

Research Article

An Analysis of Teacher Freezing Among Government and Private Higher Secondary School Teachers

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Abstract

Teacher freezing refers to a state where educators become stagnant in their professional development, engagement, and teaching practices, often due to external factors such as institutional constraints, stress, or a lack of motivation. This article explores the phenomenon of teacher freezing within the context of organizational climate, examining how various elements of an educational institution's environment can either contribute to or alleviate this issue. Through the analysis of related research works and articles the factors that influence teacher freezing such as organizational climate, teacher burnout, stress, lack of professional development opportunities etc. were highlighted. The findings of the prior research on teacher freezing has identified that teachers from private and government higher secondary school had no significant difference in their teacher freezing male and female teachers too didn't exhibit difference in their level of teacher freezing.

Keywords: teacher freezing, organizational climate, professional development, institutional constraints, school leadership

Introduction

In the context of education, teacher freezing typically refers to a situation where teachers may feel "stuck" or unmotivated to adapt to new teaching methods, technologies, or changes in curriculum due to various reasons such as lack of professional development, fear of change, or external pressures. It can also refer to a teacher experiencing a temporary inability to respond or engage effectively with students or instructional material, similar to mental blocks that occur in high-stress situations. The article aims to find the difference in teacher freezing among higher secondary school teachers based on gender. It explores how the

institutional environment influences teachers' willingness to innovate and develop professionally.

Review of Literature

Saikia and Goswami (2010) observed, teachers' burnout was closely related to the hierarchical atmosphere of schools at the secondary level. They also found that the school environment played a key role in enhancing teacher effectiveness. **Massey (2011)** identified a significant link between job-satisfaction and teachers' burnout among secondary school teachers. **Hitaishi (2014)** highlighted a strong connection amid teacher burnout and innumerable elements of organizational climate. **Dhull and Poonam (2015)** revealed that male teachers experienced high burnout compared to female teachers, and government teachers faced higher burnout levels than those in private schools. **Jena (2018)** discovered a notable difference in burnout levels between male and counterpart science teachers, with male teachers experiencing smaller amount burnout. This was attributed to the higher levels of support, engagement, and resistance to challenges in teaching among male teachers compared to their female counterparts. **Sharma, Monika (2013)** The study found that teachers with a positive attitude experienced significantly lower levels of Teacher Freezing compared to those with a negative attitude. Additionally, government school teachers exhibited a markedly higher level of Teacher Freezing than their counterparts in private schools.

Need and Significance

Teacher freezing has the potential to significantly impact the improvement of education quality. Numerous researches have been organized on teacher freezing, but the level of teacher freezing among higher secondary school teachers in private and government schools yet to be fully examined, nor have their freezing levels were compared to improve teacher's professional development. This research aims to help teachers in both private and government schools improve their teaching practices, research capabilities, assessment systems, organizational quality, moral values, and participation in numerous educational activities. Additionally, it would assist school management and government authorities in providing better facilities for teachers.

Objectives:

- To examine the level of Teacher Freezing among higher secondary school teachers in private and government institutions.

- To investigate the level of Teacher Freezing among male and female teachers in both private and government higher secondary schools.

Hypotheses

1. There is no significant difference in level of teacher freezing of private and government secondary school teachers.
2. There is no significant difference in level of teacher freezing of male and female higher secondary school teachers.

Research Design

The current study aims to assess the level of Teacher Freezing among private and government higher secondary school teachers. Therefore, a descriptive survey method has been employed for this research.

Statistical Analysis

To analyze the data, differential statistical techniques, including mean, standard deviation, and t-value, were utilized to assess significant differences among the groups.

Population and Sample

The study's population consisted of all teachers working in private and government higher secondary schools in the Chennai district. A sample of 350 teachers was selected, comprising 175 from private schools and 175 from government schools.

Tools Used

- Teacher Freezing Scale by Hazeen Taj

Analysis And Interpretation

Table 1

Table showing the difference in teacher freezing among higher secondary-school teachers owing to gender

Variable	Category	Sample size N	Mean	SD	t-value	df	Level of Significance
	Male teachers	180	59.46	10.99			0.051

Gender	Female teachers	170	59.32	11.246	1.961	398	P>0.05

Interpretation

Table-1 displays that the mean scores of male teachers 59.46 with standard deviation 10.994 similarly the mean scores of female teachers 59.32 with standard deviation 11.246. Here the 'p' value 0.051 which is greater than 'p' value at 95% confidence level with degrees of freedom 348. The hypothesis which assumed that, there is no significant difference in teacher freezing owing to the difference in Gender is accepted. Therefore, we conclude that, there is no significant difference in teacher freezing owing to the difference in Gender.

Figure-1

Bar diagram showing mean difference of teacher freezing among higher secondary school teachers with respect to gender

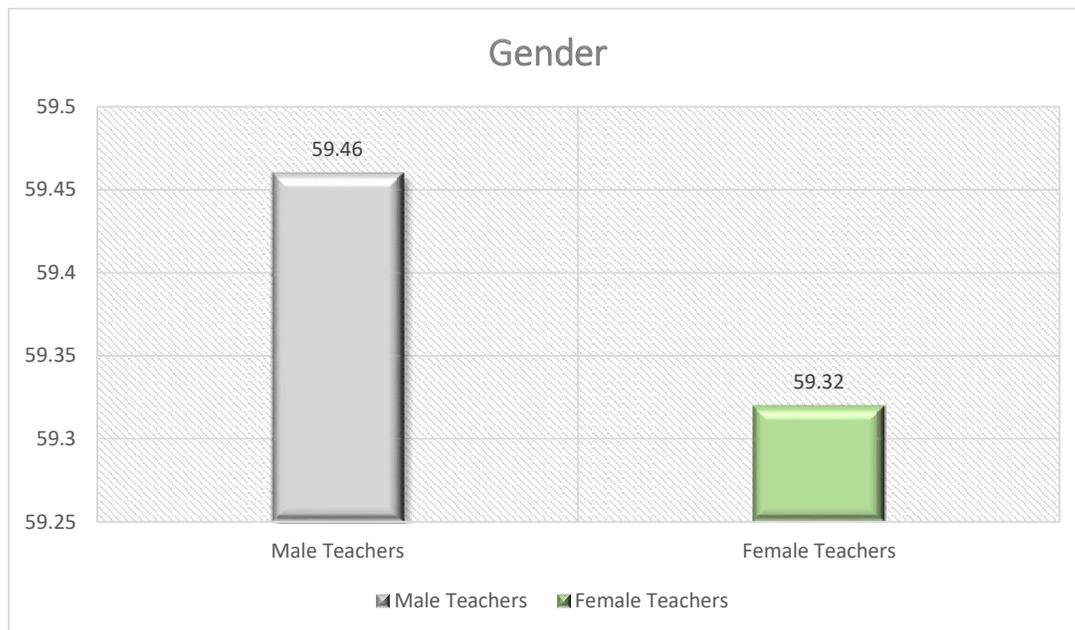


Table 2

Table showing the difference in Teacher freezing of higher secondary school teachers with respect to type of School.

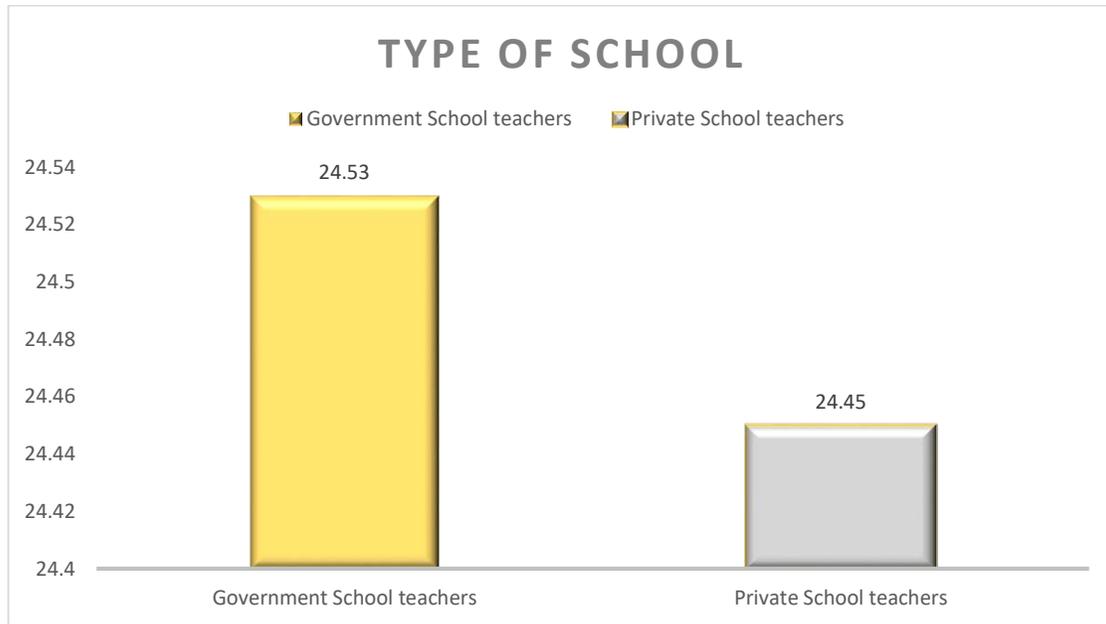
Variable	Groups	N	Mean	SD	t-value	df	Level of Significance
Type of School	Government School teachers	175	24.53	5.003	1570.27	348	0.045
	Private School teachers	175	24.45	5.221			P<0.05

Interpretation

Table- 2 shows that the mean scores of Government School teachers 24.53 with standard deviation 5.003 similarly the mean scores of Private School teachers 24.45 with standard deviation 5.221. Here the 'p' value is 0.045 which is lesser than 'p' value at 95% confidence level with degrees of freedom 348. The hypothesis which assumed that there is no significant difference in Teacher Freezing owing to the difference in Type of school is rejected. Therefore, we conclude that there is significant difference in Teacher Freezing owing to the difference in Type of school.

Figure-1

Bar diagram showing mean difference of teacher freezing among higher secondary school teachers with respect to type of school.



Findings

After analyzing and interpreting the data, the following findings were established:

1. There is no significant difference between male and female higher secondary school teachers in terms of Teacher Freezing. Thus, the levels of Teacher Freezing among male and female teachers are similar.
2. A significant difference exists in Teacher Freezing levels between private and government higher secondary school teachers. Specifically, private higher secondary school teachers exhibit lower levels of Teacher Freezing compared to their government counterparts.

Educational Implication

1. The current study found that teachers in government schools experience higher levels of Teacher Freezing. To mitigate this, it is essential for the government and school management to provide adequate facilities and ICT equipment. Many teachers are eager to integrate the latest technology to enhance the teaching-learning process and reduce stress. However, insufficient resources can result in lower engagement and interest in their work. Therefore, the government or school management should ensure the availability of technical support and equipment, so that government school teachers can fully realize their potential without being constrained by a lack of

essential resources.

2. Appointing a counselor in schools on a regular basis can greatly enhance a healthy organizational environment. A counselor can provide valuable support by addressing teachers' personal, professional, academic, and social challenges through counseling sittings. If appointing a full-time counselor is not feasible, arrangements can be made for a visiting counselor who can conduct weekly or monthly visits to the school. This would ensure teachers receive the necessary support to maintain their well-being and effectiveness.
3. School management should offer training programs, orientation sessions, and refresher courses to support the professional development of secondary school teachers. Additionally, teachers should be encouraged to participate in conferences, workshops, and seminars to further enhance their skills and knowledge.
4. Teachers should be well-versed in professional knowledge and research strategies associated to their classroom practices. Faculty consultations could be dedicated to discussing topics such as teaching methods, research, and analysis to foster continuous professional growth.
5. Teachers should regularly assess their performance, with annual performance records maintained by the institution. Incentives and promotions should be based on these evaluations to encourage continuous improvement and enhance the overall academic standards
6. Collaborative activities among teachers should be encouraged, and school management should adopt more scientific approaches that emphasize group dynamics for improved teamwork and organizational effectiveness.
7. The recruitment process for prospective teachers should be efficient and rigorous to ensure the selection of highly qualified, ethical, spiritual, and responsible educators.

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