

Teacher freezing among Senior Secondary School their Work place Stress, Self - Efficacy and Organisational Climate in five District in Haryana.

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Abstract

The present study was conducted to study the relationship of teacher freezing, work place stress, Self – Efficacy and Organisational Climate considering dimensions of Senior Secondary School teachers. Now a days the teachers in senior secondary schools seem to be frozen. As negative psychosomatic understanding among teachers as a response to the organisational related stress is called teacher freezing. For the educational system of any nation, teachers are considered as its important pillars. In fact, teachers are considered as the Nation Builders. So, in order to perform their duties in well-defined manner, they need to be fit in all the aspects i.e., physical, mental, social. Dhull and Poonam in 2015) investigated teacher freezing of secondary school teachers. Duffey, Bell and McGhee in 1986 defined that it is believed that those individuals having a much better sense of humor are much more socially skilled; and for a socially competent person it may be easier to sustain relationships, to develop social support networks and also to attain mental and physical health benefits of getting community support system Wills and Cohen, 1985. Garner in 2005 explored the usage of sense of humour by the teacher within the classroom after which realized that the real utilization of laughter in the classroom as being a learning strategy has constantly been contributed around the improved retention of shown material, better understanding of the subject matter, and in the development of more at ease teaching learning environment. In order to conduct present research 502 teacher of senior secondary schools from five district of Haryana (Jind, Rohtak, Jhajjar, Sonapat and Bhiwani) which were selected randomly. were used as tools for the present study. The findings of the study revealed that there is significant relationship exist in the teacher freezing with Organisational Climate. It means managerial creativity will contribute to the reduced stress among teachers in the teacher education institutions or any senior secondary school.

Keywords: *Teacher freezing, Self - efficacy, work place stress, Organisational climate, senior secondary school.*

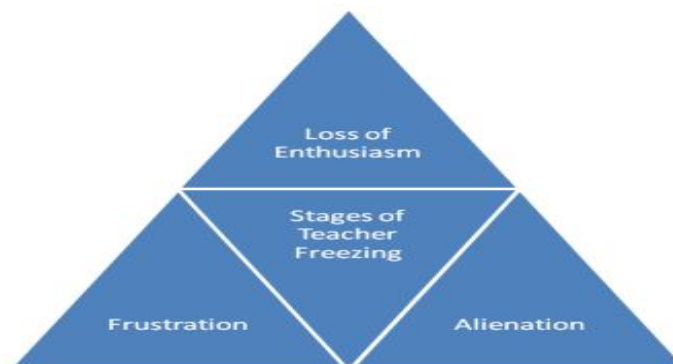
Introduction.

The goal of education is to educate people so they may have fulfilling lives. The process of creating humans facilitates learning and hastens the development of the whole person—body, mind, and soul. In its broadest meaning, education is a kind of learning that helps pass on knowledge, skills, habits, and collected experiences of a group of people from one generation to the next via didacticism, training, teaching, and research processes. It offers the proper attitudes, values, sufficient information, and necessary abilities. The Secondary Education Commission (1953) came to the conclusion that "the teacher, his quality, his educational qualification, his professional training, and the place he occupies in the school as well as in the community, is the most significant element in the contemplated educational reconstruction." The reputation of a school and its impact on local life are inextricably linked to the kind of instructors that work there. It has been well noted the important role of the teacher in society as the teacher serves as the centre for the transmission of knowledge, customs, and technical abilities from one generation to the next and helps keep civilization burning.

TEACHER FREEZING

The phrase "teacher freezing" does not indicate that a teacher is unable; rather, it refers to the instructors' total untapped, misused, and stagnant intellectual, psychological, social, physical, and moral potential. Lack of interest in one's task is another interpretation of the term "teacher freezing." The term "Teacher Freezing" refers to the whole psychological, intellectual, physical, social, and moral potentialities of the instructors that go untapped, inadequately utilized, and stagnate. In the current investigation, the term "Teacher Freezing" refers to the total score that was achieved on the Teacher Freezing Scale (TFS), which was established and standardized by Dr. Haseen Taj.

Stages of Teacher Freezing



Self – Efficacy

Self - Efficacy is a person's belief in their ability to succeed in a particular situation. Psychologist Albert Bandura described these beliefs as determinants of how people think, behave and feel. Self - Efficacy is a personal judgment of 'how well one executes courses of action required to deal with prospective situations'. People's beliefs in their capacities to exert control over their own functioning and over events that impact their lives are what self-efficacy refers to, according to the definition provided by the psychologist Albert Bandura. A person's perception of their own level of self-efficacy may serve as the basis for their drive, happiness, and feeling of personal success.

Work place stress

Work place stress then is the harmful physical and emotional responses that can happen when there is a conflict between job demands and the amount of control an employee has over meeting these demands. Human life becomes happy and comfortable when needs are satisfied, but there are many impediments that interfere with need gratification, although some of those obstacles can easily be overcome, but some other disturbs the behavior and adjusting capacities of an individual. Normally if anything blocks one's drive towards a goal, one definitely experiences stress.

Organizational climate

Human beings have always lived in organized groups. Initially, group activities were simple like gathering food, migrating or defending the security of the group. The outcome of this group effort was mainly that it gave people a chance to pool their talents and efforts for attaining larger goals such as building and protecting their communities. An organization may be defined as "a group of persons or individuals who work together with particular precise aims or purpose," but in more basic words, "an organization is..." Within an organization, each person has a clearly defined set of responsibilities that they are expected to do in order to help the company achieve its goals and objectives. An organization is the logical coordination of the actions of a group of individuals in order to achieve some clear aim or goal that is shared by all of them. This is accomplished via the division of labour and function as well as through a hierarchy of authority and responsibility. A structured pattern of interdependent activity clusters that is meant to promote or attain certain specified preset aims or objectives is what we mean when we talk about organization. Interdependence among goals or aims and activity clustering are the concepts of primary importance in this context. The term "role" refers to a cluster of activities inside an organisation; nevertheless, there are many various kinds of roles that might be involved in an organization.

Review of literature

Good's Dictionary (1959) described Review of Literature as Review "is the re-examination of material previously presented or studied" and Review of Literature "is a survey of printed material dealing with or bearing on a given subject or problem."

With the view to make the review of related studies more comprehensive, coherent and unified, it is presented by

keeping in view all the objectives of the investigation in a chronological order as follows:

1. Studies related to Teacher Freezing
2. Studies related to Organizational Climate.
3. Studies related to Occupational Stress.
4. Studies related to Self Efficacy

Self efficacy in a teacher has a strong positive impact on students performance (Gosky, 1988 and Woolfolk, 2001). Woolfolk (1998) says that self efficacy is also related to the result of activities used in classrooms. Bandura (1997) stresses that the factors which affect self efficacy include emotions. It was found in few studies that teachers freezings displayed high scores in all areas of multiple intelligence as compared to their average or low effectiveness counterparts (D'Costa, 2010). Many studies were found which revealed the association of gender and teacher effectiveness. There was influence of gender on teacher effectiveness (Mutha, 1980 and Jain, 2007). Some studies reported that the male teachers were found to be more effective than female teachers (Gupta, 1976; Roul, 2002 and Pama et al., 2013). But some studies highlighted that the female teachers were comparatively more freezing as compare to male teachers (Biswas & De, 1995; Kaur, 2006 and Agarwal & Gupta, 2012). Some studies revealed that there was no significant difference found between rural and urban teachers with regard to their efficacy (Bhasin, 1988; Babu & Gnanaguru, 1997; Bagga, 2004 and Goel, 2013). But few studies showed that there was a significant difference in teacher effectiveness among the school teachers with respect to locale (Shah, 1991 and Pachaiyappan & Raj, 2014). The urban teachers were superior to rural teachers in teacher freezings (Kagathala, 2002). Some studies reported that the secondary school teachers belonging to different academic stream viz. language, science, mathematics and social science exhibited comparable teacher effectiveness (Raj, 2006). The factors affecting motivation of teachers were investigated as (a) Income status, (b) Importance in the society, (c) Self-confidence, (d) Incentives and rewards on showing good results (Alam, 2011). The two types of leadership styles of school administrators, namely supportive leadership and participative Leadership styles which was significantly affecting teacher effectiveness (Siri sooklip et al., 2015). The grit and life satisfaction remained significant predictors of teacher efficacy (Duckworth et al., 2009). The independent cognitive variable of emotional intelligence and independent non-cognitive variable teacher's attitude towards teaching were found to be good predictors of teacher effectiveness (Puri & Gakhar, 2008). The emotional intelligence was significant predictor of teacher effectiveness in effective teachers (Kaur, 2012).

Objectives

1. To study the effect of work place stress on teacher freezings among teachers at senior secondary level on the basis of Gender and type of schools
2. To study the effect of self - efficacy on teacher freezings among teachers at senior secondary level on the basis of Gender and type of schools
3. To study the effect of organizational climate on teacher freezings among teachers at senior secondary level on the basis of Gender and type of schools
4. To determine the relationship between teacher freezings and work place stress
5. To determine the relationship between teacher freezings and self- efficacy
6. To determine the relationship between teacher freezings and organizational climate

Sampling Design and Methodology

The present study is based upon primary data. Haryana is an Indian state located in the northern part of the country. It was carved out of the former state of East Punjab on 1 Nov 1966. It is ranked 21st in terms of area, with less than 1.4% of India's land area. The state capital is Chandigarh, which it shares with the neighbouring state of Punjab, and the most populous city is Faridabad, which is a part of the National Capital Region. The city of Gurugram is among India's largest financial and technology hubs. Haryana has 6 administrative divisions and 22 districts. Convey research on whole population is not practically possible because it needs lot of manpower, time and hence money. Therefore, for present study researcher used Random Sampling Technique for collecting data from 44 senior secondary school located in the Rural and Urban area of five districts that is Rohtak, Jind, Jhajjar, Sonapat and Bhiwani of Haryana. Further teachers of both the gender have been included in the sample. Each school were selected randomly by lottery methods. The sample senior secondary schools were further classified into government and private schools.

Interpretations of Results

The given table explain the participant gender interviewed. Table-1 and figure -1 explain that 45% of the respondent were 1 i.e. male and 55% respondent were female. Total 506 respondent were there among them 227 were mail and 279 were female.

Table 1: Gender distribution of the respondent

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	227	44.9	44.9	44.9
	2.00	279	55.1	55.1	100.0
	Total	506	100.0	100.0	

Source: Author's calculation.

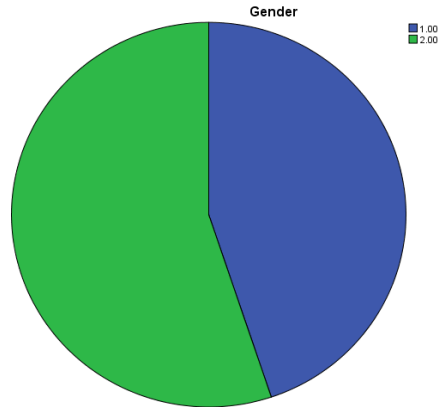


Figure 1: Gender distribution. Male and female distribution

1- Residence of the respondents:

Table-2 and figure-2 expressed the proportion of the respondents lives in ruraland urban area, from the data 258 which is 51% of the sample are from rural areas whereas 248 respondent who are 49% of the sample are from the urban area.

Table 2: Residence of the respondents

Residence		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Rural	258	51.0	51.0	51.0
	2.00 – urban	248	49.0	49.0	100.0
	Total	506	100.0	100.0	

Source: Author's calculation.

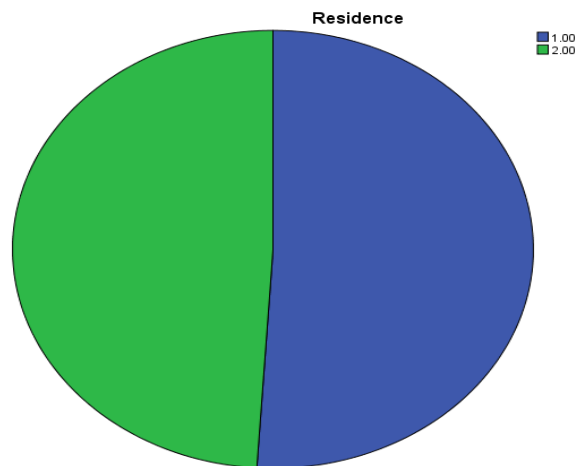


Figure 2: Residence of the respondents

2- City of respondent:

Table-3 and figure-3 portrays that the proportion of different cities of the sample. The cities are coded from one to 5. These are coded as mentioned in the table given below:

1 is Jind, 2 is Rohtak, 3 id bhiwani, 4 is Sonipat, and 5 is Jhajjar. Most likely 20% of the unit are from each cities for testing the hypothesis.

Table 3: Sample selection city wise

		Cities				
		Cities	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	Jind	101	20.0	20.0	20.0
	2.00	Rohtak	100	19.8	19.8	39.7
	3.00	Bhiwani	100	19.8	19.8	59.5
	4.00	Sonipat	100	19.8	19.8	79.2
	5.00	Jhajjar	105	20.8	20.8	100.0
	Total			506	100.0	100.0

Source: Author's calculation.

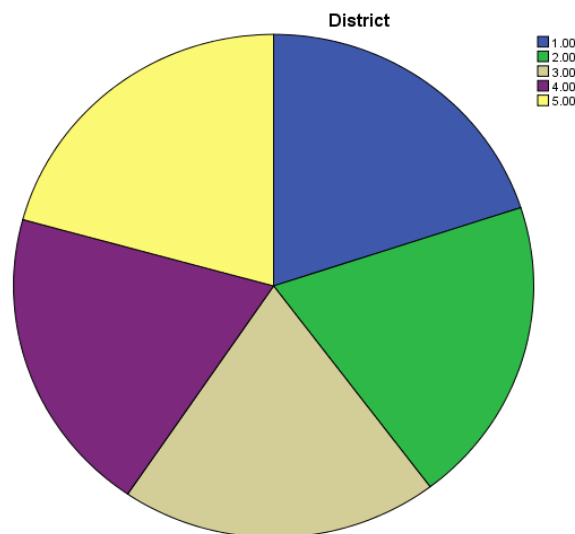


Figure 3: Sample distribution from different cities.

Table-4 presents the description of the variable used for the further analysis with all the parameter including range, minimum, maximum, mean, and standard deviation. AT the very first point self-efficacy is given with range of 305. And its minimum value as a score among the respondent 120 and 425 is maximum, and 252 is the average value with 66 standard error with significant result as standard deviation is less than half of the mean value of the variable so variable is significant to predict the result. Further, Freezing has scored range 135 with minimum 116 value and maximum 251. Moreover, the average teacher freezing value is 174 with 24 standard deviations i.e. significant value. Organization climate has scored 119 range with minimum 56 and maximum 175 value. It has 101 average value with 23 standard deviation. Work place stress has scored 112 range value with 28 minimum and 140 minimum and maximum values respectively. Its mean value is 59 with standard deviation 21. Principal behaviour does have 48 range with minimum 22 and maximum 70. It has average value 40 and standard deviation 11. Moreover, the variable resistance RT does have 64 range value does have minimum value of 12 and maximum value of 76. Its mean value s 35 with 12 standard value. Teaching variable denoted by T has 64 Range value 32 with minimum value 10 and maximum value of 42. Its average value is 22 (approx.) with standard deviation (7 or 8). There are other three variables named as organization, participation and interaction scored similar values for Range, Minimum, maximum, mean and standard deviation parameters. They are producing quite similar results. Moreover, Research R and evaluation F does have different values. Research scored 33 range with minimum value 9 maximum 42. Its mean value is 20 with 7.9 standard deviation. Evaluation does have scored 35 range value with minimum value of 6 and 41 maximum value it has 18 mean values with 6.5 standard deviation. Moreover, moral variable shows 34 range value, Four minimum value and 38 maximum values. It has 12 average variable and 5.03. From the result all parameter does have significant average (mean value) because all have minimum standard deviation that is less than half of the average value of the parameter. It indicates that We can predict the nature of the sample and its associated population on the basis of the result with very least error possibilities. Range and minimum. Maximum are interrelated. Higher the gap between the minimum and maximum value produces the maximum value of the range that infer the higher value of the standard deviation. That makes results less significant. hence the closer the minimum and maximum values reflect the better result and high probability of the accuracy of the prediction in the sample

characteristics. In the nutshell all variable of the study are significant in nature.

Table 4: Descriptive statistics of the variable of the study

Descriptive Statistics						
	N	Range	Minimum	Maximum	Mean	Std. Deviation
self efficacy	506	305.00	120.00	425.00	250.9032	66.63502
freezing	506	135.00	116.00	251.00	174.0099	24.16187
Organisational Climate	506	119.00	56.00	175.00	100.9842	23.42960
Teacher Behaviour	506	83.00	22.00	105.00	60.6680	18.92676
Work Place stress	506	112.00	28.00	140.00	59.8399	21.36158
Principal Behaviour	506	48.00	22.00	70.00	40.3162	11.79288
Resistance (RT)	506	64.00	12.00	76.00	35.2352	12.59821
Teaching(T)	506	32.00	10.00	42.00	21.7510	7.11109
Organisation(O)	506	32.00	10.00	42.00	21.6818	8.03061
Participation(P)	506	32.00	10.00	42.00	21.3419	7.82733
Interaction (I)	506	32.00	10.00	42.00	21.2806	7.70626
Research(R)	506	33.00	9.00	42.00	20.6858	7.19145
Evaluation(E)	506	35.00	6.00	41.00	18.0830	6.49730
Moral	506	34.00	4.00	38.00	12.4605	5.03644
Valid N (listwise)	506					

Source: Author's calculation.

Regression Analysis

Regression analysis for the for the study:

After running the regression between the teacher freezing and organization climate and work place stress we get the following table to validate the sample and variable included with the specific parameters.

Table 5: Case processing summary

Case Processing Summary			
		N	%
Cases	Valid	506	100.0
	Excluded ^a	0	.0
	Total	506	100.0

a. Listwise deletion based on all variables in the procedure.

Table-5 represent the valid case and missing case in the data set, As per the result 100% data collected from the primary sources were valid and there is no missing values in the dat set. Hence data is already cleaned, we do not need to clean the data set and can proceed for the further statistical analysis. If there would have any missing value, then we need to first replace that missing value by applying filter with mean value then go for the further statistical analysis.

Correlation matrix:

Table 6: correlation matrix between the variables

Correlations					
		Organisational Climate	Work Place stress	self -efficacy	freezing
Organisational Climate	Pearson Correlation	1	-.034	.101	-.142
	Sig. (2-tailed)		.045	.023	.001
	N	506	506	506	506
Work Place stress	Pearson Correlation	-.034	1	-.022	.034
	Sig. (2-tailed)	.045		.029	.049
	N	506	506	506	506
self efficacy	Pearson Correlation	.101	-.022	1	-.035
	Sig. (2-tailed)	.023	.029		.031
	N	506	506	506	506
Freezing	Pearson Correlation	-.142	.034	-.035	1
	Sig. (2-tailed)	.001	.049	.031	
	N	506	506	506	506

*. Correlation is significant at the 0.05 level (2-tailed).

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

Source: Author's calculation.

Table-9 represent the correlation matrix. All relationships are significant as p value of the relationship coefficient is less than .05. hence we can trust these coefficient while predicting the relationship among the variables. Correlation depicts the association of the variable and direction of the association. As organizational climate is negatively associated with work place stress in negative way, moreover, organizational climate positively associated with self-efficacy. And it is negatively associated with teacher freezing. Similarly, work place stress has negative association with self-efficacy and positive association with teacher freezing. Self-efficacy does have negative association with teacher freezing.

Table 7: : Model summary of the regression analysis

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.749 ^a	.561	.516	23.96399
a. Predictors: (Constant), self-efficacy, Work Place stress, Organisational Climate				

Source: Author's calculation.

Table-6 represent the model summary for the regression analysis. It indicates that how a selected variables are significantly explaining the variation in the model. Higher the value, good fit of the model assumed. In this model R² is indicated .561 value which represent that 56% of the variation in the model can be explained by the variable included in the model named as organization climate, work place stress and self-efficacy.

Moreover, table-7 represent the significance of the model and its relation with the dependent variable. As p value of the model for F is less that .05, we can conclude that model is good fit and significant for the relationship between the dependent and independent variables. It also refereed that assumed model is good fit on the observed data set.

Table 8: ANOVA table for model significance.

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6531.933	3	2177.311	3.791	.010 ^b
	Residual	288285.018	502	574.273		
	Total	294816.951	505			
a. Dependent Variable: freezing						
b. Predictors: (Constant), self efficacy, Work Place stress, Organisational Climate						

Source: Author's calculation.

Table-8 depicts the regression result for the model. As beta values for all variable is significant. Positive organization culture has negative impact on teacher freezing. Because B value for organization climate is - 0.146. this refers that if organization climate improve as 1 unit then teacher freezing will be reduced by .146 percentage and this is a significant impact as p value is .002 which is less than .05.

Table 9: Regression coefficient

Coefficient						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	193.330	6.731		28.723	.000
	Organisational Climate	-.146	.046	-.141	-3.183	.002
	Work Place stress	.044	.050	-.039	-.883	.007
	self efficacy	-.008	.016	-.022	-.487	.026
a. Dependent Variable: freezing						

Source: Author's calculation.

Moreover. Work place stress is having positive impact on teacher freezing. If work place stress increase by one unit, then teacher freezing will be in positive direction by .044 rate and this relation is also positive as p value of the variable and its relationship is .007 which is less than .05. more over self-efficacy give the negative result on teacher freezing as it has negative sign. If self-efficacy among teacher gets increased then teacher freezing will be decreased by .008 marginal rate with significant value of .026. this relation is also significant as p value is less than .05.

Therefore, table- 8 is presenting that among three variables of organizational climate, work place stress and self -efficacy two are negatively associated and the rest one work place stress is positively associated.

Conclusions

These results are very significant. Then we can interpret our hypothesis that There is significant negative impact of positive organizational climate change on teacher freezing. There is significant positive impact of work place impact on teacher freezing in the schools. There is significant negative impact of self-efficacy on teacher freezing in school.

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