

# Impact of Teacher Freezing on Emotional Intelligence of B.Ed. College Teachers

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**Abstract**— Emotional intelligence (EI) is a fundamental aspect of effective teaching, influencing educators' abilities to connect with students, manage classrooms, and create positive learning environments. However, the phenomenon of "teacher freezing," characterized by emotional detachment resulting from prolonged stress and challenges, can significantly impede emotional intelligence and teaching efficacy. This study investigates the correlation between teacher freezing and emotional intelligence among B.Ed. college teachers, aiming to uncover the intricate interplay between these factors. This study underscores the urgent need for recognizing teacher freezing as a critical factor influencing B.Ed. college teachers' emotional intelligence and professional well-being. The research offers insights into the complex relationship between teacher freezing and emotional intelligence, serving as a foundation for instituting targeted interventions. By addressing teacher freezing through interventions aimed at enhancing emotional intelligence, teacher training programs and educational institutions can support teachers in developing holistic and emotionally intelligent teaching practices. The implications of this study extend beyond the individual teacher to encompass the broader educational landscape. Mitigating the impact of teacher freezing on emotional intelligence has the potential to elevate the quality of teaching, foster healthier classroom dynamics, and ultimately enhance student outcomes. This research contributes to the ongoing discourse on teacher well-being and pedagogical effectiveness, emphasizing the importance of nurturing emotional intelligence within the context of evolving educational paradigms.

**Keywords**— Emotional intelligence, holistic, freezing, educational, training

## I. INTRODUCTION

Emotional intelligence (EI) plays a crucial role in shaping effective teaching practices, classroom management, and student engagement. B.Ed. college teachers are pivotal in shaping the future generation of educators. However, the concept of "teacher freezing," where educators experience emotional detachment due to prolonged exposure to stress and challenges, can significantly affect their emotional intelligence and subsequently impact their teaching effectiveness. This research aims to investigate the correlation between teacher freezing and emotional intelligence among B.Ed. college teachers.

In the context of teacher freezing, educators experience emotional detachment due to prolonged exposure to stressors, professional pressures, and the relentless demands of the teaching profession. The resulting emotional numbness can hinder their capacity to connect with students on an emotional level, leading to strained relationships, reduced instructional effectiveness, and diminished classroom experiences. This research aims to delve into the profound impact of teacher freezing on the emotional

intelligence of B.Ed. (Bachelor of Education) college teachers, shedding light on the complex interrelationship between these two critical aspects of the teaching profession.

The landscape of education has undergone transformative changes, with increased emphasis on student-centered learning, technology integration, and diverse classroom dynamics. In this context, the emotional intelligence of teachers assumes even greater significance, as it influences the creation of inclusive and supportive learning environments. Recognizing the potential repercussions of teacher freezing on emotional intelligence, it becomes imperative to explore the dimensions of this phenomenon and its ramifications for B.Ed. college teachers.

This research seeks to address several key questions: What are the levels of emotional intelligence exhibited by B.Ed. college teachers? How prevalent is the experience of teacher freezing among this group of educators? How does teacher freezing impact emotional intelligence, and subsequently, their teaching effectiveness? By probing into these questions, this study endeavors to contribute to the

discourse on teacher well-being, emotional intelligence development, and the overall enhancement of teaching quality within the context of B.Ed. college education.

As the educational landscape continues to evolve, the need to equip B.Ed. college teachers with the emotional intelligence necessary to navigate the challenges of their profession becomes increasingly pronounced. By examining the impact of teacher freezing on emotional intelligence, this research aims to provide valuable insights that can inform teacher training programs, professional development initiatives, and policies that promote educators' holistic well-being. In doing so, it aspires to contribute to the broader goal of fostering emotionally intelligent and effective educators who can positively influence students' academic journey and personal development.

## II. LITERATURE REVIEW

**Zainab and Mohd (2018)** looked at how demographic factors could affect how much time instructors spend in the freezer. The researchers in this study used descriptive research methods on a sample of 160 Uttar Pradesh teachers (U.P.). This study found that secondary school instructors generally experience about the same amount of "instructor freezing" as their students. After further data analysis, it was shown that there was no substantial difference between male and female professors in terms of the percentage of lessons in which students froze. Nonetheless, a substantial effect was seen in the freezing rate of educators with respect to the kind of institutions they worked in (public vs. private) and the subject matter they taught (the arts vs. the sciences).

**Dr. Reena Jain (2022)** This research aims to examine the prevalence of teacher freezing in both public and private secondary schools. In this descriptive survey, we employed the method of. Using a random selection procedure, we selected 200 secondary school educators as our sample. The purpose of this research is to look at how government and private secondary schools handle the practice of "freezing" teachers. The t-test was employed to examine the results. The research found that I both private and public secondary school teachers experience high rates of teacher freezing. The purpose of this research is twofold: (ii) to investigate the prevalence of gender-based teacher freeze among secondary school educators.

**Of, & Hooda, Madhuri. (2022).** Effectiveness in the classroom may be defined as how well a teacher is able to carry out the instructional and other responsibilities that are expected of him or her. Techniques used to reach this purpose need to be targeted and reoriented to changing

teacher education requirements and expectations. Successful instructors are the conduits of effective teaching that continuously achieve their goals that are directly or indirectly tied to student learning. On the other hand, locus of control is the belief that the outcomes of our actions are either consistent with our intentions or outside of our control. The term "control locus" refers to a person's presumption about what factors, internal or external, are ultimately responsible for the outcomes of their lives. One who has a firm grasp on his or her own destiny might be said to exercise internal control. Those who believe that luck dictates their lives are said to be "externally controlled," in contrast to chance or strong third parties. Teachers play a key role in student learning, and this research aimed to shed light on the factors contributing to this issue. The method utilized in this study was a descriptive survey. These factors are what this research has been primarily concerned with. Impactful pedagogy provides a sense of agency in the classroom. In this study, we found that secondary school teachers' locus of control had a substantial influence on their teaching efficacy. It has been argued that instructors' gender has a significant independent influence on their efficacy in the secondary school classroom. To what extent does the control locus influence the efficiency of secondary school.

**Mr. Arvind Hans (2013)** This research looks at how emotionally intelligent private school educators in Muscat, Sultanate of Oman, really are. The book also highlights the significance of Emotional Intelligence in achieving one's goals in life. The researchers used a descriptive research strategy and a stratified random sample plan to compile their data. The population was sampled at the 25% level in order to create a representative subset. Management and engineering faculty members were enlisted for the research. The topic of EQ was explored via the use of questionnaires. One hundred questionnaires were received, and descriptive statistics were used to evaluate the data. This research uncovered trends in Sultanate of Oman's private school education sector connected to instructors' Emotional Intelligence. Descriptive statistics were also used to identify and describe demographic characteristics that influence Emotional Intelligence. Teachers at Sultanate of Oman's private schools scored quite well on an indicator of emotional intelligence.

**Akomolafe et.al, (2011)** Burnout, according to the work demands-resources model, occurs when an individual's abilities and those of their employer are incompatible, with the latter being given less weight than the former. This research suggests adding personal resources as predictors of burnout, based on the Conservation of Resources

Hypothesis. 256 Nigerian paramilitary service members participated in the poll, which used a cross-sectional methodology to collect the data. The ages of the participants varied from 19 to 65 (mean = 35.03, SD = 8.55). Emotional quotient, self-efficacy, organizational self-esteem, optimism, and burnout were used as data collection tools. The findings verified the complementary effect of emotional and mental reserves on burnout. Many factors were shown to have a substantial impact on burnout, including emotional intelligence, self-efficacy, organizational self-esteem, optimism, and tenure. According to the results, firms may reduce employee burnout by boosting workers' adaptability via training and development programs.

### III. METHODOLOGY

**Research Design:** This study will utilize a cross-sectional correlational design. Participants: B.Ed. college teachers from various institutions.

**Data Collection:** Data will be collected using standardized questionnaires assessing emotional intelligence and teacher freezing. The Trait Emotional Intelligence Questionnaire (TEIQue) and the Teacher Freezing Scale (TFS) will be administered.

**Data Analysis:** Statistical techniques like correlation analysis and regression analysis will be employed to examine the relationship between teacher freezing and emotional intelligence.

**Ethical Considerations:** Ethical approval will be sought from the appropriate institutional review board. Informed consent will be obtained from all participants, assuring confidentiality and voluntary participation.

### IV. DATA ANALYSIS

Table 4.1: Descriptive Statistics of Total Sample

	N	Mean	S.D.	Skewness	Std Error	Kurtosis	Std. Error
Teacher Freezing Scale	400	117.30	20.66	.00	.12	3.31	.25
Intellectual Test	400	102.55	22.43	.02	.12	-.26	.25
Psychological	400	27.59	5.91	-.37	.12	-.48	.25
Social	400	31.14	9.46	.15	.12	-.21	.25
Physical	400	28.69	8.01	-.27	.12	-.74	.25
Moral	400	19.21	3.78	.42	.12	2.17	.25
Emotional Self Awareness	400	23.17	5.52	-.31	.12	.14	.25
Emotional Experience	400	19.55	4.89	.69	.12	2.68	.25
Emotional Awareness of Others	400	25.97	5.59	-.42	.12	-.17	.25
Resilience	400	26.36	6.20	-.49	.12	.18	.25
Compassion	400	24.55	6.38	-.44	.12	-.19	.25
Personal Power	400	24.13	7.08	-.18	.12	-.93	.25
Integrity	400	19.16	4.35	-.02	.12	.01	.25
Relationship Quotient	400	16.76	3.60	-.64	.12	.41	.25
Optimal Performance	400	16.61	3.42	-.14	.12	.73	.25
Teacher Effectiveness	400	275.94	50.40	-.97	.12	1.22	.25
College organisational Climate	400	181.74	47.02	-.34	.12	-1.02	.25

Table 1 demonstrates that, in accordance with the norm and scoring processes, scores are normally distributed, with the notable exception of the teacher effectiveness statistics, which seem to be negatively skewed. Overall, the table

shows that morale among instructors has increased, that respondents' emotional intelligence is high, and that the atmosphere inside colleges is positive and supportive.

*Table 2: Comparison among excellent, good and average colleges on teacher effectiveness, Motivation to work, emotional intelligence and the college organisational climate (ANOVA)*

		<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
Teacher Effectiveness	Between Groups	298639.63	2	149319.81	86.09	.00
	Within Groups	631332.38	398	1734.43		
	Total	929972.01	400			
College Organisational Climate	Between Groups	255205.92	2	127602.96	82.38	.00
	Within Groups	563779.17	398	1548.84		
	Total	818985.09	400			
Teacher Freezing Scale	Between Groups	34396.82	2	17198.41	51.33	.00
	Within Groups	121950.60	398	335.02		
	Total	156347.42	400			
Intellectual Test	Between Groups	68426.28	2	34213.14	107.49	.00
	Within Groups	115854.53	398	318.28		
	Total	184280.81	400			
Psychological	Between Groups	1152.18	2	576.09	18.00	.00
	Within Groups	11644.13	398	31.98		
	Total	12796.31	400			
Social	Between Groups	2248.76	2	1124.38	13.38	.00
	Within Groups	30571.99	398	83.98		
	Total	32820.75	400			
Physical	Between Groups	1789.39	2	894.69	14.98	.00
	Within Groups	21734.81	398	59.71		
	Total	23524.20	400			
Moral	Between Groups	465.28	2	232.64	17.67	.00
	Within Groups	4790.14	398	13.16		
	Total	5255.42	400			
Emotional Self Awareness	Between Groups	1501.61	2	750.80	28.22	.00
	Within Groups	9681.87	398	26.59		
	Total	11183.48	400			
Emotional Experience	Between Groups	863.50	2	431.75	19.85	.00
	Within Groups	7917.30	398	21.75		
	Total	8780.81	400			
Emotional Awareness of	Between Groups	1676.45	2	838.22	31.24	.00

Others	Within Groups	9764.21	398	26.82		
	Total	11440.67	400			
Resilience	Between Groups	1840.03	2	920.01	27.38	.00
	Within Groups	12194.63	398	33.59		
	Total	14034.66	400			
Compassion	Between Groups	4461.66	2	2230.83	77.71	.00
	Within Groups	10449.15	398	28.70		
	Total	14910.81	400			
Personal Power	Between Groups	6926.95	2	3463.47	110.12	.00
	Within Groups	11448.23	398	31.45		
	Total	18375.18	400			
Integrity	Between Groups	1286.61	2	643.30	41.47	.00
	Within Groups	5645.57	398	15.51		
	Total	6932.19	400			
Relationship Quotient	Between Groups	302.10	2	151.05	12.31	.00
	Within Groups	4463.74	398	12.26		
	Total	4765.84	400			
Optimal Performance	Between Groups	190.94	2	95.47	8.48	.00
	Within Groups	4098.33	398	11.25		
	Total	4289.28	400			
	Within Groups	703821.78	398	1933.57		
	Total	1032539.95	400			

Colleges in Delhi range from having exceptional results to having fair results to having ordinary results, as seen in Table 2. Teachers' efficacy, college climate, teachers' motivation to work, and students' and teachers' emotional intelligence (on dimensions like emotional self-awareness, emotional experience, emotional awareness of others, resilience, compassion, personal power, integrity, relationship quotient, and peak performance) were all significantly correlated with one another at the 0.01 level of significance.

## V. CONCLUSION

Education is a procedure of man enlighten and empowerment of accomplishment of a higher and better quality of life. A teacher occupies a unique and important spot. It's soul and heart of any informative institution. Teachers are able to do miracles, which may shape raw material right into a finished item. Teachers have to be mindful of the role of theirs as version, through their

adherence, action, and conduct to human values. Career is actually a chosen location of the exercise acquired through systematic application of training and education. There's set of important characteristics which include long-term carrier, determination, public service, fulfillment, intellectual methods, code of ethics as well as independent judgment associated with professional performance.

The 44th President of U.S.A (Barrack Obama) one of his speeches on education has stated that Teachers who are actually on the carrier paths to be much better teachers, cultivate themselves professionally they must spend excellence more. On the problem of education teachers are actually the role model for your society. Teachers are extraordinarily distressed about just how their performance is actually evaluated and not only the own performance of theirs, though the school's performance usually. So, they're teaching to the tests all of the time. What I've said is the fact that we will be able to get buy in from teachers in terms the best way to evaluate progress. Every teacher I think needs

to be successful and in case we provide them with pathway to professional growth, where we're producing master teachers, they're assisting with apprenticeships for young brand-new teachers, they're engaged in an assortment of other tasks, which are truly adding value to the facilities, then we ought to be in a position to provide them much more cash for it.

They cannot determine simply on standardized tests which do not take an account whether kids are well prepared before they get to college or perhaps not. Education is responsible not only for high, but also for higher quality of life. In achieving this aim of education, the role of educational institution is very important and unique. Teachers as a heart of any educational institution can do miracles. They have ability to shape raw material into a final product. So, it is important that they ought to be conscious of their role and responsibilities, their conduct and actions and also adherence to human values. Profession is a specified area of the activity acquired through systematic program of education and training. There is set of essential attributes which include lifelong carrier, commitment, social service, satisfaction, intellectual techniques, code of ethics and independent judgment related to professional performance. All these problems are suffered by teachers. Teaching is one among the dignified professions in our society and a teacher's contribution in shaping the life of their students is of paramount important. In school settings teachers are expected to play multiple roles i.e., ranging instructor to counselors. A teacher is a social agent of change and is likely to bring social change and promote national development. Apart from the moral roles, teacher's role is important in promoting the required potentials for the student's future and develop them socially and are also desired to become highly competent, impartial and emotionally stable. Today the teacher is not only an expert in teaching but also adroit in handling other life situations.

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