

TEACHER FREEZING OF SECONDARY SCHOOL TEACHERS IN RELATION TO THEIR LOCUS OF CONTROL

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ABSTRACT

The present study is an attempt to study the effect of locus of control on teacher freezing of secondary school teachers. Descriptive Survey Method was used. A sample of 320 senior secondary school teachers was taken on the basis of random sampling method. Teacher Freezing Scale by Taj Haseen (1996) and Locus of Control Scale (LCS) By Hasnain and Joshi (1992) were taken to assess the teacher freezing and locus of control of teachers. Mean, Standard Deviation, 't' test and Karl Pearson's Product Moment Coefficient Correlation were used to analyze the data. Findings of the study were: (i) Teachers having extrinsic locus of control have higher teacher freezing than those teachers with intrinsic locus of control; (ii) Male teachers having extrinsic locus of control have higher teacher freezing than those male teachers having intrinsic locus of control and (iii) Female teachers having extrinsic locus of control have higher teacher freezing than those female teachers having intrinsic locus of control.

Key words: Teacher freezing, locus of control, male, female, secondary school teachers.

Introduction

Teacher is the essential issue of all educational procedure and social turn of events and the country manufacturer too. The teacher shapes the predetermination of the country, by going about as an advertiser of progress, director of preparing, sources and benefactor of information. The youngsters are affected the most by their teachers. Teacher's personality and conduct leave permanent impacts on the youthful personalities of the understudies. So he should be able and capable enough to shape the eventual fate of the individuals who are his understudies. The nature of education to a great extent relies on the nature of the teacher who is required to be a super authority in his field.

Teacher Freezing

Teacher freezing is a term utilized not to allude to teacher's powerlessness, however to mean the general unused, underused and deteriorated scholarly, mental, social, physical and moral possibilities of teachers. Teacher freezing is characterized as a negative mental encounter which is result or the responses to work related pressure. It relates to sentiments experienced by individuals whose employments require rehashed introduction to sincerely charged social circumstances. Teacher freezing is a continuous issue in around the world. The job of a cutting edge teacher is very unique in relation to what it was in a customary study

hall. A teacher is presently required to be unquestionably progressively responsive in his methodology. A teacher needs to assume different jobs and save the essential estimations of life. The 44th President of U.S.A (Barrack Husain Obama) in his pledge taking function conveyed a discourse on teacher education;

"Teachers, who are on the vocation ways to turn out to be better teachers, create themselves professionally- they should pay greatness more. On the issue of education-teachers are the good example for the general public. Teachers are remarkably disappointed about how their presentation is surveyed and their own exhibition, however the schools execution for the most part. So they are put to the tests constantly. What I have said is that we ought to have the option to get from teachers in wording how to quantify progress. Each teacher I think needs to succeed and in the event that we give them pathway to professional turn of events, where we are making expert teachers, they are assisting with apprenticeships for youthful new teachers, they are engaged with an assortment of different exercises, that are truly increasing the value of the schools and afterward we ought to have the option to give them more cash for it. They can't be judged essentially on state administered tests that don't consider whether kids are set up before they get the opportunity to school or not".

Teacher Freezing and teacher stress:

Numerous examinations on teacher freezing have been likening worry with burnout. In the present serious world pressure is a hard truth of educating. Reaction of an individual chooses whether the pressure is gainful or hurtful. For instance, if the endeavors to address understudy's issues builds the nature of a teacher and gives him work fulfillment, it implies that the impacts of pressure are advantageous. In any case, on the off chance that enthusiastic and physical ailments are appeared by the teacher, at that point the pressure is hurtful and may come full circle into freezing.

Various investigations have been endeavoring to clarify freezing by basically identifying the numerous anxieties which teachers may experience. The blunder is maybe inspired mostly by the craving for information. Since for all intents and purposes no hard information on teacher freezing is accessible, information on teacher stress are often subbed. Besides, it is because of the understood and mistaken presumption that a focused on teacher unavoidably turns into a freezed out teacher.

Be that as it may, well known records of teacher burnout have picked not to clarify the way toward freezing, but instead to just show it's generally recognizable and prompt precipitants, without considering the whole social, mental, political and verifiable setting.

Almost certainly, teacher burnout has consistently been near, disguising in the past under marks like employment disappointment, work uneasiness and laborer estrangement. Indeed, even in 1932, Walter portrayed how social weights, requirement for consistent thoughtfulness regarding bigger number of understudies in classes leveled out, and aloneness and disconnection were adequate to recoil spirit of a teacher.

Locus of Control

Locus of control is a person's conviction in regards to the reasons for their encounters and the components to which that individual qualities achievement or disappointment (Njus and Brockway, 1999). This can either be inward or outer (Rotter, 1966). In the event that an individual has an inside locus of control, that individual credits accomplishment to their own exertion and capacities (Tella et al., 2009). An individual who hopes to succeed will be increasingly persuaded and bound to learn. This individual will search out data and is bound to have great investigation propensities and a positive scholarly mentality. An individual with an outside locus of control then again, will be more averse to put forth the attempt to learn since the person in question qualities their prosperity to karma or destiny. According to scholastic accomplishment, inward were bound to accept that the accomplishment was identified with their capacity and disappointment identified with an absence of exertion (Thelma, 1998). He clarifies that on the opposite finish of the continuum were the facades that were bound to dismiss duty regarding disappointment. "A locus of control direction is a conviction about whether the results of our activities are dependent upon what we do (inward control direction) or on occasions outside our own control (outer control direction)." It is likewise essential to take note of that locus of control is a continuum. Nobody has a 100 percent outside or inside locus of control. Rather, the vast majority lie some place on the continuum between the two limits.

Those with an internal locus of control:

- Are bound to assume liability for their activities
- Tend to be less affected by the assessments of others
- Often improve at assignments when they are permitted to work at their own pace.
- Usually have a solid sense of self adequacy
- Tend to strive to accomplish the things they need
- Feel certain about the essence of difficulties
- Tend to be truly more advantageous
- Report being more joyful and progressively autonomous
- Often make more prominent progress in the work environment

Those with an external locus of control:

- Blame outside powers for their conditions
- Often credit karma or chance for any victories
- Don't accept that they can change their circumstance through their own endeavors
- Frequently feel miserable or frail despite troublesome circumstances
- Are progressively inclined to encountering learned powerlessness.

Inner locus of control is often utilized equivalently with "self-assurance" and "individual office." Research has recommended that men will in general have a higher interior locus of control than ladies and that locus

of control will in general become progressively inward as individuals become more seasoned. Specialists have discovered that, when all is said and done, individuals with an inner locus of control will in general be in an ideal situation.

Review of Literature

Saikia and Goswami (2010) examined that teacher freezing had seen school hierarchical atmosphere as its critical relate at secondary stage. It is additionally uncovered that school atmosphere had an extremely solid bearing to make teachers increasingly powerful. Massey (2011) found a critical connection between work fulfillment and teacher freezing existed in the teachers of secondary schools. Jeloudar and Lotfi-Goodarzi (2012) found that there were significant difference between teachers' interior locus of control and their scholarly degree levels. Betoret (2013) showed the moderator role played by locus of control in the relationship between teacher psychological needs and the so-called core of engagement (vigor and dedication). Chabra and Singh (2013) found that teacher teachers displayed moderate freezing and further they contrasted altogether based on capabilities. Hitaishi (2014) discovered that there was significant relationship between teacher freezing and various components of organizational climate. Dhull and b Poonam (2015) showed that the male teachers had all the more freezing in examination of female teachers. Further the government teachers had all the more freezing in examination of private teachers. Melekeowei (2015) showed teacher locus of control had significant relationship with teacher effectiveness.

Ahluwalia and Preet (2016) revealed that teachers working in public universities carry internal locus of control. Bitsadze, & Japaridze (2016) revealed that Georgian teachers with internal locus of control are less likely to become professional burnout victims. Ogolla, Aloka, & Raburu (2016) indicated that there was a statistically significant difference in stress management scores for locus of control. Devi, & Saravanakumar (2017) find out whether teachers' locus of control is external / internal and their level of ability to bring out success on the part of the learners at Higher Secondary level into present context. Jena (2018) found that here exists a critical distinction in teacher freezingness of male and female science teachers. Male science teachers have less teacher freezingness in contrast with female science teachers, reason being that the male teachers have more level of support, association and obstruction in showing calling in examination of female teachers. Rashtchi and Mashhoo (2019) showed that self observer teachers were more intelligent than extravert teachers, while extravert teachers were less inclined to freezing. Sharma (2020) showed a critical negative relationship between's teacher duty and educator freezing.

Need and Significance of the Study

It is generally acknowledged by researchers and other concerned researchers of various fields, for example, educationists, humanist, analysts, strategy producers, government officials, directors and so on that in our nation there is a phenomenal requirement for compelling instructs to lead the huge numbers of school kids and young people. Teachers freezing can contribute altogether in improving standard of the education. For perceiving a decent teacher, it gets fundamental to distinguish and evaluate some of significant examples of teacher attributes basic teacher conduct. The education framework gives chances to professional just as

corner improvement. It scarcely offers activity for imaginative and innovative work. It comes up short on the best possible direction in idea development, procedures and the alluring worth framework to satisfy their job and duties. Subsequently the teachers are building up an impassive and uncaring disposition towards their profession. Absence of eagerness and enthusiasm among teacher in execution of their obligations and their powerlessness to enhance in the new acts of instructing just as exploration is evidently perceptible. At the end of the day we can say that today the teachers are solidified. They are not, at this point focused on their profession. Different partners of education viz. academicians, chairmen, guardians, network and understudies grumble of teachers dormancy, detachment and lack of concern as the primary driver for decaying gauges of education. This conviction is likewise enhanced by survey of writing.

Locus of control has been the focus of much research. Locus of control may help to explain much about one's perceived stress in the workplace. If a teacher is feeling stressed in the workplace but feels that they have no control over this stress, it is more likely that they will be impacted more negatively by this stress. Teachers who feel they are more freeze out have been found to have an external locus of control. They felt like they have fewer coping strategies or perceived past reinforcement strategies as outside their control (Lunenburg & Cadavid, 1992).

On the other hand, there are teachers who believe they control what happens in their lives, those with internal locus-of-control, report lower anxiety and higher self esteem (Schultz, 2001). These teachers are less negatively impacted by stress in the workplace than teachers with an external locus of control. This appears to be because they are more apt to attempt to change whatever is causing the stress (Rydell & Henricsson, 2004).

In regular daily existence the teachers experience the ill effects of a ton of stress and pressures. Today teachers are progressively being troubled. Silliness is one of the methods which are utilized by individuals to adapt to pressure. It can remove an individual from melancholy and improves one feel and can have a critical beneficial outcome on your life. Diversion is significant as it assumes a critical job in the well considerate in profession of education. This examination to research job of amusingness in teacher's freezing.

Thusly the appropriateness between training style and personality will prompt the viability of encouraging this requires the examiner to embrace concentrate on teacher freezing corresponding to their locus of control, sense of amusingness and personality. The current examination endeavors, to discover the connection between these needy and autonomous factors. The current investigation endeavors, to discover the connection between these needy and free factors.

STATEMENT OF THE PROBLEMS:

A STUDY OF TEACHER FREEZING OF SECONDARY SCHOOL TEACHERS IN RELATION TO THEIR LOCUS OF CONTROL

OBJECTIVES OF THE STUDY:

1. To study and compare teacher freezing of high locus of control and low locus of control secondary school teachers.
2. To study and compare teacher freezing of high locus of control and low locus of control of male secondary school teachers.
3. To study and compare teachers freezing of high locus of control and low locus of control of female secondary school teachers.

HYPOTHESES

1. There is no significant difference in teacher freezing of high locus of control and low locus of control secondary school teachers.
2. There is no significant difference in teacher freezing of high locus of control and low locus of control of male secondary school teachers.
3. There is no significant difference in teacher freezing of high locus of control and low locus of control of female secondary school teachers.

RESEARCH DESIGN

The present study aims at examining the teacher freezing of secondary school teachers in relation to their locus of control. Consequently, teacher freezing has been taken as the dependent variable, while locus of control has been taken as independent variables. Hence, descriptive survey method has been used in the present study.

POPULATION AND SAMPLE

All teachers teaching in secondary schools of Rohtak and Sonipat district constituted the population of the study for the present investigation. A sample of 320 secondary school teachers was taken as a sample

TOOLS USED

1. Teacher Freezing Scale by Taj Haseen (1996)
2. Locus of Control Scale (LCS) By Hasnain and Joshi (1992)

STATISTICAL TECHNIQUES USED

In order to analyse the data, differential statistical techniques such as mean, standard deviation and 't'-ratio were employed and to measure the significant difference among groups.

Analysis of Data

Table: 1

Comparison of mean scores of teacher freezing of high locus of control and low locus of control secondary school teachers

Locus of Control	N	Mean	SD	t-value
Teachers with Intrinsic LOC	197	234.81	33.52	12.927**
Teachers with Extrinsic LOC	80	290.31	29.37	

*** Significant at 0.01 level**

Table 1 indicates that the mean scores of teacher freezing of secondary school teachers according to locus of control. It indicates that the mean scores for teachers belonging to intrinsic locus of control and for teachers having extrinsic locus of control are 234.81 and 290.31 respectively. The 't' value comes out to be (12.927) which is significant at 0.01 level. It may be established that teachers having extrinsic locus of control (290.31) have significantly higher teacher freezing than the teachers having intrinsic locus of control (234.81). As a result, the "null hypothesis, "there is no significant difference in teacher freezing of high locus of control and low locus of control secondary school teachers" is not retained. It means that teachers having extrinsic locus of control have higher teacher freezing than those teachers with intrinsic locus of control.

Table: 2

Comparison of mean scores of teacher freezing of high locus of control and low locus of control of male secondary school teachers

Locus of Control	N	Mean	SD	t-value
Male teachers with extrinsic locus of control	32	246.53	28.60	5.292**
Male teachers with intrinsic locus of control	104	217.64	26.50	

*** Significant at 0.01 level**

Table 2 shows that the mean scores of teacher freezing of male secondary school teachers according to locus of control. It indicates that the mean scores for teachers having extrinsic locus of control and for male teachers having intrinsic locus of control are 246.53 and 217.64 respectively. The 't' value comes out to be (5.292) which is significant at 0.01 level. It may be established that male teachers having extrinsic locus of control (246.53) have significantly higher teacher freezing than the male teachers having intrinsic locus of control (217.64). As a result, the "null hypothesis, "There is no significant difference in teacher freezing of high locus of control and low locus of control of male secondary school teachers" is not retained. It means that male teachers having extrinsic locus of control have higher teacher freezing than those male teachers having intrinsic locus of control.

Table: 3**Comparison of mean scores of teacher freezing of high locus of control and low locus of control of female secondary school teachers**

Personality traits	N	Mean	SD	t-value
Female teachers with extrinsic locus of control	38	270.97	35.60	8.092**
Female teachers with intrinsic locus of control	93	224.01	27.64	

* Significant at 0.01 level

Table 3 shows that the mean scores of teacher freezing of female secondary school teachers according to locus of control. It indicates that the mean scores for teachers having extrinsic locus of control and for female teachers having intrinsic locus of control are 270.97 and 224.01 respectively. The 't' value comes out to be (8.092) which is significant at 0.01 level. It may be established that female teachers having extrinsic locus of control (270.97) have significantly higher teacher freezing than the female teachers having intrinsic locus of control (224.01). As a result, the "null hypothesis, "There is no significant difference in teacher freezing of high locus of control and low locus of control of female secondary school teachers" is not retained. It means that female teachers having extrinsic locus of control have higher teacher freezing than those female teachers having intrinsic locus of control.

FINDINGS OF THE STUDY

1. It was noted that there is a significant difference in teacher freezing of high locus of control and low locus of control secondary school teachers. Teachers having extrinsic locus of control have higher teacher freezing than those teachers with intrinsic locus of control.
2. It was noted that there is a significant difference in teacher freezing of high locus of control and low locus of control of male secondary school teachers. Male teachers having extrinsic locus of control have higher teacher freezing than those male teachers having intrinsic locus of control.
3. The present study stated that there is a significant difference in teacher freezing of high locus of control and low locus of control of female secondary school teachers. Female teachers having extrinsic locus of control have higher teacher freezing than those female teachers having intrinsic locus of control.

DISCUSSION OF RESULTS

In the present study it, has been found that there is a significant difference in teacher freezing of teachers regarding to locus of control. Teachers having extrinsic locus of control have higher teacher freezing than those teachers with intrinsic locus of control. This result is supported by the findings of **Murat (2003)**, **Jeloudar and Lotfi-Goodarzi (2012)** and **Sharma (2020)** who also found that teachers with extrinsic locus of control have higher teacher freezing than those teachers with intrinsic locus of control.

CONCLUSIONS

The study in hand showed a significant difference in teacher freezing of teachers having intrinsic and extrinsic locus of control. Teachers having intrinsic locus of control were found to be less freezed than the teachers having extrinsic locus of control. The same results were found in case of gender, both male and female teachers having intrinsic locus of control were found to be less freezed than those teachers having extrinsic locus of control

On the basis of this study it can be concluded that teacher freezing is positively correlated with extrinsic locus of control and intrinsic locus of control has negative and significant correlation with the teacher freezing. It may be concluded that if good aspects of locus of control improves, teacher freezing decreases.

In the present study, extrinsic locus of control was found to be special predictor of teacher freezing. Special seminar/conferences/ workshops should be organized in the school time to time to enhance intrinsic locus of control among teachers. So that feeling of freezing among teachers may be stay away.

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