EFFECT OF MEDIUM OF INSTRUCTION ON TEACHER FREEZNESS OF HIGHER SECONDARY SCHOOL TEACHERS

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ABSTRACT

The present study was conducted to investigate teacher Freezness of Higher Secondary School Teachers. The aim of the study was to find out the effect of medium of instruction on teacher Freezness of higher secondary school teachers. Teacher Freezness Scale Constructed and standardised by Taj (1996) was administered on 120 English & Hindi Medium Higher Secondary School Teachers belonging to Bhilai Nagar district Durg of Chhattisgarh. The result revealed that medium of instruction significantly affects Freezness among Teachers. English medium school teachers were found to be more freezed than hindi medium school teachers and male teachers were found to be more freezed than their counterparts female teachers.

KEYWORDS: Teacher Freezness, Medium of Instruction, Secondary School Teachers

INTRODUCTION

In ancient days the place of teachers in the society was very respectable. They had professional ethics. However, after independence bad Govt. policies gradually made the teacher’s place in the society deplorable. They were paid meagre salaries, enjoyed less modern facilities and got low respect in the society Management, administrators and leaders gave no importance & respect to these teachers, Usually a teacher after joining his job, never got any promotion in his life. They were provided with meager facilities and benefits. Large percentage of teachers were stagnated which resulted in disinterest toward the job and developed low attitude towards this noble profession.

Offlate teachers are being held responsible for deteriorating standards in Education by the parents, students, academicians and administrators. It is believed that they are indifferent towards their job, the lack enthusiasm and ability to innovate in teaching & research. Teacher student relationship has become strained.

Teachers are said to be lacking dedication and gaining professionalism. Knowledge is growing at a tremendous pace. Most of what was useful teaching twenty years ago is practically outdated today. It is necessary for the teachers to use their experience, competency & effectiveness in the field of teaching to effectively change themselves. They must chop off the deadwood of the outdated knowledge and update it.

The success of education systems mainly depends upon the competence and effectiveness of its teachers. It requires subject knowledge and pedagogical knowledge as well as performance of skills. But sometimes they become lethargic and do not use their potentialities. The term teacher freezing covers over all unused, underused and stagnated intellectual, psychological, social, physical and moral potentialities of teachers. It results in not bringing out the best out of the students and schools.

Factors Causing Teacher Freezness are
• Too much burden and complexity of task
• The conflict of old methods with the new ones.
• Poor environment and working condition
• Mental or Physical illness of Teacher
• Lack of proper motivation and interest
• Low job satisfaction


Kumar (2006) found that low job satisfied teacher educators were more freezed than high job satisfied teacher educators. Massey (2010) investigated that sex, type of school and significantly experience of teachers affect teacher freezness and its dimensions.

A number of studies measured teaching competency, teacher effectiveness change proneness and teacher innovativeness. A very innovative study was done by Taj (1996) of Bangalore to find out the freezness among school teachers. Kumar (2006) studied impact of Job satisfaction on teacher freezness and massey studied effect of sex & type of school on teacher freezness. Hence, a step is taken by the investigator to study the impact of medium of instruction on teacher freezness.

OBJECTIVES

The study aimed to achieve the following three objectives

• To find out the effect of medium of instruction on the teacher freezness of higher secondary school teachers.
• To find out the difference between teacher freezness of English and Hindi Medium Higher Secondary School male teachers.
• To find out the difference between teacher freezness of English & Hindi medium Higher Secondary School Female teachers.

HYPOTHESES

The hypotheses framed to test the effect of medium of instruction and gender on teacher freezness of secondary school teachers are as under:

**H1:** There exists no significant difference between teacher freezness of English & Hindi medium higher secondary teachers.

**H2:** There exists no significant difference between teacher freezness of English and Hindi Medium Higher Secondary School Male Teachers.

**H3:** There exists no significant difference between teacher of freezness English and Hindi Medium Higher Secondary School Female Teachers.
METHODOLOGY

Sample
The research study was carried out on 120 higher secondary school teachers. Adopting random sampling method a sample of 120 teachers (60 Male & 60 Female) was taken from English and Hindi Medium Higher Secondary School of Steel City, Bhilai Nagar.

Tool
Teacher freezness scale constructed and standardized by Taj (1996) was used to measure the teacher freezness of higher secondary school teachers.

RESULTS & DISCUSSIONS
Keeping in view the objectives of the study Mean, Standard, Deviation and ‘t’ values were calculated. The obtained result is presented as follows:

Table 1: Mean, Standard Deviation and ‘t’ Value of English and Hindi Medium School Teachers on Teacher Freezness

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Groups</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>t-Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>English Medium School Teacher</td>
<td>60</td>
<td>268.89</td>
<td>12.04</td>
<td>5.82</td>
</tr>
<tr>
<td>2</td>
<td>Hindi Medium School Teacher</td>
<td>60</td>
<td>220.78</td>
<td>62.89</td>
<td></td>
</tr>
</tbody>
</table>

df = 118, P <.01, Significant.

The table 1 shows that the ‘t’ value between mean scores of English and Hindi medium school teachers on teacher freezness is 5.82 which is significant at .01 level of significance. This shows that English medium school teachers are significantly more freezed than Hindi Medium School teachers. The reason may be that their job does not provide opportunity to explore their potential which matches their psyche.

Table 2: Mean, Standard Deviation and ‘t’ Value of Male Teachers of English and Hindi Medium Schools

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Groups</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>t-Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>English Medium Male Teachers</td>
<td>30</td>
<td>273.41</td>
<td>42.97</td>
<td>3.388</td>
</tr>
<tr>
<td>2</td>
<td>Hindi Medium Male Teachers</td>
<td>30</td>
<td>228.98</td>
<td>57.55</td>
<td></td>
</tr>
</tbody>
</table>

df = 58, P <.05, Significant.

It is clear from table no. 2 that the mean of English medium male teachers and Hindi medium male teachers are 273.41 and 228.98 and corresponding standard deviations are 42.97 and 57.55. To check the significance of the difference between the means ‘t’ test was applied. The ‘t’ value for the degree of freedom 58, is 3.388, which is significant at .05 level of significance. It means male teachers of English Medium are more freezed than Hindi medium.

Table 3: Mean, Standard Deviation and ‘t’ Value of Female Teachers of English and Hindi Medium Schools

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Groups</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>t-Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>English Medium Female Teachers</td>
<td>30</td>
<td>264.87</td>
<td>51.11</td>
<td>2.765</td>
</tr>
<tr>
<td>2</td>
<td>Hindi Medium Female Teachers</td>
<td>30</td>
<td>221.96</td>
<td>67.93</td>
<td></td>
</tr>
</tbody>
</table>

df = 58, P <.05, Significant.

Table 3 indicates that the mean of English medium female teacher and Hindi medium female teachers are 264.87 and 221.96 and corresponding standard deviations are 51.11 and 67.93. To find out the significance of difference between two mean ‘t’ value was calculated. Obtained ‘t’ value for degree of freedom 58 is 2.765 which is significant at .05 level of significance. It indicates that female teachers of English medium are more freezed than female teachers of Hindi medium school. Lack of motivation may be the reason behind the more freezness of male teachers.
CONCLUSIONS

The present study was focused on the teacher freeze of English & Hindi medium higher secondary school teachers. The result reveals that teachers of English medium schools whether male or female are more freezeed than Hindi medium school teachers. The reason of more freeze of English medium school teachers could be attributed to institutional environment and work culture. Discipline and co-curricular activities are more burdened in English medium schools that may be one of reasons for their freeze.

REFERENCES