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Teacher freezingness: does it make any differences in teaching and learning?

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ABSTRACT

The purpose of the present study is to find out the difference in teacher freezingness of secondary school teachers with respect to gender and teaching in different streams. The investigator has taken 200 secondary teachers from the Jalandhar district of Punjab (India) as sample by using simple random sampling technique. For collection of data the investigator has used Teacher Freezingness Scale standardized by Mrs. Haseen Taj and result analysis t-test has used.

Keywords: Teacher Freezingness, Secondary School Teachers, Streams of Teaching

1. INTRODUCTION

Globalization, privatization and liberal economy have thrown up many challenges to all fields in education. Fierce competition with international competitors in open market demands for quality everywhere and compel us to go for quality. In the global society that we are fast becoming, a sense of being part of larger human family, recognizing diversity within our essential unity and living in a spirit of multicultural harmony. The role of a teacher is expected to be quiet different from what it is in traditional classroom. A teacher is now required to be far more agile in his approach and has to play multiple roles and preserve the basic values of life (Singh and Pandey, 2008). Each country is experiencing this global economic impact and pressure from international competition. In our present century our

education faces the issues of enhancing competitive ability on one side and cultivating human and culture potentials on the other side. These issues require major modifications in the education system and have great influence on the role of teachers and working conditions. A report revealed that 52% considered degree of job satisfaction and eroded over past few years, 50% respondents indicated that they have chosen different profession, 40% took early retirement and 49% experienced high degree of pressure of work different sources. (Kinman and Jones 2004). The new age is caught in the web of (GOELI) where Globalization, open competition, economy, liberalization and information technology is directing the future course of the world. With education increasingly becoming the primary determinant of overall development in emerging economy, Indian education seeks to be a meeting point for students, teachers and all those who are concerned. The role of teacher has now become more crucial. The old paradigm is that teacher owns the knowledge, his job is to give it and that student is passive recipient of knowledge. Imparting knowledge is not like filling the empty vessels. Teacher is required to create a desire in students to attain knowledge and guide and help him in attaining the knowledge (Dr. Bajwa 2005).

Education is a process of human enlightenment and empowerment of achievement of a better and higher quality of life. A teacher occupies an important and unique place. It is heart and soul of any educational institution. Teachers can do miracles, which can shape raw material into a finished product. Teachers have to be conscious of their role as model, through their conduct, action and adherence to human values. Like every profession teaching job requires satisfaction in the job and commitment towards this noble profession on part of teachers. Profession is a specified area of the activity acquired through systematic program of education and training. There is set of essential attributes which include lifelong carrier, commitment, social service, satisfaction, intellectual techniques, code of ethics and independent judgment related to professional performance.

The 44th President of U.S.A (Barrack Obama) one of his speech on education has stated; “Teachers who are on the carrier paths to become better teachers, develop themselves professionally- they should pay excellence more. On the issue of education- teachers are the role model for the society. Teachers are extraordinarily frustrated about how their performance is assessed and not just their own performance, but the schools performance generally. So they are teaching to the tests all the time. What I have said is that we should be able to get buy- in from teachers in terms how to measure progress. Every teacher I think wants to succeed and if we give them pathway to professional development, where we are creating master teachers, they are helping with apprenticeships for young new teachers, they are involved in a variety of other activities, that are really adding value to the schools, then we should be able to give them more money for it.

They can't be judge simply on standardized tests that don't take an account whether children are prepared before they get to school or not”. It is very essential that teachers feel satisfaction in their job and should be professionally committed to that they are able to discharge their duties and responsibilities intelligently and effectively. The criteria of job satisfaction of teacher are the amount of happiness a teacher obtains in and through his work. The job satisfaction includes; (a) liking and enjoying the job, (b) going to work with head erect and smiling face and (c) without the elements of frustrations.

Teaching profession is regarded as the most important profession as its social value lie in its significant contribution to the development in the quality of life and betterment of the society at large.

The profession of teacher prepares a man to stricken society into future Utopia. The teacher is the architect of a harmonious society. The all round development of children depends upon the professional competency and efficiency of teachers. International Commission states in an article on teacher, "The teacher's duty is less and less to inculcate knowledge and more and more to encourage thinking. Keeping his/her formal function apart, a teacher should be more of an advisor, a partner to talk someone who helps and seek out the conflicting arguments rather than handling out readymade truths.

He/she will have to devote more time and energy to productive and creative activities; interactions, discussions, stimulation, understandings and encouragement (UNESCO Global Education Digest (2009). Lack of job satisfaction adversely affects the professional commitments. Today our social life is eaten up with unresolved tensions, conflicts and violence. We are everyday witness to honoring the corrupt politicians, dishonest self seekers and moral wrecks as model of perfection to copy from. So contradictions in living have become the order of the day. A report explains that our world cannot survive one fourth rich and three-fourth poor, half democratic and half authoritarian with oases of human development surrounded by deserts of human deprivation (United Nation Human Development Report 2004).

Teaching profession includes lot of teaching problems suffered by the teachers and their problems create a very bad impact on their professions. These problems include: ego involvement, unhygienic human relationships, dilemma of contradictory desires, constant striving for more and more and lack of values regarding performance in their professions. An analysis explored teacher's perception of educational reform from a social as well as psychological perspective.

In the interviews the participant discussed anger, anxiety, guilt and shame that came from 'lack of time, enormous number of portfolios each semester and the lack of support from his subject colleagues, school management and government'. The teacher exhibited positive emotions when his purpose in teaching were upheld and when we had an opportunities to improve his teaching and reinforce his professional identity, but on other hand negative emotions distract it from progress. (ven Veen, Slegers, van de Ven's 2007). These problems can be eradicated by opening new vision of behaviour management, new teaching techniques, by studying the lives of great men and teachers, providing self education and by inculcating inquisitive tendencies (like questioning).

All these problems are suffered by teachers. Teaching is one of the dignified profession in our society and teachers role in shaping the life of students is of paramount important. In school settings teachers are expected to play multiple roles i.e. ranging instructor to counselors. A teacher is a social agent of change (UGC Annual Report (2010) and is likely to promote national development and social change. Apart from the moral roles, teachers play an important role in promoting the required potentials for the student's future and develop them socially and are also desired to become highly competent, impartial and emotionally stable.

Educational institutions are an integral and sensitive part of the society. No educational system can operate without being influenced by the norms and values of the society. Like all human beings, teachers also have distinct values, beliefs and desires and these influences the way the teacher's function. India is a highly diversified and multicultural society and social stratification is largely based on caste, class and gender. In a pluralistic society like India, teachers are expected to promote tolerance, secularism and other important values of life with students. Teacher plays a vital role as he/she helps in shaping the future generations.

1. 1. Teacher freezingness

Academicians, administrators, parents, community, and student's community complains of teacher's lethargy and apathy and indifference as the main cause for deteriorating standards in education. All these negative terms refers to the lack of interest and enthusiasm of teacher in performance of their duty and their inability to innovate in teaching and research, but not much attention is paid to teacher's inability to innovate social, psychological, physical and moral aspects which are as important as teaching and research. The present study is a fresh attempt in this direction not only to investigate the teachers' inability in teaching/research, but also to identify the other aspects which go on a long way in making them ineffective teachers. The teacher freezingness is developed and used in the study not to refer to teacher's inability, but to mean the overall unused, under used and stagnated intellectual, psychological, social, physical and more potentialities of teachers.

Teacher's freezing affects not only on the quality of students and school but also have more impacts. Many attempts have been made to study and measure teaching competency, teacher effectiveness, change to proneness and teacher innovativeness but no efforts were put in to teacher freezing. Teaching is the most important area to measure the effectiveness of school development planning within the four walls of a classroom. Professional success of every profession depends mainly on professional knowledge, the fullest devotion & dedication along with the efficiency.

Haseen Taj tried to find out the teacher freezingness level among teachers. Teacher freezingness refers to the lack of interest and enthusiasm of a teacher in performing teaching duty and inability to innovate in teaching & research. Teacher freezingness is being described as the value dimensions to the school and college teachers that the community and administrators complain about the teacher indifferences as the main cause of deteriorating standards in education (Taj 1998).

Viewing the process of education, it is recognized and realized that the role of teacher is of utmost importance because the teacher and learner are the only two living agents of classroom activity that is teaching and learning. Again between the teacher and the learner the teacher's responsibility is heavier and to this very reason his role is supposed to be more superior than any other human being. A good teacher should be a good inspirer and the process of inspiration should be based upon good impression. Indoctrination, instruction, training, regimentation, etc. more or less insist upon the process of imposition which results in the dehumanization of individuals.

The main concern of teacher freezingness is to improve the quality of teacher's working life. Today, teachers are surrounded by so many situations that they feel overworked and frustrated. Certain stressful factors like heavy unacademic workload, indiscipline students, deterioration in service conditions, unappreciative principles, competition among colleagues, etc, account for teacher freezingness and dissatisfaction of job. Teacher's personality and congenial work environment can help teacher freezingness. Today teachers are interested to do more of desired work instead of academic work (Srimali 1999).

1. 2. Areas of teacher freezingness

Areas of teacher freezingness are mentioned below:

- Teaching: It includes the classroom teaching practices which include the conventional methods of instructions.

- Research: It covers the teacher's bent of mind of experimentation and innovations in teaching-learning process.
- Evaluation: It includes the teacher's effort to develop different evaluative measures as well as evaluations to identify the individual differences.
- Resistance: It includes that thing which deals with teacher's resistance to accept changes and to use new methods or techniques in teaching and learning.
- Interaction: It covers the human relationship that a teacher has to develop towards his co-worker, administration and his students.
- Organization: It covers the level of responsibility the teachers are willing to carry on their shoulders to promote quality education.
- Participation: Under this area the amount of will, time and energy the teacher uses in participating in school administration, meeting, in-service programmes, seminars and conferences.
- Moral: It covers the teacher's sense of responsibility and actual practice in developing certain moral values among his students.

“Telling” teachers to become more reflective is not sufficient. Creating a “standard” for self-reflection sets a goal, but provides no mechanism to reach that goal. The only ones who can make the fundamental changes necessary to increase their effectiveness are the teachers themselves, but they need both the support and encouragement of enlightened professional development programs. One of the history's greatest scientists, Albert Einstein, reminds us; ‘Not everything that can be counted counts, and not everything that counts can be counted’.

1. 3. Causes of teacher freezingness

The causes of teacher freezingness can be as explained as below:

- No proper methods of teaching and learning.
- No involvement in experimentation
- Resistance to new ideas and thoughts
- No initiative in planning and constructing the evaluative measures.
- Not using audio-video aids in classroom teaching.
- No participation in school decision making.
- No thrust for acquiring new knowledge and information.
- No reinforcement to students.
- No emphasis on nourishing the skills of teaching and learning.
- No extra time duty.
- No involvement in any administration work and meetings
- No participation in research work.
- No planning of the curriculum schedule.

- No observance of pupils work in the group.
- No involvement in in-service and refresher courses.
- No participation in guidance and counseling programmes for students.
- Never read professional literature.
- Sticking to one job and handling to think rather than changing the things which are creative and new.

1. 4. Objectives of the study

- To study the difference in teacher freezingness among secondary school teachers with respect to their gender and teaching in their streams of education

1. 5. Research questions

- Are there any differences in teacher freezingness among secondary school male and female teachers teaching in Science stream?
- Are there any differences in teacher freezingness among secondary school male and female teachers teaching in Arts stream?

2. RESULTS

2. 1. Methodology

The present study is descriptive in nature and survey method has used. The investigator has taken 200 secondary teachers from 30 govt. schools in the Jalandhar district of Punjab (India) as sample by using simple random sampling technique. For collection of data the investigator has used Teacher Freezingness Scale standardized by Mrs. Haseen Taj and result analysis t-test has used. The classification of teachers as sample for the present investigation is given below:

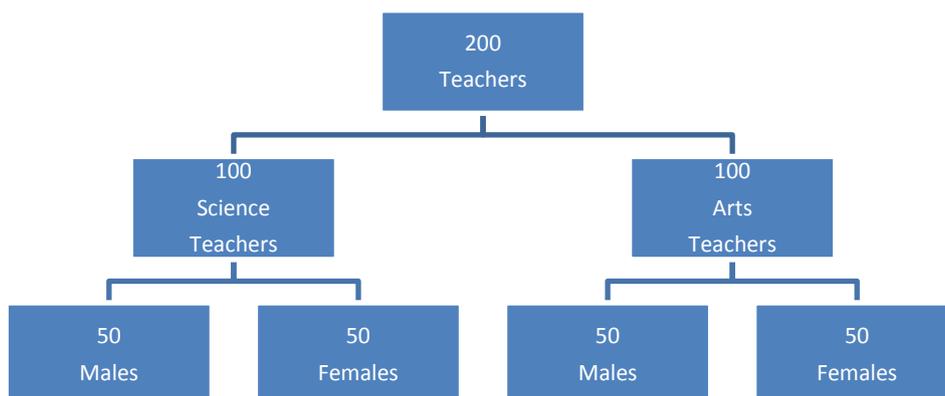


Figure 1.

2. 2. Dimensions of Teacher Freezingness Scale

Teacher Freezingness Scale includes 74 statements, covering five dimensions which are described in Table 1:

Table 1. Numbers of items under different areas of Teacher Freezing Scale

Sl. No.	Major Dimensions	Operational Areas of Scales	No. of Items	Total Numbers of Items In Each Dimensions
1	Intellectual	a) Teaching b) Research c) Evaluation	10 9 6	25
2.	Psychological	a) Resistance	13	13
3.	Social	a) Interaction	11	11
4.	Physical	a) Organization b) Participation	9 10	19
5.	Moral	a) Moral	6	6
6.	Total		74	74

2. 3. Result analysis

A. Result pertaining to difference in Teacher freezingness of male and female teachers teaching in Science stream

Table 2. Teacher freezingness of male and female science teachers

Gender	N	Mean	SD	SEM	t- ratio
Males	50	301.16	69.82	10.79	3.10
Females	50	334.68	30.79		

Level of significance 0.05 = 1.98, Level of significance 0.01 = 2.58

Table 2, depicts that the obtained t-ratio is 3.10 which is found to be significant at both levels i.e. 0.05 and 0.01 respectively. Therefore, It can be interpreted that there exists a significant difference in teacher freezingness of male and female teachers teaching in science stream. The difference of mean scores of teacher freezingness among female and male science teachers has been shown below:

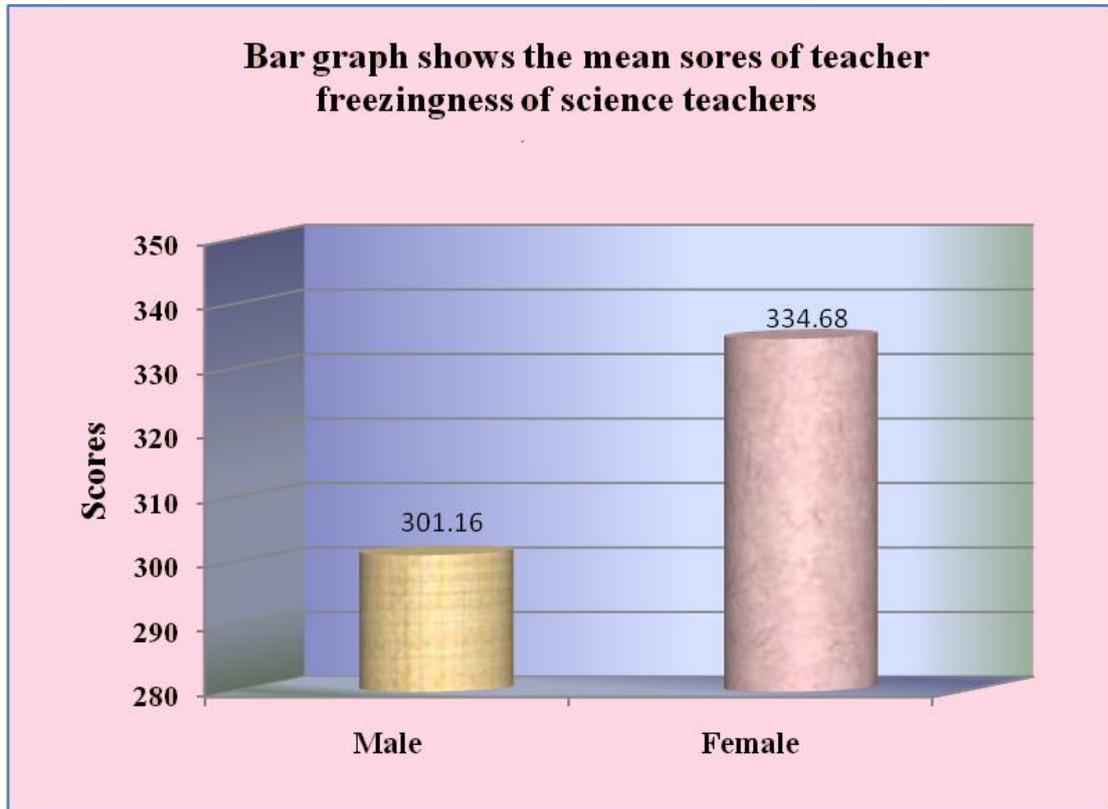


Figure 2.

B. Result pertaining to difference in Teacher Freezingness of male and female teachers teaching in Arts stream

Table 3. Teacher Freezingness of male and female arts teachers

Gender	N	Mean	SD	SEM	t- ratio
Males	50	315.86	63.02	13.17	0.38
Females	50	310.84	68.56		

Level of significance 0.05 = 1.98, Level of significance 0.01 = 2.58

Table 3 shows that the obtained t-ratio is 0.38, which is found not significant at both levels i.e. 0.05 and 0.01 respectively. Therefore, it can be stated that there exists no significant difference in teacher freezingness of male and female arts teachers. The difference of mean scores of teacher freezingness among arts female and male teachers has been shown below:

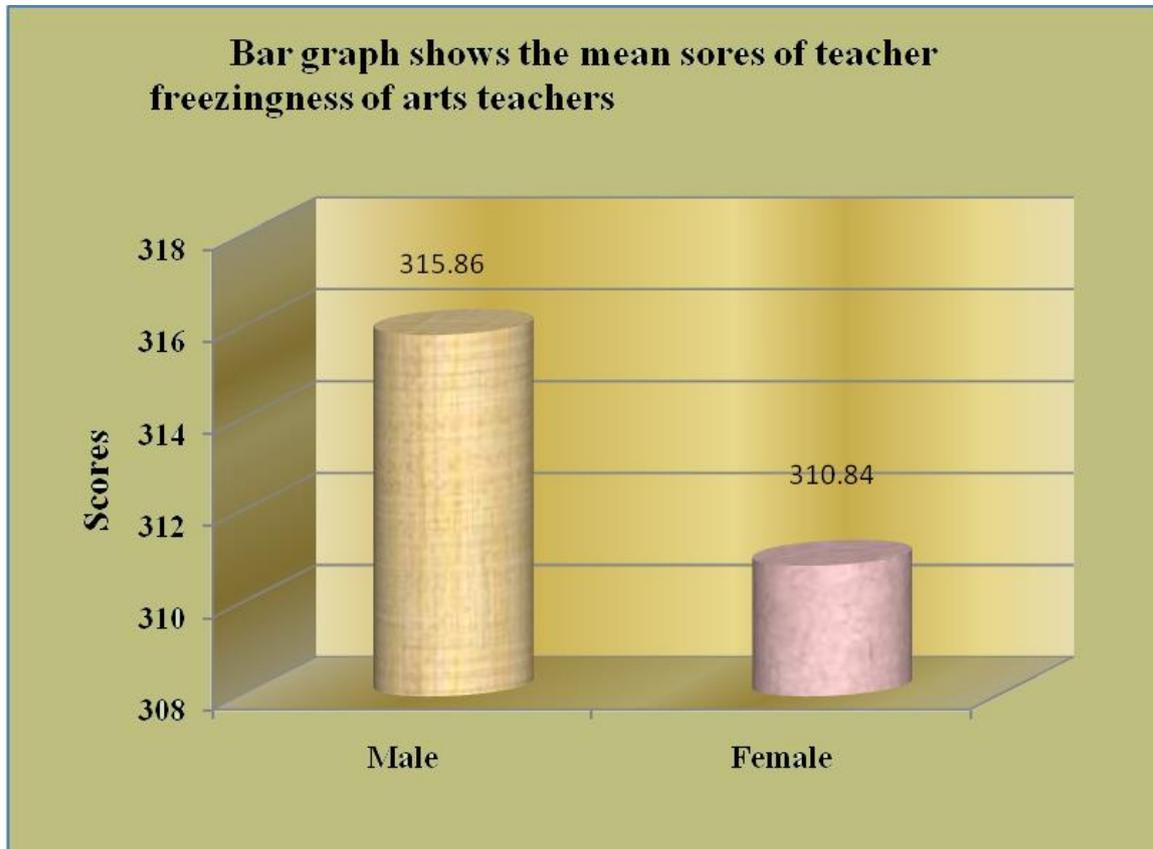


Figure 3.

3. CONCLUSIONS

- There exists a significant difference in teacher freezingness of male and female science teachers. Male science teachers have less teacher freezingness in comparison to female science teachers, reason being that the male teachers have more degree of participation, organization and resistance in teaching profession in comparison of female teachers [17-21].
- There exists no significant difference in teacher freezingness of males and females arts teachers. Most of the female arts teachers have less freezingness whereas male teachers have high levels of freezingness due to less participation, resistance, organization, research and interaction in teaching job. Sometimes teachers behave irrational and unethically as they perceive their action as ethical [22-25].

4. RECOMMENDATIONS

- The relation of teacher freezingness can also be studied with value pattern of teachers, emotional confidence, organizational climate, etc.
- A similar study can be conducted in different areas of the Punjab state and other states of India taking into account primary school teachers, senior secondary school teachers and teacher trainees also.
- More variables can be concerned in place of teacher freezingness like teacher effectiveness, teacher ineffectiveness, teacher burnout, teacher innovativeness, professional ethics, etc.
- An ethnographic study should be more useful to explore the intricacies of identity relations than quantitative ones. A detailed ethnographic study in one or two schools should provide more in-depth information regarding teacher's identity relations & their influence on self-esteem.
- School should also focus on the quality of personnel and professional development programs for both students and faculty. School administrators should set a good example or role modeling to faculty members and students as a whole.

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