

A STUDY OF DIFFERENCE BETWEEN TEACHER FREEZING, ORGANISATIONAL COMMITMENT & JOB SATISFACTION OF MALE & FEMALE SECONDARY SCHOOL TEACHERS

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Abstract :- The researcher made an attempt to study the difference between teacher freezing, organizational commitment & job satisfaction of male & female secondary school teachers. The study reveals that there is no significant difference between teacher freezing, job satisfaction of male & female secondary school teachers but organisational commitment of male & female secondary school teachers differ significantly.

1.0 Introduction :- Education is the process of learning and changing of behaviour as a result of training, schooling and other experience.

An effective teacher is indispensable even in the most equipped system of education. A teacher who is effective may have the way for progressive and productive society. However the entire edifice of education is shaky if teacher is weak and ineffective. An effective teacher is amongst the foremost factor contributing to educational improvement.

1.1 Teacher's freezing :- The term teacher freezing does not refer to teacher in ability but mean the overall unused under used and stagnated intellectual, psychological, social, physical and moral potentialities of teachers. Teachers freezing will have the effect not only on the equality of students and school but also it will have far reaching in sequences. The objective of the study was to compare the teacher freezing of secondary school teacher of financed and non-financed institution. Academicians, administrators, parents, community and student's community complain of teacher's lethargy and apathy and indifference as the main cause for deteriorating students in education. The present study is a fresh attempt in this direction not only to investigate the teacher's inability in teaching research but also to identify the other aspects which go on a long way in making them ineffective teacher. Haseen Taj (1998) teacher freezing was accessed with the help of freezing scale as developed a significant relationship was found between teacher freezing of secondary school teachers.

1.2 Job Satisfaction :- Job Satisfaction is how much extent an individual is satisfied with his or her job. Scholars and human resource professionals generally make a distinction between affective job satisfaction and cognitive job satisfaction. Affective job satisfaction is the extent of pleasures emotional feelings individual's have about their jobs overall and is different to cognitive job satisfaction which is the extent of individual's satisfaction with particular facts of their job, such as pay, pension arrangement, working hours and numerous other aspects of their job satisfaction of school employees may be related to personal characteristic, such as age, gender and years of experience.

1.3 Organizational commitment :- Organizational commitment is considered to be a bond or linking of the individual to the organization. It has been attitudinal or affective. Attitudinal organizational commitment is defined as the relative strength of an individual's identification with and involvement in a particular organization. Conceptually it is characterized by at least three factors.

- (a) A strong belief in and acceptance of the organization's goals and values.
- (b) A willingness to exert considerable efforts on behalf of the organization.
- (c) A strong desire to maintain membership in organization. It can be measured by a scale developed by Mowday & his colleagues.

Organisational commitment is defined as a state in which an employee identifies with a particular organization and its goals and wishes to maintain membership in the organization.

2.0 Objective of the study :-

- (1) To study the difference between teacher freezing of male & female secondary school teachers.
- (2) To study the difference between job satisfaction of male & female secondary school teachers.
- (3) To study the difference between organizational commitment of male & female secondary school teachers.

3.0 Hypothesis :-

Following null hypothesis were being formulated for the present study :-

1. There exists no significant difference between teacher freezing of male & female secondary school teachers.
2. There exists no significant difference between job satisfaction of male & female secondary school teachers.
3. There exists no significant difference between organisational commitment of male & female secondary school teachers.

2.0 Sampling :- In the present study a sample of secondary school teacher's teaching in secondary schools of Kurukshetra district of Haryana state has been selected by simple random sampling technique.

3.0 Research Tools :- The selection of tools appropriate for particular study depend upon various consideration such as objective of the study, the amount of time at the investigators disposal, availability of suitable test, to secure and to interpret the results and the like. Taking these factors into consideration the tools used in the present study are :-

- (1) Teacher freezing scale developed by Hasan Taj (1998).
- (2) Job Satisfaction scale by Meera Dixit (1993).
- (3) Organisational commitment scale by Hyde & Roy (1992).

4.0 Data Collection & Scoring :- Teacher freezing questionnaire & job satisfaction & organisational commitment questionnaire were administered on selected sample by the researcher. The educators were given necessary instructions before allowing them to answer the questionnaire. The meaning of terms & items which the students could not understand if any were explained to them. The students were also that confidentially would be maintained. The scoring of teacher freezing scale was done under the five points scale namely, always, many times, sometimes, rarely & never. The scale was given arbitrary weights, for each scale point as follows : Always point was given (1) credit and never was scored (5) credit and three middle were given 2,3,4 in ascending order from lower to higher limits.

5.0 Scoring the job satisfaction scale :-

Scoring is on five point scale from one to five (1 to 5). For the response of "strongly agree" scoring is 1 and for "Disagree" it is 2, for 'undecided' 3 marks are allotted and for "Agree" score is 4 and for strongly disagree it is 5.

Scoring of Organisational Commitment :

Scale :- Each item or statement should be scored 5 for strongly agree (SA) 4 agree (A), 3 for neutral 2 for disagree (D), 1 for strongly disagree (SD).

6.0 Analysis & Interpretation of Data :-

(1) Difference between mean teacher freezing scores of male & female secondary school teachers. Mean teacher freezing scores of male & female secondary school teachers are 306.04 & 303.93 with S.D. 22.245 and 26.03 respectively. The calculated t-value comes out to be 0.533 is not significant at 0.05 level as significance it means that teacher freezing of male secondary school teachers did not differ significantly as compared to female secondary school teachers.

Table : 1

Group	N	Mean	S.D	S. Ed.	t-ratio	level of significance
Male	75	306.04	22.245	3.954	0.533	P < 0.05
Female	75	303.93	26.037			

** Not Significant at df/148 at 0.05 level of significance = 1.98

Table : 2

Significance of difference between mean job satisfaction scores of male & female secondary school teachers.

Group	N	Mean	S.D	S. Ed.	t-ratio	level of significance
Male	75	120.77	27.760	5.10	1.35	P < 0.01
Female	75	127.68	34.369			

* * Not Significant at df/148 at 0.05 level of significance = 1.98

From this table it is clear that job satisfaction of male secondary school teachers did not differ significantly as compared to female secondary school teachers.

Table : 3

Significance of difference between mean organisational commitment scores of male & female secondary school teachers.

Group	N	Mean	S.D	S. Ed.	t-ratio	level of significance
Male	75	111.69	14.690	3.094	8.6	P < 0.05
Female	75	85.05	22.406			

* Significant at df/48 at 0.05 level of significance = 1.98

This table indicates that organisational commitment of male secondary school teachers differ significantly as compared to female secondary school teachers.

7.0 Results of the Study and Educational Implications :-

1. Teacher freezing of male teachers did not differ significantly as compared to female secondary school teachers.
2. Job Satisfaction of male teachers did not differ significantly as compared to female secondary school teachers.
3. Organisational commitment of male teachers differ significantly as compared to female secondary school teachers.
4. Thrust should be laid on acquiring new knowledge & information. Utilization of electronic aids in teaching-learning process should be encouraged. Training should be provided regularly to teachers as regards the use of electronic aids, such as internet and computers. Infrastructure should be enriched & provided in secondary schools.
5. Orientation programmes & refresher courses should be organized for secondary school teachers. Teachers should be motivated to take initiative in organizing orientation programmes for exchange of new ideas secondary school teachers should be encouraged to seminars & conferences.

8.0 References :-

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