

TEACHER FREEZING OF SECONDARY SCHOOL TEACHERS IN RELATION TO JOB SATISFACTION

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ABSTRACT

Teacher freezing 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 for failing educational standards. It is assumed that mental health, organizational climate, job stress, lack of motivation, and low job satisfaction may affect teacher freezing. Teacher freezing is a negative psychological experience that can be the outcome or the reaction of the negative environment variable. The present paper tried to find out the relation between teacher freezing and the job satisfaction of secondary school teachers in Ghaziabad. The teacher freezing was measured by the teacher freezing scale (TFS) developed and standardized by Haseen Taj (1998). It contains 74 items divided into five major dimensions—I. Intellectual, II. Psychological, III. Social, IV. Physical, V. Moral. The TFS has sub-dimensions also. The Intellectual dimension has three sub-dimensions viz. Teaching (T), Research (R), and Evaluation (E). The Psychological dimension has only one dimension which is termed as Resistance (RT). The Social dimension is also one dimension termed as Interaction (I). The Physical dimension has two sub-dimensions viz. Organization (O) and Participation (P). The Moral dimension contained only one dimension termed as Moral (M). This tool was originally administered to secondary school teachers. The job satisfaction of teachers was measured by the job satisfaction scale developed by Meera Dixit (1993). The scale consists of 52 items divided into eight areas—I. Intrinsic aspect of job, II. Salary, Promotional avenues & service condition, III. Physical facilities, IV. Institutional Plans & Policies, V. Satisfaction with authorities, VI. Satisfaction with social status and family welfare, VII. Rapport with students, VIII. Relationship with co-workers. The research paper framed and tested the null hypothesis- There exists no significant relationship between teacher freezing and job satisfaction of secondary school teachers. The result of the study did not accept the null hypothesis and indicated that there exists a significant relationship between teacher freezing and job satisfaction of secondary school teachers. The relationship is inverse in nature. More the job satisfaction, the less the teacher freezing and vice-versa.

Keywords: - Teacher Freezing, Job Satisfaction, Secondary Schools, and Teachers.

1. INTRODUCTION

The variable 'teacher freeing' means teachers' lethargy, disinterest, and lack of motivation toward their teaching profession. It may occur due to job-related stress or occupational maladjustment. It resists teachers' innovativeness and creative potential. It is a negative psychological state which leads to underutilized and stagnated intellectual, social, psychological, moral, and physical potentialities of teachers. It includes the overall stagnated conditions which lead to absenteeism, turnover intentions, and job dissatisfaction. As teachers play an essential role to achieve educational outcomes for students. The student's academic achievement depends on the teacher's job satisfaction. A teacher can work effectively and actively if the teacher is satisfied with his job. Teacher freezing does not happen overnight but gradually occurs in a teacher. It happens in stages. First of all, the teacher loses enthusiasm for his profession and loses interest in routine work. Secondly, the teacher experiences frustration towards his profession. Thirdly, alienation set in him that is related to aloofness, removal, and seclusion within the vocational milieu. It has been found that teacher alienation increases: (a) if the frequency of participation of a teacher in the decision-making

process decreases; (b) the organizational administration is quite rigid; (c) if job codification is greater in degree; and (d) the rule enforcement is more rigid. Teacher freezing and job satisfaction seem to be interrelated. If a teacher is not happy about his job then he will become inactive which leads to teacher freezing. The present study is an attempt to understand teacher freezing in relation to job satisfaction.

2. REVIEW OF RELATED LITERATURE

Pandey and Dwivedi (2010) in a study titled- 'Teacher Freezing of Secondary School Teachers', reported that most teachers face teacher freezing at the secondary level. The study further reported that type of management has no significant role in predicting teacher freezing.

Massey (2011) in a study titled- 'A study of the difference in intensity of the relationship between teacher freezing and job satisfaction of secondary school teachers', reported that there is high intensity of the relationship between job satisfaction and teacher freezing of male and female secondary school teachers.

Sharma (2006) studied job satisfaction and teaching effectiveness of secondary teachers in relation to their emotional intelligence and reported that job satisfaction and teaching effectiveness are correlated and job satisfaction also impacts teaching effectiveness.

Joshi (2010) studied the emotional intelligence and job satisfaction of teachers teaching in senior secondary schools and concluded that there exists a significant positive relation between job satisfaction and emotional intelligence.

Thapliyal and Joshi (2014) studied the job satisfaction of secondary school teachers in relation to their emotional intelligence and reported that emotionally intelligent teachers are more satisfied with their job.

Tomer (2015) conducted a study of teachers' effectiveness and job satisfaction in secondary schools and reported that teacher effectiveness was found to be positively and significantly related to the job satisfaction of the total sample.

3. OBJECTIVES OF THE STUDY

To study the relationship between job satisfaction and teacher freezing of secondary school teachers.

4. HYPOTHESIS OF THE STUDY

There exists no significant relationship between job satisfaction and teacher freezing of secondary school teachers.

5. DELIMITATION OF STUDY

- i) The study was delimited to ten Private Senior Secondary Schools in Ghaziabad.
- ii) The study was delimited to 100 teachers teaching classes from ninth to twelfth.
- iii) The study was delimited as per the dimensions of the research tools used.

6. METHOD USED

Descriptive Survey Method was used.

7. SAMPLE OF THE STUDY

In the present study, ten Private Senior Secondary Schools were selected purposively from Ghaziabad. The teachers teaching in these schools from ninth to twelfth standard were chosen as a sample. This sample consisted of a total of 100 teachers.

8. INSTRUMENTS OF THE STUDY

- i) Job Satisfaction scale developed by Meera Dixit (1993) was used to assess the job satisfaction of teachers.
- ii) The teacher freezing scale developed and standardized by Haseen Taj (1998) was used to assess teacher freezing.

9. SCORING PROCEDURE

The Scale on teacher freezing is a self-administering scale with 74 items. It is a five-point scale. It was administered and items were given a score value of '1' to '5' from 'Always' to 'Never'. The total scores vary from 74 to 370. The marks obtained in all the items by a teacher were added to know the Teacher freezing scores.

The job Satisfaction scale contained 52 items (divided into main eight factors). It is a five-point scale. It was administered and items were given score values of '1' to '5' from 'strongly disagree' to 'strongly agree'. The marks obtained in all the items by a teacher were added to assess the job satisfaction scores of the teachers.

10. STATISTICAL TECHNIQUES USED

Mean, S.D. t-test, and Karl Pearson's Product moment correlation were used.

11. RESULTS AND DISCUSSIONS

The result of the study is discussed with the help of a table provided below.

Table: Coefficient of correlation between job satisfaction and teacher freezing of senior secondary school teachers.

Variables	No.	df	Table Value (r)	'r'	Result
Job Satisfaction	100	98	0.199	-0.76	Significant
Teacher Freezing					

It can be observed from the above table that the coefficient of correlation between job satisfaction and teacher freezing of teachers is -0.76 which is much greater than the table value of 'r' at 0.05 level of significance. So, the null hypothesis cannot be accepted. This shows that there exists a significant negative correlation between job satisfaction and teacher freezing of secondary school teachers. It also indicates that the better the Job Satisfaction of teachers, the less the teacher freezing and vice-versa. The results of the study are in line with the studies of Pandey and Dwivedi (2010), and Massey (2011).

12. EDUCATIONAL IMPLICATION

The present study reflected a negative correlation between job satisfaction and teacher freezing. It indicates that job satisfaction influences teacher freezing inversely. The policymakers, educational administrators, and school administrators should take a cue from the findings of the study and provide such a working environment to teachers where they can become content with their job. The teachers who are satisfied with their job are motivated and interested in their profession.

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