

A Relational Study on Teacher Freezing and Change Proneness of the Secondary School Teachers in West Bengal, India

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ABSTRACT The present study is an investigation to find out the relation between teachers' freezing and change proneness among the school teachers belonging to the secondary level. A descriptive survey design has been taken into consideration for getting a comprehensive view. A sample of 208 secondary school teachers were selected on random basis from the secondary schools of West Bengal. The study showed that there is a significant and positive correlation between teacher freezing and change proneness of secondary school teachers with regard to gender and nature of institutions, which means if male and female secondary school teachers belonging to government and private institutions have low levels of teacher freezing then they will show high levels of change proneness.

INTRODUCTION

“What the teacher is, is more important than what he teaches” (Karl Menninger n.d). It is the teacher who is looked upon by every student. The very personality of the students is greatly dependent on the personality of teachers. The professional competence of teachers is an invincible parameter for the qualitative upliftment of education. Suhartini et al. (2021) showed that professionalism and competence have a positive effect on the quality of education. But when it comes to the responsibility of the teachers to ensure quality education, the question arises to what extent teachers are giving their efforts. Studies have shown that there have been teachers who are not bearing a positive perception towards their own profession leading to adverse attitudinal disposition. This negative attitude prevents them from performing to their fullest making them freezing prone. The expression ‘teacher freezing’ indicates the unversed, underused and moribund intellectual, psychological, social, physical and moral potentialities of teachers. It is the unenthusiastic psychological expression of having least concern for teaching, stagnating the circumstances of a teacher leading to malingering, turnover intentions and job dissatisfaction. As said by Haseen Taj (1996), the determining factors for teacher freezing can be the “sluggishness and apathy of teachers, lack of concern and charisma to perform their duty and lack of interest to accomplish innovation and research”.

The freezingness of the teacher can be dependent on many factors, which are being studied by many scholars. In the qualitative analysis by Basu and Banerjee (2020) the factors have been pointed out. Twelve factors have been identified by them, one of which is absence of change proneness (Basu and Banerjee 2020). The concept of change proneness has been quite contemporary, which is being used in a positive note. The term, attributed to Miller (1987) can be defined as the propensity to acknowledge which is new, original to be imbibed to their panache of work. It is a state of acquiescence of innovative and creative ideas, which might at times lead to condemnation and disappointment or ensue to admiration and accomplishment. The sense of fulfilment, pledge and triumph in the pursuit for novel practices, notions and methods are signs for a person to have a change prone attitude. It can be defined as a state of fluidity and predicament taken out by one to show the dedication to a cause, which may endorse change among teachers.

Many studies have been conducted to explain the concept of teacher freezing in regards to different aspects of education. Demographic analysis has been conducted in few studies taking gender, nature of institutions, type of personality and locale of institutions (Jaseena 2022; Rajkumari and Rachna 2022; Bhriгу et al. 2021; Basu and Banerjee 2020; Sharma 2015; Jena 2018; Mishra 2018; Pastariya 2018). There are many studies that seek to find out the relationship or impact of different

aspects of education. A significant effect of the school environment on various dimensions of teacher freezing has been found by Rawat (2022). He also found that techno-pedagogical competence has an impact on all the dimensions of teacher freezing except psychological dimension. Malik and Sonia (2020) found that teachers having an external locus of control have a higher level of teacher freezing. In 2020, Malik found a positive correlation between teacher freezing and job satisfaction. Negative correlation was found between freezing and mental health by Rajni (2016). Poonam in 2018 and Rajni in 2016 found that a positive correlation was there between teacher freezing and neuroticism. Another study in 2015 by Sharma found that negative correlation was there between teacher commitment and teachers freezing.

Change proneness has also been studied separately. Many scholars were found to study it on the basis of categorical variables. Padala (2014) found that change proneness of lecturers differs in respect to gender, year of experience, locale of institutions, stream of education and age. Raju in 2017 found almost the same result in case of school teachers where significant difference was found in respect to gender, area where institution was located, B.Ed. assistant and secondary grade teachers, age and experience. Some of the studies were found to establish relation and effects of change proneness on other factors of the teaching profession. Sen and Sood (2017) in a study found that the effect of change proneness on role conflict differs with the level of change proneness. Sen and Sood (2016) and Raju (2017) concluded that there is a significant effect of self-efficacy of teachers with the different level of change proneness irrespective of gender. Sen and Sood (2018) in another study showed that change proneness of school teachers had a significant influence on their commitment. Beri and Beri (2022) in their study concluded that change proneness had a positive role on teacher effectiveness. Bhemarasetty (2014) in her study found that change proneness and self-concept had a positive correlation. For all these studies it is quite clear that studies had been conducted on teacher freezing and change proneness. But no significant has been made to find out the relationship between these two factors of the teaching profession. Basu and Banerjee (2020) in their qualitative analysis mentioned that one of the factors of teacher freezing is the absence of a change

prone attitude of teachers but the level of their relation has not been explored, which is why the present study has been performed.

Objective of the Study

The objective of this study was to find out the relationship between teacher freezing and change proneness of the secondary school teachers.

Hypothesis of the Study

This study worked on the following hypothesis:

H₀1: There is no significant relationship between teacher freezing and change proneness of secondary school teachers.

METHODOLOGY

Research Design

As per the objective of the study, to know the relationship between freezing and change proneness of the secondary school teachers, descriptive survey research design has been followed.

Sample and Sampling Technique

In this present study, the data was collected through random sampling from various secondary school teachers of West Bengal. The participants (N=208) were from various government and private academic institutions. The detailed structure of the sample has been given in Table 1.

Table 1: Sample profile

<i>S. No.</i>	<i>Name of the district</i>	<i>Sample size</i>
1	Bankura	6
2	Birbhum	35
3	Burdwan	10
4	Cooch Bihar	10
5	Hooghly	6
6	Howrah	6
7	Jalpaiguri	4
8	Kolkata	25
9	Medinipur	6
10	North 24 Parganas	45
11	South 24 Parganas	54

Tool Used

In the present study, the following tools were used.

1. Teacher Freezing Scale prepared by Haseen Taj in 1996. The scale consists of 74 items which are categorised on the basis of dimensions given by Haseen Taj (1988).
2. Change Proneness Inventory prepared by Dr. M. Mukhopadhyay (1982). The scale consists of 45 items provided in a five-point scale.

Statistical Technique Used

For the present study, the Pearson coefficient of correlation was used.

RESULTS

In accordance with the objective and to verify the hypothesis of the study, the data has been analysed quantitatively. The analysis of the data has been shown in the table along with its interpretation.

H₀1: There is no significant relationship between teacher freezing and change proneness of secondary school teachers.

From Table 2 it is shown that secondary school teachers' freezing is positively and significantly related to their change proneness. The Pearson coefficient of correlation value (r) is .978 for the total sample. So, the hypothesis H₀1 is rejected at 1 percent level of significance. The alternate hypothesis claiming that there is a significant positive relationship between teacher freezing and change proneness of the secondary school teachers is accepted. The data has been presented based on the type of institutions. Here it is found that there is a significantly positive relationship among teacher freezing and change proneness of government ($r = .965$) and private ($r = .994$) schools. The categorical variables of government and private were further segregated into male and female groups

Table 2: Pearson's coefficient of correlation between teacher freezing and change proneness of school teachers

Categorical variable		<i>n</i>	<i>r</i>
Govt	Male	50	.992**
	Female	71	.950**
Govt total		121	.965**
Pvt	Male	40	.997**
	Female	47	.992**
Pvt total		87	.994**
	Total	208	.978**

** Correlation is significant at the 0.01 level (2-tailed).

Source: Authors

and based on that correlations are examined. The correlational value of male government school teachers ($r = .992$), female government school teachers ($r = .950$), male private school teachers ($r = .997$) and female private school teachers ($r = .992$) are found to be significantly positive. The result denotes when if male and female teachers belonging to government and private institutions have low levels of teacher freezing, they will show high levels of change proneness. As the items of the teacher freezing tool are negatively scored and items of change proneness inventory are positively scored, the result calculated has shown positive correlation. Thus, the complete analysis of the relationship along with the consideration of the categorical variables proves that there is a positive and significant correlation between teacher freezing and change proneness. The result made it very transparent that the teachers who were found to not involve their intellectuality, morality, and psychologically and socially less involved in various aspects of education have less proneness to change. They have a tendency to become rigid in their perspectives regarding every aspect of teaching.

DISCUSSION

Teacher freezing and change proneness has been studied from various points of view in various studies. The present correlational study is one of them which confirms that change proneness and teacher freezing have a positive correlation irrespective of all the categorical variables that had been taken into consideration. It is quite clear that that teachers who have problem in change owing to role conflict, over-burdened with work, personal issues, conflict with authorities and principals can be psychologically, intellectually, socially and morally freezed. Pastariya (2018) and Basu and Banerjee (2020) with its qualitative analysis verifies that absence of change proneness can be a factor for teacher freezing. The present study justifies that statement with its quantitative analysis. Basu and Banerjee (2020) in their study, found twelve factors responsible for teacher freezing of which absence of change proneness was one of them. They also found that found that pessimistic attitude towards profession is another factor of teacher freezing which is in itself a factor for low change proneness according to Mukhopadhyay (1982). In the present study, it has been found that

higher the level of change proneness, lower the level of teacher freezing and vice versa. Studies have been found where both teacher freezing and change proneness has been investigated in relation to teacher commitment. Sharma (2015) found that higher level of teacher commitment corresponds to lower level of teacher freezing. Again, Sen and Sood (2018) showed that teachers with moderate and high levels of change proneness have a high level of commitment to the profession. Hence it can be said that a change prone attitude and commitment to the profession among the teachers can help in reducing the level of their freezing. Beri and Beri (2022) has also implicitly held up with the present study by finding that lower level of change proneness leads to teachers' ineffectiveness, which is the very definition of teacher freezing. Studies have now and then proved that teacher freezing has been an attribute of teachers which can occur owing to the reluctance to change their way of teaching practices and other aspects of education sector. The response of the teachers evidentially clarified that teacher freezing can be overcome by the attitudinal changes of the teachers and accepting the modernity in educational aspects of this genre. Teacher freezing and change proneness has also been studied in respect to the self-concept (Rajkumari and Rachna 2022; Bhemarasetty 2014). Rajkumari and Rachna (2022) made it evidential that dimensions of self-concept were negatively correlated with teacher freezing which implies that positive self-concept decreases the teacher freezing whereas negative self-concept increases teacher freezing. In case of the study of Bhemarasetty (2014), dimensions of self-concept is positively correlated to dimensions of change proneness which infers that high change proneness among teachers have positive self-concept and vice versa. In-depth exploration into these two studies has made it certain that negative self-concept can be a factor for low level of change prone attitude which can bring out higher level of teacher freezing.

CONCLUSION

It can be well concluded that teachers' freezing can be controlled with the change in attitude of the teachers towards their profession. Effectiveness on the part of the teachers in their field of profession can be achieved with their change in perspec-

tive thereby drawing an end to the teacher freezing. It is necessary for the teachers to upgrade their professional skills along with the change in education needs. This requires a lot of commitment on the part of teachers towards their profession. The change proneness among the teachers in respect to their temperament, intellect, morality and academics can aid in overcoming their freezingness, which in turn can help in a smooth run in their profession.

RECOMMENDATIONS

It is clear that teachers with a low level of change proneness were having a high level of teacher freezing, which is detrimental for the education system. So, it is essential to find out the reasons for their lack of changing attitude. The teachers may have the inability to accept and adopt new pedagogical aspects, and insufficient knowledge to initiate any kind of innovations. This can be overcome with the little interference of the school administration by providing different facilities within the school to encourage the teachers to develop the attitude to change their perspective toward different aspects of the profession. Proper workshops and orientation courses can be arranged to equip all the teachers with the knowledge of changing demands of the education system. The technological initiation in the education sector can also lead to change in their pedagogical approaches. Job security should be provided to the teachers, which will help them to invest their workforce in the betterment of the students. Thus, an honest attempt for the upgradation of the teacher can assist in developing a change prone attitude, thereby aid in diminishing their freezing.

LIMITATION

The study is limited to 208 secondary school teachers of 11 districts only of West Bengal.

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