

TEACHER FREEZING OF SECONDARY SCHOOL TEACHERS IN RELATION TO THEIR SENSE OF HUMOUR, PERSONALITY & TEACHING COMPETENCY

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ABSTRACT

Education plays a very important role in the life of a person. It is a continuous process of development from infancy to maturity. It includes the effect of everything which influences human personality. It is a process of acquiring new knowledge and skills through both formal and informal exposure to information, ideas and experiences. It is third eye which raise consciousness and the repercussion quality of an individual not only towards his environment but himself also. Education is process as well as product. As product, it is sum of all that is received through learning i.e. acquisition of knowledge, skills, attitude and values, transmission of culture, development of personality and liberation or self actualization. As process it involves the act of developing these products in someone else or in oneself. The process requires a person i.e. teacher, who plays a pivotal role in education system. As second U.S. President John Adams said that the teacher is a maker of man. Because of the explosion of knowledge and radical changes occurred in the content areas of all disciplines, the role of present day teacher has become very challenging, complex and multi-faceted. 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 and has to play multiple roles and preserve the basic values of life (Singh and Pandey, 2008). Each country is experiencing this global economic impact and pressure from international competition. In our present century our education faces the issues of enhancing competitive ability on one side and cultivating human and culture potentials on the other side. These issues require major modifications in the education system and have great influence on the role of teachers and working conditions. A report revealed that 52% considered degree of job satisfaction and eroded over past few years, 50% respondents indicated that they have chosen different profession, 40% took early retirement and 49% experienced high degree of pressure of work different sources. (Kinman and Jones 2004). The new age is caught in the web of (GOELI) where Globalization, open competition, economy, liberalization and information technology is directing the future course of the world. With education increasingly becoming the primary determinant of overall development in emerging economy.

JUSTIFICATION OF THE STUDY

The teacher plays a vital role in the learning process of pupil. It brings happiness to a person in both cognitive and physical aspects. An individual is not only an asset to himself, but a boon to the society. This is somewhat true for a teacher who does not live only for himself but also for the new generation in his hands. He has broad commitment to the community, the nation and humanity at large. Basically, teachers also face the problem of freezing in the way as faced by other members of the society. In actual sense, a teacher like other individuals must be reasonably satisfied with himself and his environment. The personal and environmental factors should play a reasonable role in teacher's life. Keeping above facts in mind the present study has been designed to understand more systematically, the nature of relationship between personality, teaching competency and teacher freezing. 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. Teaching is one of the finest professions. Teacher's attitude towards teaching if positive is of great significance for efficient and profitable functioning of any institution. Teachers who have great satisfaction and positive attitude towards their job get pleasure from their profession, in spite of many economic or social Constraints. On the other hand, a teacher who

has a negative attitude will not enjoy teaching; rather he will feel a fish out of water. In fact, there are many teachers' personality traits shown in many researches which affect their career. The most important is the effect on students with whom they interact daily. Concerning the teachers' personality, it can be important in controlling the lessons and the learning process. "Many researchers believe that personality will be shown to have an important influence on success in language learning." (Lightbown and Spada, 2003, p. 56) 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.

STATEMENT OF THE PROBLEM:

"TEACHER FREEZING OF SECONDARY SCHOOL TEACHERS IN RELATION TO THEIR SENSE OF HUMOUR, PERSONALITY & TEACHING COMPETENCY".

VARIABLES OF THE STUDY

Variables of a study are of two types:-

Dependent Variables

The dependent variables are the conditions or characteristics that appear, disappear or change as the investigator introduces removes or changes independent variable. This type of variables dependent on independent variables and enable to conclude the results. For the present study Teacher Freezing has been taken as dependent variable.

Independent Variables

An Independent variable is the condition or the characteristics that the investigator introduces, manipulates or controls in attempt to ascertain its comparison to observed phenomena. The independent variables of the study refer to various conditions, characteristics and factors related to:-

- 1) Sense of Humour
- 2) Personality
- 3) Teaching Competency

OPERATIONAL DEFINITION OF THE KEY WORDS:

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).

SENSE OF HUMOUR:

A sense of humour can help prevent a teacher from blowing his or her stack as the flows of quips, complaints and bickering never seem to cease. In the present study sense of humour refers to the aggregate score obtained on TFS, i.e. sense of humour scale developed & standardized by Dr. Malik & Ms. Kapoor (2015).

PERSONALITY:

Personality is a individual unique thoughts fallings and behaviors that persist over time and different situation. Personality includes internal and external aspect of the behavior. In the present study personality refers to the aggregate score obtained on TFS, i.e. personality scale developed & standardized by Eysenck (1964).

TEACHING COMPETENCY:

Teaching competency for the study will mean the competencies of the primary school teachers in performing their expected jobs. This will include competencies like - Management, Planning lessons etc. In the present study Teaching Competency refer to the aggregate score obtained on TFS. i.e. Teaching Competency Scale developed & standardized by the researcher.

OBJECTIVES OF THE STUDY:

- 1) To construct and standardized teaching competency scale.
- 2) To study teacher freezing of male and female secondary school teachers.
- 3) To study teacher freezing of urban and rural secondary school teachers.
- 4) To study teacher freezing of secondary school teachers in relation to their high sense of humour and low sense of humour.
- 5) To study teacher freezing of secondary school male teachers in relation to their high sense of humour and low sense of humour.
- 6) To study teacher freezing of secondary school female teachers in relation their high sense of humour and low sense of humour.
- 7) To study teacher freezing of secondary school urban teachers in relation to their high sense of humour and low sense of humour.
- 8) To study teacher freezing of secondary school rural teachers in relation their high sense of humour and low sense of humour.
- 9) To study teacher freezing of secondary school teachers in relation their sense of humour .
- 10) To study teacher freezing of secondary school teachers in relation to their high teaching competency and low teaching competency.
- 11) To study teacher freezing of secondary school male teachers in relation to their high teaching competency and low teaching competency.
- 12) To study teacher freezing of secondary school female teachers in relation their high teaching competency and low teaching competency.
- 13) To study teacher freezing of secondary school urban teachers in relation to their high sense of humour and low sense of humour.
- 14) To study teacher freezing of secondary school rural teachers in relation their high teaching competency and low teaching competency
- 15) To study teacher freezing of secondary school teachers in relation their teaching competency .
- 16) To study teacher freezing of secondary school teachers in relation to their extroversion personality and neuroticism personality.
- 17) To study teacher freezing of secondary school male teachers in relation to their extroversion personality and neuroticism personality.
- 18) To study teacher freezing of secondary school female teachers in relation their extroversion personality and neuroticism personality.
- 19) To study teacher freezing of secondary school urban teachers relation to their extroversion personality and neuroticism personality.
- 20) To study teacher freezing of secondary school rural teachers relation to their extroversion personality and neuroticism personality.
- 21) To study teacher freezing of secondary school teachers in relation their personality.

HYPOTHESES OF THE STUDY:

- Ho-1 There is no significant difference in teacher freezing of male and female secondary school teachers.
- Ho-2 There is no significant difference in teacher freezing of urban and rural secondary school teachers.
- Ho-3 There is no significant difference in teacher freezing of secondary school teachers in relation to their high sense of humour and low sense of humour.
- Ho-4 There is no significant difference in teacher freezing of secondary school male teachers in relation to their high sense of humour and low sense of humour.
- Ho-5 There is no significant difference in teacher freezing of secondary school female teachers in relation to their high sense of humour and low sense of humour.
- Ho-6 There is no significant difference in teacher freezing of secondary school urban teachers in relation to their high sense of humour and low sense of humour.
- Ho-7 There is no significant difference in teacher freezing of secondary school rural teachers in relation to their high sense of humour and low sense of humour.
- Ho-8 There is no significant relationship between teacher freezing and sense of humour of secondary school teaches.
- Ho-9 There is no significant difference in teacher freezing of secondary school teachers in relation to their high teaching competency and low teaching competency.

- Ho-10 There is no significant difference in teacher freezing of secondary school male teachers in relation to their high teaching competency and low teaching competency.
- Ho-11 There is no significant difference in teacher freezing of secondary school female teachers in relation to their high teaching competency and low teaching competency.
- Ho-12 There is no significant difference in teacher freezing of secondary school rural teachers in relation to their high teaching competency and low teaching competency.
- Ho-13 There is no significant difference in teacher freezing of secondary school urban teachers in relation to their high teaching competency and low teaching competency.
- Ho-14 There is no significant relationship between teacher freezing and teaching competency of secondary school teaches.
- Ho-15 There is no significant difference in teacher freezing of secondary school teachers in relation to their extroversion personality and neuroticism personality.
- Ho-16 There is no significant difference in teacher freezing of secondary school male teachers in relation to their extroversion personality and neuroticism personality.
- Ho-17 There is no significant difference in teacher freezing of secondary school female teachers in relation to their extroversion personality and neuroticism personality.
- Ho-18 There is no significant difference in teacher freezing of secondary school urban teachers in relation to their extroversion personality and neuroticism personality.
- Ho-19 There is no significant difference in teacher freezing of secondary school rural teachers in relation to their extroversion personality and neuroticism personality.
- Ho-20 There is no significant relationship between teacher freezing and personality of secondary school teaches.

METHODOLOGY:

Descriptive survey method of Research is used to conduct the present investigation.

RESEARCH DESIGN

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

POPULATOION:

Teachers working in private secondary schools of Odisha state was the target population of this study

SAMPLE OF THE STUDY

In the present study, the stratified random sampling techniques were used to select the subjects from the population. A list of Private Secondary schools was obtained from the concerned D.E.O. of the selected district and 20 schools from each district were selected. The study was conducted on 40schools.

From each school 3 to 6 teachers were taken depending upon the number of teachers available in the school.

Thus the sample completed 200 teachers.

TOOLS & TECHNIQUES OF THE STUDY

Like other disciplines various tools are used in education research too. Selection of appropriate tools enables the researcher to accomplish the objectives in an effective manner; otherwise it will distort the entire findings of the study. Generally, selection of tools depends upon the objectives of the study and the size and nature of the sample. Gathering specific information on variety of topics and sub topics from a large number of samples which are available at one place is possible only with the help of appropriate tools.

The researcher has used the following tools for data collection:

- a) Teacher Freezing Scale by Taj Haseen (1996).
- b) Eysenck Personality Inventory by Eysenck & Eysenck (1964).
- c) Teacher's Sense of Humour Scale by Malik and Kapoor (2015).
- d) Teaching Competency Scale developed & standardized by the researcher

STATISTICAL TECHNIQUES

In order to analyzed 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 and Multiple Regression analysis were calculated by using the SPSS (Statistical Package for Social Sciences) software-20.0 version for determining the extent to which independent variables i.e. personality and teaching competency affected the teacher freezing.

DELIMITATIONS OF THE STUDY

- 1) This Study was delimited to 200 teachers only.
- 2) This Study was delimited to private secondary teachers only.

- 3) Sample of the study was collected from Balasore and Bhadrak district only.
- 4) This Study was delimited to Balaswar and Bhadrakdistrict of Odisha.
- 5) The study was delimited to the following tools:
 - i. Teacher Freezing Scale by Taj Haseen (1996).
 - ii. Eysenck Personality Inventory by Eysenck & Eysenck (1964).
 - iii. Teacher's Sense of Humour Scale by Malik and Kapoor (2015).
 - iv. Teaching Competency Scale developed & standardized by the researcher

FINDINGS AND DISCUSSION OF THE RESULT

On the basis of the analysis and interpretations of the data in the previous chapter the following findings have been drawn out:

OBJECTIVE: 2

To study teacher freezing of male and female secondary school teachers.

HYPOTHESIS: 1

H0: There is no significant difference in teacher freezing of male and female secondary school teachers.

H1: There is significant difference in teacher freezing of male and female secondary school teachers.

It was found that the Teacher Freezing of secondary school male and female teachers differ significantly. So, the null hypothesis i.e. there is no significant difference in Teacher Freezing of male and female secondary school teachers high, **rejected**.

OBJECTIVE: 3

To study teacher freezing of urban and rural secondary school teachers.

HYPOTHESIS: 2

H0: There is no significant difference in teacher freezing of urban and rural secondary school teachers.

H1: There is significant difference in teacher freezing of urban and rural secondary school teachers

It was found that the Teacher Freezing of secondary school urban and rural teachers not differ significantly. So, the null hypothesis i.e. there is no significant difference in Teacher Freezing of urban and rural secondary school teachers high, **accepted**. Urban school teachers was found to be same freezed than the rural school teachers.

OBJECTIVE: 4

To study teacher freezing of secondary school teachers in relation to their high sense of humour and low sense of humour.

HYPOTHESIS: 3

H0: There is no significant difference in teacher freezing of secondary school teachers in relation to their high sense of humour and low sense of humour.

H1: There is significant difference in teacher freezing of secondary school teachers in relation to their high sense of humour and low sense of humour.

It was found that the Teacher Freezing of secondary school teachers with high and low Sense of Humour differ significantly. So, the null hypothesis i.e. there is no significant difference in Teacher Freezing of secondary school teachers with high Sense of Humour and low Sense of Humour, was **rejected**. Thus, it was concluded that Teacher Freezing of secondary school teachers is affected by their Sense of Humour. In terms of Mean, t was found that mean Teacher Freezing score of secondary school teachers with high Sense of Humour are higher than that of secondary school teachers with low Sense of Humour. This difference in the mean scores can be due to the reason that a teacher with high Sense of Humour is able to deal with the various classroom problems with ease which helps him in making classroom teaching less stressful and ensures his good performance.

OBJECTIVE: 5

To study teacher freezing of secondary school male teachers in relation of their high sense of humour and low sense of humour.

HYPOTHESIS: 4

H0: There is no significant difference in teacher freezing of secondary school male teachers in relation to their high sense of humour and low sense of humour.

H1: There is significant difference in teacher freezing of secondary school male teachers in relation to their high sense of humour and low sense of humour.

The present research showed that the Teacher Freezing of male secondary school teachers with high and low Sense of Humour differ significantly. So, the null hypothesis i.e. there is no significant difference in Teacher Freezing of male secondary school teachers with high Sense of Humour and low Sense of Humour, was **rejected**. It was concluded that Teacher Freezing of male senior secondary school teachers is affected by their Sense of Humour. In terms of Mean, it was found that mean Classroom Performance score of male secondary school teachers with high Sense of Humour are higher than that of male secondary school teachers with low Sense of Humour. This difference in the mean scores can be due to the reason that male secondary school teachers with high Sense of Humour are able to create love, interest and enthusiasm for learning as well as a taste in the subject and thus, they can perform better than their counterparts.

OBJECTIVE: 6

To study teacher freezing of secondary school female teachers in relation of their high sense of humour and low sense of humour.

HYPOTHESIS: 5

H0: There is no significant difference in teacher freezing of secondary school female teachers in relation to their high sense of humour and low sense of humour.

H1: There is significant difference in teacher freezing of secondary school female teachers in relation to their high sense of humour and low sense of humour.

The result revealed that the Teacher Freezing of female secondary school teachers with high and low Sense of Humour differ significantly. So, the null hypothesis i.e. there is no significant difference in Teacher Freezing of female secondary school teachers with high Sense of Humour and low Sense of Humour, was **rejected**. It was found that the Teacher Freezing of female secondary school teachers is affected by their Sense of Humour. Mean Teacher Freezing score of female secondary school teachers with high Sense of Humour was found higher than that of female secondary school teachers with low Sense of Humour. This difference in the mean scores can be due to the reason that female secondary school teachers with high Sense of Humour are able to create a positive and welcoming environment in the classroom and thus performance of those teachers will get positively affected

OBJECTIVE: 7

To study teacher freezing of secondary school urban teachers in relation of their high sense of humour and low sense of humour.

HYPOTHESIS

H0: There is no significant difference in teacher freezing of secondary school urban teachers in relation to their high sense of humour and low sense of humour.

H1: There is significant difference in teacher freezing of secondary school urban teachers in relation to their high sense of humour and low sense of humour.

The result showed that the Teacher Freezing of urban secondary school teachers with high and low Sense of Humour differ significantly. So, the null hypothesis i.e. there is no significant difference in Teacher Freezing of urban secondary school teachers with high Sense of Humour and low Sense of Humour, was **rejected**. It was found that Teacher Freezing of urban secondary school teachers is affected by their Sense of Humour. In terms of Mean, mean Teacher Freezing score of urban secondary school teachers with high Sense of Humour was found higher than that of urban secondary school teachers with low Sense of Humour. This difference in the mean scores can be due to the reason that in the stressful life of urban areas, a teacher can make his student relax by using his Sense of Humour in the classroom and it help to foster the student-teacher relationship and will result in better performance of the teacher.

OBJECTIVE: 8

To study teacher freezing of secondary school rural teachers in relation of their high sense of humour and low sense of humour.

HYPOTHEIS : 7

H0: There is no significant difference in teacher freezing of secondary school rural teachers in relation to their high sense of humour and low sense of humour.

H1: There is significant difference in teacher freezing of secondary school rural teachers in relation to their high sense of humour and low sense of humour.

It was found that the Teacher Freezing of rural secondary school teachers with high and low Sense of Humour differ significantly. So, the null hypothesis i.e. there is no significant difference in Teacher Freezing of rural secondary school teachers with high Sense of Humour and low Sense of Humour, was **rejected**. It was concluded that Teacher Freezing of rural secondary school teachers is affected by their Sense of Humour. In terms of Mean, it was found that mean Teacher Freezing score of rural secondary school teachers with high Sense of Humour are higher than that of rural secondary school teachers with low Sense of Humour. This difference in the mean scores can be due to the reason that rural teachers with high Sense of Humour can use humour in the teaching-learning situation which help the shy students to feel a part of the class and possibly contribute without feeling inferior and it results in his more effective performance in the classroom.

OBJECTIVES

To study teacher freezing of secondary school teachers in relation to their sense of humour.

HYPOTHESIS: 8

H0: There is no significant relationship between teacher freezing and sense of humour of secondary school teaches.

H1: There is no significant relationship between teacher freezing and sense of humour of secondary school teaches.

It was found that there exists significant relationship between Teacher Freezing and Sense of Humour of secondary school teachers. So the null hypothesis “There is no significant relationship between Classroom Performance and Sense of Humour of senior secondary school teachers” was **rejected**. It was concluded that with the increase in Sense of Humour scores of senior secondary school teachers, there will be no increase in Teacher Freezing scores and vice versa. This can be due to the reason that use of humour in the class room helps the teacher in increasing motivation and self-confidence among students as well as in creating a positive classroom atmosphere and thus, improving his own performance.

OBJECTIVE: 10

To study teacher freezing of secondary school teachers in relation to their high teaching competency and low teaching competency.

HYPOTHESIS:9

H0: There is no significant difference in teacher freezing of secondary school teachers in relation to their high teaching competency and low teaching competency.

H1: There is significant difference in teacher freezing of secondary school teachers in relation to their high teaching competency and low teaching competency.

The ‘t’ value of Teacher Freezing of Secondary School Teachers in relation to their High Teaching Competency and Low Teaching Competency is 19.048, which is significant at .01 level of significance. So the null hypothesis i.e. there is no significant difference in teacher freezing of secondary school teachers in relation to their high teaching competency and low teaching competency is rejected.

OBJECTIVE: 11

To study teacher freezing of secondary school male teachers in relation to their high teaching competency and low teaching competency .

HYPOTHESIS:10

H0: There is no significant difference in teacher freezing of secondary school male teachers in relation to their high teaching competency and low teaching competency.

H1: There is significant difference in teacher freezing of secondary school male teachers in relation to their high teaching competency and low teaching competency.

The 't' value of Teacher Freezing of Secondary School Male Teachers in relation to their High Teaching Competency and Low Teaching Competency is 12.679, which is significant at .01 level of significance. So the null hypothesis i.e. there is no significant difference in teacher freezing of secondary school male teachers in relation to their high teaching competency and low teaching competency is rejected.

OBJECTIVE: 12

To study teacher freezing of secondary school female teachers in relation their high teaching competency and low teaching competency.

HYPOTHESIS:11

H0: There is no significant difference in teacher freezing of secondary school female teachers in relation to their high teaching competency and low teaching competency.

H1: There is significant difference in teacher freezing of secondary school female teachers in relation to their high teaching competency and low teaching competency.

The 't' value of Teacher Freezing of Secondary School Female Teachers in relation to their High Teaching Competency and Low Teaching Competency is 11226, which is significant at .01 level of significance. So the null hypothesis .e. there is no significant difference in teacher freezing of secondary school female teachers in relation to their high teaching competency and low teaching competency is rejected.

OBJECTIVE: 13

To study teacher freezing of secondary school urban teachers in relation to their high sense of humour and low sense of humour .

HYPOTHESIS:12

H0: There is no significant difference in teacher freezing of secondary school urban teachers in relation to their high teaching competency and low teaching competency.

H1: There is significant difference in teacher freezing of secondary school urban teachers in relation to their high teaching competency and low teaching competency.

The 't' value of Teacher Freezing of Secondary School urban Teachers in relation to their High Teaching Competency and Low Teaching Competency is 6.218, which is significant at .01 level of significance. So the null hypothesis i.e. there is no significant difference in teacher freezing of secondary school urban teachers in relation to their high teaching competency and low teaching competency is rejected.

OBJECTIVE: 14

To study teacher freezing of secondary school rural teachers in relation their high teaching competency and low teaching competency

HYPOTHESIS: 13

H0: There is no significant difference in teacher freezing of secondary school Rural teachers in relation to their high teaching competency and low teaching competency.

H1: There is significant difference in teacher freezing of secondary school Rural teachers in relation to their high teaching competency and low teaching competency.

The 't' value of Teacher Freezing of Secondary School Rural Teachers in relation to their High Teaching Competency and Low Teaching Competency is 14.842, which is significant at .01 level of significance. So the null hypothesis i.e. there is no significant difference in teacher freezing of secondary school Rural teachers in relation to their high teaching competency and low teaching competency is rejected.

OBJECTIVE: 15

To study teacher freezing of secondary school teachers in relation their teaching competency.

HYPOTHESIS:14

H0: There is no significant relationship between teacher freezing and teaching competency of secondary school teaches.

H1: There is significant relationship between teacher freezing and teaching competency of secondary school teaches.

The 'r' value between mean scores of teacher freezness of secondary school students and teaching competency is -.046, which is not significant at 0.01 level of significance. So the null hypothesis i.e. there is no significant relationship between teacher freezing and teaching competency of secondary school teaches is accepted.

OBJECTIVE: 16

To study teacher freezing of secondary school teachers in relation to their extroversion personality and neuroticism personality.

HYPOTHESIS:15

H0: There is no significant difference in teacher freezing of secondary school teachers in relation to their extroversion personality and neuroticism personality.

H1: There is significant difference in teacher freezing of secondary school teachers in relation to their extroversion personality and neuroticism personality.

The 't' value of Teacher Freezing of Secondary School Teachers in relation to their Extroversion and Neuroticism Personality is .291, which is not significant at .01 level of significance. For the purpose of studying the difference between teacher freezing of secondary school students with extroversion and neuroticism personality, the following null hypothesis was formulated. There is no significant difference in teacher freezing of secondary school teachers in relation to their extroversion personality and neuroticism personality. To test the null hypothesis, mean, standard deviation, standard error of mean, t - value, degree of freedom and level of significance of the score of secondary school teachers obtained from teacher freezing scale was calculated with respect to Eysenck Personality Inventory. The result are presented table no. 4.15. from the table it can be observed that the t-value of was found significant 0.291 was not found significant at 0.01 and 0.05 level withdegree of freedom. It indicates that teacher freezing of secondary school teacher with extroversion and neuroticism personality does not differ significantly. So the null hypothesis that is there is no significant difference in teacher freezing of secondary school teacher in relation to their extroversion personality and neuroticism personality is accepted. Thus we can say that teacher freezing is not effected by extroversion and neuroticism personality.

OBJECTIVE: 17

To study teacher freezing of secondary school male teachers in relation to their extroversion personality and neuroticism personality.

HYPOTHESIS:16

H0: There is no significant difference in teacher freezing of secondary school male teachers in relation to their extroversion personality and neuroticism personality.

H1: There is significant difference in teacher freezing of secondary school male teachers in relation to their extroversion personality and neuroticism personality.

The 't' value of Teacher Freezing of Secondary School Male Teachers in relation to their Extroversion and Neuroticism Personality is .496, which is not significant at .01 level of significance. For the purpose of studying the difference between teacher freezing of secondary school students with extroversion and neuroticism personality, the following null hypothesis was formulated. There is no significant difference in teacher freezing of secondary school male teachers in relation to their extroversion personality and neuroticism personality. To test the null hypothesis, mean, standard deviation, standard error of mean, t - value, degree of freedom and level of significance of the score of secondary school teachers obtained from teacher freezing scale was calculated with respect to Eysenck Personality Inventory. The result are presented table no. 4.16. from the table it can be observed that the t-value of was found significant 0.496 was not found significant at 0.01 and 0.05 level withdegree of freedom. It indicates that teacher freezing of secondary school teacher with extroversion and neuroticism personality does not differ significantly. So the null hypothesis that is there is no significant difference in teacher freezing of secondary school male teachers in relation to their extroversion personality and neuroticism personality is accepted. Thus we can say that teacher freezing is not effected by extroversion and neuroticism personality.

OBJECTIVE: 18

To study teacher freezing of secondary school female teachers in relation their extroversion personality and neuroticism personality.

HYPOTHESIS:17

H0: There is no significant difference in teacher freezing of secondary school female teachers in relation to their extroversion personality and neuroticism personality.

H1: There is significant difference in teacher freezing of secondary school female teachers in relation to their extroversion personality and neuroticism personality.

The 't' value of Teacher Freezing of Secondary School Female Teachers in relation to their Extroversion and Neuroticism Personality is .062, which is not significant at .01 level of significance. For the purpose of studying the difference between teacher freezing of secondary school students with extroversion and neuroticism personality, the following null hypothesis was formulated. There is no significant difference in teacher freezing of secondary school teachers in relation to their extroversion personality and neuroticism personality. To test the null hypothesis, mean, standard deviation, standard error of mean, t - value, degree of freedom and level of significance of the score of secondary school teachers obtained from teacher freezing scale was calculated with respect to Eysenck Personality Inventory. The result are presented table no. 4.17. from the table it can be observed that the t-value of was found significant 0.291 was not found significant at 0.01 and 0.05 level withdegree of freedom. It indicates that teacher freezing of secondary school teacher with extroversion and neuroticism personality does not differ significantly. So the null hypothesis that is there is no significant difference in teacher freezing of secondary school teacher in relation to their extroversion personality and neuroticism personality is accepted. Thus we can say that teacher freezing is not effected by extroversion and neuroticism personality.

OBJECTIVE: 19

To study teacher freezing of secondary school urban teachers in relation their extroversion personality and neuroticism personality.

HYPOTHESIS:18

H0: There is no significant difference in teacher freezing of secondary school urban teachers in relation to their extroversion personality and neuroticism personality.

H1: There is significant difference in teacher freezing of secondary school urban teachers in relation to their extroversion personality and neuroticism personality.

The 't' value of Teacher Freezing of Secondary School Female Teachers in relation to their Extroversion and Neuroticism Personality is .062, which is not significant at .01 level of significance. For the purpose of studying the difference between teacher freezing of secondary school students with extroversion and neuroticism personality, the following null hypothesis was formulated. There is no significant difference in teacher freezing of secondary school teachers in relation to their extroversion personality and neuroticism personality. To test the null hypothesis, mean, standard deviation, standard error of mean, t - value, degree of freedom and level of significance of the score of secondary school teachers obtained from teacher freezing scale was calculated with respect to Eysenck Personality Inventory. The result are presented table no. 4.17. from the table it can be observed that the t-value of was found significant 0.291 was not found significant at 0.01 and 0.05 level withdegree of freedom. It indicates that teacher freezing of secondary school teacher with extroversion and neuroticism personality does not differ significantly. So the null hypothesis that is there is no significant difference in teacher freezing of secondary school teacher in relation to their extroversion personality and neuroticism personality is accepted. Thus we can say that teacher freezing is not effected by extroversion and neuroticism personality.

OBJECTIVE: 20

To study teacher freezing of secondary school rural teachers in relation their extroversion personality and neuroticism personality.

HYPOTHESIS:19

H0: There is no significant difference in teacher freezing of secondary school rural teachers in relation to their extroversion personality and neuroticism personality.

H1: There is significant difference in teacher freezing of secondary school rural teachers in relation to their extroversion personality and neuroticism personality.

The 't' value of Teacher Freezing of Secondary School Urban Teachers in relation to their Extroversion and Neuroticism Personality is .428, which is not significant at .01 level of significance. For the purpose of studying the difference between teacher freezing of secondary school students with extroversion and neuroticism personality, the following null hypothesis was formulated. There is no significant difference in teacher freezing of secondary school teachers in relation to their extroversion personality and neuroticism personality. To test the null hypothesis, mean, standard deviation, standard error of mean, t - value, degree of freedom and level of significance of the score of secondary school teachers obtained from teacher freezing scale was calculated with respect to Eysenck Personality Inventory. The result are presented table no. 4.17. from the table it can be observed that the t-value of was found significant 0.291 was not found significant at 0.01 and 0.05 level withdegree of freedom. It indicates that teacher freezing of secondary school teacher with extroversion and neuroticism personality does not differ significantly. So the null hypothesis that is there is no significant difference in teacher freezing of secondary school teacher in relation to their extroversion personality and neuroticism personality is accepted. Thus we can say that teacher freezing is not effected by extroversion and neuroticism personality.

OBJECTIVE: 21

To study the relationship between teacher freezing and personality of secondary school teachers.

HYPOTHESIS:20

HO: There is no significant relationship between teacher freezing and personality of secondary school teaches.

H1: There is significant relationship between teacher freezing and personality of secondary school teaches.

The 'r' value between mean scores of teacher freezness of secondary school students and personality is .214**, which is not significant at 0.01 level of significance. For the purpose for studying the relationship between teacher freezing and personality of secondary school teachers, the following null hypothesis was formulated' there is no significant relationship between teacher freezing and personality of secondary school teachers. A perusal of table 4.20 indicate that the coefficient of correlation between teacher freezing and personality is .214 which is significant that 0.01 level. So the null hypothesis the there is no significant relationship between teacher freezing and personality of secondary school teachers is rejected. The magnitude of r indicate positive correlation which mean that increase in

teacher freezing score leads to increase in personality scores and vice versa. This can be due to the reason that the personality behavior of extrovert and introvert secondary school teachers effect the aptitude, attitude and skills of a person. This result into effecting on teacher freezing .

SUGGESTIONS FOR FURTHER RESEARCH

No research is complete in itself. Every research conducted in any particular field has its own limitations. Generally one of the outcomes of conducting any research study is to generate avenues for further research. The present study also reopens many areas for carrying further research. Therefore, a few suggestions for further researches based on the experience of the present study are given below:

- 1) In the present study cross sections that have been investigated are male/female, rural,urban. Many other cross sectional comparisons of various other categories of teachers like teaching experience, socio economic status, teaching in government/private schools etc. may be carried out.
- 2) The present study was conducted on secondary school teachers only. For generalization of the findings, the study could be extended to the teachers teaching at other educational levels- elementary, senior secondary, and higher education.
- 3) Similar study can be conducted by taking teachers teaching to different groups i.e. schools meant for exceptional students with different level of learning etc.
- 4) 4The study may be conducted using other methodology, population and setting. Study must be conducted on large sample to find out a better generalization.
- 5) Further researches may be undertaken with a large sample covering more districts of Odisha, so as to make generalization about Teacher Freezing of secondary school teachers in relation to their Sense of Humour and Teaching Competency and Personality.
- 6) The present investigation is confined only to the teachers teaching in schools private school only. Similar study can be conducted by taking teachers teaching in government and semi government schools.
- 7) Research may be planned to develop projective tools for measuring the predictive variables undertaken in the present investigation.
- 8) Research may be undertaken to study the Teacher Freezing of secondary school students in relation to their emotional intelligence, academic qualification, Self-concept, teaching attitude etc.
- 9) In the present study, comparison was made on the samples of high and low group of teachers belonging to Sense of Humour and teaching competency only. It is suggested that a comparative study of high, average and low group of teachers belonging to Sense of Humour and teaching competency can be conducted.
- 10) In the present study, comparison was made on the samples of extroversion and neuroticism of teachers belonging to Personality only. It is suggested that a comparative study of introversion and psychoticism group of teachers belonging to Personality can be conducted.
- 11) The present study has been conducted by using the statistical techniques like ‘t’ test and ‘r’ correlation. Similar study can be conducted by using ANOVA, Multiple correlation etc.

CONCLUSION

Though the study had its limitations of time and space, yet it gives us some very interesting and useful findings. The results obtained have certain implications of practical values. In the field of education also, these findings have special implications for parents, students, teachers, education planners and other school personnel to enable them to utilize the experience and knowledge of the researcher. The findings of the present study have the following educational implicates: The contribution of teachers towards producing good quality of students cannot be

ignored. The performance of an individual teacher needs to be most responsive to change taking place in the society. There are various factors which are responsible for the Teacher Freezing of the teacher. Some of these factors are related to his teaching attitude, use of humour in the teaching, mastery in the subject and his personality. On the other hand, some of them are related with students learning, classroom environment and relationship with students etc. So, it is necessary to identify all those possible factors that lead to teacher's effective teaching competency. By controlling the factors that influence teachers' performance, the quality of education can be improved and teaching learning process can be more effective. Humour, by decreasing anxiety and stress can contribute to class unity and learning. So it should be an integral part of the class room teaching. The use of humour in the classroom can act as means for providing emotional support for student as well as for teacher himself/herself. Good Sense of Humour as a strong personality characteristic will allow teachers to improve interpersonal relationships with their peer teachers, principal and higher authorities. It was found that significant difference exists between the Teacher Freezing of teachers in relation to their Sense of Humour . So, school should encourage their teacher for effective use of humour during instruction and adequate facilities should be provided to them so that they can generate and present their content material in creative way. They should be motivated for effective use of humour which will help them to teach more effectively. Each and every individual has certain aspirations and goals in life which guide his activities in various types of activities. An individual with a high level of inspiration is one who believes an activity is useful and enjoyable. In the present study, it was found that mean Teacher Freezing score of male, female rural and urban teachers with high and low teaching competency significantly. Teachers with high Level of competency performed better than their counterparts. Teachers should be motivated to enhance their Level of teaching competency as it teachers predicts motivation for his Teacher Freezing. Counseling should be provided to those with low teaching competency to help them to enhance their level of teaching competency so that they may able to achieve their goals.

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