



# Teacher Freezing Among Secondary School Teachers-An Analysis

Fathima Jaseena,ph.D

Assistant professor

Farook Training College

Kozhikode

Kerala

Abstract

Quality education is a pre-requisite for national, regional and global development. For delivery of quality education, we need quality teachers. The success of any educational system depends much on the requisite qualities of teachers. The report of Kothari Commission (1946-1966) mentioned that “Of all the factors which determine the quality of education and its contribution to national development, the teacher is undoubtedly the most important. It is on his personal qualities and character, his educational qualification and professional competence that the success of all educational endeavors must ultimately depend.” But the rapid development of technology, rich information system, explosion of knowledge has brought a corresponding change in the life and work of people. India in twenty first century is quite different from India of 1947 in terms of social, economical, political and moral values. India has reached at the threshold of space and made a mark information age due to industrialization and electronic revolution. But the new disease which is hitting the field nowadays is ‘Teacher Freezing.’ So the modern world which is said to be the world of achievements is also world of stress. Stress and teacher freezing is closely associated. This paper analyse the status of Teacher Freezing among working teachers. Sample consists of 300 Teachers. The result indicate that Extent of Teacher Freezing among secondary school teachers are high. It highlight the consequence of stress among Teachers.

Keywords:Teacher Freezing,Teacher stress,Teacher quality.

## INTRODUCTION.

Teaching is the best profession. Teacher's attitude towards teaching may be positive or negative but is of great significance for efficient and profitable functioning of any institution. Teachers who have great satisfaction and positive attitude towards their job enjoy their profession, i.e. teaching inspite of many economic or social abuses. On the other hand, a teacher who has a negative attitude will not enjoy teaching; rather he will feel a fish out of water. The term "Teacher-freezing" is developed and used not to refer to teachers' inability, but to mean the overall unused, under used and stagnated intellectual, psychological, social and moral potentialities of teachers. Teacher-freezing will not only have the adverse effect on the quality of students and schools, but also have far reaching consequences.

Teacher freezing refers to the lack of interest and enthusiasm of teacher in performance of their duty and their inability to innovate in teaching and research.

A teacher can influence a student for life. When I look back I remember those subjects and lessons which my teacher made me enjoy. Very few teachers think of the dimension of inspiration over students. Very few know the immense responsibility and commitment that come with the package of teaching as profession.

Teacher's responsibility is not just to transfer knowledge but how to make the process of knowledge acquiring memorable. If primary school does take things seriously the foundation will be laid. Thereby secondary education too will be a benefitting experience for the student.

### **Teacher Freezing.**

The term teacher freezing does not refer to teacher inability but mean the overall unused under used and stagnated intellectual psychological, social, physical and moral potentialities of teachers. Teachers freezing will have the effect not only on the quality of students and school but also it will have far reaching consequences.

The trend in the profession of teachers is very vivid in the example of the woodcutter. A woodcutter found a job. He impressed his master by cutting 15 logs on the first day. Next week he was able to cut only ten. Later he realized that he could cut very few each day. He began to doubt his own ability. He had forgotten that he had last sharpened his axe on the first day of his job.

Most teachers tend to freeze, and showing laxity by using the same old, boring and routine style of memorize and delivery. why the Government has raised the retiring age to 60. The present generation needs old experienced teachers who seem to be still good with their old ways of teaching or do we not need young blood that may need extra training but can be more creative if so demanded. We need to strike a balance.

Reviews.

Pandey and Dwivedi (2010) studied teacher's freezing of secondary school teachers. They pointed out that secondary educationist that stage of education which helps children to become competent and indispensable members of a complex modern society.

Morris(2011) analysed the deference in intensity of relationship between teacher freezing and job satisfaction of secondary school teachers. The study found that the effect of sex, experience and types of school on teacher freezing and job satisfaction was related.

Objective of the study:

- To find out the extent of teacher freezing among secondary school teachers in the the total sample & relevant subsample based on
  - a) Gender

Hypothesis of the study:

- Teacher freezing level are maximum among secondary school teachers on the relevant subsample based on
  - a) Gender

- Methodology.

A survey technique was adopted for the study.

### Sample

For the present study 300 working teachers of different management schools, from Calicut district was selected as sample. The due representation was given to gender, subjects of specialization, locale of the college and type of management of schools.

### Tool

Scale of **Teacher Freezing** was prepared and validated by the investigator. It consists of 45 items which is 3 point scale. The tool possess maximum range of Reliability & Validity.

## ANALYSIS & DISCUSSION.

### Preliminary Analysis

Before starting up with statistical analysis, the investigator studied the nature of distribution of the variable in the study by estimating the statistical constants like mean, median, mode, standard deviation, skewness and kurtosis for the total sample. The details of the preliminary analysis for Teacher Freezing are presented in Table 1

Table 1

*Descriptive Statistics of the Variables Teacher Freezing of Secondary School Teachers*

SI No	Variables	Mean	Median	Mode	Standard deviation	Skewness	Kurtosis
1	Teacher freezing	96.38	99.00	100	7.1	-1.420	0.761

From Table 1 it can be seen that for the total sample; the value of arithmetic mean, median and mode for the variable Teacher Freezing are 96.38, 99 and 100 respectively. These values of mean, median and mode are almost equal. Hence the variables Teacher Freezing can be considered as normally distributed among total sample. The value of standard deviation is 7.1 which show that it is slightly deviate from the moderate

score. The obtained value of skewness is -1.420. This shows the distribution is negatively skewed. The obtained value of kurtosis is 0.761 which shows that the curve is platykurtic.

### Major Analysis

#### Extent of Teacher Freezing Among Secondary School Teachers in the Total Sample and in the Relevant Sub Samples

Extent of Teacher Freezing among Secondary School Teachers in the total sample and in the relevant sub samples based on gender, is established by using mean and percentiles.

##### Extent of teacher freezing for the total sample.

The mean and percentile scores of Teaching Freezing for total sample are given in Table 2.

Table 2

*Mean and Percentile scores of Teacher Freezing among Secondary School Teachers in the total sample*

Men Score	Percentile	Score
96.38	10	92.00
	20	95.00
	30	97.00
	40	98.00
	50	99.00
	60	99.00
	70	100.00
	80	100.00
	90	100.00

##### *Discussion.*

It is evident from the table that mean scores of Teacher Freezing among Secondary School Teachers is 96.38. The possible minimum value for the Teacher Freezing Scale is 37 and possible maximum value is 111. The mean score obtained for the Teacher Freezing Scale is 96.38. This is greater than neutral value (55.5) which means that the extent of Teacher Freezing among secondary school teachers is very high.

The 10<sup>th</sup> percentile of the scores of Teacher Freezing is 92. This means only 10 percent of Secondary School teachers lie below the score 92, and 90 percent of Secondary School teachers lie above that score. The 90<sup>th</sup> percentile of the scores of the Teacher Freezing is 100. This means only 10 percent of Secondary School teachers lie above the score 100, and 90 percent of Secondary School teachers lie below that score. In this manner we can interpret other percentiles also.

**Extent of teacher freezing among secondary school teachers for the relevant sub samples.**

Extent of teacher freezing among secondary school teachers for the relevant sub samples are given in Table 3

Table 3

*Mean and Percentile scores of Teacher Freezing among Secondary School Teachers based on Gender*

Mean Scores		Percentile	Score	
Male	Female		Male	Female
		10	77.00	92.70
		20	94.00	95.00
		30	97.00	97.00
		40	98.00	99.00
95.57	96.81	50	99.00	99.00
		60	100.00	99.00
		70	100.00	100.00
		80	100.00	100.00
		90	100.50	100.00

**Discussion.**

The mean scores of Teacher Freezing among Male and Female Secondary School teachers are 95.57 and 96.81 respectively. The mean score obtained for the Teacher Freezing among Male and Female is greater than neutral value (55.5) which means that the extent of Teacher Freezing among Male and Female secondary school teachers is very high.

Table 3 also reveals percentile scores for Teacher Freezing among male and female Secondary school teachers. The 10<sup>th</sup> percentile obtained for male and female Secondary school teachers are 77 and 92.70 respectively. This means 10 percent of male and female Secondary school teachers lie below the score 77 and 92.70 respectively and 90 percent lie above that score. Similarly we can interpret other percentiles.

### Comparison of Mean Scores of Teacher Freezing on the Basis of Gender

As a part of major analysis comparison of Gender difference in Teacher Freezing is tested. For this purpose, the mean and standard deviation of Teacher Freezing of Male and Female are subjected to the two-tailed test of significance of difference. The data and result of comparison of mean scores of Teacher Freezing for Male and Female Secondary School Teachers are given in Table 4

Table 4

*Comparison of Mean Scores of Teacher Freezing for Male and Female Secondary School Teachers*

Sl No	Gender	N	Mean	Standard deviation	t value	Level of Significance
1	Male	104	95.57	8.15	1.44	NS
2	Female	196	96.81	6.45		

.NS-Not significant

### Discussion.

From the Table the observed t-value for Teacher Freezing for Male and Female teachers are 1.44. The obtained t-value could not reach the limit of 0.05 levels in Teacher Freezing. This indicates that there is no significant difference in the mean scores of Teacher Freezing between Male and Female teachers.

A graphical presentation of the distribution of scores is also attempted to get a clear picture of the difference in Teacher Freezing between Male and Female secondary school teachers in Figure 1.

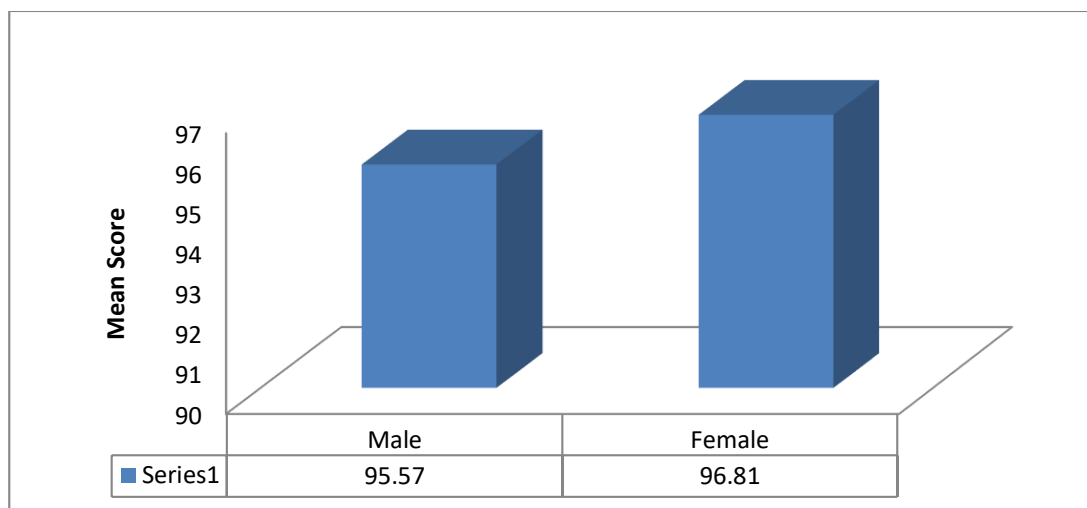


Figure 1. Diagrammatic presentation of the variable Teacher Freezing of Male and Female teachers.

#### FINDINGS:

1. Extent of Teacher Freezing among secondary school teachers is high.
2. Extent of Teacher Freezing among Male and Female secondary school teachers is very high.
3. There is no significant difference in the mean scores of Teacher Freezing between Male and Female teachers.
4. Comparison of mean scores of Teacher Freezing based on gender reveals that Male and Female Secondary school teachers do not differ significantly in their Scores

#### CONCLUSION.

It is clearly evident from the findings of the study that secondary school teachers possess high level of teacher freezing. It is necessary to find the causes for existing high level of teacher freezing among secondary school teachers which may be frequent transfers of the teachers, over crowded classes, lack of audio-visual equipments and infrastructural facilities, inadequate physical facilities, lack of knowledge to use modern classroom techniques and instruction & need of service training etc.

#### IMPLICATIONS:

It is clear from the research that Teachers possess stress & tension in the working field. It highlight the need of providing tension free environment, flexible time table, free school climate. This time of digital



platform create many issues in the implementing strategies. So our teachers must be made tension free in their working platform.

Reference:

Adaval, S.B. (1979). *Qualities of teachers*. Allahabad: Amitabh Prakashan.

Agrawal, J.C. (2003). *Educational technology and management*. Agra: Vimal Pustak Mandir.

Borg, W.R., Kelley, M.L., & Langer, P. (1969). *The relationship between personality and teaching behaviour before and after inservice micro-teaching*. For West Laboratory

Cogen, M.L. (1956). Theory and design of study of teacher-pupil interaction. In Amidon, E.J., & Hough J.B. (Eds.). *Interaction analysis: Theory, research and application*. Reading Massachusetts: Addition Wesley Publishing Company.

Morris, L. (1965). *The art of teaching English as a living language*. London: The English Book Society and McMillan Co. Ltd.

Pandey, K.P. (1965). *Shiksha mein kriyatmak anusandhan*. Agra: Vinod Pustak Mandir.

