Ilkogretim Online - Elementary Education Online, Year; Vol 20 (Issue 4): pp. 794-805
http://ilkogretim-online.org
doi: 10.17051/ilkonline.2021.04.85

YOGA BASED INTERVENTION STRATEGIES IN ACCELERATING SELF-EFFICACY AMONG PRIMARY SCHOOL TEACHERS

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ABSTRACT- Self-efficacy is a person's belief in ones capacity to 'organize and execute' the courses of action required to produce given attainments.The present study is to examine Yoga Based Intervention strategies in accelerating Self-Efficacy among Primary School Teachers. Methods: The present investigationadopted single group design pre-test and post-test deign.A total of forty teachers working in primary classes in Dindigul District Tamil Nadu, India, were taken. Out of 40 teachers, 16 are male teachers (40%) and 24 are female teachers (60%). Analysis and discussion: The findings of the previous studies and the present investigation, the consistency of yoga based intervention is higher in enhancing self-efficacy of the teachers in general and primary teachers in particular. From the statistical findings of the present investigation, it is also affirmed that the teachers' self-efficacy was enhanced through yoga based intervention synergies. Although the experimental work applicable to primary teachers, it can be employed to enhance the self-efficacy of other teachers too subject to the necessary modifications in the yoga based intervention strategies according to the locale, subject and etc.

Keywords: Self-efficacy, Yoga-based intervention, Performance outcomes,Self-modeling, Verbal Encouragement, Emotional State, and primary school, Teachers.

I. INTRODUCTION

The self-efficacy is an individual's belief in his or her innate ability to achieve goals [1]. As prescribed by Albert Bandura, (1997), defines it as a personal judgement of how well one can execute courses of action required for dealing with prospective situations, [2] characterizes observed self-efficacy as convictions in one's capabilities to design and execute the courses of action required to create given accomplishments [3]. The efficacy of teachers demands that behaviour such as ability in undertaking a responsibility, risk-taking and the utilization of developments are associated with degrees of efficacy [4]. Teacher's pedagogical opinions are an essential variable that impacts instructors' utilization of innovation in the study hall. Teachers' beliefs and opinions toward innovation are of incredible importance in their decisions to adopt and oftentimes use innovation in the study hall [5]. The teachers adapt to stress successfully [6]. The long-term impact of stressors regarding non-effective coping strategies can prompt burnout. Burnout is regularly called as the disorder of emotional fatigue, depersonalization [7] a decrease in individual achievement, and distinguished emotional fatigue as the key part of burnout, [8] included physical fatigue characterized by low energy and chronic fatigue.

The author focused on the major factor affecting confidential and functional use of the computer in education effectively [9]. Self-efficacy convictions affect responsibility and want for accomplishing objectives, inspiration levels, persistence notwithstanding challenges, the quality of analytical reasons cause attributions for achievements, failures, and powerlessness to stress and depression [10]. Think about Bandura's four wellsprings of self- efficacy convictions as they identify with the practicum experience. Amid practicum, pre-

service teachers are likely to pay close consideration regarding their dominance of the scope of aptitudes vital for progress. Further, their execution is classically under the perception of their students, guide teacher, and visiting speakers, every one of whom gives response that may be observed as a type of verbal influence. Pre-service teachers may likewise make judgments about their capacities in association with the rehearsing teachers and other pre-service educators with whom they teach. The utility of these perceptions as a wellspring of self-efficacy exuding from vicarious experience is identified with the degree that the pre-service teacher can relate to the individual demonstrating any given behaviour. On the off chance that another pre-service teacher, who has made a decision to have comparative limit, when he succeeds or falls flat at an errand, the observer's feeling of efficacy is probably going to be influenced. At long last, physiological and emotional reactions may can possibly either improve or harm self-efficacy convictions. It is intriguing to ponder how students may decipher a similar sensation in an unexpected way. A pre-service teacher who is encountering butterflies in his or her stomach may decipher such sentiments as nervousness and proof of weakness; another might portray the same feelings as excitement and proof of how much the undertaking intends to him or her [11].

As indicated by Bandura self-efficacy derives from four main sources of knowledge: Performance achievements, vicarious experience, verbal persuasion, emotional states [12]. The most dependable source among these is execution accomplishments that was forthrightly picked with one's own confront. An individual with high self-efficacy convictions for math is less likely to abandon a challenging issue, since individual trusts that he/she can solve it. An individual with low self-efficacy convictions may abandon a similar issue since the person thinks it is past his/her capacity [13].The studies have discovered the powerful prognostic validity of learners' self-efficacy for illumination their academic performance [14].A maximum likelihood procedure with robust standard errors and chi-square was used to test the quantity models, and full information maximum likelihood estimation with 95% bias modified bootstrap confidence intervals based on five thousand bootstrapped samples used to estimate the limits of the hypothesized moderated-mediation model. We estimated the indirect and interaction effects within the same model [15].It was found to expand moderate and fiery physical movement at school exercises, in any case, demonstrated that mediations amid physical instruction exercises can build the extent of time that students spend working out [16]. The variables that separate adequate schools from the others are great standards that each student can learn, an unmistakable mission, utilizing instructional time successfully, checking the improvement of the students, having a school director or head who is an instructional leader, and a positive association among schools and the parents [17].

The first source of individual to measure the things of their achievement and their translation of these impacts help make their efficacy beliefs. The second source of efficacy information is the different encounters of the impacts created by the activity of others, one's different encounters included and the social comparison made with other people. These comparisons, alongside peer modeling, can be incredible effects on developing self-perceptions of skill [28].

1.1. TEACHER'S SELF-EFFICACY

The most examined researched point in education is the influence that affects academic achievement of understudy's quality of guidance in the study hall and success of the objectives. One of the elements is the dimension of teacher's self-efficacy and contributions in-class exercises [18]. A teacher should be an organizer who coordinates instruction, a director, an observer, and an effective leader. In this point of view, pedagogy needs much more quality and characteristics [19]. A new design which based on Bandura's self-efficacy has been designed by Tschannen-Moran [20]. This design consists of a five-dimensional indirect process which enables to obtain, evaluate, use and produce new self-efficacy judgments.

It was observed that Goodness of Fit Test and an all-out relationship coefficient of scores on the Teacher's Self-Efficacy Scale over the example of 50 teachers of Dindigul District of Tamil Nadu, India. Self-efficacy hypothesis places that self-efficacy influences are associated with precise activities. The reference demonstrates that choices will in general be intrinsic inside the assignment requirements. Along these lines it was accepted that the Teacher Self-Efficacy included four measurement activities to be explicit Performance results, Self-Modeling, Verbal Encouragement, and Emotional State. The table shows that nine items are eliminated in the scale. What's more, 41 items are chosen out of 50 items. The reliability of Teacher's Self-Efficacy Scale was set up by computing Cronbach's alpha and Split Half strategies. The split-half reliability significance is 0.744 (N=41), and the Cronbach's alpha dependability esteem is 0.900 [21].

1.2. DIMENSIONS OF SELF-EFFICACY

As prescribed by Bandura, (1997), there are four fundamental supporters of an individual's self- efficacy: performance outcome, vicarious experience, verbal persuasion, emotional states. Mastery experiences that a person's self-efficacy can be better when the individual successfully completes undertakings / assignments. However, if the individual fails to manage difficulties, his/her self-adequacy diminishes. Vicarious experience refers to observing others achieve responsibilities. An individual's self- efficacy is expanded if that individual trusts that he/she can likewise effectively perform the same errands that the individual has watched others perform. Verbal persuasion encourages an individual's self- efficacy because the encouragement of others brings a person's certainty up in finishing difficult tasks. Emotional states allude to an individual's temperament, the dimension of pressure, and perspective. A high level of efficacy towards a specific assignment can bring down the individual's self- efficacy. There is an off chance that the individual can raise his or her mind-set to beat efficacy. At that point self- efficacy expands [2]. It has outlined four sources of information that individuals employ to judge their efficacy (emotional arousal).

1.2.1. Performance outcomes

As indicated by Bandura, performance outcomes or past encounters are simply the most important source of self-efficacy. Positive and negative encounters can impact the ability of a person to perform a given responsibility. In the event that one has performed well at an undertaking already, he/she is more likely to feel responsible and perform well at an also related task [2]. Successful execution gives the most credible proof of whether one can create achievement or not. On the other hand, failure, if it happens early in the learning knowledge, undermines one's conviction of efficacy [22].

1.2.2. Self-modelling

Individuals can generate high/low self-efficacy vicariously through other individuals' performances. An individual can watch another perform and afterward contrast his very own ability with the other person's skill [2]. If an individual discovers somebody who is similar to him succeed it can likewise increase their self-efficacy. In any case, the opposite is likewise valid; watching somebody similar fizzles his can bring down self-efficacy [22]. A case of how vicarious encounters can increase self-efficacy in the working place is through coaching programs, where one person is compared and somebody on a comparable career path with identity effective at increasing the person's self-efficacy. A case of how the inverse can happen is in a smoking discontinuance program, where, if people see a few people fail to quit, they may stress over their very own the likelihood of success, leading to low self-efficacy to stop [23].

1.2.3. Verbal Encouragement

According to Redmond self-efficacy is likewise influenced by motivation and non-motivation relating with a person's exhibition or capability to perform [24], for example, a director telling a worker, “You can do it”, 'I believe in you' and other comparable comments. Utilizing verbal persuasion in a positive sense leads people to apply more exertion; along these lines, there is a greater chance of success. Nonetheless, if the verbal encouragement isn't sure, for instance, a director telling the labourer, this isn't worthy I can't deal with this task can prompt confusions about oneself resulting in lower expectations for success [23].

1.2.4. Emotional State

All individuals experience emotions from their body and how they see these emotional state impacts their convictions of efficacy [2]. A few instances of physiological feedback can be: giving a discourse before a large group of individuals, making a presentation to an important customer, taking a test, and so on. These assignments can cause anxiety, sweat-soaked palms, agitation, as well as a dashing heart [23]. Although this source is the least compelling of the four, it is important to take note if one is more ease with the undertaking in hand they will feel abler and have higher convictions of self-efficacy. Bandura likewise comments 'it isn't the only force of emotional and physical responses that are basic yet rather how they are seen and deciphered.' By learning how to control pressure and lift mind-set when challenged individuals can improve their faith in self-efficacy [25].

1.3. NEED FOR THE STUDY

Self-efficacy is a belief in one's capabilities to organize and execute the courses of action required to produce given attainments. Teacher's Self-efficacy is a judgment about capabilities to inference teacher's engagement and teaching. Even among the students those who face tiesor unmotivated, the teachers with a strong self-efficacy good to extend the greater support through the level of planning, organization and enthusiasm and spend more time in teaching areas.Whereas teachers tend to avoid subjects and topics when their self-efficacy was lower. They tend to be more open to new methods and ready to meet the needs. Teachers perform an essential job in reshaping the people by the improvement of students in schools. The security in Primary guidance encourages the students to improve good character, and sound learning about consideration, wellbeing and further more causes them to be economically sound. But the real results are contingent on the teacher's Self-Efficacy. The Suggestion reveals that different versions of teacher self-efficacy scale was developed mainly in the United States of America [26]. According to Mani (2019),Yoga is a decent exercise for the emotion and the body. It gives the freshness to the emotion. Yoga assumes an imperative part of each person. It is exceptionally unique to the alternates since alternates assume a vital part in the school life. The present investigation is especially for the various school's teachersto enhance the Self-Efficacy through yoga based intervention. It is conceivable to know how the alternates enhance their Self-Efficacy in the teaching. Considering the significance of such investigation the analyst has embarked upon an investigation on a theme improving the Self-Efficacy of primary school teachers. In order to improve the self-efficacy of the students, sharing about life, group activities, tour, seminars, group discussions and sports should be regularly arranged.

Despise the research area is seem to be familiar, it is very crucial one that the 21st century teachers necessary to be adhered. The nuance that the present teachers should have for their professional development can be enhanced through some cognitive strategies.

The previous studies such as Cognitive flexibility strategies, Mathematical Creativity Scale, Motivated Strategies, Metacognitive Abilities, Mathematical Anxiety, and Trait Anxiety Inventory evidently proves that the self-efficacy of the teachers were either enhanced or influenced. When compared to the enhancement of self-efficacy through cognitive or other strategies, it was witnessed by the studies such as Hareesol Khun-Inkeeree *et al* (2020), Mani & Mahendraprabu (2019) Bandura, A., Barbaranelli, C., Caprara, G. V., &Pastorelli, C. (1996), Pajares, F (1996), and Bandura (1982), through their findings that the self-efficacy was remarkably higher than other strategies. Hence, the investigators believed that this sort of studies and their verification are crucial one at this junctive. Also believed that their type of research will open an eye among the future researcher both in education and physical education in connection with the psychological variables of the teachers.

1.4. Objective of the study

1. To identify the difference between the pre-test and post-test mean score of male and female teachers working in primary classes in terms of its Dimensions.
2. To identify the difference between the pre-test and post-test mean score of male teachers working in primary classes in terms of its Dimensions.
3. To identify the difference between the pre-test and post-test mean score of female teachers working in primary classes in terms of its Dimensions.

II. MATERIALS AND METHODS

The methodology of the present study is as follows;

2.1 DESIGN AND PARTICIPANTS

The present investigation adopted single group pre-test and post-test design, a total of forty teachers working in primary classes in Dindigul District Tamil Nadu, India, was taken. Out of 40 teachers, 16 are male teachers (40%) and 24 are female teachers (60%).

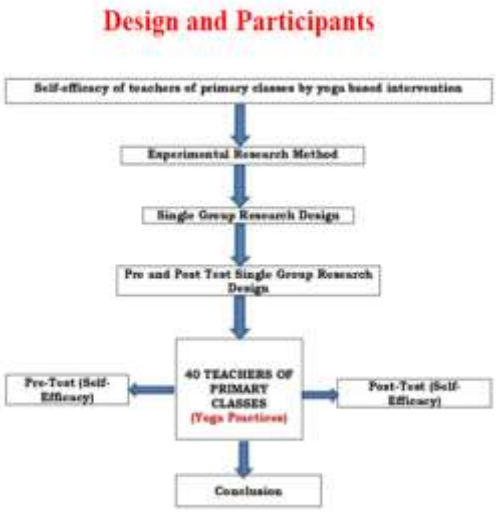

Figure 1.Design and Participants

2.2 TOOL USED FOR THE STUDY

The tools used in the present study are as follows;

2.2.1 Teacher's self-efficacy scale

The tool used to consider the teachers' self-efficacy scale (TSES) was developed by Mani & Mahendra Prabu (2019). This study was used for the teacher's self-efficacy scale (41 items) consisting of four dimensions; Performance outcomes (12items), Self-modelling (7 items), Verbal Encouragement (11 items), and Emotional State (11items). This scale was a Likert type five-point rating scales "very great extent, a great extent, moderate extent, some extent, andsmall extent". The scoring was 5, 4, 3, 2, and 1 for a very great extent, a great extent, moderate extent, some extent, and small extent [21].

2.2.2. Yoga intervention

The present study adopted single group pre-test and post-test experimental design were the yoga intervention was employed to the experimental group for one hour daily (evening), every day in a week except Sunday for a total period of six weeks. For 1-10 days, they were given the introduction of Yoga Education and next 30 days they practiced selected Yoga programmes. The Yoga Practices: Loosening Exercises, Suryanamakar, Tadasana, ParivardhaTrikonasana, Sarvangasana, Matsyasana, Bhujangasana, Dhanurasana, Paschimottanasana, Nadishodana, Kapalabathi, Bhramari, Japa Meditation, Yoga Nidra The period of each asana was ranged from 2 to 3 minutes conditional upon the development in performance, whereas 2-5 minutes were given for practice.

2.2.3. Statistical techniques

The study was conducted to measure the teacher's self-efficacy score and all the scores computed in SPSS. Finally, the researcher procured the Mean, Standard deviation, and 't' test. With these statistical techniques, the data computed and statistical findings were arrived.

III. ANALYSIS AND DISCUSSION

Analysis of data means studying the material in instruction to learn interest truths. The important issues in educational research are an analysis of data.

Table 1. Shows the self-efficacy between the pre-test mean score of male and female teachers

Dimensions	Self-Efficacy				't'		
	Male		Female		Calculated Values	Table Values	Remarks at 0.05% level
	Mean	S.D	Mean	S.D			
Performance outcomes	37.875	3.810	38.500	3.400	0.543	2.024	NS
Self-modelling	25.375	1.707	25.416	2.780	0.053	2.024	NS
Verbal Encouragement	41.250	4.494	41.416	4.689	0.112	2.024	NS
Emotional State	47.125	2.093	45.000	3.283	2.291	2.024	S

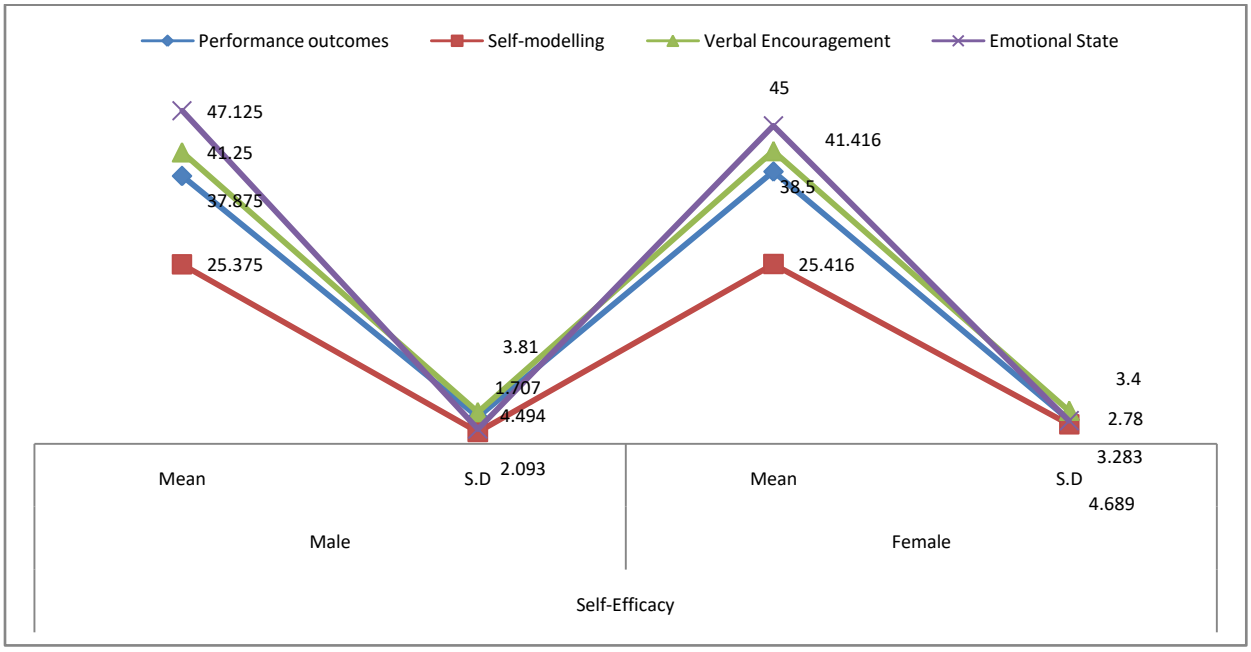

Figure 2. Self-efficacy between the pre-test mean score of male and female teachers

From the above table1 and Figure2, it's observed that the self-efficacy of pre-test mean and Standard Deviation score of male teachers in the dimensions of Performance outcomes (37.875 & 3.810), Self-modeling (25.375 & 1.707), and Verbal Encouragement (41.250 & 4.494) is found to be greater than the self-efficacy of pre-test mean and Standard Deviation score of female teachers in the dimensions of Performance outcomes (38.500 & 3.400), Self-modeling (25.416 & 2.780), and Verbal Encouragement (41.416 & 4.689) . From the above table, it's observed that the self-efficacy of pre-test mean and Standard Deviation score of male teachers in the dimensions of Emotional State (47.125 & 2.093) is found to be lesser than that the self-efficacy of pre-test mean and Standard Deviation score of female teachers in the dimensions of Emotional State (45.000 & 2.291). Degrees of freedom = 38 (Tabulated value 2.024 > calculated values 0.05 level).

Hence it was found that there is no significant difference between the pre-test mean score of male and female teachers working in primary schools in terms of its Dimensions of Performance outcomes, Self-modeling, Verbal Encouragementand therefore the hypothesis is rejected but there is a significant difference between the pre-test mean score of male and female teachers working in primary schools in terms of its Dimensions of Emotional State and therefore the hypothesis is accepted. The author states that the female teachers are better than the male teachers in their mean score. Hence, the self-efficacy is improving and there is effectiveness in teacher's working in primary schools. This may be due to the fact that the female teachers do

not feel shy to join any activities in their school. They have the ability to adapt to their school situation and the environment. They have the resisting capacity, they have more self-confidence.

Table 2. Shows the Self-efficacy between post-test mean score in male and female teachers

Dimensions	Self-Efficacy				Calculated 't' Values	Table Values	Remarks at 0.05% level
	Male		Female				
	Mean	S.D	Mean	S.D			
Performance outcomes	55.000	4.472	52.833	4.468	1.502	2.024	NS
Self-modeling	31.625	2.777	30.916	2.552	0.830	2.024	NS
Verbal Encouragement	49.750	4.057	47.500	3.718	1.808	2.024	NS
Emotional State	50.125	2.986	48.416	4.817	1.263	2.024	NS

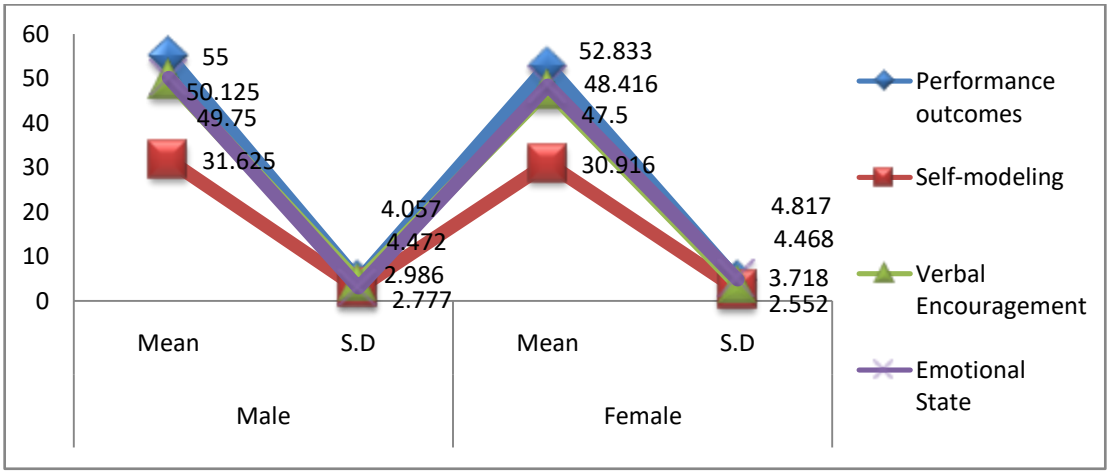

Figure3. Self-efficacy between the post-test mean score of male and female teachers

From the above table2 and Figure3, it's observed that the self-efficacy of post-test mean and Standard Deviation score of male teachers in the dimensions of Performance outcomes (55.00 & 4.472), Self-modeling (31.625 & 3.277),Verbal Encouragement (49.750 & 4.057), and Emotional State (50.125 & 2.986). is found to be lesser than the self-efficacy of post-test mean and Standard Deviation score of female teachers in the dimensions of Performance outcomes (52.833 & 4.468), Self-modeling (30.916 & 2.552), Verbal Encouragement (47.500 & 3.718) and Emotional State (48.416 & 4.817). Degrees of freedom = 38 (Tabulated value 2.024 > calculated values 0.05 level).

Hence it was found that there is no significant difference between the post-test mean score of male and female teachers working in primary schools in terms of its Dimensions of Performance outcomes, Self-modeling, Verbal Encouragement and Emotional State and therefore the hypothesis is rejected. The revealed result is the male teachers are better than the female teachers in their mean score. Hence, the self-efficacy is improving and there is effectiveness for the teachers working in primary classes.

Table 3. Shows the Self-Efficacy between pre-test and post-test mean score of male teachers

S.No	Dimensions	Self-Efficacy				Calculated 't' Values	Table Values	Remarks at 0.05% level
		Pre-test		Post-test				
		Mean	S.D	Mean	S.D			
1.	Performance outcomes	37.875	3.810	55.000	4.472	11.659	2.042	S
2.	Self-modeling	25.375	1.707	31.625	2.777	7.667	2.042	S
3.	Verbal Encouragement	41.250	4.494	49.750	4.057	5.615	2.042	S
4.	Emotional State	47.125	2.093	50.125	2.986	3.293	2.042	S

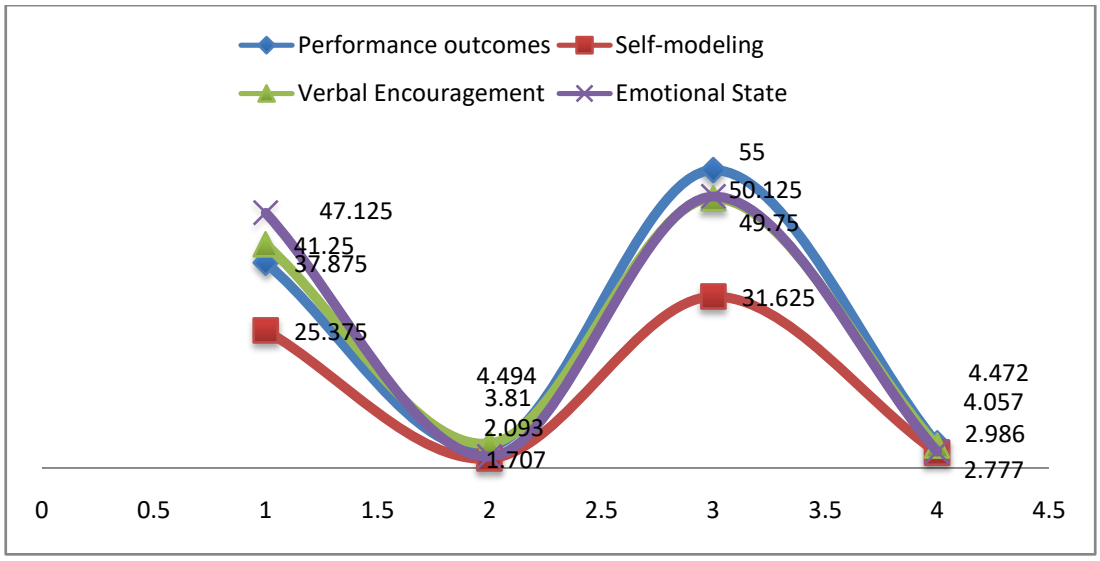

Figure 4. Self-efficacy between pre-test and post-test mean score of male teachers

From the above table 3 and Figure 4, it's observed that the self-efficacy of pre-test mean and Standard Deviation score of male teachers in the dimensions of Performance outcomes (37.875 and 3.810), Self-modelling (25.375 and 1.707), Verbal Encouragement (41.25 & 4.494), and Emotional State (47.125 and 2.093). is found to be greater than the self-efficacy of post-test mean and Standard Deviation score of male teachers in the dimensions of Performance outcomes (55.00 and 4.472), Self-modelling (31.625 & 2.777), Verbal Encouragement (49.750 and 4.057) and Emotional State (50.125 and 2.986). Degrees of freedom = 30 (Tabulated value 2.42 < calculated values 0.05 level).

Hence it was found that there is a significant difference between the pre-test and post-test mean score of male teachers working in primary schools in terms of its Dimensions of Performance outcomes, Self-modelling, Verbal Encouragement and Emotional State and therefore the hypothesis is accepted. The results for the post-test are better than the pre-test in their mean score. Hence, the self-efficacy is improving and there is efficacy of classroom performance of teachers working in primary schools.

Table 4.Shows the Self-efficacy between the pre-test and post-test mean score of female teachers

S.No	Dimensions	Self-Efficacy				't' Calculated Values	Table Values	Remarks at 0.05% level
		Pre-test		Post-test				
		Mean	S.D	Mean	S.D			
1.	Performance outcomes	38.500	3.400	52.833	4.468	12.504	2.013	S
2.	Self-modeling	25.416	2.780	30.916	2.552	7.139	2.013	S
3.	Verbal Encouragement	41.416	4.689	47.500	3.718	4.980	2.013	S
4.	Emotional State	45.000	3.283	48.416	4.817	2.871	2.013	S

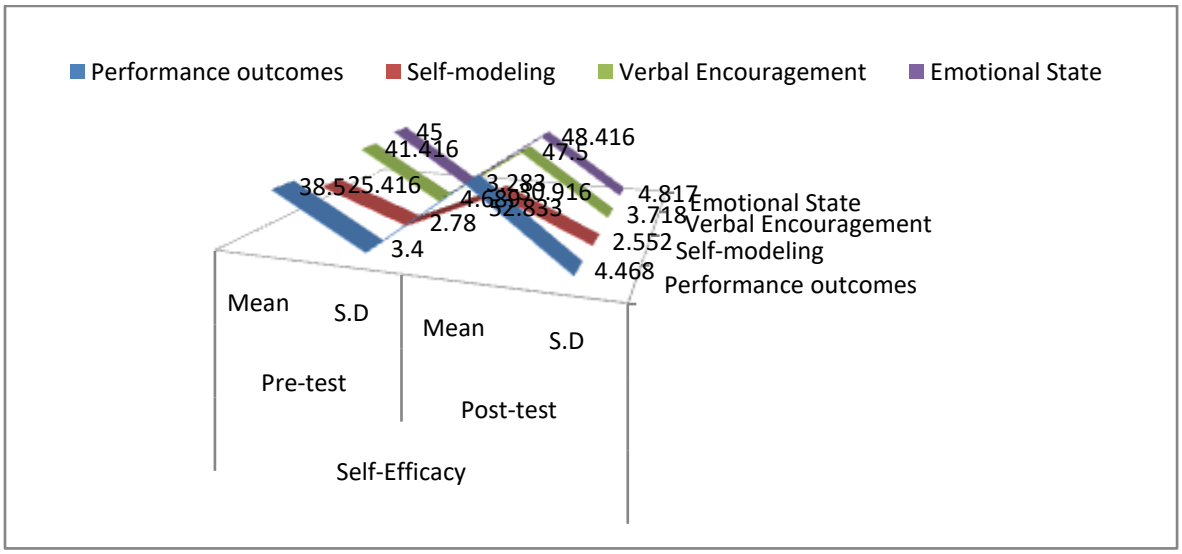

Figure 5. Self-efficacy between the pre-test and post-test mean score of female teachers

From the above table 4 and Figure 5, it's observed that the self-efficacy of pre-test mean and Standard Deviation score of female teacher's in the dimensions of Performance outcomes (38.50 and 3.400), Self-modeling (25.416 and 2.780),Verbal Encouragement (41.416 and 4.689), and Emotional State (45.00 and 3.283). is found to be greater than the self-efficacy of post-test mean and Standard Deviation score of female teachers in the dimensions of Performance outcomes (52.833 and 4.168), Self-modeling (30.916 & 2.552), Verbal Encouragement (47.500 and 3.718) and Emotional State (48.416 and 4.817). Degrees of freedom = 46 (Tabulated value 2.013 < calculated values 0.05 level).

The calculated values are greater than the table value in the dimensions of Performance outcomes, Self-modeling, Verbal Encouragement and Emotional State at 0.05 level. Hence it was found that there is a significant difference between the pre-test and post-test mean score of female teachers working in primary schools in terms of its Dimensions of Performance outcomes, Self-modeling, Verbal Encouragement, Emotional State and therefore the hypothesis is accepted. The results for the post-test are better than the pre-test in their means scores. Hence, the self-efficacy is improving and it is effective for the teachers working in primary schools.

IV. DISCUSSION

The result is that the yoga based Intervention has an incredible potential to enhance the teacher's self-efficacy in addition to students usual performance. The experiment affirms the significance of self-

efficacy. The yoga based Intervention provides a chance for teachers to build up these capacities. Consequently, it is inferred that the yoga based Intervention improves the self-efficacy of primary teachers.The author states that there are significant differences in terms of teacher's emotional intelligence level about their work mentality, their general job satisfaction, and its dimensions. The major result that the identification of teacher's self-efficacy and the teacher's emotional intelligence is important in terms of the teaching profession since it might predict a high attitude towards work and a high level of work satisfaction [27].
This study also shows that teachers have a high level of prospects for supervisors if the supervisor possesses, smears supervisory skills such as: supervisory knowledge, interpersonal skills, and high practical skills. As resulted, supervised teachers will be more self-confident and contribute to improving student's achievement[29].The resulted showed a strong association between both self-efficacy and exam grades, and test anxiety, and exam grades [30].
The author states that there is no significant difference between the pre-test mean score of male and female teachers working in primary schools in terms of its Dimensions of Performance outcomes, Self-modeling, Verbal Encouragementbut there is a significant difference between the pre-test mean score of male and female teachers working in primary schools in terms of its Dimensions of Emotional State. It was found that there is no significant difference between the post-test mean score of male and female teachers working in primary schools in terms of its Dimensions.

From the scanning of review of related literature, an insight has gained that the findings of the studies such as Hareesol Khun-Inkeeree *et al* (2020), Mani & Mahendraprabu (2019), Kyra Hamilton *et al* (2017), Narmada Paul & Michael Glassman (2017), Colomeischi & Colomeischi (2014), Jennifer Barrows, Samantha Dunn, Carrie A. Lloyd (2013), show similarities towards the findings of the present investigation and inferred that yoga based interventions improved self-efficacy of the selected sample.

The finding of the studies such as Majid ElahiShirvan (2018), Patty BeyrongKuo, Hongryun Woo & Na Mi Bang (2017), Britner and Pajares (2006), Matsui and Ohnishi (1990), Jamil, Downer and Pianta (2012) show dissimilarities in terms of lower perceptions of self-efficacy, and the pre-service teachers may not receive adequate information about their mastery of teaching, and therefore rely on other sources, such as affective states.

Out of the discussion from the comparison of findings of the previous studies and the present investigation, the consistency of yoga based intervention is higher in enhancing self-efficacy of the teachers in general and primary teachers in particular. From the statistical findings of the present investigation, it is also affirmed that the teachers' self-efficacy was enhanced through yoga based intervention synergies. Although the experimental work applicable to primary teachers, it can be employed to enhance the self-efficacy of other teachers too subject to the necessary modifications in the yoga based intervention strategies according to the male and female (Gender).

EDUCATION IMPLICATIONS

The yoga based Intervention provides a chance for teachers to build up these capacities. Therefore, it is inferred that the yoga based Intervention improves the self-efficacy of primary teachers, sharing about life, seminars, tour, group activities, group discussions and sports should be regularly arranged.

ACKNOWLEDGEMENT

The authors acknowledge the financial support received from Rajiv Gandhi National Fellowship (RGNF), for their support and encouragement in carrying out their research work. We have great pleasure in placing on record our gratitude and personal encouragement, valuable guidance, continued supervision and constructive criticism right from the selection of the topic till its completion.

CONFLICT OF INTEREST

The authors declare that they have no conflict of interest.

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