



Teacher Freezing Among Secondary School Teachers-An Analysis

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ABSTRACT

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.

INTRODUCTION

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 benefiting 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. 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 total sample and sub sample based on
- a) Gender

Hypothesis of the study:

- Teacher freezing is maximum among secondary school teachers on 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

Sl 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 total sample; the value of arithmetic mean, median and mode for the variable Teacher Freezing are 96.38, 99 and 100 respectively. The values of mean, median and mode are almost equal. Thus variable Teacher Freezing is normally distributed among total sample. The value of standard deviation is 7.1 which shows 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 Sub Samples**

Extent of Teacher Freezing among Secondary School Teachers in the total sample and in the sub sample 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 is 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 extent of Teacher Freezing among secondary school teachers are high.

The 10th 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 90th percentile of the scores of 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 it can interpret other percentiles also.

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

Extent of teacher freezing among secondary school teachers for the relevant sub sample based on Gender is 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 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 are high.

Table 3 also reveals percentile scores for Teacher Freezing among male and female Secondary school teachers. The 10th 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 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 it is found that 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.

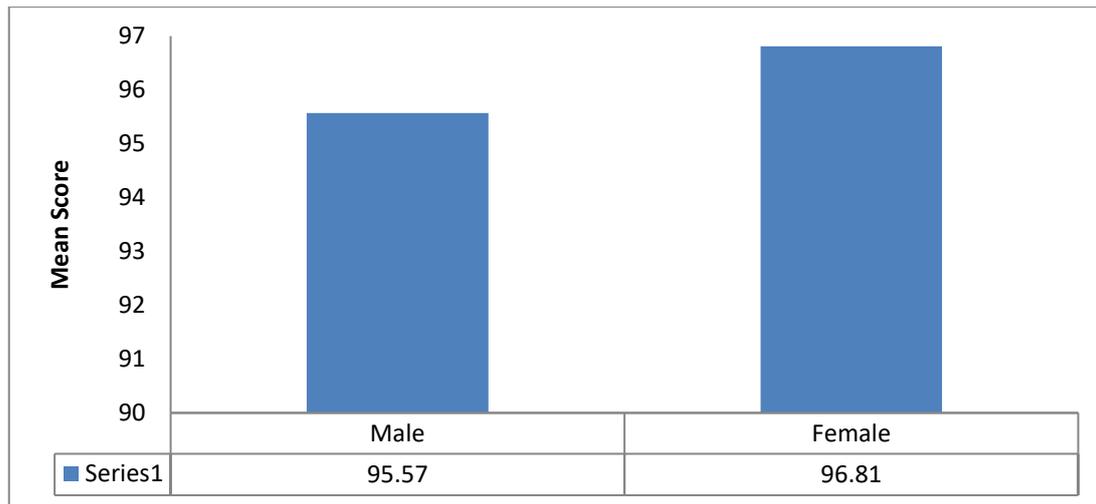


Figure 1. Diagrammatic presentation of the variable Teacher Freezing of Male and Female teachers.

FINDINGS:

- Extent of Teacher Freezing among secondary school teachers are high.
- Extent of Teacher Freezing among Male and Female secondary school teachers are high.
- There is no significant difference in the mean scores of Teacher Freezing between Male and Female teachers.
- 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. The possible causes for existing 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. So the school committee and administrative board must take steps to reduce the teacher procrastination during school life.

IMPLICATIONS:

It is clear from the findings that Teachers possess stress & tension in the working field. It highlights the need of providing tension free environment, flexible time table, enjoyable school climate. The Era of digital platform create many issues in executing functions. So our teachers must be made tension free in their working platform.

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