

Do Gender Affects Freezing?

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Abstract: "We want that education by which character is formed, strength of mind is increased, the intellect is expanded, and by which one can stand on one's feet".----- Swami Vivekananda. (<http://rkmyu.ac.in/overview/our-inspiration/>). Quality is not a destination, rather it is a continuous process achieved through efficiency and effectiveness. The quality of education system depends a lot on the quality and comfortableness of the teachers' with this profession. Today, improving the quality of education system is the biggest challenge. This problem can be solved by giving special emphasize on the quality and productivity of the teachers. After independence, the Indian education system has witnessed a rapid quantitative expansion. This quantitative expansion creates an institutional forum instead of knowledge forum. Quality education can never be a rigid process. It should be a neutral and value based process. The present study aims at investigating the key factors of qualitative degradation in education system. In recent times it has been reported that, teachers' lethargy, apathy and indifferences are the main causes of deteriorating quality in the education system. In light of this background, this study aims to explore the factors behind teachers' lethargy, apathy and depersonalization towards teaching profession. 606 respondents from various government, government aided and private institutions were participated for the purpose of this study. Collected data were analyzed with descriptive statistics using SPSS 20.0 package. On comparing the level of freezing proneness between male and female teachers it was found that, there is a significant difference between male and female teachers in terms of their freezing proneness. Female teachers have less freezing proneness than male teachers.

Keywords: Teacher Freezing, quality teaching, School teachers, College teachers

1. Introduction

"Education is the manifestation of perfection already in man"----- Swami Vivekananda. Education is one of the basic need for national development and prosperous society. In order to maintain this goal quality assurance in education system is necessary. Quality teachers are the indispensable part of an effective education system. A teacher should act as a motivator, and should be able to help the students to create their own image by understanding the needs and problems of the students. Effective teachers cannot be identified based on their qualifications, how long they taught etc. The best way to assess teachers effectiveness is to look at their attitude towards teaching profession. Teaching effectiveness is linked with various personal and professional dispositions. In light of this background the present study provides a more generalized analysis in term of freezing proneness. Freezing proneness is an umbrella term, which includes a teacher's various attitudinal variables towards teaching profession such as: levels of motivation, commitment, involvement etc.

Concept of Freezing Proneness

It means teachers' lethargy, disinterest and lack of motivation towards teaching profession. It is a state of negative psychological experiences resulting from job related stress or occupational maladjustment. It resists teachers' innovativeness and creative potentials. It includes the overall stagnated conditions which leads to absenteeism, turnover intentions and job dissatisfaction.

Dimensions of Teacher Freezing

In this present study the dimensions of teacher freezing are as follows:

1) **Professional:** Teaching is a challenging profession. A teacher has to perform his/her professional

responsibilities with energy and enthusiasm. Professional freezing refers to the overall stagnated attitude towards professional responsibilities. It is associated with reduced productivity, absenteeism, turnover intention and job dissatisfaction.

- 2) **Psychological:** Freezing is a stagnated mental set resulting from negative psychological experiences. It creates a psychological barrier towards profession. This barrier plays the crucial role to success in any professional aspect. It creates obstacles in the free flow of professional responsibilities. So, well established psychological contract with profession is essential for job satisfaction.
- 3) **Social:** Teaching profession comes within a category of human relation management. A teacher should have effective communication skills to maintain sincere professionalism. The term social freezing means social isolation or loneliness. It is a psychological state which creates an imbalance between the actual and desires quality of social engagement.
- 4) **Moral:** Education is a value infused system. A teacher should have ethical knowledge along with disciplinary expertise. Ethical knowledge is linked with commitment and sense of efficacy. So, the moral nature of teaching profession need to be emphasized. Moral freezing means absence of ethically sound professional behaviours or professional ethics.

2. Review of Related Literature

International Studies

Trendall.(1989) conducted a study to examine the contribution of personal, organizational and wider social factors to create stress and it's relative impacts on teaching effectiveness. The data was collected through questionnaire survey, interview and case studies. Results of the study

revealed that, gender differences, level of qualifications and length of teaching are the key stressors in teaching.

Borg & Riding (1991) conducted a study on "occupational stress and satisfaction in teaching". Data was collected from 545 teachers in Maltese secondary schools by using questionnaire survey. Results of the study revealed the following facts: Teachers who are reported greater stress.

- were less satisfied,
- They have greater frequency of absenteeism.
- Lack of career intention and career commitment.

Cornia & Anghelache.(2012) found that, that teachers with positive perceptions towards teaching, having higher level of job satisfaction by comparison with teachers with negative perceptions towards teaching profession's in all its aspects. These aspects are and moral responsibility and social importance of the teaching profession, work's quality and efficiency, and teaching profession's motivating potential.

INDIAN STUDIES:

Sharma (2006). conducted a study to examine the teachers' attitude and perception towards change proneness. The study focuses on teacher's receptivity to curriculum innovation and change. Results of the study revealed that, adoption proneness is a significant predictor for teachers' receptivity.

Pandey,P.K.,& Dwidevi,D.(2010) stated that, types of institution is not an significant predictor of freezing proneness. It was also found that, maximum teachers are frozen.

Jena.(2011) revealed that, gender interaction with the stream of teaching have an significant impact of teacher freezing proneness. It was found that, male teachers have better social and organizational skills in comparison of female teachers.

Borkar.(2013) found that, there is a close relationship between teachers' perceived stress and teaching effectiveness. They also found that, gender plays a significant role in teacher stress and emotional exhaustion.

Singula.(2014) suggested that, secondary school teachers should be motivated and encouraged to enriched themselves with new ideas, knowledge and information.

From the above mentioned studies we can say that, many variables are associated with teachers' attitude towards teaching profession such as: receptivity to innovation and change, adoption proneness, open and sharing institutional culture, practice of engaged teaching, willingness to learn, sound values and beliefs, teachers' readiness to accepting the changes within the education system. The present study address these aspects under one umbrella term "Freezing proneness". The present study is interested to explore the causes of freezing proneness among teachers and its' relation with level of teaching and gender.

Significance of the Study

In the present globalized era, the basic condition of survival became the adaptation to globalization with all its consequences. Teaching profession is not exception of it.

Globalization has changed the teaching culture. The need for intercultural knowledge, communicational skills and competencies adds additional responsibilities for teachers. Thus in this global age, it is necessary to adopt a global teacher training approach to train active and successful teachers who could comply with the requirements of globalization. Indian education system has witnessed a great extent of development after independence. However, this rapid expansion has considerable impact on the quality of Indian education system. Teachers' lethargy, apathy and indifferences are the main causes of deteriorating quality in the education system. Teachers are considered as the wheels of a successful nation. Thus it is essential to maintain a dynamism in teaching profession to create a better balanced society. In light of this background, the present study, is an diagnostic and corrective attempt to find out the causes and levels of freezing proneness among teachers.

Objectives of the Study

The major objectives of this study are summarized below:

- 1) To find out the factors of teacher freezing
- 2) To find out the section of highly freeze teachers in terms of their gender.
- 3) To find out the differences in freezing proneness between male and female teachers.
- 4) To find out the dimensional differences in freezing proneness between male and female teachers.
- 5) To find out the number of teachers above and below from the mean as well as their percentage in terms of their overall freezing proneness.
- 6) To find out the number of teachers above and below from the mean as well as their percentage in terms of various dimensions of freezing proneness.

Hypothesis of the study

H₀₁: There is no significant difference in freezing proneness between male and female teachers.

H₀₂: There is no significant difference in professional freezing proneness between male and female teachers.

H₀₃: There is no significant difference in psychological freezing proneness between male and female teachers.

H₀₄: There is no significant difference in social freezing proneness between male and female teachers.

H₀₅: There is no significant difference in moral freezing proneness between male and female teachers.

3. Methodology

The explanatory sequential mixed methods design was applied for this study. The independent variables are: Gender and Levels of teaching and the dependent variable is job satisfaction.

Sample

Data collection is an essential part of the research process. In order to collect the requisite data the researcher has to defined the sample size, since it is not possible to encompass the entire population within a time frame. The representative proportion of the population is termed as a sample. In this present study, the data was collected through stratified random sampling from various secondary, higher secondary

schools and general degree colleges. The participants (N=606) were from various academic institutions of rural, semi urban and urban areas. From the 742 data collected, 606 completed opinionnaires were selected. The remaining was excluded because they were incomplete.

Tools

In the present study, the tool was constructed by the researcher and rated by 3 experts. It included:

- 1) **Information Schedule:** It was developed by the researcher to seek information regarding the background of the teachers. It includes variables like: age, gender, category, present service position, medium of instruction, tenure of service, distance from workplace etc.
- 2) **Teacher's Job Satisfaction Scale:** An inventory consisting of 40 statements to identify the teachers' attitude towards professional, psychological, social and moral job satisfaction.

4. Limitations

The following limitations were there in this study:

- 1) It is limited to school(secondary and higher secondary) and college levels.
- 2) It is mainly limited within Bengali medium institutions.

5. Results and Findings

The Mann-Whitney U test was done to determine whether there was a significant difference in the groups due to their gender.

Quantitative Analysis:

Table 1: Table showing the mean difference between male and female teacher freezing

Gender	N	Mean Rank	Sum of Ranks
1	214	263.82	56456.50
2	392	325.16	127464.50
Total	606		

H₀6: There is no significant difference in teachers' freezing between male teachers and female teachers.

From the above table it can be said that, H₀6 is rejected i.e. there is a significant difference in teacher freezing between male teachers and female teachers. The level of significance is .01 level. As per the scoring pattern of this study, higher the score lower in ones freezing proneness. The above findings stated that, female teachers sum of ranks is higher than male teachers. This results indicates that female teachers have less freezing proneness in comparison to male teachers.

Table 2: Table showing the mean difference between male and female teachers' professional freezing

Gender	N	Mean Rank	Sum of Ranks
1	214	267.35	57212.50
2	392	323.24	126708.50
Total	606		

H₀7: There is no significant difference in professional freezing between male teachers and female teachers.

From the above table it can be said that, H₀7 is rejected i.e. there is a significant difference in professional freezing between male teachers and female teachers. The above findings stated that, female teachers sum of ranks is higher than male teachers. This results indicates that female teachers have less professional freezing than male teachers.

Table 3: Table showing the mean difference between male and female teachers' psychological freezing

Gender	N	Mean Rank	Sum of Ranks
1	214	264.83	56673.50
2	392	324.61	127247.50
Total	606		

H₀8: There is no significant difference in psychological freezing between male teachers and female teachers.

From the above table it can be said that, H₀8 is rejected i.e. there is a significant difference in psychological freezing between male teachers and female teachers. The above findings stated that, female teachers sum of ranks is higher than male teachers. This results indicates that female teachers have less psychological freezing than male teachers.

Table 4: Table showing the mean difference between male and female teachers' social freezing

Gender	N	Mean Rank	Sum of Ranks
1	214	278.62	59625.00
2	392	317.08	124296.00
Total	606		

H₀9: There is no significant difference in social freezing between male teachers and female teachers.

From the above table it can be said that, H₀9 is rejected i.e. there is a significant difference in social freezing between male teachers and female teachers. The above findings stated that, female teachers sum of ranks is higher than male teachers. This results indicates that female teachers have less social freezing than male teachers.

Table 5: Table showing the mean difference between male and female teachers' moral freezing

Gender	N	Mean Rank	Sum of Ranks
1	214	274.52	58747.50
2	392	319.32	125173.50
Total	606		

H₀10: There is no significant difference in moral freezing between male teachers and female teachers.

From the above table it can be said that, H₀10 is rejected i.e. there is a significant difference in moral freezing between male teachers and female teachers. The above findings stated that, female teachers sum of ranks is higher than male teachers. This results indicates that female teachers have less moral freezing than male teachers.

Table 6: Table showing the number of teachers' above and below 1 standard deviation from the mean as well as their percentage

	No. of teachers' < mean-1sd	Percentage of teachers' < mean-1sd	No. of teachers' > mean+1sd	Percentage of teachers' > mean+1sd
Teacher Freezing	84	13.86%	95	15.68%

Table 7: Table showing the number of teachers' above and below 1 standard deviation from the mean as well as their percentage

	No. of teachers' < mean-1sd	Percentage of teachers' < mean-1sd	No. of teachers' > mean+1sd	Percentage of teachers' > mean+1sd
TFPR	123	20.30%	128	21.12%
TFPS	95	15.68%	115	18.98%
TFSO	102	16.83%	100	16.50%
TFMO	103	17%	109	17.99%

*Note: TFPR=Teacher Freezing in professional dimension, TFPS= Teacher Freezing in Psychological dimension, TFSO=Teacher freezing in Social dimension, TFMO= Teacher Freezing in Moral dimension.

From the above table we find that, freezing proneness in professional dimension is less in 20.30%. In the psychological dimension freezing proneness is less in 18.98%. In the social dimension freezing proneness is high in 16.83%. We also find out that, freezing proneness in moral dimension is less in 17.99%.

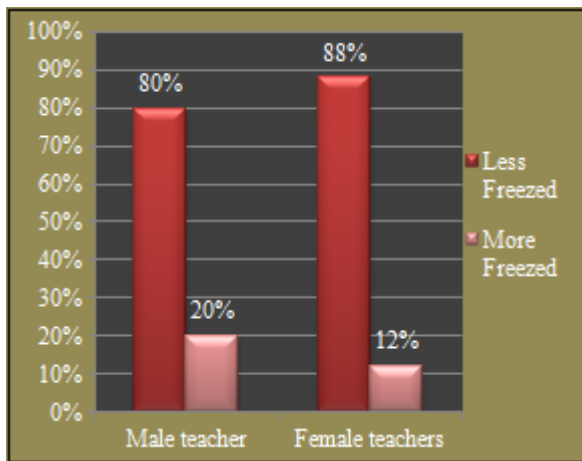


Figure 1: Percentage representation related to proportional distribution of freezing proneness between male and female teachers

From the above diagram it is clear that, female teachers are less freeze than male teachers. In other words, male teachers are more freeze than female teachers. The results which are shown in the above bar graph stated that, gender is a significant factor in case of freezing proneness.

Qualitative Analysis

The present study is based on the content analysis method. It is a research technique used to make reliable and valid interferences in qualitative research. It involves the systematic description and evaluation of the content. In the present study, qualitative data were collected through interview. A total of 16 teachers were selected for this purpose. After the critical analysis of the collected responses it has been found that, the following factors are responsible for freezing proneness.

- 1) Autocratic leadership.
- 2) Depersonalization.
- 3) Emotional exhaustion.
- 4) Negative perception towards teaching.
- 5) Lack of interest in teaching work.
- 6) Absence of change proneness.

- 7) Feelings of financial deprivation.
- 8) Critical attitude towards others.
- 9) External locus of control.
- 10) Job monotony.
- 11) Pessimistic attitude.
- 12) Absence of flexibility.

Key findings of the study

- 1) There is a significant difference in freezing proneness between male and female teachers.
- 2) There is a significant difference in professional freezing between male teachers and female teachers.
- 3) There is a significant difference in psychological freezing between male teachers and female teachers.
- 4) There is a significant difference in social freezing between male teachers and female teachers.
- 5) There is a significant difference in morale freezing between male teachers and female teachers.
- 6) In case of dimensional distribution it was found that, freezing proneness in professional dimension is less in 20.30%. In the psychological dimension freezing proneness is less in 18.98%. In the social dimension freezing proneness is high in 16.83%. We also find out that, freezing proneness in moral dimension is less in 17.99%.
- 7) Gender is a significant factor in freezing proneness. The present study revealed that, female teachers have less freezing proneness than male teachers.

6. Discussion

The purpose of this study was to explore and compare the level of freezing proneness amongst teachers. The findings of this study show that, the male teachers differs significantly from female teachers in terms of their freezing proneness. Female teachers are less freeze than male teachers. The results also show that, male teachers are more freeze than female teachers with respect to professional, psychological, social and moral dimensions of teaching. The findings of the study explore the key factors responsible for freezing proneness i.e. degrading and disquieting attitude towards teaching, depersonalization, emotional exhaustion, autocratic leadership by superiors, lack of interest in teaching work, absence of change proneness, external locus of control, feeling of job monotony, pessimistic attitude, absence of pedagogical knowledge and lack of interest towards society's welfare, indifferent attitude towards others, considering teaching as a last resort of professional choice etc.

The results verify the study conducted by Brown(1985) he found that there was a statistically significant relationship between teachers emotional exhaustion and depersonalization towards teaching. It also verify the results of Saini, Yadav & Mal (1997). They also found that, emotional exhaustion and depersonalization have negative affectivity on teachers' personal accomplishment. Partially consistent results was obtained by Sharma (2015). The analysis revealed a significant negative correlation between teachers' commitment and freezing proneness. The findings of this study is consistent with the findings of Poonam(2015) who did a research on freezing proneness among secondary

school teachers in relation to their personality and organizational climate. The study also revealed that, there is a significant difference of teachers freezing between male and female teachers. The same results was obtained in the studies of Thakur (2017). It was found that, female teachers have more patience and enthusiasm over their profession than male teachers. The same results was found by Jena(2018). The author stated that, gender interaction with the stream of teaching have an significant impact of teacher freezing proneness. Dhull & Jain(2017) explored the same result. They found that female teachers possess more favourable attitude towards teaching than their male counterparts. Thoker (2017) also stated that, gender have an significant impact on the level of professional ethics of teachers. The results of the study are also consistent with Sharma(2013) who revealed that, freezing proneness is negatively correlated with teaching attitude. The results of the study contradict with the following studies.

Mushear & Rafiqi (2018) they found that, there was no significant difference between male and female teachers in terms of their level of freezing proneness.

7. Educational Implications

Indian education system has grown significantly over the last decades since independence. The number of institutions have increased with the enrolment of students. The rapid expansion of education system has considerable impact on the quality of education system. One of the most important issues impacting the quality of education system is 'Teacher Quality'. In light of this background the present study has the following significant implications:

- 1) The present study gives an indication about the role of stress factors in teaching profession. This study identified a relationship between teacher stress and teaching behaviour.
- 2) The study recognised the stressors which teachers feels generates freezing proneness. The performance of a good teacher not only depends upon the specialization of the subject or field but also depends upon the person and organizational relationship. The daily interaction with pupils, colleagues, superiors and fragmented demands of teaching profession often creates occupational stress which further lead to freezing proneness.
- 3) The study suggested that, teacher education programme needs to be revised according to the changing needs of teaching culture. HR management skills should be introduced as an essential ingredients for teacher training programme.
- 4) The study pointed out that, the big five personality taxonomy is a significant predictor of freezing proneness.
- 5) The study identified a liner interactional relationship among occupational stress, freezing proneness and job dissatisfaction.
- 6) It finally suggested that, It is high time to take a closer look at the system of higher education . The quality of higher education system should be maintained properly. In this context, the training of teachers for imparting higher education should be based on quality, excellence and relevance.

8. Conclusion

Educational system throughout the world acknowledge that the quality of teaching is the most essential factor impacting on the quality of education. After independence in the name of improving teaching quality, several programmes and commissions were framed. Yet in recent times various studies show rigorous evidence regarding the limitations of these programmes and provides some suggestions for more substantive improvements of these programmes. In light of this background, the present study provide some essential suggestions regarding the reform of existing teacher training programmes. Teacher training programmes should be moved from training teachers to transfer knowledge and preparing them for a new role. It should be a process of becoming and being a teacher. Teacher education programmes should equip teachers with HR management skills and problem solving skills. Finally, it can be concluded that, teachers should be aware of the fact that their role in of vital significance for human development and social change. They must make an effort to light a candle of knowledge instead of degrading and disquieting attitude towards teaching.

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