Impact of Teacher Commitment on Teacher Freezing of Secondary School Teachers

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ABSTRACT
Teacher Commitment is a significant aspect influencing teaching and learning process. The study aims to find the relationship between teacher commitment and teacher freezing in order to increase teacher effectiveness. It tries to find the effect of teacher commitment and stream on the teacher freezing level of secondary school teachers of Himachal Pradesh. The study uses the descriptive research method. For collecting data for the study, Teacher Freezing Scale (TFS) by Haseen Taj (1998) and Teacher Commitment Scale (TCS) by Dr. T. Pradeep Kumar (2012) were administered. The sample of the study is comprised of 180 teachers selected through random cluster sampling technique from secondary schools of Himachal Pradesh. Pearson’s Product Moment Correlation & t-test were used to analyze the teacher commitment and teacher freezing scores of secondary school teachers. The analysis of the data revealed a significant negative correlation between teacher commitment and teacher freezing. While Teacher commitment was found to be independent of gender and stream. Secondary school teachers possessing favorable teacher commitment were found to have lower level of teacher freezing as compared to teachers possessing unfavorable teacher commitment. There was no significant difference in level of teacher freezing with respect to stream of the secondary school teacher.
Teaching is a multifaceted and challenging profession. A teacher has to uphold his/her personal commitment to the job for maintaining their energy and enthusiasm for the work. Teacher commitment implies that teachers having higher levels of commitment work harder, demonstrate stronger affiliations to their institutions, and possess higher aspirations to achieve the goals of teaching than teachers having lower levels of commitment. According to Huberman (1993), teacher commitment is one of the most critical factors for the expected success in education and schools. Teacher commitment is directly connected to work performance of the teachers and teacher’s innovative ability, their absenteeism, staff turnover, as well as to the students’ achievements (Firestone, 1996; Graham, 1996; Louis, 1998; Nias, 1981; Tsui & Cheng, 1999).

Becker (1960) defines commitment as the investment in a particular career. Actually commitment is a sense of fidelity and adherence. A teacher occupies a unique place in the entire system of education. The entire education process revolves around him. Being on such crucial position his sensitivity & dedication to his work becomes imperative. The adequate professional information, sound philosophy of work and favorable commitment towards teaching are some prerequisites for an effective teaching. But in the present scenario, teacher’s lethargy, apathy and indifferent attitude are the major causes for deteriorating standards of education today. Lack of interest and enthusiasm of teacher in performing their duties and their inability to innovate in psychological, social, physical and moral aspects is reflected in their working. Most of the teachers fail to exploit their potentialities to boost the effectiveness of teaching and learning. Of course they seem to freeze.

Teacher Freezing refers to the overall unused, under used and stagnated intellectual, psychological, social, physical and moral potentialities of the teachers. It refers to the overall indifference, apathy of teachers not only in teaching/research but also in their social participation, moral development responsibility and active participation in various activities within and outside the classroom.

In a study of secondary school students Taj (1999) found that gender has a strong influence on student’s perception of teacher’s level of freezing. Moreover male students perceive their teachers to be more breezed as compared to female students. While the students of government schools perceived the teachers to be more freezed than their counterparts of private aided and un-aided schools. Pandey & Dwivedi (2010) found that most of the teachers of financed and non-financed secondary schools were frozen. Parmar & Kishore (2012) conducted a study to compare attitude of trained and untrained teachers towards teaching profession and process at secondary level in Agra Region and found that training of teaching had no impact on the attitude of teachers. In a study of attitude of the secondary school teachers towards teaching Rao, K. Sumita (2012) found a significant difference in the attitude scores towards teaching profession of Hindu and Muslim pupil teachers.

Sharma, Monika (2013) found teachers having favorable Teacher Attitude possess significantly lower level of Teacher Freezing as compared to teachers having unfavorable Teacher Attitude. She found a significantly higher level of Teacher Freezing among government school teachers as compared to teachers serving in private schools.
THE PRESENT STUDY

The present study endeavors to find the relationship between Teacher Commitment and Teacher Freezing. It also entails to find out the effect of Teacher Commitment, gender and stream on overall Teacher Freezing of secondary school teachers in Himachal Pradesh.

TEACHER FREEZING

Teacher Freezing is the overall unused, under used and stagnated psychological, intellectual, physical, social and moral potentialities of the teachers.

In the present study Teacher Freezing refers to the aggregate score obtained on TFS, i.e. Teacher Freezing Scale developed & standardized by Dr. Haseen Taj (1999).

TEACHER COMMITMENT

Teacher Commitment is a significant aspect influencing teaching and learning which is related to the organization, the profession, and the students. Teacher commitment to the organization/institution is a sense of affiliation, community and personal caring among adults in the school. Commitment to teaching facilitates integration between personal life as well as work life. It implies the commitment as well as degree to which the teachers are contented/satisfied and enjoy their task. Moreover commitment to the students is a type of commitment that motivates teachers to interact with the students on an extra sensitive level, e.g. adolescent development related issues and extracurricular activities. Commitment of teachers involves teacher’s dedication in helping students learn regardless of their social background and academic difficulties.

In the present study, Teacher Commitment refers to the aggregate score obtained on TCS, i.e. Teacher Commitment Scale developed & standardized by Dr. T. Pradeep Kumar (2012). On the basis of norms of Teacher Commitment Scale two levels of Teacher Commitment were taken in the study:

a) Favorable Teacher Commitment: FTC refers to the Teacher Commitment of the secondary school teachers who scored 51 and above on TCS.

b) Unfavorable Teacher Commitment: UFTC refers to the Teacher Commitment of the secondary school teachers who scored 40 or less on TCS.

SIGNIFICANCE OF STUDY

The existing system of education fails to accord teachers an appropriate fiscal and social status. It barely provides opportunities for professional as well as career improvement. It hardly offers initiative for innovative and creative work. It lacks the proper orientation in concept formation, techniques and the desirable value system to fulfill their role and responsibilities. Consequently the teachers are developing an indifferent and insensitive attitude towards their profession. Lack of enthusiasm and interest among teacher in performance of their duties and their inability to innovate in the new practices of teaching as well as research is apparently noticeable. In other words we can say that today the teachers are frozen. They are no longer committed to their profession. Various stakeholders of education, viz. academicians, administrators, parents, community and students complain of teacher’s
lethargy, indifference and apathy as the main cause for deteriorating standards of education. This belief is also supplemented by review of the literature. So far number of attempts have been made to study teaching competency and teacher’s effectiveness, and teacher’s innovativeness but hardly any efforts been done to identify & measure the variables associated with teacher freezing. This necessitates the investigator to undertake study on teacher commitment & teacher freezing at secondary school level.

OBJECTIVES
The main objectives of the study were:
1. To find the relationship between teacher commitment and teacher freezing of secondary school teachers.
2. To study the teacher commitment of male and female secondary school teachers.
3. To study the teacher commitment of secondary school teachers from arts and science streams.
4. To study the teacher freezing of secondary school teachers having favorable and unfavorable teacher commitment.

RESEARCH HYPOTHESES
The following hypotheses were formulated for empirical verification:
1. There is no significant relationship between teacher commitment and teacher freezing of secondary school teachers.
2. There is no significant difference in the teacher commitment of male and female secondary school teachers.
3. There is no significant difference in the teacher commitment of secondary school teachers from arts and science streams.
4. There is no significant difference in the teacher freezing of secondary school teachers having favorable and unfavorable teacher commitment.

METHODOLOGY
In order to study teacher commitment and its effect on the teacher freezing of secondary school teachers descriptive research method was employed.

SAMPLE
In the present study the random cluster sampling technique was employed for selection of sample. The sample of the study comprised 180 secondary school teachers from 40 randomly selected schools of from 4 districts of Himachal Pradesh, viz. Kangra, Shimla, Hamirpur & Solan.

TOOLS EMPLOYED
Teacher Freezing Scale by Haseen Taj

For collecting the data on Teacher Freezing of the secondary school teachers Teacher Freezing Scale (TFS) developed by Dr. Haseen Taj (1999) was used. The test retest reliability of the scale was found to be 0.88.
Teacher Commitment Scale (TCS)

Teacher Commitment Scale (TCS) developed by Dr. T. Pradeep Kumar (2012) was used for collecting the data on Teacher Commitment of the secondary school teachers. Reliability of the scale established by test-retest method is 0.96.

ANALYSIS AND INTERPRETATION

To fulfill the objectives of the present study, the researcher analyzed and interpreted the obtained data on teacher freezing and teacher commitment using the statistical technique of Pearson Product Moment correlation and ‘t’-test.

Relationship between Teacher Commitment and Teacher Freezing

To find relationship between teacher commitment and teacher freezing coefficient of Pearson Product Moment correlation was calculated using Teacher commitment and teacher freezing scores of secondary school teachers and has been tabulated below:

<table>
<thead>
<tr>
<th>Variables</th>
<th>No. of Teachers</th>
<th>Coefficient of Pearson Product Correlation (df=178)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Commitment</td>
<td>Teacher Freezing</td>
<td>180</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-0.356*</td>
</tr>
</tbody>
</table>

* Significant at 0.01 level of significance

A perusal of Table-1 shows the coefficient of Pearson Product Correlation came out to be -0.356 at df 178 which is higher than critical value of Pearson Product Correlation even at .01 level of significance. Thus the hypothesis no. 1, “there is no significant relationship between teacher commitment and teacher freezing of secondary school teachers” was detained. Thus it may be interpreted that a negative significant correlation exists between Teacher Commitment & Teacher Freezing.

Teacher Commitment and Gender

To study the teacher commitment with respect to gender ‘t’-test was applied to scores obtained on teacher commitment scale of male and female secondary school teachers and the results has been tabulated below:
TABLE-2
‘t’-Values showing significance of difference in Teacher Commitment Scores of Male & Female Secondary School Teachers

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>SED</th>
<th>‘t’-value (df=178)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>76</td>
<td>46.15</td>
<td>16.56</td>
<td>2.54</td>
<td>1.00 (NS)</td>
</tr>
<tr>
<td>Female</td>
<td>104</td>
<td>48.69</td>
<td>17.25</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A perusal of Table-2, reveals that the calculated ‘t’ value of came out to be 1.00, which is lower than the table value of ‘t’(1.97) at df 178, even .05 level of significance. Thus the hypothesis no. 2, “there is no significant difference in the teacher commitment of male and female secondary school teachers” was retained. Thus it may be interpreted that male and female secondary school teachers do not differ significantly in their level of teacher commitment. More over the mean scores of teacher commitment of male (46.15) and female (48.69) teachers shows an average level of teacher commitment among male and female secondary school teachers.

Teacher Commitment and Stream

To study the teacher commitment with respect to gender ‘t’-test was applied to teacher commitment scores of secondary school teachers from arts and science streams and the results has been tabulated below:

TABLE-3
‘t’-Values showing significance of difference in Teacher Commitment Scores of Secondary School Teachers from Arts and Science Streams

<table>
<thead>
<tr>
<th>Stream</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>SED</th>
<th>‘t’-value (df=178)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts</td>
<td>93</td>
<td>47.79</td>
<td>16.63</td>
<td>2.54</td>
<td>0.141 (NS)</td>
</tr>
<tr>
<td>Science</td>
<td>87</td>
<td>47.43</td>
<td>17.40</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A perusal of Table-3, reveals that the calculated ‘t’ value of came out to be 0.141, which is lower than the table value of ‘t’(1.97) at df 178, even .05 level of significance. Thus the hypothesis no. 3, “there is no significant difference in the teacher commitment secondary school teachers from arts and science streams” was retained. Thus it may be interpreted that secondary school teachers from arts and science streams do not differ significantly in their level of teacher commitment. More over the mean scores of teacher commitment of teachers from arts (47.79) and science stream (47.43) shows an average level of teacher commitment among the secondary school teachers from arts and science streams.

Teacher Freezing in relation to Teacher Commitment

To study the teacher freezing in relation to teacher commitment, ‘t’-test was applied to teacher freezing scores (TFS) of secondary school teachers from having a favorable and unfavorable level of teacher commitment and the results has been tabulated below:
TABLE-4
‘t’-Values showing significance of difference in Teacher Freezing Scores of Secondary School Teachers having Favorable and Unfavorable Teacher Commitment

<table>
<thead>
<tr>
<th>Teacher Commitment</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>SED</th>
<th>‘t’-value (df=178)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Favorable</td>
<td>90</td>
<td>177.11</td>
<td>23.99</td>
<td>3.74</td>
<td>4.604*</td>
</tr>
<tr>
<td>Unfavorable</td>
<td>90</td>
<td>194.33</td>
<td>26.18</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Significant at 0.01 level of significance

A perusal of Table-4, reveals that teachers having unfavorable Teacher Commitment have scored (194.33) significantly higher mean value of Teacher freezing (t=4.604, p=.01) as compared to teachers having favorable commitment (177.11). Thus it may be interpreted that teachers having favorable and unfavorable commitment differ significantly in their level of teacher freezing. As Teacher Commitment & Teacher Freezing are negatively correlated, it is clearly evident from the Figure-1 that the teachers with favorable commitment exhibit low scores on TFS while with unfavorable commitment exhibit high scores of TFS.

CONCLUSIONS
After the analysis and interpretation of data, the following conclusions were laid down:
1. Teacher Commitment of secondary school teachers has a negative significant correlation with Teacher Freezing.
2. Male and Female secondary school teachers do not differ significantly in their level of Teacher freezing. Moreover male and female secondary school teachers possess an average level of teacher commitment.

3. Secondary school teachers from arts and science do not differ significantly in their level of Teacher freezing. Moreover secondary school teachers from arts and science streams possess an average level of teacher commitment.

4. Secondary school teachers differ significantly in Teacher freezing in relation to Teacher Commitment. Teachers having favorable Teacher Commitment possess significantly lower level of Teacher Freezing as compared to teachers having unfavorable Teacher Commitment.

**EDUCATIONAL IMPLICATIONS**

It is clearly evident from the conclusions of the study that secondary school teachers possess an average level of teacher commitment. Further the teacher commitment and teacher freezing were found to be negatively correlated. A favorable teacher commitment among teachers is required to lower the level of teacher freezing among secondary school teachers. It is a recognized fact that the students of highly committed teachers are expected to learn material and develop a positive attitude towards studies and school than those of teachers possessing low levels of commitment. Therefore it is necessary to find the causes for existing average level of teacher commitment among school teachers which may be frequent transfers of the teachers, over crowded classes, lack of audio-visual equipments and infrastructural facilities, inadequate physical facilities, lack of knowledge to use modern classroom techniques and instruction & need of service training etc. So, there is a need to elevate the level of commitment among teachers. Unless the teachers have appropriate status, job satisfaction & security, they will be apathetic to the schools/institutions and the whole educational system will remain in doldrums. This necessitates the attempts to amend their present conditions. Initiatives must be taken to boost up all these factors for developing a favorable teacher commitment. Various orientation programmes for the teachers can also help in developing appropriate commitment level among teachers.

**List of Abbreviations:**

FTC : Favorable Teacher Commitment
UFTC : Unfavorable Teacher Commitment
TCS : Teacher Commitment scale
TFS : Teacher Freezing Scale

**REFERENCES**


