Teachers Freezing Among Higher Education Teachers In Relation To Their Personality

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Abstract:
Examining the connection between higher education teachers' personalities and teacher freezing was the aim of this study. A sample of 200 higher education teachers laid the ground work for the current inquiry.On basis of random sample, the descriptive survey approach was employed. The teacher freezing and personality traits of teachers were evaluated using the Teacher Freezing Scale by Haseen Taj and the Introversion-extroversion Inventory by P.F. Aziziz and Rekha Gupta. The data was analysed applying correlation, mean, S.D., and t test. The key findings of the study were that instructors' freezing behaviour is not much influenced by their gender or the extroversion - introversion dimensions of their personalities.
Keywords: Teacher freezing, personality, extrovert, introvert, higher education teachers.

I.   Introduction Of Study

When teachers become inactive,taken no interest in innovation or teaching ,unexited to taken challenges or find it difficult to act in complex classroom situations—often as a result of stress, uncertainty, or pressure—this is referred as "teacher **freezing.**" As a result,student participation,classroom management, and overall teaching efficacy affected.

Teachers' reactions to such circumstances are greatly influenced by their **personality** traits, particularly their extraversion and introversion dimension. It may be simpler for extraverted teachers—who are generally gregarious, vivacious, and self-assured—to deal with disruptions in the classroom, actively interact with students, and bounce back from stressful situations. Conversely, teachers who are introverted—that is, more reserved, introspective, and less talkative—may freeze more frequently, particularly under pressure or in unexpected circumstances. Nonetheless, organized, well-thought-out teaching methods and strong student relationships are areas in which introverted educators frequently shine.

II.   Review Of Related Literature

Peherkar Amruta Gorakshanath (2024), Study indicates that Personality of CBSE and MSB Sr. Secondary school teachers has been found equal. The personalities of the male and female teachers at CBSE and MSB Senior Secondary Schools do not differ significantly. Therefore, it has been determined that the personalities of the male and female teachers at CBSE and MSB Senior Secondary Schools are equivalent. In accordance with the coefficient of correlation, there is no meaningful connection between MSB Sr. Secondary Teachers' Freezing as well as sense of humour. The correlation coefficient of 0.048 is not significant at the 0.01 level of significance.

There is no evident correlation between the personalities of male and female teachers in CBSE Senior Secondary Schools and Teacher Freezing.

Basu, Susmita (2021), The results of this study show no correlation between the neuroticism trait and the tendency of teachers to freeze. Extraversion and openness to experience traits do not significantly correlate with a teacher's propensity for freezing. This hypothesis is disproved as conscientiousness and agreeableness traits are significantly correlated with teachers' propensity to freeze. Considering the strong correlation between teachers' satisfaction with their jobs and their neuroticism attribute, this hypothesis is disproved. Since

extraversion and neuroticism are both found to be significant predictors of freezing proneness, the hypothesis is rejected. Higher levels of freezing proneness are negatively correlated with lower neurotic tendencies.

Bhartiya, Vijender (2018), This study demonstrated There are however no notable distinctions between secondary school male & female instructors with extroverted and neurotic personalities when pertains to teacher freezing. Therefore, we can conclude that extroversion and neuroticism have no effect on teacher's freezingness. Additionally, this is identified about considerable association between instructor freezing and personality. Therefore, the null hypothesis—that no meaningful correlation b/w sr. school instructor's personalities as well as teacher freezing is disproved. A positive association is indicated by the magnitude of r, meaning that higher teacher freezing scores result in higher personality scores and vice versa.

Prakash, Singh, Yadav (2016), According to the study's findings, there are notable differences between introverted and extrovert personalities and professional's commitment level. There are no obvious differences b/w professional commitment & introverted personality (male or female). Professional commitment and extrovert personality (male and female) are found to differ widely from one another. Male introverted and extrovert personalities and professional commitment differ greatly from one another. There is no discernible difference between the introverted and extrovert personalities of women and their professional commitment.

Poonam (2015), The study indicates that there is a substantial distinction between teachers with neurotic as well as extrovert personalities when it relates to freezing. It was discovered that professors with extrovert personalities were less frozen than those with neurotic personalities. The investigation found no significant variance in teacher freezing between male and female secondary school teachers.Neuroticism (a personality trait) and teacher freezing were found to be significantly and favourably correlated. Teachers who are neurotic exhibit higher levels of teacher freezing. One interpretation is that teachers will freeze more if they are more neurotic, and vice versa. There was no discernible correlation between instructor freezing and extroversion, personality trait. It was discovered that organisational atmosphere and personality traits were significant but not very good indicators of teacher freezing.

III.   Statement Of The Problem

Teachers Freezing among Higher Education Teachers in relation to Their Personality

Variables Operational Definition
Teacher freezing
"Teacher freezing is the overall unused, under used and stagnated psychological, intellectual, physical, social and moral potentialities of the teachers." Taj Haseen

Personality
"The dynamic organization within the individual of those psychophysical systems that determine his unique adjustments to his environment" Allport Gordon

Methodology used: The descriptive survey method of research was employed in this study.

Research sample: Using a random sampling technique, 200 teachers were chosen for the study, 100 of whom were male and 100 of whom were female from Higher Education from Ghaziabad & Hapur Distt.In this research,out of 200 sample size , it was found 70 Extroverts (38 male+32 female), 81 Introverts (41 male+40 female) and remaining 49 (21male+28female)found Ambiverts which was excluded, due to taken only two dimensions – Extroversion and Introversion .

Tools to be used: Teacher'Freezing Scale by Haseen Taj & Introversion: Extroversion Tool of Personality by P.F.Aziz - Rekha Gupta.

Statistical Methods: The mean, S.D., t-test, and correlation are tested to examine the hypothesis.

Variables include: Teacher freezing and personality were the two variables used in this investigation. Freezing is the dependent variable. Personality is an independent variable.

Study-delimitation
1. Only 200 teachers are included in the study.
2. Only demographic information pertaining to male and female are included in the study.
3. Only one independent variable teacher personality and one dependent variable teacher freezing are included in the study.
4. Only higher education instructors in the districts of Ghaziabad and Hapur are included in the study.

IV. Objectives & Hypothesis Of Study

Objective 1: To examine the teachers' freezing behaviour with respect to their introverted and extroverted personalities.

Hypothesis 1: Teachers' freezing behaviours do not significantly differ based on their introverted or extroverted personalities.

Table & Fig.1

Group	No.	Mean	S.D.	t-value	table value	Result @0.05
Extroversion	70	30	10.83	1.86	1.96	Insignificant
Introversion	81	-32.37	11.45			

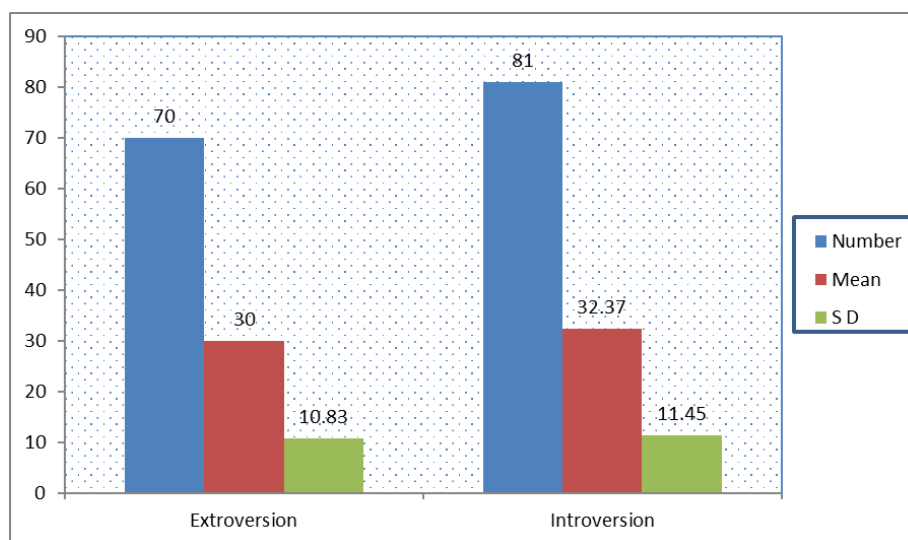

Table & Figure 1 show that the calculated t-value is less than the value indicated in the table, at the significance of 0.05 level.This was determined to be insignificant. This shows that teachers' freezing behaviours do not significantly alter as per the introverted or extroverted personalities dimensions. Therefore, the null hypothesis—that Teachers' freezing behaviours do not significantly differ as per the introverted or extroverted personalities dimensions is accepted.

Objective 2: To examine the male teachers' freezing behaviour with respect to their introverted and extroverted personalities.

Hypothesis 2 : Male Teachers' freezing behaviours do not significantly differ based on their introverted or extroverted personalities.

Table & Fig.2

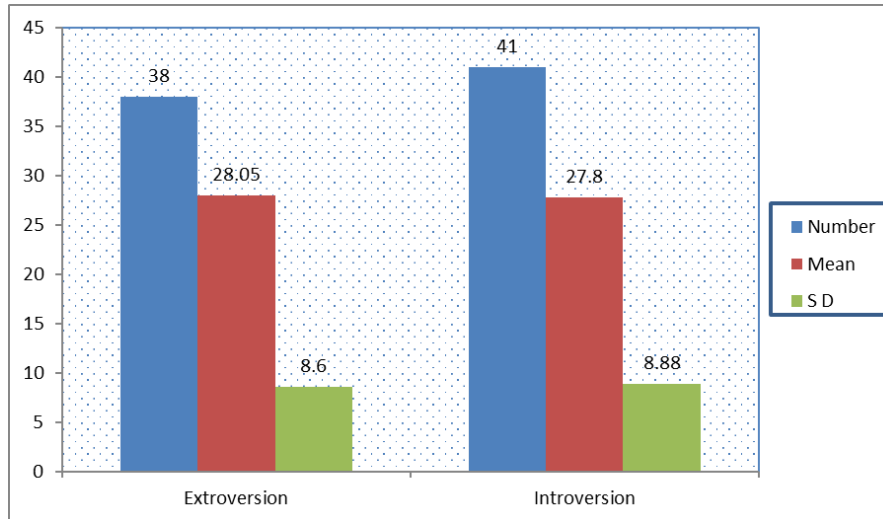| Group	No.	Mean	S.D.	t-value	table value	Result @0.05
Extroversion	38	28.05	8.60	1.73	1.96	Insignificant
Introversion	41	-27.80	8.88			

Table & Figure 2 show that the calculated t-value is less than the value indicated in the table, at the significance of 0.05 level.This was determined to be insignificant. This shows that male teachers' freezing behaviours do not significantly alter as per the introverted or extroverted personalities dimensions. Therefore, the null hypothesis—that male teachers' freezing behaviours do not significantly differ as per the introverted or extroverted personalities dimensions is accepted.

Objective 3: To examine the female teachers' freezing behaviour with respect to their introverted and extroverted personalities.

Hypothesis 3: Female Teachers' freezing behaviours do not significantly differ based on their introverted or extroverted personalities.

Table & Fig.3

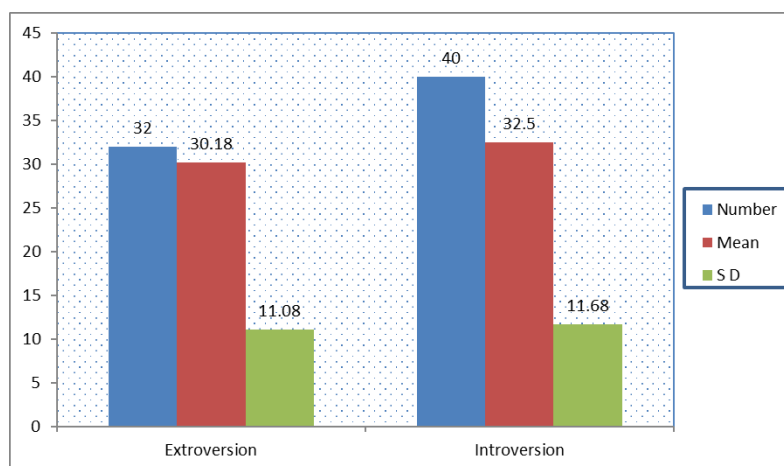| Group	No.	Mean	S.D.	t-value	table value	Result @0.05
Extroversion	32	30.18	11.08	1.64	1.96	Insignificant
Introversion	40	-32.5	11.68			

Table & Figure 3 show the calculated t-value is less than the value indicated in the table, at the significance of 0.05 level.This was determined to be insignificant. This shows that female teachers' freezing behaviours do not significantly alter as per the introverted or extroverted personalities dimensions. Therefore, the null hypothesis—that female teachers' freezing behaviours do not significantly differ as per the introverted or extroverted personalities dimensions is accepted.

Objective 4: To the examine relation between Personality & Teachers Freezing

Hypothesis 4: There is no significant relation between Freezing & teachers' personalities

Table & Fig.4

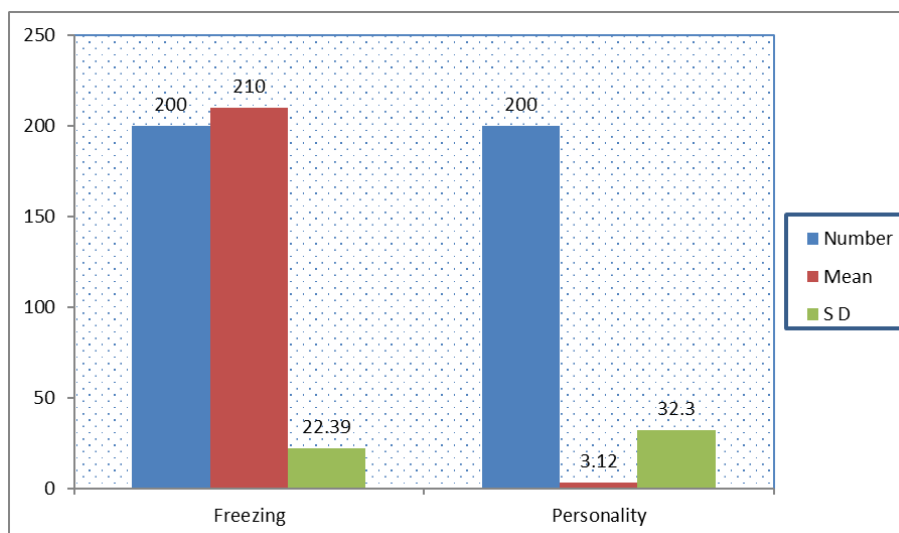| Group	No.	Mean	S.D.	Calculated t-value	Result
Freezing	200	210	22.39	-0.80	Negative correlation
Personality		3.12	32.30		

Table & Figure 4 illustrate that the correlation coefficient between teachers freezing and personality is -0.80, that isn't significant at the 0.05 level. Therefore, hypothesis that There is no significant relation between teachers' personalities and freezing is accepted. The magnitude of r indicate negative correlation, meaning that a higher teacher freezing score results in a lower personality score and vice versa.

V.   Conclusion

Research finding depicted that neither personality traits, specifically extroversion and introversion, nor gender have a significant impact on teachers' freezing behavior. The statistical analysis shows no notable differences in freezing behavior among teachers based on their personality type or gender. Additionally, very weak negative correlation between personality and freezing behavior indicates that personality traits play insignificant role in influencing this phenomenon.

Therefore, It can be inferred that teachers' freezing behaviour is not much influenced by their gender or the extroversion or introversion attributes of their personalities.

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