



## JOB EFFICACY OF WOMEN TEACHERS WORKING IN RURAL AREAS OF TIRUCHIRAPPALLI DISTRICT TAMIL NADU – A STUDY

K. Arumugam<sup>1</sup> and V. Sethuramalingam<sup>2</sup>

<sup>1</sup>PhD Research Scholar, Department of Social Work, Bharathidasan University, Tiruchirappalli, Tamil Nadu, India.

<sup>2</sup>Professor & Head, Department of Social Work, Bharathidasan University, Tiruchirappalli, Tamil Nadu, India.

### ABSTRACT

**Objective:** The objective of the present research is to find out the extent of **Job Efficacy** of women teachers working in higher secondary schools located in rural areas of Tamil Nadu. **Method:** As per the statistics available, there were 508 women teachers working in government and government aided higher secondary schools run by private management located in the rural areas of Tiruchirappalli district in Tamil Nadu, of which the researcher selected 275 women teachers as sample by adopting simple random sampling procedure. The women teachers' efficacy was measured by using 'Teacher's sense of job efficacy scale' developed by Tschannen- Moran and Hoy (2001). **Results:** The mean score for the job efficacy of the respondents in the present study was 79.04. The statistical analysis shows that as the age, salary, teaching experience and family size increase, the job efficacy score of the respondents also increases. Whereas these scores were much lower among the unmarried respondents than the married, widows/separated, respondents who are working in co-educational schools, arts subject teachers, and those who have studied in English medium at their post graduate level. However, there is not much difference between the social standing (caste) and type of family and in the mean scores of job efficacy of the respondents. **Conclusion:** An effective training programme in student engagement, teaching practice with modern classroom education technology, and competence in class room management would improve the level of job efficacy in the women teachers working in higher secondary schools located in rural areas.

**KEYWORDS:** Job Efficacy-Women teachers-rural areas.

### INTRODUCTION

In recent years, there has been a tremendous increase in the importance of higher education. However, the same amount of attention is not being given to schooling and especially to problems and challenges faced by school teachers. The task of teaching is a vigorous one and teaching in a higher secondary school in rural areas is additionally vigorous where children are in the path of transforming into adults. Teaching is often considered as a motherly/fatherly profession as it involves guiding students to gain tools that are necessary to become accustomed to reality and successful in the real world. Women teachers in higher secondary schools in rural areas have a bigger challenge of balancing their life and guiding students to succeed in life. Majority of population in India still resides in rural areas and as a result, women teachers in secondary schools in rural areas have a mammoth task of ensuring that the potential of students from rural areas is realized. However, in order to do so, the women teachers themselves must be free from major problems and issues that can affect both their work as well as their lives.



Tiruchirappalli district lies at the heart of Tamil Nadu and as a result, it acts as a hub of education for several villages and small towns that are located nearby. In fact, historically speaking, Tiruchirappalli has a long history of being a centre for education and learning. Hence, conducting a study on the challenges faced by women teachers of higher secondary schools in the rural areas, specifically, their job efficacy is the need of the hour. It is hoped that the findings from the present study will give a clearer picture of the hurdles that may be affecting the ability of women teachers from leading a life that is filled with satisfaction and their ability to perform their roles and responsibilities as teachers. Finally, based on the findings, suitable suggestions shall be given to the government as well as to non-governmental organisations to address the plight of women teachers of higher secondary schools in the rural areas of Tamil Nadu.

### REVIEW OF PREVIOUS STUDIES

Various studies have been carried out on the job/self efficacy of the teachers. Gibson and Dembo (1984) reported that classroom attention related to academic focus and teacher feedback behaviours indicated differences between high- and low-efficacy teachers in time spent in whole class and small group discipline, teacher use of criticism, and teacher persistence in failure situations. Guskey (1988) investigated and found that measures of teacher efficacy, teaching affect, and teaching self-concept were significantly related to teachers' perspective regarding the congruence, difficulty of use, and importance of the recommended practice. Zeldin and Pajares (2000) concluded that the academic and relational self efficacy concepts resulted in the perseverance and resiliency required overcoming academic and career obstacles. Skaalvik and Skaalvik (2007) discussed the results regarding the relationship between teacher self-efficacy and other factors among elementary and middle school teachers. It was found that there were six strong relationships between self-efficacy of teachers and other factors such as instruction, adapting education to individual students' needs, motivating students, maintaining discipline, cooperating with colleagues and parents, and coping with changes and challenges. Klassen and Chiu (2010) found that the years of experience showed nonlinear relation with self-efficacy. Female teachers had higher workload stress, had greater classroom stress from student behaviours, and decreased classroom management self-efficacy. Teachers with greater workload stress had greater classroom management self-efficacy, whereas teachers with greater classroom stress had lower self-efficacy and lower job satisfaction. From the review of earlier literature, it is concluded that the majority of the studies were conducted among the school teachers. However, there have been no specific studies conducted on the efficacy of women teachers working in higher secondary schools located in the rural areas of Tamil Nadu. In view of this research gap, the present research work has been carried out as a field-based empirical study in selected higher secondary schools located in rural areas of Tiruchirappalli district in Tamil Nadu.

### METHODOLOGY

**Objective:** The main objective of the present research is to find out the extent of job efficacy and its correlates with selected demographic and socio-economic background characteristics of the women teachers working in higher secondary schools located in rural areas of Tamil Nadu. **Universe and sampling:** The schools located in the rural areas of Tiruchirappalli district in Tamil Nadu have been chosen for the present research. As per the statistics available, there were 508 women teachers working in 161 governments and 82 governments aided higher secondary schools located in the rural areas of Tiruchirappalli district in Tamil Nadu. Of these, the researcher selected 275 women teachers as sample for the present study using the Yamane's formula (1967) of sample determination. As per this formula, the researcher was supposed to select 225 respondents as per the size of the universe. However, it is well known that there is almost always a high possibility of the questionnaire either being incomplete or not being returned. Hence, as a precaution, the researcher decided to add an additional 50 respondents, above the expected sample size. Thankfully none of the respondents failed to return their completed questionnaire. Thus, all the 275 respondents have been treated as the sample for the present study and included for analysis. The individual respondents were selected by adopting simple random sampling

procedure using Tippets Number Table. This sample constitutes 54 per cent of the total universe. **Tools of Data Collection:** The Teacher's sense of efficacy scale' (short version) developed by Tschannen-Moran and Hoy (2001) was used to measure the efficacy of the women teachers. This scale is designed to help researchers to gain a better understanding of the kinds of things that create difficulties for teachers in their school activities (Bandura, 2006). This scale consists of 12 items with score ranging from 1-9 with a minimum score of 12 and maximum score of 108. *A higher score indicates higher job efficacy among the sample respondents.* The reliability value for the scale is alpha 0.932.

## RESULTS

**Level of Job Efficacy:** The findings of the study reveal that the mean score of job efficacy of the respondents in the present study was 79.04. Further, it shows that the 51 percent of the respondents were found to have a high level of job efficacy and 49 per cent were found to have low level of job efficacy.

### Background Characteristics and Job Efficacy of the respondents:

In this part, the variables like respondents' level of job efficacy, current age, marital status, type of school, type of management, social standing (caste), education, medium of study, salary, teaching experience, size and type of family, were treated as independent variables and the teachers' sense of job efficacy score was treated as the dependent variable for statistical analysis. The results are provided in table-1 and 2

**Level of Teacher Efficacy:** The findings of the study reveal that the **mean score** for the job efficacy of the respondents in the present study was 79.04. Further it shows that the respondents scored high and low level of job efficacy constitute 51 percent and 49 percent respectively.

**Age:** Panel 1 of table - 1 highlights the fact that the mean score of job efficacy of the respondents who belong to upper middle age group, that is, from 46 years and above (83.82) is higher than the mean score of job efficacy of respondents who belong to the lower middle (77.76) age group, that is, from 36-45 years and the mean score of job efficacy of young age group respondents, that is those who are 35 years and below (55.69). Further the findings display that as the age of the respondents' increases the job efficacy also increases. Moreover, the ANOVA results ( $F=38.83$ ,  $p<.001$ ) reveals that statistically, there is a significant difference between the age of the respondents in the mean score of job efficacy. Therefore, the null hypothesis that "there is no statistically significant difference between the age group of the respondents in the mean score of job efficacy", in this regard is rejected and the research hypothesis is accepted.

**Table – 1: Mean Scores of Job efficacy across the respondent's age, marital status, caste, size and type of family**

S.No	Variables	N	Mean	Std. D	Df	F/t	Sig.	
1	Age Group	Young (Up to 35)	59	55.69	27.590	240	38.830	<b>.000</b> <b>p&lt;0.001</b>
		Lower Middle (36-45)	95	77.76	16.508			
		Upper Middle ( 46 & >)	89	83.82	15.707			
		Total	243	74.62	22.368			
2	Marital Status	Unmarried	24	56.50	25.089	240	9.363	<b>.000</b> <b>p&lt;0.001</b>
		Married	207	76.68	20.809			
		Widow/Divorce	12	75.42	28.014			
		Total	243	74.62	22.368			
3	Social standing	FC	21	81.81	14.218	239	1.949	.122 p>0.05
		BC	141	74.96	22.021			
		MBC	48	75.50	23.432			
		SC/ST	33	67.33	25.276			
		Total	243	74.62	22.368			
4	Size of family	Small (1-3 members)	73	69.40	22.987	240	4.740	<b>.010</b> <b>p&lt;0.05</b>
		Medium (4-5 members)	129	75.05	21.260			
		Big Family (6 & >)	41	82.56	22.679			
5	Type of family	Nuclear Family	148	74.25	21.534	241	-.322	.747 p>0.05
		Joint Family	95	75.20	23.714			
		Total	243	74.62	22.368			

**Marital Status:** Panel 2 of table - 1 highlights that the mean score of job efficacy of the respondents who are married is higher (76.68) than the respondents who are widowed or divorced (75.42) and the respondents who are unmarried (56.50). However, the ANOVA results (F-9.36, p<.001) also indicate that statistically, there is a statistically significant difference between the marital status of the respondents, in the mean score of job efficacy. Thus, the null hypothesis is rejected.

**Social Standing:** Panel 3 of table - 1 depicts that the mean score of job efficacy of the respondents who belong to category titled forward castes is higher (81.81) than the respondents who belong to backward caste (74.96), most backward caste (75.50) and scheduled caste and scheduled tribe (67.33). However, the ANOVA results (F-1.95, p>0.05) shows that statistically, there is no significant difference between the caste of the respondents, in the mean score of job efficacy. Thus, the null hypothesis that “there is no statistically significant difference between the social standing of the respondents in the mean score of job efficacy”, in this regard is accepted and the research hypothesis is rejected.

**Size of the Family:** Panel 4 of table - 1 reveals that the mean score of job efficacy of the respondents who have a big family, that is those with six or more family members is higher (82.56) than the respondents with a medium sized family with four to five members (75.05) and respondents with a small family with one to three members (69.40). However, the ANOVA results (F-4.74, p>0.05) highlight the fact that statistically, there is no significant difference in the mean score of job efficacy of the respondents with regard to the family size of the respondents. Thus, the null hypothesis that “there is no statistically significant difference between the family size of the respondents in the mean score of job efficacy”, in this regard, is accepted and the research hypothesis is rejected.

**Type of the Family:** Panel 5 of table - 1 illustrates the fact that the Job Efficacy score is higher among those who belong to a joint family system (75.20) than those who live in the nuclear family system (74.25). One

possible reason for this is that people who belong to joint family have better opportunities for care and protection for their children thanks to the elders in their families. Also, the roles and responsibilities in the joint family system have been shared by the family members which results in lower burden of the women teachers and as a result, they have higher job efficacy. The ANOVA results ( $F=3.22$ ,  $p>0.05$ ) also indicate that statistically, there is no significant difference between the type of family of the respondents, in the mean score of job efficacy. Hence, the null hypothesis that “there is no statistically significant difference between the type of family of the respondents in the mean score of job efficacy”, in this regard is accepted and the research hypothesis is rejected.

**Education:** Panel 1 of table - 2 highlights the fact that the mean score of job efficacy of the respondents who have acquired Master of Arts/Commerce is higher (77.60) than the teachers who have acquired Master of Science/computers (70.44). Further, the ANOVA results ( $F=2.49$ ,  $p<0.05$ ) also prove that statistically, there is a significant difference between the educational qualification of the respondents, in the mean score of job efficacy. Hence, the null hypothesis that “there is no statistically significant difference between the educational qualification of the respondents in the mean score of job efficacy”, in this regard is rejected and the research hypothesis is accepted.

**Medium of study at PG:** Panel 2 of table - 2 highlights the mean score of job efficacy of the respondents who have opted for Tamil as their medium of study in their PG level education is higher (82.28) than the teachers who have opted English as their medium of study at their post graduate level (Mean=72.43). Furthermore, the ANOVA results ( $F=2.89$ ,  $p<0.01$ ) also reveal that statistically, there is a significant difference between the medium of study of the respondents at PG level, in the mean score of job efficacy. Thus, the null hypothesis that “there is no statistically significant difference between the medium of study of the respondents at PG level in the mean score of job efficacy”, in this regard, is rejected and the research hypothesis is accepted.

**Monthly Salary:** Panel 3 of table - 2 reveals that the mean score of job efficacy of the respondents who earn Rs. 60,000/- and above per month is higher (78.94) than the teachers who earn Rs. 40,001 to 60,000 (77.18), those respondents who earn Rs. 20,001 to 40,000/- (76.59) and those who earn Rs. 20,000/- and below (62.86) per month. Further, the ANOVA results ( $F=4.97$ ,  $p<0.01$ ) also highlights the fact that statistically, there is a significant difference between the monthly salary of the respondents, in the mean score of job efficacy. Hence, the null hypothesis that “there is no statistically significant difference between the monthly salaries of the respondents in the mean score of job efficacy”, in this regard, is rejected and the research hypothesis is accepted.

**Table - 2 Mean Scores of Job efficacy across the respondent's education, medium of study, salary, experience, type of school and school management**

S.No	Variables	N	Mean	Std. D	Df	F/t	Sig.	
1	Educational qualification	Arts –M.A./M.Com.	142	77.60	21.872	1	2.486	<b>.014</b> <b>p&lt;0.05</b>
		Science –M.Sc./MCA	101	70.44	22.493	241		
		Total	243	74.62	22.368			
2	Medium of study at P.G	Tamil (mother tongue)	54	82.28	20.632	1	2.895	<b>.004</b> <b>p&lt;0.01</b>
		English	189	72.43	22.413	241		
		Total	243	74.62	22.368			
3	Salary	Rs. 20000 or <	42	62.86	27.959	3	4.972	<b>.002</b> <b>p&lt;0.01</b>
		Rs. 20001 to 40000	87	76.59	22.100	239		
		Rs. 40001 to 60000	96	77.18	19.866			
		Rs.60000 & >	18	78.94	11.929			
		Total	243	74.62	22.368			
4	Experience	0-10 Years	117	67.66	23.139	3	8.897	<b>.000</b> <b>p&lt;0.001</b>
		11-20 Years	82	79.85	20.499	239		
		21-30 Years	28	80.04	16.547			
		31 Years and Above	16	89.25	18.926			
		Total	243	74.62	22.368			
5	Type of School	Boys	9	92.89	11.039	2	4.777	<b>.009</b> <b>p&lt;0.01</b>
		Girls	46	79.07	20.272	240		
		Co-Educational	188	72.66	22.772			
		Total	243	74.62	22.368			
6	Type of school management	Government	138	76.36	20.319	1	1.926	.166 p>0.05
		Private	105	72.34	24.720	241		
		Total	243	74.62	22.368			

**Years of Experience:** Panel 4 of table - 2 shows that the mean score of job efficacy of the respondents with 31 years of experience and above is higher(89.25) than the teachers who have 21 to 30 years of experience (80.04), teachers with 11 to 20 years (79.85) and teachers having 10 or less than 10 years of experience (67.66). Further, the ANOVA results (F-8.9, p<.001) also prove that statistically, there is a significant difference between the years of experience of the respondents, in the mean score of job efficacy. Therefore, the null hypothesis that “there is no statistically significant difference between the years of experience of the respondents in the mean score of job efficacy”, in this regard is rejected and the research hypothesis is accepted.

**Type of School:** Panel 6 of table - 2 illustrates that the mean score of job efficacy of the respondents who are teaching in the boys' higher secondary schools is higher (92.89) than the teachers who teach in girls higher secondary schools (79.07) and in co-educational schools (72.66). Further, the ANOVA results (F-4.78, p<0.01) also show that statistically, there is a significant difference in the mean score of job efficacy among female teachers based on the type of school (boys, girls, and co-education schools). Hence, the null hypothesis that “there is no statistically significant difference between the type of school of the respondents in the mean score of job efficacy”, in this regard is rejected and the research hypothesis is accepted.

**Type of School Management:** Panel 4 of table 1 points out the fact that the mean score of job efficacy of the respondents who are working in government higher secondary schools is higher (76.36) than the teachers who are working in private higher secondary schools (72.34). Moreover, the ANOVA results (F-1.92, p>0.05) also indicates that statistically, there is no significant difference between type of school management of the respondents, in the mean score of job efficacy. Therefore, the null hypothesis that “there is no statistically

significant difference between the ownership of house of the respondents in the mean score of job efficacy”, in this regard is accepted and the research hypothesis is rejected.

**Table - 3: Inter-correlation matrix between the respondents’ background characteristics and job efficacy score**

Variables	Age	Salary	No. of Training	Teaching Experience	Family Members	Job efficacy
Age	1					
Salary	** .485	1				
Training Attended	.120	* .129	1			
Teaching Experience	** .422	** .320	** .310	1		
Family Members	** -.253	** -.198	.039	* -.126	1	
Job efficacy	** .418	** .224	** .169	** .337	-.004	1
** p < 0.01      * p < 0.05						

### Inter-correlations between the background characteristics of the respondents and their job efficacy score

In order to fulfill the objective of assessing the relationship between the respondents’ background characteristics and the job efficacy score, an attempt has been made to apply bivariate (zero-order) correlation analysis and the results are provided in Table 3. The variables included in this analysis are only those that are continuous in nature. Here, the discussion is based on the last row of the tables in which zero-order correlation co-efficient are presented between the variables under consideration.

The result show that job efficacy is statistically positively correlated with age ( $r = 0.418$ ,  $p < 0.01$ ), salary ( $r = 0.224$ ,  $p < 0.01$ ), training/refresher courses attended ( $r = .169$ ,  $p < 0.01$ ) and teaching experience ( $r = .337$ ,  $p < 0.01$ ) of the respondents. It means that as the age, salary, and number of training programmes attended, teaching experience and family size increases, the job efficacy score of the respondents also increases.

### CONCLUSION

It is concluded that as the age of the respondents increases the job efficacy also increases. The mean score of the job efficacy is found higher among the married respondents than those who are single/widowed/divorced. The women teachers working in boys higher secondary schools were found to have a higher job efficacy score than the respondents working in girls and co-education schools. Job efficacy was found to be higher among the teachers working in government higher secondary schools than the teachers who are working in private higher secondary schools. The respondents belonging to forward caste were found to have a higher mean score of job efficacy than the respondents belong to other social groups. Job efficacy score was discovered to be higher among the respondents who have acquired a Masters degree in arts/commerce than the teachers who have acquired a Masters degree in science/computers. Further, the results show that the mean score of job efficacy is higher among the respondents who have studied in Tamil medium at their PG level than the teachers who have studied in English medium. It is clear that the mean score of the job efficacy increases with an increase in the monthly salary, teaching experience and the family size of the respondents. Finally, the results reveal that the mean score of the job efficacy is higher among the respondents living in nuclear than in joint families. However, the ANOVA and t test analysis between the background characteristics of the respondents and the job efficacy reveal that there are statistically significant differences in mean score of job efficacy in the context of age group, marital status, type of schools, educational qualification, medium of study at post graduate level, salary, and size of family in the mean score of job efficacy but not in the case of management, caste and type of family. The correlation analysis shows that as age, salary, number of training programmes attended, teaching experience and family size increase, the job efficacy score of the respondents also increases. It is suggested that providing skill-

based trainings, workshops, outbound trainings, on the job trainings, capacity building programmes, effective class room management and student engagement, teaching practice with modern class room equipments, value learning, and student assessment strategies, etc. will help in improving the job efficacy of the women teachers working higher secondary schools in rural areas.

## REFERENCES

- Bandura, A. (2006). Guide for constructing self-efficacy scales. *Self-efficacy beliefs of adolescents*, 5(1), 307-337.
- Gibson, S., & Dembo, M. H. (1984). Teacher efficacy: A construct validation. *Journal of educational psychology*, 76(4), 569.
- Guskey, T. R. (1988). Teacher efficacy, self-concept, and attitudes toward the implementation of instructional innovation. *Teaching and teacher education*, 4(1), 63-69.
- Klassen, R. M., & Chiu, M. M. (2010). Effects on teachers' self-efficacy and job satisfaction: Teacher gender, years of experience, and job stress. *Journal of educational Psychology*, 102(3), 741.
- Skaalvik, E. M., & Skaalvik, S. (2007). Dimensions of teacher self-efficacy and relations with strain factors, perceived collective teacher efficacy, and teacher burnout. *Journal of educational psychology*, 99(3), 611.
- Tschannen-Moran, M., & Hoy, A. W. (2001). Teacher efficacy: Capturing an elusive construct. *Teaching and teacher education*, 17(7), 783-805.
- Yamane, T. (1967). *Statistics, An Introductory Analysis*, 2nd Ed., New York: Harper and Row.
- Zeldin, A. L., & Pajares, F. (2000). Against the odds: Self-efficacy beliefs of women in mathematical, scientific, and technological careers. *American Educational Research Journal*, 37(1), 215-246.