

Teacher Freezing of Government and Private Secondary School Teachers

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Abstract

The purpose of this study is to obtain access to the teacher freezness of secondary school teacher with respect of government and secondary school teachers in Prayagraj City. For the conduct of the research, the survey approach was used. The Teacher Freezing Scale(1998) was created by Dr. Haseen Taj to gather from teachers in secondary schools.

Sample of 50 secondary school teachers from the Prayagraj City were randomly selected for this research . To analyse the result, Statistical techniques such as mean, SD, and t-test were used. The result showed that there is no significant difference between male and female of government and private school teachers teaching at higher secondary level.

Keywords: Teacher Freezing, Secondary school Teachers

INTRODUCTION

Teachers are primarily responsible for imparting knowledge and skills to students across various subjects. They introduce complex concepts, foster critical thinking, and help students develop analytical abilities. By providing a strong educational foundation, teachers equip students with the tools they need to succeed in life and contribute to society. Beyond academics, teachers serve as mentors and role models for their students. They offer guidance on personal and academic matters, helping students navigate challenges and make informed decisions. Teachers often inspire students to pursue their passions and strive for excellence, fostering a lifelong love of learning. Teachers play a vital role in shaping students' character and values. They in still important ethical principles, promote social awareness, and encourage qualities like empathy, tolerance, and respect. This moral education is crucial for developing well-rounded individuals who can contribute positively to society. Teachers help build strong communities by engaging families, parents, and community members in the educational process. They create inclusive classroom environments and foster positive relationships among students, promoting teamwork and mutual understanding. This community-building aspect of teaching contributes to social cohesion and progress. Teachers are often at the forefront of social change, addressing important societal issues through education. They help students become informed and responsible citizens, capable of critically examining and addressing societal challenges. By promoting values like environmental awareness and social responsibility, teachers contribute to broader societal progress. Teachers are truly the backbone of society, shaping future generations and contributing significantly

to social, cultural, and economic progress. Their role goes far beyond simply conveying information; they are mentors, role models, and catalysts for positive change in our communities.

The teacher is the architect of a harmonious society. The allround development of children depends on teacher's professional competency as well as efficiency. In the 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 major impact on the role of teachers and working conditions. 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.

Dictionary of Education defined, "Teacher is a person who employed in an officially capacity for the purpose of guiding and directing the learning experience of pupils and students in an institution, whether public or private." Generally the efficiency of a teacher is defined in the context of his experience, his cognitive & affective properties, his strategies & skills used in teaching, his adjustment with the characteristics of the classroom, school and most important with the students. All these are not substance of effective teaching though they may contribute to teachers' success. A proper concept of teaching and teacher effectiveness is necessary for the purpose of making a teacher really effective. There is a serious erosion of teachers' respect at all the levels of teaching learning process because excellence and pertinent education depend on what teachers do with learners. The deterioration of education 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 in innovation and research. All this has a very devastating effect on education. Any negative psychological knowledge that is because of the activity related pressure is named as teacher freezing. It is related with the feelings of those instructors whose occupational involve repetitive exposure to sensitively stimulated social circumstances. It is a comprehensive problem, which not only includes the teachers' inability to teach, but also festered and underutilize the intellectual, social, psychological, cognitive and moral potentialities of a teacher which results in flagging the teaching and learning process. Many attempts have been made to study and measure teaching ability, teacher's efficiency & teacher's innovativeness; but no efforts were put in to study the teacher freezing. Teaching is the most significant area to measure the efficiency 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 deficiency of zeal and curiosity within teacher's performance about their responsibility & also failure of teachers in innovation for the purpose of teaching and 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 aloof natures as the primary reason of failing educational standards (Taj 1998).

NEED & JUSTIFICATION

Teachers play a vital role in shaping the academic and emotional development of students. However, increasing professional demands, lack of resources, administrative pressure, and classroom challenges often

lead to emotional strain among teachers. One emerging concern in this context is teacher freezing—a psychological state where teachers feel mentally blocked or emotionally paralyzed, affecting their classroom performance and decision-making abilities.

In Prayagraj city, government and private secondary schools operate under different systems, working conditions, and institutional expectations. These variations may significantly influence the psychological well-being and adjustment levels of teachers. While private school teachers may face performance pressures and job insecurity, government school teachers might encounter bureaucratic challenges or infrastructural limitations. These distinct environments could contribute differently to the occurrence of teacher freezing.

Despite its relevance, there is a lack of comprehensive studies focusing on this issue in the specific context of Prayagraj. Investigating teacher freezing across both types of institutions is necessary to identify stress factors, coping mechanisms, and institutional gaps. This study will provide valuable insights to policymakers, school administrators, and mental health professionals for designing teacher support programs and fostering a healthier, more productive educational environment.

OBJECTIVES

1. To study Teacher Freezing among government secondary school Teachers on the basis of gender.
2. To study Teacher Freezing among private secondary school Teachers on the basis of gender.

HYPOTHESES OF THE STUDY

1. There is no significant difference between in the Teacher Freezing among government secondary school Teachers on the basis of gender .
2. There is no significant difference between in the Teacher Freezing among government secondary school Teachers on the basis of gender .

DEFINITION OF THE KEY TERM USED

Teacher Freezing-

“Teacher freezing means the overall unused, under used and stagnated intellectual, psychological, social, physical and moral potentialities of teachers. It can be defined as a negative psychological experience which can be the outcome or the reaction of the job-related stress. Teacher freezing is related to the feelings experienced by those people whose works require constant experience to emotionally charged social situations.”

LIMITATIONS

The research was limited to the secondary school teachers of Prayagraj City only.

REVIEW OF LITRETURE

A literature review is widely regarded as an essential part of academic projects, dissertations, and research studies. It synthesizes prior research on a topic, laying the groundwork for new investigations. No new study can be thoroughly validated without first examining the previous research related to the topic in Prayagraj, Uttar Pradesh. Essentially, a literature review serves as an evaluative summary of relevant studies, offering a

foundation on which current research is built.

Zainab and Mohd (2018) investigated the teacher freezing amount in teachers with Guide to specific demographic variables. Using descriptive study techniques, the sample For their current study was comprised of 160 teachers of Uttar Pradesh (U.P.). The Analysis showed an average degree of instructor freezing among secondary school Teachers. Additional evaluation of the information candidly discovered that no Significant distinction was discovered regarding teacher freezing amount of male as Well as female teachers. Nevertheless, a significant impact was discovered in the Freezing amount among teachers with guide to the kind of facilities (government/private) as well as teaching topic of the teachers (Arts/Science).

Susmita basu and Debasri banerjee (2020) conducted study on the topic ‘Do gender affect freezing’ The study’s objective was to identify the gender-related factors that contribute to teacher freezing. Psychological freezing propensity was observed to differ significantly between male and female genders. Using stratified random sampling, information was collected from various secondary, upper secondary, and general degree colleges.

Yadav Santosh (2021) had conducted the study entitled “Teacher freezing among secondary school Teachers in relation to their sense of Humour organizational climate and Adjustment”. According to research, there are considerable differences in secondary school teachers’ senses of humour and teacher freezing. It was shown that there was a significant impact of organisational environment on teacher freezing among secondary school teachers. There were notable differences in how secondary school teachers adjusted to teacher freezing.

Jain, Chaudhary (2022) studied teacher freezing of government and private secondary school teachers. Descriptive survey method was used in the study. A sample of 200 secondary school teachers was taken on the basis of random sampling method. The objective of the study was to compare the freezing of government and private secondary school teachers. t-test was used to analyse the data. Findings of the study revealed that teacher freezing of government and private secondary school teachers differ significantly. Freezing level of private secondary school teachers was found lower than those of government secondary school teachers. Further, male and female secondary school teachers did not differ significantly on teacher freezing.

Leena Rawat (2022) had conducted the study entitled “Teacher freezing of secondary schoolteachers in relation to techno pedagogical competence school environment and locale” The study's key conclusion showed that, beyond from the intellectual dimension, there were significant differences between males and females in regards to psychological, social, physical, and moral aspects of Teachers Freezing. Male teachers' Techno-pedagogical Competence and Teacher Freezing were shown to be unrelated, however among female teachers in both hilly and plain regions, a significant and weakly negative association was discovered.

RESEARCH METHODOLOGY

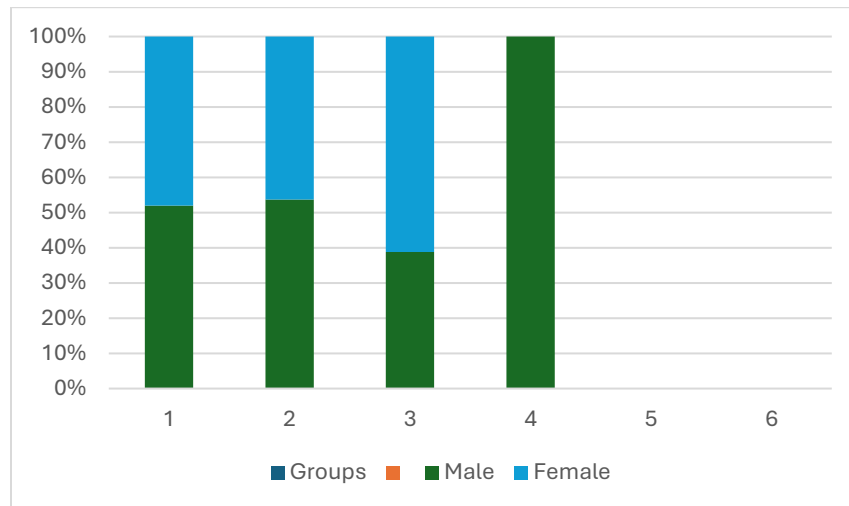
Method and Procedure-

The descriptive method of educational analysis for the completion of the present paper is followed in context of the study.

Table No.1

Groups	N	MEAN	SD	T-Value	Significance

Male	13	306.38	40.79	1.93	Not significant at 0.05 level
Female	12	264.42	64.43		

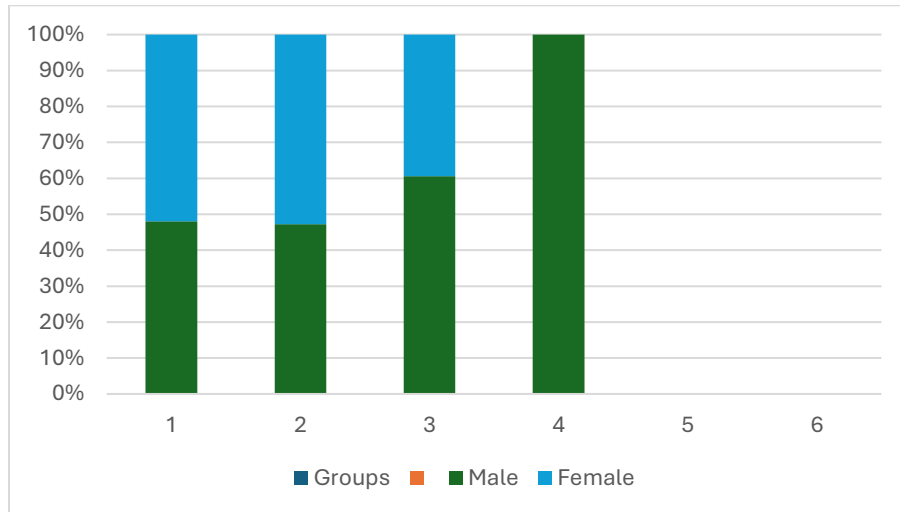


Teacher Freezing of male and female Government School Teachers

To examine the difference in teacher freezing among government secondary school teachers, an independent samples t-test was conducted. The mean freezing score for Group 1 was compared to that of Group 2. At the 0.05 significance level for a two-tailed test, the critical t-value is approximately ± 2.101 . Since the obtained t-value does not exceed the critical threshold, the result is not statistically significant. So null hypothesis accepted, This indicates that there is no significant difference in teacher freezing levels between the two groups of government secondary school teachers. **Saxena & Jain (2013)** carried out a research on teacher Freezness of among Teachers. Goal of the research was finding out the outcome of mode of instructions on instructor Freezness. Teacher Freezness Scale Constructed as well as standardised by Taj (1996) Was administered on 120 English & Hindi Medium Higher Secondary School Teachers belonging to Bhilai Nagar district Durg of Chhattisgarh. The end result Revealed that moderate of teaching significantly impacts Freezness among Teachers. English medium school teachers have been discovered to be additional freezed than Hindi moderate school teachers. Male teachers have been discovered to be more freezed Compared to female teachers.

Table No.2

Groups	NO.	MEAN	SD	T-Value	Significance
Male	12	272.08	66.62	1.45	Not significant at 0.05 level
Female	13	304.07	43.26		



Teacher Freezing of male and female of Private School Teachers

At a 0.05 level of significance for a two-tailed test, the critical t-value is approximately ± 2.093 . Since the obtained t-value does not exceed the critical value ($|t| = 1.427 < 2.093$), the difference between the two groups is not statistically significant. So null Hypothesis is accepted, Therefore, it can be concluded that there is no significant difference in the level of teacher freezing between male and female of private secondary school teacher groups study. **Dhull & Poonam (2015)** examined the teachers freezing of secondary school teachers. The investigator has taken hundred secondary school teachers (fifty male and fifty Teachers that are female and fifty govt. and fifty private teachers) by making use of Stratified arbitrary sampling method respectively. The teachers had been evaluated by Utilizing Teacher Freezing Scale (TFS) by Hassen Taj (1998). For the outcome Evaluation he investigator has used 't' test. The results indicate that the male instructors had a lot more freezing in comparison of teachers that are female. Further the govt. Instructors had a lot more snowy in comparison of private teachers.

FINDING:

The research has been conducted for this research through various statistical analysis, data has been obtained following are the conclusions, that have been drawn from the research.

1. Teacher freezing amongst government secondary school teachers on the basis of gender not significant. So, the null hypothesis 'There is no significant difference in the teacher freezing among government secondary school teachers on the basis of gender' is not rejected.
2. Teacher freezing amongst private secondary school teachers on the basis of gender not differ significantly. So, the null hypothesis 'There is no significant difference in the teacher freezing among private secondary school teachers on the basis of gender' is not rejected.

EDUCATIONAL IMPLICATIONS:

The study on teacher freezing among government and private secondary school teachers has several important educational implications.

Firstly, the presence of teacher freezing indicates a need for targeted professional development programs that focus on stress management, emotional regulation, and coping strategies. Differences observed between

government and private school teachers suggest that tailored interventions are essential—government teachers may require support in dealing with systemic pressures, while private school teachers might benefit from strategies to handle performance-based stress. Improving the work environment by fostering supportive leadership, encouraging peer collaboration, and reducing administrative burdens can help reduce freezing. Policymakers should use the study’s findings to design mental health policies that promote teacher well-being and job satisfaction. Since teacher freezing can negatively impact teaching quality and student learning outcomes, addressing it directly supports academic success. Teacher training institutes should also integrate psychological preparedness into their curriculum to equip future educators with tools to manage professional stress. Additionally, regular assessment of teacher well-being within schools can help identify early signs of freezing and guide timely interventions. Finally, the study may highlight disparities in resources or support between government and private institutions, guiding equitable reform and resource distribution.

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