, e-yoga harnesses technology to provide diverse classes and styles, making it more accessible and adaptable to individual schedules and preferences. Online yoga sessions are frequently more affordable than conventional classes or studio membership in terms of cost. As health and wellness practices made their way onto digital platforms due to government regulations, including those related to COVID-19, there has been a growing interest in online physical activity therapies, including yoga. (Puyat et al., 2020). This shift towards online yoga practice also reflects the diversity and adaptability of yoga itself. Over centuries, yoga has evolved, resulting in various types and styles of practice (Feuerstein, 2011).

Polyvagal Theory, developed by Dr. Stephen Porges, explores the autonomic nervous system's role in regulating physiological states (Sullivan et al., 2018). It highlights the importance of the vagus nerve in shaping responses to stress and promoting social engagement. Deep diaphragmatic breathing and specific yoga postures stimulate the vagus nerve, promoting a shift toward the parasympathetic "rest and digest" state (Tucker,2022). Electronic or e-yoga platforms can leverage guided sessions and biofeedback technologies to enhance the mind-body connection. Real-time monitoring and feedback mechanisms can help users achieve optimal physiological states, aligning with Polyvagal Theory principles.

Literature Review

Inductive thematic analysis illustrated that yoga was seen as a holistic mind-body exercise that cultivates increased awareness and improved physical performance. According to young people, yoga offers methods for boosting self-assurance, managing stress, and regulating emotions. Yoga's effects on relationships and society were highly regarded. Even though yoga is thought to provide bio-psychosocial advantages, gendered and media portrayals of yoga may prevent people from practicing it (Cartwright et al., 2023).

A systematic review published in 2023 states that the COVID-19 pandemic has altered how people conduct business. WFH is now more prevalent in working from home, especially in occupations based in offices—interventions designed to support physical activity and disease prevention for working from home. Evidence is required to support the adaptation of current workplace interventions for use in homes and investigate opportunities to support PA through other interventions, such as urban planning and recreational tactics (Crane et al., 2023). Most yoga health trainers believed in the idealized flexible body-mind in Instagram yoga posts. Research repeatedly shows that media representations of "the yogi" are limited, removing bodies of variety and upholding an idealized version of yoga. What we refer to as the flexible body-mind is packaged as the "happy yogi" in these blogs and resonates on a potent socio-cultural platform (Bailey et al., 2022).

It has been discovered that online fitness videos are an increasingly common way to stay fit in place. Different augmented reality visualizations of Online fitness videos support flow for At-home yoga exercises. Many people use online fitness video instructions to keep in shape at home without hiring a personal trainer.

Material and Methods

Interpretative phenomenological analysis (IPA) focuses on the lived experience of participants. In this qualitative study, a phenomenological research

design was used. Our sample included five e-yoga trainers living in Pakistan. Semi-structured interviews were conducted till the point of saturation. Inclusion criteria compromised yoga trainers with More than two years of e-yoga training experience and certified instructors who have experience in training at all levels, including beginners and intermediate practitioners. Trainers who use various props (used as body support) in their online classes, such as blocks, straps, bolsters, and blankets. Trainers who offer modifications and adjustments for different body types and injuries. Exclusion criteria encompassed psychotherapeutic and gym trainers.

Procedure. A permission letter from the Department of Lahore School of Behavior Sciences, The Lahore, was collected. The process included a written consent for interview and recording interview; the subject was briefed about the purpose and nature of the study. The participants involved in the present study were briefed about the nature, purpose, and time involved. The interview guide was developed to take the interviews from the participants.

Initially, the interviews were translated following the forward translated method from Urdu to English. After that, those interviews were entered into NVivo 14 for coding and theme extraction. The results and discussion about the findings are written in detail.

Measurements

The participants filled out a demographic information sheet that included their name, age, gender, education, marital status, family status, job experience, and nature of the job (govt, private). The interview was conducted through semi-structured questions to gain an in-depth understanding of challenges faced by clinical psychologists working with different sexual orientations. Following the protocol of interview guidelines, open-ended and non-directive questions were devised so that the research participants could comfortably and extensively share their experiences concerning different sexual orientations. All the demographic information that was collected is given below.

Table 1: Summary Of the Critical Participants' Characteristics.

PARTICIPANTS	E-yoga experience	Age	Gender	Teaching setting
PARTICIPANT 1	Five years	37	Female	both (in person-online)
PARTICIPANT 2	Two years	30	Female	Online on Zoom and YouTube
PARTICIPANT 3	Two years	48	Female	Online Zoom meetings
PARTICIPANT 4	2.5 years	33	Male	Zoom meetings
PARTICIPANT 5	Three years	35	Male	Fitness center and zoom

Note: Demographic characteristics of the sample

Questions that were asked of the participants are given below.

- Please provide basic demographic information, such as age, gender, e-yoga experience, and teaching settings.
- What are some of the psychological (thoughts, emotions, and behaviors) barriers you have encountered while conducting e-yoga training?
- What are some of the social barriers you have encountered while conducting e-yoga training?
- What are some common technological challenges you face while conducting e-yoga training sessions?
- How do you address the challenge of providing personalized feedback and adjustments to participants in an e-yoga training format?
- How do you manage participants' expectations and address any disparities between their

expectations and the reality of e-yoga training?
- Based on your experiences, what advice or suggestions would you give to other e-yoga trainers for effectively addressing psychosocial barriers?

Results and Discussion

In order to integrate yoga trainers' experiences, interpretative phenomenological analysis was used to identify recurrent themes in qualitative data. Through manual data transcription, translation, and administration. Which produced six main themes, 14 subthemes, and related codes. A summary of all themes and codes is provided below.

Schematic description of major themes, themes, and codes of psychosocial barriers of e-yoga training from a trainers' perspective

Table 2: an Overview of Primary and Emerged Themes from Interviews.

Super-Ordinate Theme	Themes	Codes
1. Psychosomatic Strains	Affective Disconnect	Social Isolation, Teaching Stress, Nonverbal Loss, Digital Detox, Disengage Emotion, Connection Lost, Mismatch Emotion, Weak Bond.
	Screen Fatigue	Eye Strain, Digital Overload, Concentration Problems, Short Attention, Screen Addiction, Decreased Engagement, Mental Fatigue, Reduced Creativity, Headache, mental draining, Eye aches, and Physical Discomfort.
	Cognitive Load	Mental Effort, Feeling Fatigue, Networking challenge, Technology Adaptation, Digital Distractions, Disruptive Instruction, Mental Workload, Multitasking, Repeated Instruction, Troubleshooting Problems, Mind racing, Monitoring Participants, and Extra Burden.
2. Interpersonal Barriers	Loss of Non-Verbal Communication	Digital Interaction, Body Language, Poor Guidance, Restrict Visibility, Limited Expression, Feedback Limitations, Miscommunication, No Immediate Help, difficulty expressing, Poor Understanding, Muted Link, Reduced Engagement, Poor Facial Expressions.
	Apprehending Challenges	Incomplete information, distorted guidance, misinterpretation of information, audio glitches, video glitches. Frustrations, Disjointed Experience, Leading to Confusion, Compromised Teaching, Poor Audio, delayed transmission, Time zone Issues, and Missed Instruction.
3. Virtual challenges	Lack of Immediate Feedback	Feedback Gap, Delayed Response, Delayed Reactions, Slow Adaptation, Blind Instruction, Trainer Impairment, Slow Adjustment.
	Technological Stress	Feeling Drowning, Confidence Effect, Frustration, Confusion, Application Glitches, Technical Glitches, Fatigue, Anxiety, Performance Effects, Screen Dependency, Devic Incompatibility, Digital Literacy.
4. Communication Challenges	Misinterpretation of Instructions	Communication breakdown, misinterpreted instructions, incorrect poses, incorrect movements, reduced benefits, incorrect alignments, injuries risk, limited progress. Lost Gentle Touch, Poor Demonstrations, Reduced Benefits.
	Difficulty in Addressing Individual Needs	Observe Challenge, Feeling Left, Un-supported, Physical Distance, Trouble Accommodating, No personal Requirements, Generic Guide, Different Needs.
5. Personalization and Adaptation	Loss of Personal Touch	Decline Warmth, Fading Rapport, Minimal Engagement, Intimacy Loss, Weak relationship, limited Interaction, No Touch, Reduced Connection, Emotional Disconnect, Online Isolation, Reduced Empathy.
	Difficulty in Offering Physical Adjustments	Touchless Communication, Physical Limits, No Hands-On Instruction, Reduced Safety, Less flexibility, Physical Alterations, Visual Demonstrations, No Individual Support, Limited Touch, No Posture Corrections.
6. Diversity Impact	Equity Concerns	Inequality Worry, Socioeconomic Inequality, Equal rights, physical space, privacy concerns, Learner Diversity, Digital Gaps, and Device Availability.
	Religious Considerations	Varied Beliefs, Religious Practice, Faith Concerns, Faith focused, Respectful Instruction, Interfaith Sensitivity, Learner Preferences, Religious Holidays, Sensitive Language.
	Domestic Interference	Home Distractions, Family Responsibilities, Household Noise, Pets, Kids, Interruptions, Privacy Concerns, Personal Space, Time Management, Restricted clam, Multitasking Challenges, Childcare Responsibilities.

Psychosomatic Strains

Psychosomatic strains refer to physical symptoms or disorders influenced or impaired by psychological factors such as stress, anxiety, or emotional distress. These conditions often manifest as bodily ailments without apparent organic causes

but are linked to the mind-body connection. Addressing the basic psychological issues is crucial for managing and improving these strains.

"After spending hours guiding participants through virtual sessions, my eyes ache, and I feel mentally drained. It is not just me — I've noticed some of my students squinting and rubbing their eyes.

"Teaching yoga virtually is like juggling multiple balls at once. Not only do I have to guide participants through poses, but I also need to ensure that everyone can hear and see me, troubleshoot any technical glitches that arise, and provide individualized feedback when needed. It's a lot to handle, and I often find my mind racing to keep up."

Interpersonal Barriers

Interpersonal barriers refer to obstacles that hinder effective communication and interaction between individuals. These barriers can include differences in communication styles, cultural or language barriers, lack of trust, misunderstandings, and emotional or psychological factors. Overcoming these barriers involves improving communication skills, fostering empathy, and promoting cultural awareness to facilitate meaningful and productive relationships.

"In my center, I rely heavily on visual cues to gauge how my clients feel and adjust my instructions accordingly. A nod of the head, a quizzical look, or a subtle shift in posture — these cues help me understand if they are comfortable, struggling, or need assistance.

Statement of a Person Describing Communication Challenges

"Sometimes, there is a lag between my words and when participants hear them, creating a disjointed experience. The audio quality is not always consistent, leading to missed instructions or distorted guidance."

Virtual Challenges

Virtual challenges are obstacles, problems, or tasks encountered in digital or online environments, often related to technology, gaming, or virtual reality. These challenges require problem-solving, strategic thinking, or skill development within the context of the virtual space. Overcoming virtual challenges can increase proficiency, enjoyment, or progress within the virtual domain.

"Their expressions, body language, and even their breath would give me instant feedback. However, in the world of e-yoga, that immediacy is lost. I might demonstrate a pose, ask if everyone is comfortable, and there is a pause before I get any response."

"It's like I am both a yoga instructor and a tech support specialist simultaneously. There are moments when I feel like I am drowning in a sea of gadgets and software, affecting my confidence as a trainer."

Personalization and Adaptation

Personalization involves tailoring products, services, or experiences to meet individual preferences and needs, enhancing user satisfaction and engagement. Adaptation refers to modifying and adjusting content, strategies, or approaches to suit changing circumstances or specific requirements, optimizing effectiveness and relevance. Both concepts aim to enhance user experiences and outcomes by customizing and aligning offerings with unique characteristics and evolving situations.

"But in the online space, that personal touch is slipping away. I miss being able to walk around the room, offer hands-on adjustments," or share a smile of encouragement.

Communication Challenges

Communication challenges cover difficulties in conveying and understanding information effectively, often due to language barriers, misinterpretation, and noise. These obstacles hinder clear message transmission and can hinder successful communication and collaboration. Overcoming these challenges involves active listening, clarity in expression, and cultural sensitivity.

"It is challenging to address these misunderstandings through a screen, and it is a reminder of how important it is to be precise with my guidance. Misinterpretation can lead to incorrect alignment, risking injuries, and hindering the positive impact of yoga."

Diversity Impact

Diversity impact denotes the effect that diverse perspectives, backgrounds, and experiences have on organizations, societies, or environments. It enhances creativity, problem-solving, and innovation by promoting a broader range of viewpoints and ideas. Embracing diversity can lead to a more inclusive, equitable, and enriched community or workplace.

"However, the digital shift has brought to light the equity issue. Only some have a stable internet connection or a quiet space for practice. I worry about participants who might not have access to the necessary technology or space, as they may be left out of the sessions."

"I have found that being open to discussions and allowing modifications when needed helps create an inclusive space where everyone can engage in the practice without religious concerns getting in the way."

Discussion

We examined the multifaceted psychosocial barriers e-yoga trainers encounter as they navigate the realm of online yoga training. The results presented in the previous chapter have unveiled a rich tapestry of challenges that trainers face when attempting to bridge the digital gap between themselves and their students. These challenges can be broadly categorized into two interrelated themes: psychological and social barriers. The former encompasses issues related to the psychological and cognitive aspects of the training experience, while the latter pertains to the social dynamics and contextual factors influencing the training process. We critically examined and contextualized these barriers, seeking to shed light on their significance and explore potential strategies and solutions for overcoming them. Through this discussion, we aim to contribute valuable insights to the evolving field of e-yoga training, benefiting trainers and their clients.

We examined the multifaceted psychosocial barriers e-yoga trainers encounter as they navigate online yoga training. The results presented in the previous chapter have unveiled a rich tapestry of challenges that trainers face when attempting to bridge the digital gap between themselves and their students. These challenges can be broadly categorized into two interrelated themes: psychological and social barriers. The former encompasses issues related to the psychological and cognitive aspects of the training experience, while the latter pertains to the social dynamics and contextual factors influencing the training process. We critically examined and contextualized these barriers, seeking to shed light on their significance and explore potential strategies and solutions for overcoming them. Through this discussion, we aim to contribute valuable insights to the evolving field of e-yoga training, benefiting trainers and their clients.

Conclusion

The conclusion of the study "Exploring Psychosocial Barriers of E-yoga Training: A Trainers' Perspective" conducted in Pakistan would likely emphasize the unique cultural and contextual factors that influence the psychosocial barriers faced by e-yoga trainers in the Pakistani context. Here is a hypothetical conclusion tailored to such a study:

"Our study has shed light on the psychosocial barriers encountered by e-yoga trainers in the specific context of Pakistan. The findings have revealed a complex interplay of challenges shaped by the country's cultural, technological, and socio-economic landscape. We have identified several critical psychosocial barriers that e-yoga trainers in Pakistan face, including misinterpretation of instructions, client diversity and individual needs, loss of personal touch, and equity concerns. The unique cultural and religious considerations prevalent in Pakistani society often magnify these barriers.

Recommendations

Based on the limitations mentioned above, a few suggestions are given below.

- Broaden the Sample: Expand the participant pool to include a diverse range of e-yoga trainers with experience, backgrounds, and teaching styles. This could provide a more comprehensive view of trainers' challenges across different contexts.
- Mixed-Methods Approach: Utilize research methods such as surveys, interviews, and observational data to understand the barriers comprehensively. This would allow for a richer and more multifaceted analysis.
- Participant Surveys: Extend the study to include surveys or interviews with e-yoga participants to capture their perspectives and experiences. This dual perspective would provide a more holistic view of the e-yoga training environment.
- Cross-Cultural Analysis: Explore the cultural and geographical variations in e-yoga training experiences to develop a more nuanced understanding of barriers. This could help tailor e-yoga programs to different cultural contexts.
- Comparative Analysis: Compare e-yoga training with in-person yoga classes to identify specific advantages and disadvantages of each approach. Understanding the differences can inform both online and in-person yoga instruction.
- Technology Analysis: Investigate emerging technologies and platforms to assess their potential in addressing or exacerbating psychosocial barriers. This proactive approach can help trainers and practitioners stay current with technological advancements.

The result of the study can help yoga trainers understand the particular psychological difficulties that E-yoga trainers face, enabling the development of e-yoga training programs and workshops.

E-yoga trainers can help people because they are accessible, flexible, have various classes, are cost-

effective, private, and comfortable. Trainers can successfully negotiate these complications with the aid of preparations. Yoga can complement mental health and well-being; it is not a substitute for professional mental health care.

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