

Teacher Freezingness In Relation To Self-Esteem And Social Identity Of Secondary School Teachers Of Kendriya Vidyalayas

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Abstract

The present study is a descriptive one and it has been conducted in Jalandhar and Amritsar districts of Punjab (India). The main objective of the present research problem is to find out the difference in teacher freezingness in relation to self-esteem and social identity of secondary school teachers of Kendriya Vidyalayas. The investigator has taken 200 working teachers (50 male and 50 female science teachers and 50 male and 50 female arts teachers) from 10 Kendriya Vidyalayas by using stratified random sampling technique respectively. Four standardized tools have been used for collection of data. For the result analysis the investigator has used t-test and Analysis of Variance (Two Way).

Introduction

Globalization, privatization and liberal economy have thrown up many challenges to all fields in education. Fierce competition with international competitors in open market demands for quality everywhere and compel us to go for quality. In the global society that we are fast becoming, a sense of being part of larger human family, recognizing diversity within our essential unity and living in a spirit of multicultural harmony. The role of a teacher is expected to be quite different from what it is in traditional classroom. A teacher is now required to be far more agile in his approach. A teacher has to play multiple roles and preserve the basic values of life. The 44th President of U.S.A (Barrack Husain Obama) in his oath taking ceremony delivered a speech on teacher education; “Teachers who are on the carrier paths to become better teachers, develop themselves professionally- they should pay excellence more. On the issue of education- teachers are the role model for the society. Teachers are extraordinarily frustrated about how their performance is assessed and not just their own performance, but the schools performance generally. So they are teaching to the tests all the time. What I have said is that we should be able to get buy- in from teachers in terms how to measure progress. Every teacher I think wants to succeed and if we give them pathway to professional development, where we are creating master teachers, they are helping with apprenticeships for young new teachers, 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. They can't be judge simply on standardized tests that don't take an account whether children are prepared before they get to school or not”.

It is very essential that teachers feel satisfaction in their job and should be professionally committed to that they are able to discharge their duties and responsibilities intelligently and effectively. Teaching profession is regarded as the

most important profession as its social value lie in its significant contribution to the development in the quality of life and betterment of the society at large. The profession of teacher prepares a man to stricken society into future Utopia. Educational institutions are an integral and sensitive part of the society. No educational system can operate without being influenced by the norms and values of the society. Like all human beings, teachers also have distinct values, beliefs and desires and these influences the way the teacher's function. India is a highly diversified and multicultural society and social stratification is largely based on caste, class and gender. In a pluralistic society like India, teachers are expected to promote tolerance, secularism and other important values of life with students. Teachers experiences are associated with various factors like; self-esteem, caste, creed, gender, religion, etc. so as a result, the teacher's contribution can translate productive implications. If we compare the educational achievement of Kendriya Vidyalayas with other similar schools, the educational attainments of students of Kendriya Vidyalayas are more satisfactory and disciplinary. It is possible only because of complete dedication of teachers. But in actual practice, are there any factors which directly or indirectly reflect out the teacher's lacking and weakness in their work? To find out the major factors and suggest them some remedial measures, the present study is justified.

Objectives

- To study the difference in teacher freezingness among secondary school teachers of Kendriya Vidyalayas with respect to gender and stream.
- To find out the difference in levels of self-esteem among secondary school teachers of Kendriya Vidyalayas with respect to gender and stream.
- To study the difference in social identity among secondary school teachers of Kendriya Vidyalayas with respect to gender and stream.
- To find out the joint interaction analysis in teacher freezingness, self- esteem and social identity among secondary school teachers of Kendriya Vidyalayas with respect to gender and stream

Hypotheses

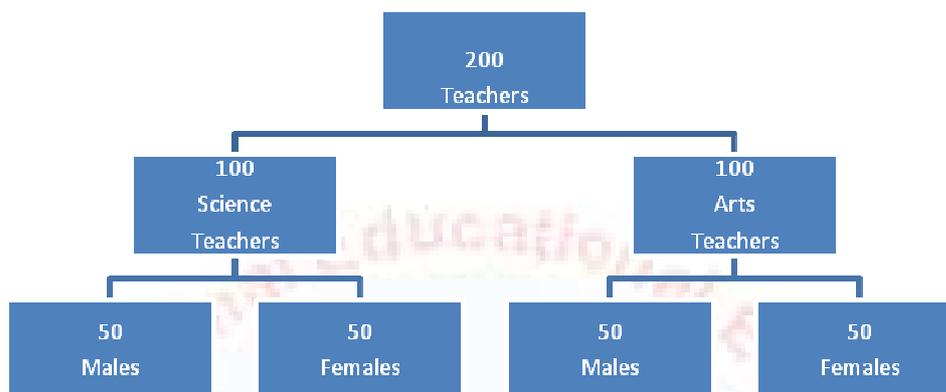
- There exists no significant difference in teacher freezingness among secondary school teachers of Kendriya Vidyalayas with respect to gender and stream.
- There exists no significant difference in levels of self-esteem among secondary school teachers of Kendriya Vidyalayas with respect to gender and stream.
- There exists no significant difference in social identity among secondary school teachers of Kendriya Vidyalayas with respect to gender and stream.
- There exists no significant in joint interaction analysis in teacher freezingness, self- esteem and social identity among secondary school teachers of Kendriya Vidyalayas with respect to gender and stream

Method of research

For the present study descriptive survey method has been used by the investigator.

Population and Sample

Jalandhar and Amritsar districts of Punjab constitute the population for the present research investigation. The investigator has taken 200 secondary teachers from 10 Kendriya Vidyalayas as sample by using stratified random sampling technique for his investigation. The classifications of teachers as sample of the study are given below:



Tools used

Following tools were used by the investigator to collect the data:

- Teacher freezingness scale standardized by Mrs. Haseen Taj.
- Social identity questionnaire which measures the social identity on gender, caste, regional background has been constructed and standardized by investigator himself.
- Coopers Smith’s self-esteem inventory for assessing global self-esteem of teachers.
- Luthanen and Crocker’s collective self-esteem scale for assessing collective self esteem of teachers.

Statistical Techniques used

For the result analysis the investigator has used t-test and Analysis of Variance (two ways).

Result Analysis and Main Findings:

Result Pertaining to the difference in teacher freezingness among secondary school male and female science teachers of Kendriya Vidyalayas

To find out the difference in teacher freezingness among secondary school male and female science teachers of Kendriya Vidyalayas, t-ratio was computed and the result is presented in the table no.1

Table No.1
Results of t-test on Teacher freezingness of male and female science teachers of Kendriya Vidyalayas

Gender	N	Mean	SD	SE _M	t- ratio
Males	50	301.16	69.82	10.79	3.10

Females	50	334.68	30.79		
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Level of significance 0.05= 1.98, Level of significance 0.01 = 2.58

From the table no.1, it is observed that the obtained t-ratio is 3.10 which is found to be significant at both levels. Therefore, it can be interpreted that there exists a significant difference in the teacher freezingness of male and female science teachers of Kendriya Vidyalayas. Thus, Ho is rejected.

Result Pertaining to the difference in teacher freezingness among secondary school male and female arts teachers of Kendriya Vidyalayas

To find out the difference in teacher freezingness among secondary school male and female arts teachers of Kendriya Vidyalayas , t-ratio was computed and the result is presented in the table no.2

Table no .2

Results of t-test on Teacher freezingness of male and female arts teachers of Kendriya Vidyalayas

Gender	N	Mean	SD	SE _M	t- ratio
Males	50	315.86	63.02	13.17	0.38
Females	50	310.84	68.56		

Level of significance 0.05= 1.98, Level of significance 0.01 = 2.58

The table no.2 depicts that the obtained t-ratio is 0.38, which is greater than the table value at both levels. Therefore, it reveals that there exists no significant difference in teacher freezingness of male and female arts teachers of Kendriya Vidyalayas. Hence, Ho is found to be accepted.

Result Pertaining to the difference in the level of self esteem among secondary school male and female science teachers of Kendriya Vidyalayas

To find out the difference in the level self-esteem among secondary school male and female science teachers of Kendriya Vidyalayas , t-ratio was computed and the result is presented in the table no.3

Table no.3

Results of t-test on self-esteem of male and female science teachers of Kendriya Vidyalayas

Gender	N	Mean	SD	SE _M	t- ratio
Males	50	31.92	5.63	0.99	0.50

Females	50	32.42	4.25		
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Level of significance 0.05= 1.98, Level of significance 0.01 = 2.58

The table no.3 depicted that the calculated t-ratio is 0.50. which is insignificant at both levels i.e. 0.05 and 0.01. Thus, it can be interpreted that there is no significant difference in the levels of self-esteem of males and females science teachers of Kendriya Vidyalayas. Therefore, Ho is found to be accepted.

Result Pertaining to the difference in the level of self esteem among secondary school male and female arts teachers of Kendriya Vidyalayas.

To find out the difference in the level self-esteem among secondary school male and female arts teachers of Kendriya Vidyalayas, t-ratio was computed and the result is presented in the table no.4

**Table no. 4
Results of t-test on Self-esteem of male and female arts teachers of Kendriya Vidyalayas**

Gender	N	Mean	SD	SE _M	t- ratio
Males	50	32.64	5.21	0.99	0.60
Females	50	32.04	4.71		

Level of significance 0.05= 1.98, Level of significance 0.01 = 2.58

The table no.4 depicts that the calculated t-ratio for self-esteem of male and female arts teachers is 0.60 which is not significant at both levels i.e.0.05 and 0.01. So it can be interpreted that there exists no significant difference in the levels of self-esteem of male and female arts teachers at both levels. Hence, Ho is found to be accepted.

Result Pertaining to the difference in social identity among secondary school male and female science teachers of Kendriya Vidyalayas

To find out the difference in social identity among secondary school male and female science teachers of Kendriya Vidyalayas , t-ratio was computed and the result is presented in the table no.5

**Table no .5
Results of t-test on social identity of male and female science teachers of Kendriya Vidyalayas**

Gender	N	Mean	SD	SE _M	t- ratio
Males	50	136.70	18.27	3.43	2.82

Females	50	129.08	15.96		
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Level of significance 0.05= 1.98, Level of significance 0.01 = 2.58

The table no.5 depicted that the obtained t-ratio is 2.82 and which is found to be significant at both the levels. It implied that there is significant difference in social identity of science male and female teachers of Kendriya Vidyalayas. Hence, Ho is rejected.

Result Pertaining to the difference in social identity among secondary school male and female arts teachers of Kendriya Vidyalayas

To find out the difference in social identity among secondary school male and female arts teachers of Kendriya Vidyalayas , t-ratio was computed and the result is presented in the table no.6

Table no.6
Results of t-test on Social Identity of male and female arts teachers of Kendriya Vidyalayas

Gender	N	Mean	SD	SE _M	t- ratio
Males	50	133.58	19.22	3.65	0.65
Females	50	135.98	17.21		

Level of significance 0.05= 1.98, Level of significance 0.01 = 2.58

It is observed from the table no.6 that the calculated t-ratio for social identity of female and males arts teachers comes out to be 0.65 which is not significant at both levels. It reveals that there is no significant difference in social identity of male and females arts teachers at both levels. Therefore, Ho is accepted.

Result Pertaining to the difference in global self-esteem among secondary school male and female teachers of Kendriya Vidyalayas

To find out the difference in the global self-esteem among secondary school male and female teachers of Kendriya Vidyalayas , t-ratio was computed and the result is presented in the table no.7

Table no .7
Results of t-test on global self-esteem of male and female teachers of Kendriya Vidyalayas

Gender	N	Mean	SD	SE _M	t- ratio
Males	100	15.70	8.67	1.92	0.42

Females	100	15.51	8.72		
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Level of significance 0.05= 1.98, Level of significance 0.01 = 2.58

The table no.7 depicts that obtained t-ratio is 0.42 and which is found to be insignificant at both levels i.e. 0.05 and 0.01. It implied that there is no significant difference in global self-esteem of male and female teachers of Kendriya Vidyalayas. Hence, Ho is found to be accepted.

Result Pertaining to the difference in collective self-esteem among secondary school male and female teachers of Kendriya Vidyalayas.

To find out the difference in the collective self-esteem among secondary school male and female teachers of Kendriya Vidyalayas , t-ratio was computed and the result is presented in the table no.8

Table no. 8
Results of t-test on Collective Self-esteem of male and female teachers of Kendriya Vidyalayas

Gender	N	Mean	SD	SE _M	t- ratio
Males	100	17.23	6.42	0.85	0.35
Females	100	16.93	5.60		

Level of significance 0.05= 1.98, Level of significance 0.01 = 2.58

The table no.8 shows that the calculated t-ratio for collective self-esteem of male and female teachers is 0.35 which is not significant at both levels i.e.0.05 level and 0.01 level. So, it can be interpreted that there exists no significant difference in collective self-esteem of male and female teachers. Hence our hypothesis stated that there exists no significant difference in collective self-esteem among secondary school male and female teachers of Kendriya Vidyalayas beforehand is accepted.

Result Pertaining to the difference in teacher freezingness, self esteem and social identity of secondary school teachers of Kendriya Vidyalayas.

In order to find out the joint interaction analysis in teacher freezingness, self esteem and social identity of secondary school teachers of Kendriya Vidyalayas keeping in view gender and streams F-ratio was computed and the result is presented in the table no.9

Table no. 9
Results of ANOVA on Teacher freezingness by Genders and Streams

Source of Variation	SS	df	MS	F-ratio
Gender	10153.12	1	10153.12	2.80

<i>Stream</i>	1044.24	1	1044.24	0.28
<i>Interaction (Gender× Stream)</i>	18566.64	1	18566.64	5.12**
<i>SS_{within}</i>	710362.34	196	3624.29	
<i>SS_{total}</i>	2.06	200		

Level of significance 0.05*, Level of Significance 0.01**

From table no.9 it is observed that our calculated main effect of gender on teacher freezingness was 2.80. It is not significant at both the levels i.e. 0.05 level and 0.01 level. It means that teacher freezingness was perceived not significant difference between the genders. The insignificant main effect of stream indicated that teachers of different streams like science and arts teachers experienced teacher freezingness. Furthermore, the gender in interaction with the stream shows significant effect on teacher freezingness. Table no.10 includes the results of analysis of variance by gender and stream on level of self-esteem as the dependent variable.

Table no .10
Results of ANOVA on Self-esteem by
Gender and Stream

<i>Source of Variation</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F-ratio</i>
<i>Gender</i>	0.12	1	0.12	0.005
<i>Stream</i>	1.44	1	1.44	0.058
<i>Interaction (Gender×Stream)</i>	15.12	1	15.12	0.609
<i>SS_{within}</i>	4869.3	196	24.84	
<i>SS_{total}</i>	212963.00	200		

Level of significance 0.05*, Level of Significance 0.01**

It is observed from the table no.10 that the main effect of gender is not significant on the stream and self-esteem of teachers at both levels i.e. 0.05 level and 0.01 level. Similarly the main effect of stream is also not significant on gender and level of self-esteem of teachers. It also revealed that the interaction effects of gender and stream are not significant on levels of self-esteem of teachers of Kendriya Vidyalays.

Table no.11 includes the results of analysis of variance by gender and stream on social identity as the dependent variable

Table no. 11
Results of ANOVA on Social Identity by
Gender and Stream

<i>Source of Variation</i>		<i>df</i>	<i>MS</i>	<i>F-ratio</i>
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	<i>SS</i>			
<i>Gender</i>	340.60	1	340.605	1.08
<i>Stream</i>	178.60	1	178.605	0.56
<i>Interaction (Gender×Stream)</i>	1255.00	1	1255.005	4.001**
<i>SS_{within}</i>	61479.34	196	313.67	
<i>SS_{total}</i>	36	200		

Level of significance 0.05*, Level of Significance 0.01**

From the table no.11 it is observed that the main effect of gender and stream did not have a significant effect on teacher's social identity. This meant that the social identity of secondary school teachers of Kendriya Vidyalayas was found insignificant at both the levels 0.05 level and 0.01 level. The interaction effects of gender and stream was found significant effect on teachers social identity.

Main Findings and Conclusion

- There exists significant difference in teacher freezingness of male and female science teachers of Kendriya Vidyalayas. Male science teachers have less teacher freezingness in comparison to female science teachers, reason being that the male teachers have more degree of participation, organization and resistance in teaching profession in comparison of female teachers.
- There exists no significant difference in teacher freezingness of males and females arts teachers of Kendriya Vidyalayas. Most of the female arts teachers have less freezingness whereas male teachers have high levels of freezingness due to less participation, resistance, organization, research and interaction in teaching job. Sometimes teachers behave irrational and unethically as they perceive their action as ethical.
- There exists no significant difference in self-esteem of males and females science teachers of Kendriya Vidyalayas. The male teachers have low self-esteem as compared to female teachers. The reason being the difference in self attributes and degree of social comparisons in secondary school teachers.
- There exists no significant difference in the levels of self-esteem of males and females arts teachers of Kendriya Vidyalayas. The female arts teachers have low self-esteem because of the reflected appraisals and psychological correlation. This indicates that how they perceived to others.
- There exists significant difference in the social identity of science males and females teachers of Kendriya Vidyalayas. The female science teachers have low social identity as compared to male teachers. This happened because of willingness of male teachers to social mobility and social change.
- There is no significant difference in social identity of male and females arts teachers of Kendriya Vidyalayas. The male teachers have slightly less social identity as compared to female teachers. This is because of more ego identity in female arts teachers due to appraisals by self and others.
- There exists no significant difference in global self-esteem of male and female teachers of Kendriya Vidyalayas. Female teachers have more global self

esteem due to an attitude of approval and disapproval and personal judgment of worthiness as compared to male teachers.

- There exists no significant difference in collective self-esteem of male and female teachers of Kendriya Vidyalayas. Male teachers have higher collective self esteem due to social mobility and reflected appraisals. They have more worthiness of evaluation as compared to female teachers.
- The gender interaction with the stream shows significant effect on teacher freezingness. The interaction effects of gender and stream are insignificant on levels of self-esteem of teachers of Kendriya Vidyalayas. The interaction effect of gender and stream found significant on teacher's social identity. The reason behind that the teacher freezingness and social identity determinants which might be similar in some situations and environment. It can happen due to regular opportunities for participation in programmes designed for their professional growth by the management.

Suggestions

- The following suggestions for further research that could be undertaken by perspective of researchers is:
- The relation of teacher freezingness can also be studied with value pattern of teachers, emotional confidence, organizational climate, etc.
- The sample size can be enlarged to reaction more concrete results.
- A similar study can be conducted in different areas of the Punjab state and other states of India.
- A similar study can be carried out in primary teachers, senior secondary school teachers and teacher trainees also.
- There was no comparison made of male and females of urban and rural areas, government and private institutions, so such comparison can be made.
- More variables can be concerned in place of teacher freezingness like teacher effectiveness, teacher ineffectiveness, teacher burnout, teacher innovativeness, professional ethics, etc.

Recommendations

This study has outlined the following recommendations:

- An ethnographic study should be more useful to explore the intricacies of identity relations than quantitative ones. A detailed ethnographic study in one or two schools should provide more in-depth information regarding teacher's identity relations & their influence on self esteem.
- A culture sensitive self-esteem measure should be more applicable for Indian conditions than the western tools.
- The researcher should know that teachers social identification pattern affect the work culture of school. It should be in notice whether teacher's social identity has any impact on student's relationship.
- The researcher should find whether identification pattern of teachers has any bearing on their personality, attitude and altruistic behaviour.
- The researcher should sort out whether social identification of teachers influences their efficacy behaviour or not.
- The school should check whether global self-esteem enhances teacher's performance. It should infer whether collective self-esteem has any effect on group performance of teachers.
- A study that examines teacher global self-esteem and its affect on learners motivation should be more useful for further research.

- School should also focus on the quality of personnel and professional development programs for both students and faculty. School administrators should set a good example or role modeling to faculty members and students as a whole.

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