

Emotional Intelligence and Teacher Freezing: A Comparative Study Among Private and Government Secondary School Teachers

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Emotional intelligence significantly impacts teachers' ability to manage classroom dynamics, build relationships and cope with stress. In contrast, teacher freezing, characterized by an inability to respond effectively to challenges, can impede professional performance. This research investigates the differences in Emotional Intelligence and teacher freezing levels of government and private school teachers as well as the underlying factors contributing to these phenomena. The sample was comprised of 200 teachers (both male and female) selected from government and private secondary schools of Amritsar, Punjab. The data was collected with the help of Teacher Freezing Scale (Taj, 2011) and Emotional Intelligence Scale (Ashraf & Jamal, 2021). T-test was used to analyse the data. Findings of the study revealed that there is significant difference in emotional intelligence of private and government secondary school teachers. Emotional intelligence of private secondary school teachers was higher than that of government secondary school teachers. Teacher freezing among private and government secondary school teachers is almost same.

Keywords: Teacher Freezing, Emotional Intelligence, Secondary School Teachers.

1. Introduction

Teachers play a pivotal role in shaping the future of students and their emotional and psychological well-being is crucial for effective teaching. In the increasingly complex educational landscape, teachers are not only expected to impart academic knowledge but also to nurture the holistic development of their students. The role of teacher has become very wide and comprehensive that it encompasses multifarious the activities within and outside the school premises. The teacher has to be highly innovative, resourceful and capable to accompany the pupil throughout his learning process. Emotional intelligence (EI) is vital for teachers because it helps them navigate the complexities of education, fostering a more effective, compassionate and supportive learning environment. It enables teachers to navigate the emotional demands of their profession, manage classroom challenges effectively and maintain harmonious relationships with students, parents, and colleagues. It empowers educators to remain calm under pressure, empathize with diverse student needs and create a supportive learning environment. On the other hand, teacher freezing refers to moments when

educators feel stuck, overwhelmed, or unable to respond effectively to a situation, often during classroom management challenges or high-pressure moments. This phenomenon not only affects the teachers' mental health but also negatively impacts student outcomes, classroom dynamics, and overall school productivity. Teachers with high emotional intelligence are more aware of their emotions and triggers. They can identify when they are starting to feel stressed, frustrated, or overwhelmed, which helps them prevent freezing. Emotional intelligence can act as a buffer against teacher freezing, enabling educators to remain composed and responsive in high-pressure situations.

Emotional Intelligence

Emotional Intelligence (EI) refers to the ability to recognize, understand, manage, and influence one's own emotions and the emotions of others. It plays a crucial role in personal and professional relationships, decision-making, and overall well-being. Emotional intelligence (EI) is vital for teachers as it enhances their ability to connect with students, manage classroom dynamics, and maintain a positive learning environment. Teachers with high Emotional Intelligence can recognize and regulate their own emotions, which helps them remain calm and composed during stressful situations. They are also empathetic, allowing them to understand student's feelings and needs, fostering trust and stronger relationships. By leveraging Emotional Intelligence, teachers can effectively handle conflicts, adapt to diverse classroom challenges, and motivate students to perform their best. In essence, emotional intelligence is the foundation for creating an emotionally safe, engaging, and productive classroom environment.

Teacher Freezing

The term "teacher freezing" is used not to refer to teacher's inability, but to mean the overall unused and stagnated intellectual, psychological, social, physical and moral potentialities of teachers. Teacher freezing is defined as a negative psychological experience which is outcome or the reactions to job related stress. Teacher's freezing will have effect not only on the quality of students and school but also it will have far reaching consequences. Academicians, administrators, parents, community and student's community complain of teacher's lethargy and apathy and in difference as the main cause for deteriorating standards in education. Teacher freezing is a natural response to stress but can be minimized with preparation, confidence-building, and strategies for managing challenging situations effectively.

Significance Of The Problem

The significance of this problem lies in its direct impact on the quality of education and the overall development of students. Emotional intelligence in teachers not only benefits their personal well-being but also fosters a positive and productive learning environment. Teachers who are emotionally intelligent can better understand and respond to their students' needs, manage classroom activities more successfully, and instill trust and respect. This establishes the groundwork for student's academic success and personal development. Teacher freezing, however, undermines these outcomes by impeding teachers' ability to perform their duties effectively. Teachers experiencing freezing may struggle with decision-making fail to handle classroom challenges, and exhibit reduced enthusiasm for their profession. The long-term repercussions may include lower student success, greater teacher turnover rates, and increased

school expenditures owing to new staff recruiting and training.. Understanding the dynamics between Emotional Intelligence and teacher freezing is particularly crucial in diverse institutional context as government and private schools face distinct challenges that shape teachers' emotional and professional experiences. Identifying these challenges and their implications allows stakeholders to design targeted interventions that address the root causes of freezing and promote the development of emotional intelligence. By addressing this issue, schools can enhance teacher retention, improve job satisfaction, and ensure a higher standard of education for students.

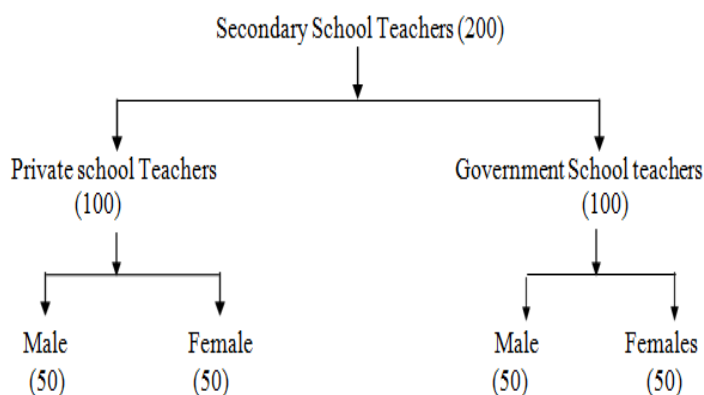
TOOLS USED

In the present study, the following tools were used to collect data:

1. Teacher Freezing Scale (Taj, 2011)
2. Teacher Emotional Intelligence Scale (Ashraf & Jamal, 2021)

DESIGN OF THE STUDY

The present study falls under the domain of descriptive research as it is intended to study teacher emotional intelligence and teacher freezing among government and private secondary school teachers. A sample of 200 secondary school teachers (both male and female) was selected from government and private secondary schools of Amritsar District.



OBJECTIVES OF THE STUDY

1. To study the difference in emotional intelligence of private and government secondary school teachers.
2. To study the difference in teacher freezing of private and government secondary school teachers.

HYPOTHESES OF THE STUDY

1. There is no significant difference in emotional intelligence of private and government secondary school teachers.

2. There is no significant difference in teacher freezing of private and government secondary school teachers.

ANALYSIS OF DATA

Hypothesis (1): There is no significant difference in Emotional Intelligence of Private and Government secondary school teachers.

In order to test this hypothesis, t-test was applied to determine the significant difference between emotional intelligence of private and government secondary school teachers. The score of emotional intelligence of private and government secondary school teachers has been described in terms of Means, S.D, SE_D and t-value in table 1 as shown below:

Table 1 Showing Mean, S.D, SE_D and t-value of Emotional Intelligence of private and Government secondary school teachers.

Emotional Intelligence	N	Mean	S.D.	SE_D	t-value	Level of Significance
Private	100	128.00	12.92	1.89	2.30	0.05
Government	100	123.66	13.70			

(Critical value 1.96 at 0.05 and 2.58 at 0.01 levels)

Table 1 depicts the values of mean and standard deviation of teachers from private secondary school is 128.00 and 12.92 respectively and that of teachers from government secondary school are 123.66 and 13.70 respectively. The standard error difference is found to be 1.89. The t-value comes out to be 2.30, which is significant at 0.05 level of confidence. Thus, there is significant difference in teacher emotional intelligence of private and government secondary school teachers. Therefore, the above stated hypothesis “There is no significant difference in emotional intelligence of private and government secondary school teachers” is rejected. From table 3, it is very clear that emotional intelligence of private school teachers is higher than that of government secondary school teachers.

Hypothesis (2): There is no significant difference in teacher freezing of private and government secondary school teachers.

In order to test this hypothesis, t-test was applied to determine the significant difference between teacher freezing of private and government secondary school teachers. The score of teacher freezing of private and government secondary school teachers has been described in terms of Means, S.D, SE_D and t-value in table 2 as shown below:

Table 2 Showing Mean, S.D, SE_D and t-value of teacher freezing of private and government secondary school teachers

Teacher Freezing	N	Mean	SD.	SE_D	t-value	Level of Significance
Private	100	317.11	39.50	4.81	.665	0.05
Government	100	320.31	27.44			

(Critical value 1.96 at 0.05 and 2.58 at 0.01 levels)

Table 2 depicts the values of mean and standard deviation of private secondary school teachers

are 317.11 and 39.50 respectively and that of government secondary school teachers are 320.31 and 27.44 respectively. The standard error difference is found to be 4.81. The t-value comes out to be .665, which is not significant at 0.05 level. Thus, there is insignificant difference in teacher freezing of private and government secondary school teachers. Therefore, the above stated hypothesis "There is no significant difference in teacher freezing of private and Government secondary school teachers" is not rejected. From Table 2, it is very clear that teacher freezing of government secondary school teachers and private secondary school teachers is almost same.

2. FINDINGS OF THE STUDY

From the study it was found that there was no significant difference in teacher freezing of private and government secondary school teachers. There was significant difference exists in the emotional intelligence of private and government secondary school teachers. So, study revealed that emotional intelligence of private secondary school teachers was higher than that of government secondary school teachers.

3. DISCUSSIONS

Emotional intelligence tends to be higher among private secondary school teachers compared to government school teachers due to differences in their work environment, training, and expectations. Private schools often emphasize modern teaching methods, fostering interpersonal skills, and maintaining close teacher-student relationships through smaller class sizes. They also provide regular professional development focused on soft skills, including emotional intelligence. Additionally, the competitive nature of private schools creates higher accountability and encourages teachers to connect emotionally with students and parents. In contrast, government schools often face challenges such as larger class sizes, resource constraints, and bureaucratic hurdles, which can limit personalized attention and emotional engagement. These systemic differences contribute to the disparity in emotional intelligence levels. The disparities between government and private schools highlight the need for tailored interventions. By prioritizing Emotional Intelligence development, educational institutions can empower teachers to navigate the complexities of modern classrooms effectively.

EDUCATIONAL IMPLICATIONS

- Teachers should be encouraged to reflect on their emotions, strengths, and areas for growth. This can involve practices such as journaling, mindfulness meditation, or self-assessment tools like the Emotional Intelligence Appraisal. By becoming more aware of their own emotions and triggers, teachers can better understand how their feelings influence their thoughts and behaviors.
- Workshops and Seminars should be organized to make them aware about the strategies to manage their emotions effectively, especially in challenging situations. Techniques such as deep breathing exercises, visualization, and cognitive restructuring can help teachers stay calm and composed when faced with stress or conflict in the classroom.

- A faculty committee can be formed in each school for the purpose of monitoring the climate of the school and to generate strategies for raising the healthy interactions for improving interpersonal relations of teachers with the head of the institution and among themselves. This way, many problems can be solved and teacher freezing can be reduced.
- The provision of appointment of a psychologist who can act as a counsellor in the schools, on regular basis, can work wonders to maintain healthy organizational climate. He/she can contribute significantly by attending to teachers personal, academic and social problems by arranging counselling sessions. Wellness programs, stress-reduction workshops and access to counselling services can help teachers to cope with stress and prevent burnout.

4. CONCLUSION

This study emphasizes the role of emotional intelligence in preventing teacher freezing and increasing professional efficacy. By addressing the specific issues that government and private school teachers encounter, stakeholders may build supportive settings that promote teacher well-being and effectiveness.

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