

TEACHER FREEZING AMONG TEACHER EDUCATORS OF NORTHERN PUNJAB

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Abstract

Education is the most powerful and influential tool in order to bring out the desirable and significant changes among the individuals. In the words of Aristotle “Education is the process of training man to fulfill his aim by exercising all the faculties to the fullest extent as a member of society”. Therefore, teachers are the major pillars for the progress of the society as they play an important role of a pilot who drives the entire educational system and imparts knowledge and values among children for their bright future. Teacher education is a complex and multi-faceted endeavor with teacher educators playing a key role in the design, presentation and evaluation of programs.. Teacher educators support the professional development of prospective and practicing teachers. The teacher educator focuses on issues research and program innovations that relate to pre-service teacher preparation and to continue professional development of teachers. In the era of technology enhanced teaching facilities, the problem of teacher freezing also exists. Teacher freezing arises when teacher is not able enough to use one’s intellectual, psychological, social, physical and ethical potentialities at maximum because of certain personal, social and professional factors. This paper analyze the status of teacher freezing among working teacher educators of northern Punjab. Sample consist of 257 teacher educators from 4 districts of northern Punjab.

Key words: Teacher Freezing , Teacher educator

Introduction

Teacher Freezing

The term “teacher freezing” is developed and used in this study not to refer teacher’s inability but to mean the overall unused and stagnated intellectual, psychological, social, physical and moral potentialities of teachers .Teacher’s freezing will have effect not only on the quality of students and school but also it will have far reaching consequences. 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.

Stages of Teacher Freezing

Loss of Enthusiasm , Frustration , Alienation

Factors responsible for Teacher Freezing

Studies revealed responsible factors for teacher freezing are like; Too much burden and complexity of task, The conflict of old methods with the new ones, Poor environmental and working condition, Mental or Physical illness of teachers, Lack of proper motivation and interest, Low job satisfaction, No emphasis on nourishing the skills of teaching and learning, lack of admiration for work and ,No participation in research work, No participation in making decision, Resistance to new ideas and thoughts, lack of involvement in experimentation etc.

A self developed 5 point Teacher freezing scale in form of questionnaire is used as tool. It includes five separate dimensions of teacher freezing, viz., Physical, social, emotional, educational and institutional. It also gives a total teacher freezing score scores. It has 30 items distributed on the basis of following factors:

1. Physical and social environment of institution.
2. Professional competency of Teacher Educator.
3. Physical and emotional health of teacher educator.
4. Remuneration satisfaction.
5. Teacher's capacity building initiatives by institution.
6. Some other concerned issues.

Objectives of the study

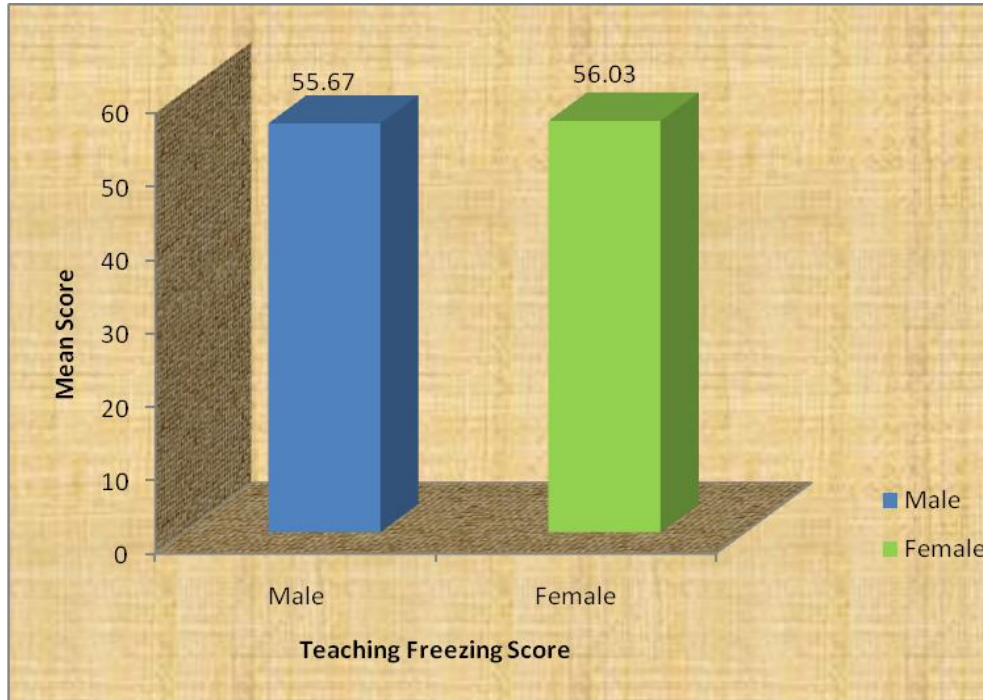
1. To study the difference in Teacher freezing of teacher educators with respect to gender of northern Punjab.
2. To study the difference in teacher freezing of teacher educators with respect to locale of institution in northern Punjab.
3. To study the difference in teacher freezing of teacher educators with respect to nature of job of teacher educator of northern Punjab.
4. To study the difference in teacher freezing of teacher educators with respect to experience of teacher educator in northern Punjab.

Area of Northern Punjab:

Districts of northern part of **Punjab** share the districts like **Pathankot** district, **Gurdaspur** district, **Amritsar** district, **Hoshiarpur** District and **Kapurthala** district.

Graphical and inferential analysis of data

H0:1. There will be no significant difference in teacher freezing of teacher educators with respect to gender of northern Punjab.



A

Figure 1

Table 1. Mean, S.D, standard error mean, df, t-value of teacher freezing of teacher educator based on GENDER

Gender	N	M	S.D	SEM	T value	df
Male	39	55.67	12.93	2.070	0.16	255
Female	218	56.03	9.54	.647		

It shows that the T value for teacher freezing based on gender (M/F) is 0.16 which is not significant at 0.05 level. It means that the mean scores of teacher freezing of male and female teacher educator do not differ significantly. On the basis of this the null hypothesis, “*There is no significant difference in teacher freezing of teacher educator on the basis of their gender*” is accepted. .

H0:2. There will be no significant difference in teacher freezing of teacher educators with respect to locale of institution in northern Punjab.



Figure 2

Table 2. Mean, S.D, standant difference mean of teacher freezing of teacher educator based on LOCALE

Locale	N	M	S.D	SEM	T value	df
Urban	164	55.91	11.16	.872	0.15	255
Rural	93	56.09	7.94	.823		

. It shows that the T value for teacher freezing based on locale is 0.15 which is not significant at 0.05 level. It means that the mean scores of teacher freezing from institution located in urban area and rural area do not differ significantly. On the basis of this the null hypothesis, “There is no significant difference in teacher freezing of teacher educator on the basis of locale of institution” is accepted.

H0:3. There will be no significant difference in teacher freezing of teacher educators with respect to nature of job of teacher educator in northern Punjab.

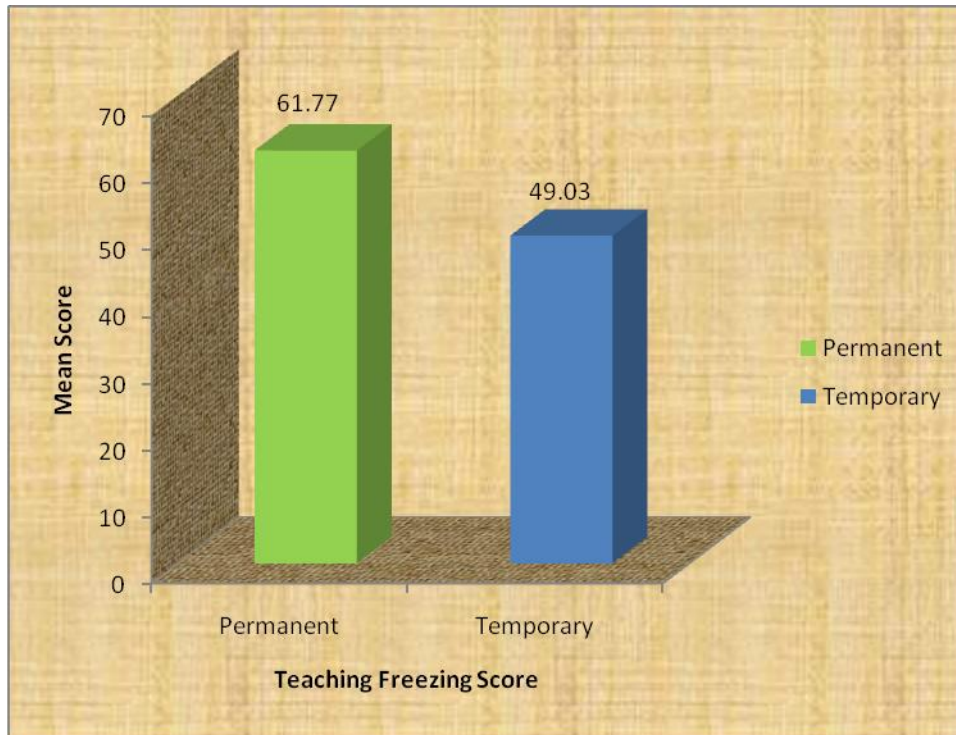


Figure 3

Table 3: Mean, S.D, Standard Error Mean of teacher freezing of teacher educator based on NATURE OF JOB

Nature of job	N	M	S.D	SEM	T value	df
Permanent	140	61.77	7.60	.642	12.85	255
Temporary	117	49.03	8.18	.756		

It shows that the T value for teacher freezing based on nature of job is 12.85 which is significant at 0.05 level. It means that the mean scores of teacher freezing between permanent teacher educator and temporary teacher educator differ significantly. On the basis of this null hypothesis, “There is significant difference in teacher freezing of teacher educator on the basis of nature of job” is rejected.

H0:4. There will be no significant difference in teacher freezing of teacher educators with respect to experience of teacher educator in northern Punjab.

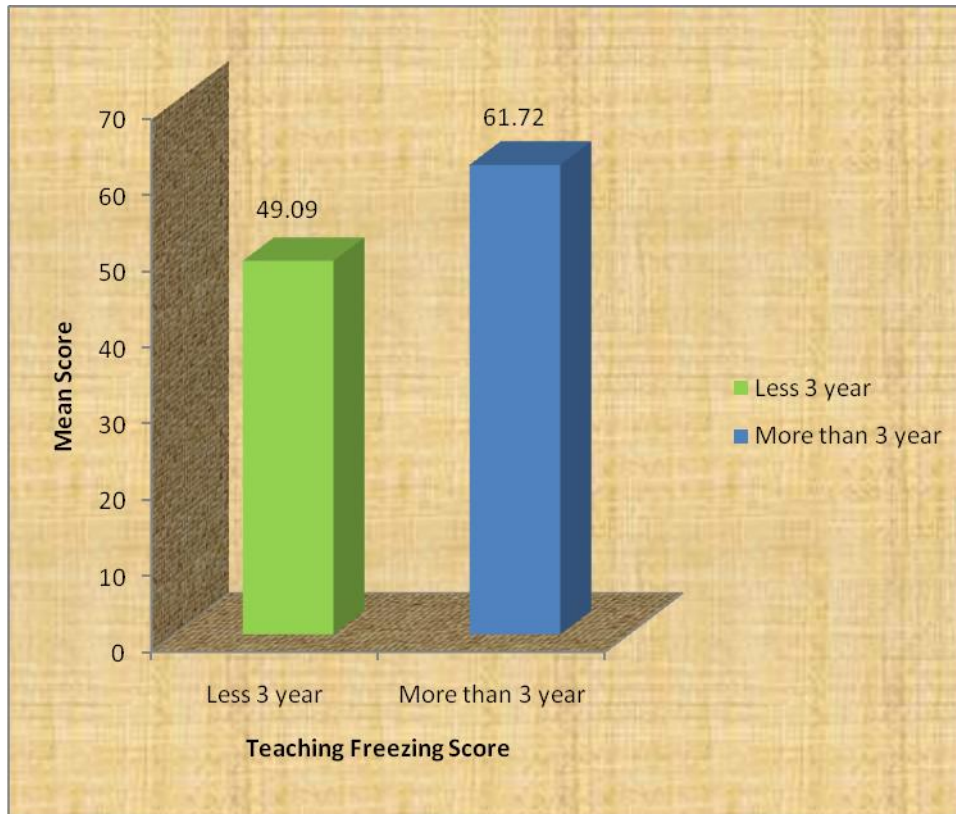


figure 4

- **Table 4. Mean, S.D, standard error mean of teacher freezing of teacher educator based on EXPERIENCE OF TEACHER EDUCATOR**

Experience	N	M	S.D	SEM	T value	df
Less than 3year	117	49.03	8.18	.757	12.67	255
More than 3year	140	61.72	7.68	.649		

It shows that the T value for teacher freezing based on experience of teacher educator is 12.67 which is significant at 0.05 level. It means that the mean scores of teacher freezing between less experience teacher educator and more experience teacher educator differ significantly. On the basis of this null hypothesis, *“There is significant difference in teacher freezing of teacher educator on the basis of experience”* is rejected.

FINDINGS OF THE STUDY

After analysis of results of the study it revealed that there is no difference of teacher freezing between male and female teacher educators. There is no difference of teacher freezing between urban and rural area of teacher educators of northern Punjab Results also shows that there is difference in teacher freezing of teacher educator related to nature of job (permanent and temporary) among teacher educator in northern Punjab. This study also revealed that experience of teacher educators also shows the significant difference in

teacher freezing. Teacher educators with experience of less than 3 years encompass more teaching freezing and other side who have less than 3 year experience shows less teaching freezing.

SUGGESTIONS FOR FURTHER STUDIES

The present study cannot be called final and comprehensive. More work can be done on different samples of different level teachers. It deals with Teacher Freezing of Teacher educator of Northern Punjab. Similar types of work can be done on teachers, lecturers and professors. Sample is taken from the colleges of Majha region of Punjab. Similar study can be done on the larger sample like Malwa, Doaba and Poadh. As A comparative study can be undertaken to investigate the teacher freezing of teacher educators of northern Punjab with Haryana and Himachal Pradesh. An experimental study can be conducted on the teacher educators with respect to their personality traits.

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