



A STUDY OF TEACHER FREEZING AMONG SECONDARY SCHOOL TEACHERS IN RELATION TO THEIR SELF CONCEPT

Dr. Rajkumari¹, Ms.Rachna²

¹Assistant Professor, BPS Institute of Teacher Training & Research, BPSMV, Khanpur Kalan, Sonipat, Haryana, India

²M.A Education Students, BPS Khanpur Kalan (Sonipat)

Article DOI: <https://doi.org/10.36713/epra10980>

DOI No: 10.36713/epra10980

ABSTRACT

The present study was conducted with the propose to see a comparative and relation study of teacher freezing and self concept among secondary school teachers. The present study was conducted to a randomly selected sample of 100 secondary school teachers. The tool of “teacher freezing rating scale” was developed by Miss Haseen Taj (1996) and “self concept rating scale” was developed by Dr. miss Pratibha duo (1971) was used for the collection of the data in the present study. The data were analysed by employing Mean, SD, t- test. the result of the study showed that the no significant difference and relation between teacher freezing and self concept of boys and girls of secondary schools teachers.

INTRODUCTION

SELF CONCEPT: Self-concept is our perception or image of our abilities and our uniqueness. At first one’s self-concept is very general and changeable and as we grow these self-perceptions become much more organized, detailed, and specific.”

Definition:-“A self-concept is a collection of beliefs about one’s own nature, unique qualities, and typical behaviour so we say self concept is our mental picture of our self. It is a collection of self-perceptions. For example, a self-concept includes such beliefs as. ‘I am pretty’ or ‘I am hard working. ‘Such belief is called self-concept.”

SELF CONCEPT IS OF THREE TYPES

1. The individual self: It consists of attributes and personality traits that differentiate us from other individuals for example e.g. ‘introvert person.
2. The rational self: It is defined by our relationships with others e.g. sister, brother, uncle etc.
3. The collective self: It reflects our membership in social Group’s e.g. British, Indian and Chinese etc.

Components of Self-Concept

Self-concept is composed of two parts: personal identity and social identity.

1. Personal identity-It includes personality traits and other characteristics that make each person unique.

2. Social identity- It includes the groups we belong to including our community, religion, college, and other groups.

Part of Self-concept

It consists of three parts

- 1 Self image
2. Self esteem
3. Ideal self

Teacher Freezing

Teacher freezing is a term used note to refer to teacher’s inability but to mean the overall unused underused and stagnated intellectual psychological social physical and moral potential abilities off teachers. Teacher freezing is defined as a negative



psychological experience which is outcome or the reactions to job related stress. Teacher freezing is an ongoing problem in worldwide. The role of a modern teacher is quite different from what it was in a traditional classroom. A teacher has to play multiple roles and preserve the basic values of life. Every teacher I think wants to success and if we give them pathway to professional development, where we were creating master teachers, they are helping with apprenticeship's, for young new teacher, they are involved in a variety of other activities, that are really adding value to the schools and then we should be able to give them more money for it.

Factors of teacher freezing There are various factors which indirectly define teacher freezing:

- 1) Teacher effectiveness
- 2) Change proneness
- 3) Teacher innovativeness

REVIEW OF RELATED LITERATURE

1) Bharathi and Sree Devi (2016) Conducted a study on the self concept of adolescence. The result of the study shows that the adolescence overall self concept was found as 27.5/ in high and 72.5/ have above average. Hence, the study may help the teachers and parents to maintain the optimum level of self concept of adolescence.

2) Pegolajar Palomino (2017) conducted a study on analysis of self concept in students with compensatory education needs for developing a mindfulness based psycho educational programme. The result of the study shows positive level of self concept in peer relations, Physical appearance and physical ability, and academic self concept in mathematics.

3) Sharma (2020) conducted a study on the impact of teacher commitment on teacher freezing of secondary school teachers. The result of the study is shows that there was no significant difference in level of teacher freezing with respect to stream of secondary school teacher.

4) Jain and Chaudhary (2020) conducted a study of teacher freezing of government and private secondary school teacher. The result of the study. Found a significantly high level of teacher freezing among government school teacher as compared to teacher serving in private schools.

JUSTIFICATION OF THE STUDY

Justification of the study is very important in all research works. The justification of the study also known as the rationality of the study, it's important to convey to the reader why the research work was important. Self concept is how we view our actions skills and distinctive qualities. different studies have been conducted in both yearly education and high year education that like ones self perception to ones achievement in school or academics. recent studies have examined the connection between academic success and several psychological dimensions including self concept mentality and emotional maturity according to a review of the scientific literature. Basically teachers also face the problem of freezing in the way was faced by other members of the society. the present study has been designed to understand more systematically the nature of relationship between teacher freezing and self concept. Teacher freezing is a comprehensive problem which not only includes the teachers inability to teach. Self concept and teacher freezing is garnered worry less research to it. So I want to study in this topic and I want to do to improve to do more.

Objective of the study

- 1) To study and compare of teacher freezing male and female of secondary school teachers.
- 2) To study and compare of self concept male and female of secondary school teachers.
- 3) To find out the relation between self concept of male and female of secondary school teacher.
- 4) To find out the relation between teacher freezing of male and female of secondary school teacher.

Hypotheses of the study

- 1) There will be no significant difference of teacher freezing male and female of secondary school teacher.
- 2) There will be no significant difference of self concept male and female of secondary school teacher.
- 3) There will be no significant relationship between self concept of male and female of secondary school teacher.
- 4) There will be no significant relationship between teacher freezing of male and female of secondary school teacher.

Statement of the problem

A STUDY OF TEACHER FREEZING AMONG SECONDARY SCHOOL TEACHERS IN REALATION TI THEIR SELF CONCEPT

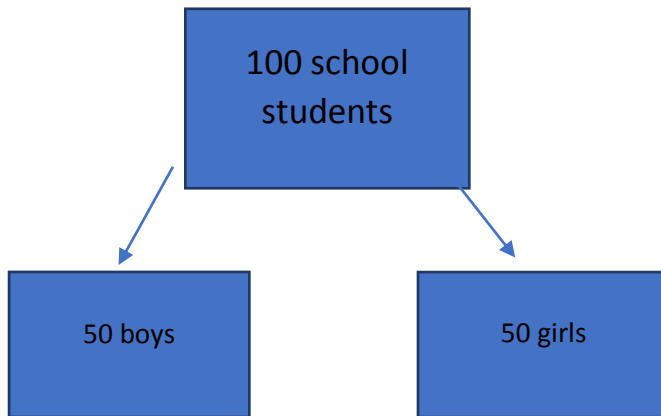


Method of the study

In the present study descriptive survey method of research will be applied.

Sample of the study

In the present study, a sample of 100 students was selected using random sampling procedure with 50 students are boys and 50 students are girls from secondary school.



Tools to be used

- 1) Teacher freezing scale by Mrs. Haseen Taj (1996)
- 2) Self concept scale by Dr. Pratibha Deo (1971)

Statistical Techniques

The data analyses using the mean, S.D, T-test and co-relation.

Variables in the study

In the present study, there were two variable i.e. teacher freezing and self concept.

Dependent variable – Self-concept

Independent variable – Teacher Freezing.

Delimitation of the study

- 1. The study will be delimited to 100 secondary school teacher only.
- 2. The study will be delimited to only govt and private secondary schools situated in panipat district of Haryana state.
- 3. The study will be delimited to only one dependent variable i.e. teacher freezing and one dependent variable i.e. self concept.
- 4. The study will be delimited only secondary school teachers.

RESULT AND DISCUSSION

Objective: 1 to study and compare of teacher freezing male and female of secondary school teachers.

Groups	N	Mean	S.D	T- value	Level of significance
Boys	25	207.72	6.516134	0.256004485	0.01
Girls	25	209.96	7.242697		

The table 1 & figure.1 showed that the mean score of teacher freezing of boys and girls of secondary school students are 207.72 & 209.96 respectively. The t-values come out to be 0.256004485 which is significant at 0.01. Therefore the null hypothesis, “**therefore will be no significant difference teacher freezing of boys and girls of secondary school students is accepted.**”

**Objective 2 :- To study and compare of self concept male and female of secondary school teachers.**

Groups	N	Mean	S D	T- value	Level of significance
Boys	25	192.04	8.60465	0.057161475	0.05
Girls	25	198.04	12.88707		

The table 2 & figure 2 showed that the mean scores of self – concept of boys and girls of secondary school students are 192.04 & 198.04 respectively. The t-values come out to be 0.057161475 which is significant at 0.01. Therefore the null hypothesis, “**therefore will be no significant difference self concept of boys and girls of secondary school students is accepted.**”

Objective:- 3 To find out the relation between self concept of male and female of secondary school teachers.

Groups	N	Mean	SD	T-value	Level of significance
Boys	25	192.04	8.6	0.196112458	0.1
Girls	25	198.08	12.88		

The table 3 & figure 3 shows that the mean scores of self concept of boys and girls of secondary school students are 192.05 & 198.08 respectively. The t-values come out to be 0.196112458 which is significant at 0.01. Therefore the null hypothesis, “**therefore will be no significant relationship between self concept of boys and girls of secondary school students is accepted.**”

Objective: - 4 To find out the relation between teacher freezing of male and female of secondary school teachers.**Table – 4**

Groups	N	Mean	SD	T- value	Level of significance
Boys	25	207.72	6.51	0.239894353	0.01
Girls	25	209.96	7.24		

The table 4 & figure 4 shows that the mean scores of teacher freezing of boys and girls of secondary school students are 207.72 & 209.96 respectively. The t- values comes out to be 0.239894353 which is significant at 0.01. Therefore the null hypothesis, “**therefore will be no significant relationship between teacher freezing of boys and girls of secondary school students is accepted.**”

REFERENCES

1. *Abhil Samad (1986), “Shity of organizational climate of government high schools of Chandigarh and its effect of job satisfaction of teachers” In Fourth Survey of Edtional Research P. 917*
2. *Abowserie R. and Fontana, D. (1993) Stress levels, gender and personality factors in teachers” British Journal of Echicational biology. Vol. 63, pp. 261-270*
3. *Adrake, A. (2011). “Organizational Climate as a Predictor of Employee Job Samsfaction” Evidence From Covenant University, Business Intelligence Jinal, 4(1): 151-165.*
4. *Ahmad, Z. Ali, L. and Ahmad, N. (2012). Organizational climate: A study of pharmaceutical industry in Pakistan, African Journal of Business Management, 6(49): 11880-11886.*
5. *Alwarya, B. and Ramasundaram, G. (2012). “A Study on Interference of Work-Life Conflict between Organizational Climate and Job Satisfaction of Women Employees in the Information Technology Sector”, Asia-Pacific Journal of Management Research and Innovation, 8(3): 351-360*
6. *Anand, S.P. (2000) School Management for Quality Education in 21” Century (1st Edition) Bhubaneswar Page-setter Publication.*
7. *Agerwal 5 (1008). A study of adjustment problem and the related fetors of more effective and lest effective teachers (with reference to grinary level female teachers) 1.3 Edu Rohilkhand Uni In MB Beck (Edu Fifth Survey of Edilch (1988-92) New Delhi NCERT Val II 1454*
8. *Akin AA&Ugbogbo NM (2009) Teachers’ effects eness and madem Academe performance in public secondary schools in data state, Nigeris hd Home comm Nr 323, 107-113*
9. *BR.A., & Byme, D. (2001) Social Psychology (ed) New Dell Price Hall of India Prorate Limited.*
10. *Allport, G.W. (1961). Pattern and Growth in Personality. New York: Holt, Rinehart & Winston.*
11. *Al-Saudi, M.A. (2012). “The Impact of Organizational Climate upon the Innovative Behavior at Jordanian.*
12. *Private Universities as Perceived by Employees”: A Field Study, International Business and Management, 5(2): 14-26.*
13. *Anand, S.P. (2000). School Management for Quality Education in 21st Century (1st Edition) Bhubaneswar Page-setter Publication.*
14. *Anderson and Iwanicki (1984). “The effect of meditation on teacher perceived.*
15. *Occupational stress, state and trait anxiety and teacher freezing”, School.*