

TEACHER FREEZING AMONG SECONDARY SCHOOL TEACHERS IN RELATION TO THEIR PERSONALITY

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ABSTRACT

Teacher freezing is referred to teacher's inability but to mean the overall unused, underused and stagnated intellectual, psychological, social, physical and moral potentialities of teachers. Personality is the more or less stable and enduring organization of a person's character, temperament, intellect and physique, which determine his unique adjustment to the environment. The present study was conducted on secondary school teachers to find out teacher freezing in relation to their personality. A sample of 320 teachers was selected from the four districts of Haryana by using random sampling method. Data were collected by using Teacher Freezing Scale by Taj Haseen and Eysenck Personality Inventory by Eysenck & Eysenck. t-test, correlation were carried out to analyse the collected data.

Key words: Teacher Freezing, Personality, Teachers.

INTRODUCTION

Generally the teacher's effectiveness is defined in terms of his experience, his cognitive and affective properties, his strategies and skills used in teaching, his adjustment with the characteristics of the school, classroom and most important with student. Although these are not substance of effective teaching yet they may contribute to teachers' success. A proper concept of teaching and teacher effectiveness is necessary for a better understanding and it makes teacher really effective. There is a serious erosion of teachers' respect at all levels of education because quality and relevant education depend on what teachers do with learners. The deterioration of educational standard is due to teachers, academic environment, administrators, parents and students. But today everyone complains that the teachers are full of lassitude and indifference; they lack interest and charm to perform their duty; and they lack innovation and research. All this has a very devastating effect on education.

Teacher freezing is a term used not to refer to teacher's inability, but to mean the overall unused, underused and stagnated intellectual, psychological, social, physical and moral potentialities of teachers. *Teacher freezing* is defined as a negative psychological experience which is outcome or the reactions to job-related stress. It pertains to feelings experienced by people whose jobs require repeated exposure to emotionally charged social situations.

The word personality has its origin from the Latin word 'personare' which means 'sound through'. This term was used to describe the voice of an actor speaking through a mask. During Roman time personality was regarded as constituting what 'person seemed to be'. Allport (1961) after exhaustive survey of the literature found that the word personality is derived from the Latin word 'persona' which means 'mask'. In those days mask was used in theatre as a convention employed to represent a character. Guilford says that the use of personality for individual might be influenced by what Shakespeare has written "All the world a stage and all the men and women merely players". Ordinarily, personality refers to the impression one individual makes on others, but it is an incomplete definition of the word personality. Personality means the sum total of physical, mental, emotional and social characteristics of an individual. Personality is considered integration and is the pattern of organization of one's characteristics. To social scientists personality is the sum total of behaviour, attitude, beliefs, and the values that are the characteristics of an individual.

REVIEW OF RELATED LITRATURE:

In a study of secondary school students Taj (1999) found that gender has a strong influence on student's perception of teacher's level of freezing. Moreover male students perceive their teachers to be more breezed as compared to female students. While the students of government schools perceived the teachers to be more freezed than their counterparts of private aided and un-aided schools. Pandey & Dwivedi (2010) found that most of the teachers of financed and non-financed secondary schools were frozen. Sharma, Monika (2013) found teachers having favorable Teacher Attitude possess significantly lower level of Teacher Freezing as compared to teachers having unfavorable Teacher Attitude. She found a significantly higher level of Teacher Freezing among government school teachers as compared to teachers serving in private schools.

OBJECTIVES OF THE STUDY:

1. To find out the difference between teacher freezing of two groups of secondary school teachers having extrovert and neurotic personality.
2. To find out the relationship between teacher freezing and personality of secondary school teachers.

HYPOTHESIS OF THE STUDY:

1. There is no significant difference between teacher freezing of two groups of secondary school teachers having extrovert and neurotic personality.
2. There is no significant relationship between teacher freezing and personality of secondary school teachers.

Research Methodology:

Descriptive survey method of the research has been used in the present study.

Sample:

In the present study, the random sampling techniques were used to select the subjects from the population. Haryana state was divided into four zones namely North, South, East and West. Out of each zone, one district was picked up randomly, using the lottery technique. A list of Government and Private Secondary schools was obtained from the concerned D.E.O. of the selected district and 10 schools from each district (5 govt. and 5 private) were selected. The study was conducted on 40 schools. From each school 5 to 10 teachers were taken depending upon the number of teachers available in the school. Thus the sample completed 320 teachers.

Tools Used:

The researcher has used the following tools for data collection:

- Teacher Freezing Scale by Taj (1996).
- Eysenck Personality Inventory by Eysenck & Eysenck (1964).

Analysis and Interpretation:

Objective: 1:-Result pertaining to the difference between teacher freezing of two groups of secondary school teachers having extrovert and neurotic personality is given in the table below:

TABLE 1.1

Mean, Standard Deviation and t- value of teacher freezing among extrovert and neurotic secondary school teachers

Variable	Group Personality	N	Mean Scores	S.D's	t-value	Level of Significance
Teacher Freezing	Extrovert	58	267.63	40.11	4.850	Significant at 0.01 level
	Neurotic	76	298.63	34.03		

It is evident from the table that mean scores of secondary school teachers having extrovert and neurotic personality (dimensions) are 267.63 and 298.63 with standard deviation 40.11 and 34.03 respectively. The t-ratio came out from the above two groups is 4.850, which is significant at 0.01 level. It means there is a significant difference in teacher freezing of teachers having extrovert and neurotic personality. Further, the mean scores of teachers having extrovert personality on teacher freezing is less than the teachers having neurotic personality indicating that teachers having neurotic personality were more freezed than teachers

having extrovert personality. Thus, the hypothesis framed earlier, “There is no significant difference between teacher freezing of two groups of secondary school teachers having extrovert and neurotic personality” stands rejected. Consequently, it can be reframed that neurotic teachers have higher teacher freezing as compared to their extrovert counterparts.

Results are also displayed in the bar diagram given below

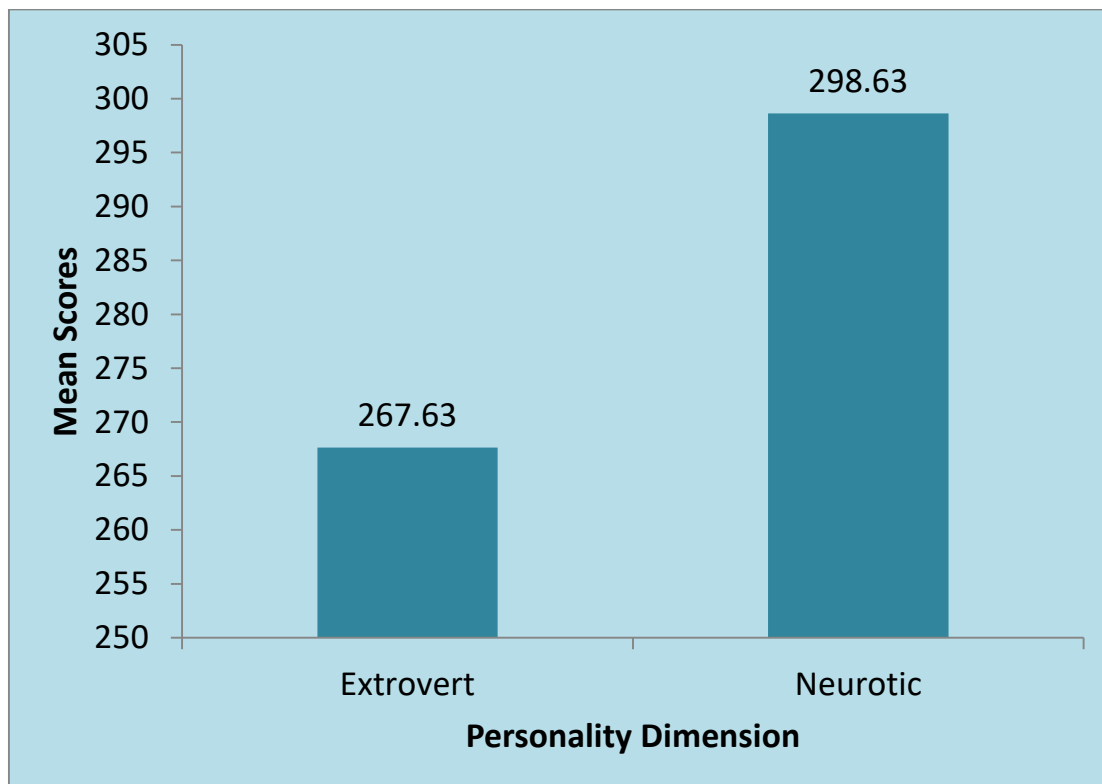


Fig. 1.1 Mean scores of teacher freezing among teachers having extrovert and neurotic personality (dimensions)

Table1.2

Co-efficient of correlation between teacher freezing and neuroticism and extroversion (dimensions of personality) of teachers

Variables	Number	Means	SD's	Coefficient of correlation	Level of Significance

Teacher freezing	76	285.61	37.74	.494	Significant at 0.01 level
Neuroticism	76	14.34	3.13		
Teacher freezing	58	287.36	40.84	-.007	Not significant
Extroversion	58	14.43	1.85		

Table 1.2 depicts that co-efficient of correlation between teacher freezing and neuroticism (dimension of personality) of secondary teachers is .494 which is significant at 0.01 level of significance. It shows that there is significant and positive correlation between these parameters. Hence, there exists a significant and positive correlation between teacher freezing and neuroticism. So it could be concluded that teachers have more teacher freezing if they are neurotics. It can be interpreted that higher the neuroticism, higher will be the freezing of teachers and vice-versa.

The next part of the table shows that co-efficient of correlation between teacher freezing and extroversion (dimension of personality) of secondary school teachers is -.007 which is not significant at any level of significance. It shows that there is negligible negative correlation between these parameters but not related significantly. Hence, there exists no significant correlation between these parameters. It indicates that teacher freezing and extroversion of secondary school teachers are not correlated with each other. So, the Hypothesis, “There is no significant relationship between teacher freezing and personality of secondary school teachers” is rejected in terms of neuroticism but retained in terms of extroversion. Hence, it can be concluded that extroversion (dimension of personality) among teachers is not significantly related to teacher freezing.

Findings:

The statistical analysis of the present study revealed the following main findings:

- Significant difference was found between teacher freezing of teachers having extrovert and neurotic personality. Teachers having extrovert personality were found to be less freezed than the teachers having neurotic personality.
- It was found that there is significant and positive correlation between teacher freezing and neuroticism (dimension of personality) among secondary school teachers. The teachers have more teacher freezing

if they are neurotic. It can be interpreted that higher the neuroticism, higher will be freezing of teachers and vice-versa.

- No significant relationship was found between teacher freezing and extroversion (dimension of personality) among secondary school teachers.

EDUCATIONAL IMPLICATIONS:

- Apart from pedagogical training which prepares teachers for classroom training, training in management aspects of schools is quite unknown in our educational system. So the researcher recommends for arranging training in communication and management of persons and training for professional growth of the head of the institutions as well as teachers.
- Keeping in view the highest stagnation of teachers abilities in intellectual dimension, the researcher suggests for establishment of professional libraries within the schools. Along with it teachers should be familiarize with the professional literature and research based rationales related with their class room practices. Some faculty meetings can be devoted to different issues related with the area of teaching, research, evaluation etc.
- Group activities among the teachers should be encouraged. Management of the schools should be based on more scientific principles which lay emphasis on group dynamics.

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