

**TEACHER FREEZING AMONG SECONDARY SCHOOL TEACHERS IN
RELATION TO THEIR ORGANIZATIONAL CLIMATE**

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Abstract

The present paper is an attempt to study the teacher freezing among secondary school teachers in relation to their organizational climate. Descriptive survey method of the research has been utilized in the present study. The sample of 320 teachers was taken. Teacher Freezing Scale by Taj (1996) and Organizational Climate Descriptive Questionnaire by Sharma (1973) were used to collect the data. Mean variance and t-value were employed to analyse the data. Teachers having low scores on organizational climate were more susceptible to teacher freezing than the teachers having high scores on organizational climate. A negative significant relationship between teacher freezing and organizational climate of teachers. So it is often interpreted that if organizational climate improves, teacher freezing decreases.

Key words: Teacher freezing, organizational climate, secondary school teachers.

Introduction

The teacher is one who teaches rather educates a child. The word 'teach' is derived from an Anglo-Saxon word 'Taecen' meaning 'to impart', 'to instruct' and 'to make aware of'. In other words, when a person who has knowledge in any field, tries to pass on his/her acquired accumulated knowledge to any other person who is ignorant about that kind of knowledge, is undergoing an act of teaching. Teacher is a person who because of rich or unusual experience or education or both in a given field, is able to contribute to the growth and development of other persons who come in contact with him. Teacher is the central point of all educational process & social development and the nation builder as well. It is the teacher who shapes the destiny of the nation, by acting as a promoter of change, manager of training, source and donor of knowledge. The children are influenced the most by their teachers. Teacher's personality and behaviour leave indelible impressions on the young minds of the students. So he must be competent and able enough to shape the future of those who are his students. The

quality of learning largely depends upon the quality of the teacher who is expected to be a super specialist in his field.

Teacher Freezing

Teacher freezing is a term used not to refer to teacher's inability, but to mean the overall unused, underused and stagnated intellectual, psychological, social, physical and moral potentialities of teachers. *Teacher freezing* is defined as a negative psychological experience which is outcome or the reactions to job-related stress. It pertains to feelings experienced by people whose jobs require repeated exposure to emotionally charged social situations.

Organizational Climate

Organizational climate is not a new concept. Sociologist and Psychologist have long been concerned with organizational behaviour. It has a long tradition in the literature of organizational studies, going back, to the Western Electric research of the 1930s, which noted that management styles eliciting feeling of affiliation, complacency, achievement from workers lead to more productive work. Research study on organization climate began with consideration of behaviours in industrial and other business organization. The concept of organizational climate has originated in the late 1950s to study the work environments.

Although researchers interested in educational organization (Halpin and Crofts, 1961) made the initial efforts to define and measure dimensions of organizational climate, the usefulness of the concept soon was recognized by scholars of business organizations. Thus research study on organizational climate began with consideration of behaviours in industrial and other organization. Organizational climate reflects its internal and external struggles, its people, environment, hierarchy and the goals it working for. The goal of the organization has direct reflection on its climate--the working behaviours of an organization. According to Litwin and Stringer (1968) Organizational climate is "*a set of measurable properties of the work environment, perceived directly or indirectly by the people who live and work in this environment and assumed to influence their motivation and behaviour*".

Thus, organization is a group of people working together for a common goal and they have direct impact in shaping its climate. Measurable properties of the work environment such as honesty, integrity, dedication, esprit, and the like comprise the major parameter of an

organizational climate. The other human factors are the motivation and behaviour of the working group. Maintaining a proper level of motivation and good behavioural practice helps keeping a favourable organizational climate.

Review of Literature

Mishra (2007) found a positive relationship existed between leadership behaviour of principals and teachers' job satisfaction and healthy and open climate of the school enhanced the job satisfaction of teachers. Closed climate marred the job satisfaction of teachers. **Goswami (2007)** showed that group behaviours characteristics esprit and intimacy, leader behaviours characteristic psycho-physical hindrance, controls, and production emphasis were negatively related with organizational climate. On the other hand, group behaviours characteristics disengagement and alienation and leader behaviour humanized thrust were positively related with teachers freezing. **Saikia and Goswami (2010)** studied that teacher freezing had found school organizational climate to be its significant correlate at secondary stage. It is further revealed that school climate had a very strong bearing to make teachers more effective. **Hitaishi (2014)** found that there was significant relationship between teacher freezing and different dimensions of organizational climate.

Justification of the Study

A good teacher is a cognizant and lively member of any society. He is quite aware of his solemn, sincere duties towards his country. If he keeps himself well informed and enriched with adequate knowledge, he can serve his country meticulously well. As such he can justly be held as genuine harbinger of national progress. Academicians, administrators, parents and students complain of teachers' lethargy, apathy and indifference as the main cause of deterioration in standards of education. All these negative terms are used to refer to the lack of interest and keenness of teachers in performing of their duty and their failure to innovate the process of teaching and research. A teacher has a variety of roles which eventually, if performed well, lead to school effectiveness. Organizational climate has been defined as the personality of the school, which can be measured by the perceptions of the group. This climate can be created and maintained. The problem then is one of identifying and defining the conditions indispensable for its creation and maintenance. This is to say that the personality of a school or its organizational climate is assumed to have some effect upon the success, a school enjoys in accomplishing its objectives.

In Haryana there are large number of secondary schools- some are private some are government and some are provincialized. It has been generally seen that the academic performance of these schools of different categories differ significantly. The teachers of the private schools are more active and cooperative in comparison to the government schools. Discipline of the private schools tends to be better than that of the students in government sector. Thus the overall organizational climate, which is the work cultures of their schools differ significantly from each other and contribute either positively or negatively to the performance of teacher as well as of students. It is observed that, there is a general predilection among the modern generation parents to enroll their students in the private schools to provide quality learning to their children, which results in mushroom growth of private schools. But all the private schools are not up to the mark and some of the private schools have meager contribution which also influences the habits, approach, and values that the students should have in life. Hence, a humble attempt was made to study the existing teacher freezing among secondary school teachers of Haryana state and to interrelate it with organizational climate of the school.

Statement of the Problem

“TEACHER FREEZING AMONG SECONDARY SCHOOL TEACHERS IN RELATION TO THEIR ORGANIZATIONAL CLIMATE.”

Objectives of the Study

1. To find out the difference between teacher freezing of two groups of secondary school teachers having high and low scores on organizational climate.
2. To find out the relationship between teacher freezing and organizational climate of secondary school teachers.

Hypotheses:

1. There is no significant difference in teacher freezing of two groups of secondary school teachers having high and low scores on organizational climate.
2. There is no significant relationship between teacher freezing and organizational climate of secondary school teachers.

Research Design

Descriptive survey method of the research has been used in the present study.

Sample of the Study

In the present study, the random sampling techniques were used to select the subjects from the population. Haryana state was divided into four zones namely North, South, East and West. Out of each zone, one district was picked up randomly, using the lottery technique. A list of Government and Private Secondary schools was obtained from the concerned D.E.O. of the selected district and 10 schools from each district (5 govt. and 5 private) were selected. The study was conducted on 40 schools. From each school 5 to 10 teachers were taken depending upon the number of teachers available in the school. Thus the sample completed 320 teachers.

Tools used:

- Teacher Freezing Scale by Taj (1996).
- Organizational Climate Descriptive Questionnaire by Sharma (1973).

Statistical Techniques Used:

In order to analyse the data, difference statistical techniques such as mean standard deviation and t-value were employed and to measure the relationship among dependent variables, Karl's Pearson's Product Moment 'r' was employed.

Analysis of data

The present study was conducted with the aim of examining the teacher freezing in relation to organizational climate of teachers. The analysis of data is presented in table 1 to table 3.

Table 1: Mean, Standard Deviation and t value of teacher freezing among teachers having high and low organizational climate

Variable	Group	N	Mean Scores	S.D's	t-value	Level of Significance
Teacher Freezing	High OC	159	278.62	39.89	3.633	Significant at 0.01 level
	Low OC	161	294.57	38.63		

It is evident from the table that mean scores of secondary school teachers having high and low scores on organizational climate are 278.62 and 294.57 with standard deviation 39.89 and 38.63 respectively. The t- ratio came out from the above two groups is 3.633, which is significant at .01 level of significance. It clearly states that there is significant difference in teacher freezing of teachers having high and low organizational climate. Further, the mean scores of teachers having low scores on organizational climate is greater than the teachers having high scores on organizational climate indicating that teachers having low scores on organizational climate were more freezed than teachers having high scores on organizational climate. Thus, the hypothesis framed earlier, “There is no significant difference between teacher freezing of two groups of secondary school teachers having high and low scores on organizational climate.” stands rejected. Rather it can be interpreted that teachers having low scores on organizational climate have higher teacher freezing as compared to their counterparts having high scores.

Table 2: Co-efficient of correlation between teacher freezing and organizational climate of teachers

Variables	Number	Means	SD's	Coefficient of correlation	Level of Significance
Teacher freezing	320	285.61	43.02	-0.297	Significant
Organizational Climate	320	19.08	3.55		

Table 3 depicts that co-efficient of correlation between teacher freezing and organizational climate of secondary school teachers is -0.297 which is significant at 0.05 level of significance. So, the null hypothesis, i.e., “There is no significant relationship between teacher freezing and organizational climate of secondary school teachers” is rejected. Hence, there exists a significant negative correlation between these variables. It indicates that teacher freezing and organizational climate of secondary school teachers are negatively correlated with each other. It can be interpreted that better the organizational climate, lower will be the teacher freezing of secondary school teachers vice-versa.

FINDINGS OF THE STUDY

- Significant difference was found between the two groups of teachers having high and low scores on organizational climate in terms of teacher freezing. Teachers having low scores on organizational climate were more prone to teacher freezing than the teachers having high scores on organizational climate.
- It was found that there is negative significant relationship between teacher freezing and organizational climate of teachers. So it can be interpreted that if organizational climate improves, teacher freezing decreases.

CONCLUSION

Teachers who scored low scores on organizational climate were more freezed as compared to those teachers who scored high on organizational climate. No significant difference was found in teacher freezing in relation to gender concluding that gender has no impact on teacher freezing. On the basis of this study that organizational climate of secondary schools has negative significant correlation with the teacher freezing. It may be concluded that if organizational climate improves, teacher freezing decreases.

A teacher spends around seven hours a day in the school. If he is not happy and comfortable in the work place he won't be able to deliver the goods. So efforts should be made to provide warm and conducive working conditions which will improve organizational climate of the school. A faculty committee can be formed in each school for the purpose of monitoring the climate of the school and to generate strategies for raising the healthy interactions for improving interpersonal relations of teachers with the head of the institution and among themselves. This way, many problems can be solved. In the present study, teacher freezing was studied in relation to organizational climate, but the investigator suggests for further study on teacher freezing in relation to different personal variables and personality dynamics of the teachers and also in relation to different school related variables.

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