CHAPTER - I
INTRODUCTION
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1.0 Introduction:

Education in the emerging Indian society is passing through a very critical but interesting phase. Profound social change, rapid growth of population, the richness of knowledge and technical development create problems for educational development of this country.

The society and the world over have made it necessary that teacher education should be looked at not only from the angle of teacher-student interaction, but also from social and psychological perspectives. Teacher education institutions need to prepare teachers for their social obligations.

Teacher Education means professional preparation of teachers. It is not merely training of teachers, but it is acquisition of that type of knowledge, skills and ability which help a teacher to discharge his professional duties and responsibilities effectively and efficiently. It means reshaping the attitude, habits and personality of a teacher.

Teacher education in India is imparted in two parts; pre-service and in-service. The pre-service teacher education is imparted at three levels: pre-school, elementary and secondary stage. Pre-school education prepares teachers for pre-school class viz. nursery and kindergarten, with courses varying from one to two years. Elementary teachers' educational programme is meant for preparing teachers for primary classes. The secondary teacher education programme prepares teachers for upper primary and secondary senior secondary classes (grades six to ten). The institution providing teacher education at different levels must be recognized by National Council of Teacher Education.

India possesses one of the largest systems of teacher education. Besides, the university departments of education and their affiliated colleges, government and aided institutions, private self-financing colleges and open Universities are also engaged in this venture. These programmes are almost identical but the standard varies.

Quantitatively teacher education institutions are increasing inspite of the fact that the educational system in the country is no longer capable of absorbing its half-
baked products, one does not find any concrete step for raising standards of teacher educational programme.

In the teacher education programme, there is absence of a strong commitment to profession. Some new dimensions like preparing teachers through part-time training programme for producing large number of teachers to fulfill national commitment of education for all has added to this professional crisis more. Although efforts were made by National Council of Teacher Education in fixing norms for admission procedures, intake capacity, number of hours to be spent on teachers training etc. but much still remains to be done.

Teacher is the most vital single factor of influence in the system of education. It is the teacher who matters most as far as the quality of education is concerned. The educational process is governed by the extent of his receptivity and initiative. The well equipped teacher is supreme in education. At all times the teacher is the pivot in the system of education.

Recently it has been emphasized that effective/exemplary teachers teach with styles and make a difference in learners’ achievement, gains and better effective responses from students.

1.1 The Concept of Style:

According to Webster’s New World Dictionary, a style is a distinctive characteristic manner or method of acting or performing. Jonassen and Grabowsk (1983) hold that, styles do not represent abilities but rather a set of preferences. Styles may have closed relationship with ability but they are different from abilities.

1.1.1 Brief History of Style:

Historically speaking the term ‘styles’ appeared in the literature for the first time in 1921 in research of Carljung on Psychological Types. Thereafter the word ‘style’ was used by Allport into his work in 1930. Since Allport time, the term has been modified and imbued with different meaning but the core definition of style, that is, its reference to habitual pattern or preferred ways of doing something (e.g. thinking, learning, teaching) that are consistence over long period of time and across many areas of activity remains virtually the same.

However, first movement came into prominence in the 1950’s and early 1960’s with the idea that styles could provide a bridge between the study of cognition (e.g. how we perceive, how we learn and how we think) and the study of personality. The movement was called the cognitive style movement. A number of cognitive
styles were proposed, all of which seemed somewhat closer to cognition than to personality.

A glaring example of such style is field dependence–independence suggested by Witkin. The term cognitive style referred to an individual’s way of processing information. The term was developed by cognitive psychologists conducting research into problem solving and sensory and perceptual abilities. The research provided some of the first evidence for the existence of distinctive styles.

A second movement also has attempted to understand ‘style’ but in a way that resembles the conceptualization and measurement of personality more than of cognition. Therefore, they are labeled as personality centered styles. Styles derived by Myers and Myers from the work of Jung and theory of styles suggested by Gregorc come in this category.

The third movement attempted to understand styles that appear to close to behavior or action of a person. They are, in fact, activity centered or action centered styles. These styles are popular by the name of Learning Styles. They deal with how people like to learn. Kolb’s theory and Dunn and Dunn’s theory have explained such styles. Apart from Learning Styles Holland’s theory of styles used primarily in occupational world also comes in this category. The three landmarks in the history of style have shown in the Figure 1.1 below:

<table>
<thead>
<tr>
<th>Cognition Centered Styles</th>
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<tbody>
<tr>
<td>Personality Centered Styles</td>
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<tr>
<td>Activity Centered Styles</td>
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</tbody>
</table>

Figure 1.1: Three Landmarks in the History of Styles

Recently, the term Thinking Styles has been used by psychologists. They are concerned with how people think. Work of Sternberg is a good example of such styles. Like that of cognitive styles, problem solving styles, decision making styles, thinking styles, hemispheric styles, intellective styles and creativity styles, the term teaching styles has been extensively used.

1.1.2 Characteristics of Style:

Sternberg (1997) has enumerated fifteen characteristic of styles:

- Styles are preferences in the use of abilities, not abilities themselves.
- A match between styles and abilities creates a synergy that is more than the sum of its parts.
Life choices need to fit styles as well as abilities.
People have profile of styles, not just a single style.
Styles are variables across tasks and situations.
People differ in the strength of their preferences.
People differ in their stylistic flexibility.
Styles are socialized.
Style can vary across the life span.
Styles are measurable.
Styles are teachable.
Styles valued at one time may not be valued in another.
Styles are not, on an average, good or bad.
We confuse stylistic fill with levels of abilities.

1.2 Thinking Style:

1.2.1 Concept of Thinking Style:

Thinking Style is the individual's preferred ways of using abilities. This is in fact related to cognition, which includes perceiving, sensing, problem solving, thinking and remembering. However, Thinking Style is different from cognitive style in the sense that this is more general and instead of one this has many dimensions. For instance, field dependence/independence, impulsivity/reflectively etc. Cognitive style has only one dimension whereas Sternberg’s Thinking Style based on multi-dimensions such as functions, forms, levels, scope and leaning. These Thinking Styles are not the abilities rather they are different ways of exploring abilities for thinking intellectually or creatively.

1.2.2 Importance of Thinking Style:

The Potential contribution of Thinking Styles to education may be described in the following ways:

1. Improving Instructional Methods:

Thinking Styles might provide a basis for tailoring the mode of presentation as well as the nature and degree of substantive structure to functional characteristics of learners, so as to develop, compensate for or capitalize upon student characteristics for the optimization of subject matter learning, contrariwise, depending on the educational goals, students might be deliberately comforted with instructional demands that are congenial to their Thinking Styles so as to stimulate growth and
flexibility. There is thus a continuing but potentially fruitful tension over the relative value of matching educational treatment to learner characteristics as opposed to mismatching them. Although, matching may be facilitate when the aim is to enhance immediate subject matter achievement. Mismatching may be needed when the aim is to promote flexible and creative thinking, obstacles, opposition, conflict and challenge may be necessary to stimulate individual development and creativity. Depending upon the instructional aims, curriculum materials and procedure might be devised in stylistic terms by varying the degree of independent study versus group instruction, cognitive controls and stylistic abilities might thus serve to increase the functional options of individualization of an instruction.

2. **Enriching Teacher Behaviours and Conception:**

   Teacher performance might be improved through heightened awareness of Thinking Styles, which could lead to increased flexibility in the teacher's own stylistic preference for particular evaluation and teaching methods. Increased teacher awareness of stylistic differences might also improve teacher student communication by increasing sensitivity to verbal and non-verbal stylistic cues and to communicative difficulties attendant upon stylistic mismatch. Teachers and student who are similar in Thinking Styles tend to view each other with greater mutual esteem than to those who are dissimilar; they also tend to communicate more effectively, as if they were on the same wavelength. If teachers and students are more aware of stylistic differences, these match-mismatches are considerably attenuated through resulting improved communication.

3. **Enhancing Student Learning and Thinking Strategies:**

   By increasing student awareness of Thinking Styles and their implications for learning, communication and social functioning, the teacher might expand student purviews about the range of alternative thinking strategies that are congenial to their styles but those that are uncongenial as well. Since strategies may be more easily learned than styles and more amendable to alteration, teacher might thereby increase the students strategic repertoire and the likelihood that strategies, even stylistically uncongenial one's will be selectively and appropriately applied as a function of varied task requirements.

4. **Expanding Guidance and Vocational Decision-Making:**

   Since, Thinking Styles are related to vocational preferences and to choice of major field as well as to choice of specialization and to relative performance within
field, knowledge of student’s Thinking Styles should contribute to improved educational decision making. Moreover, since Thinking Styles have significance for the ways in which information is selected, processed and used, styles should be taken into account in optimizing students’ involvement in the guidance process.

5. **Broadening Education Goals and Outcomes:**

The pervasiveness of Thinking Styles suggests that capitalizing upon styles and coping with their restrictiveness might become explicit goals of education that schools and colleges should be concerned not just with knowledge acquisition but also with the students’ manner of thinking. The concern invokes a number of process goals and associated process outcomes to be evaluated such as the development of strategic thinking, the enrichment of the student’s repertoire of procedural alternatives and the development flexibility in the utilization of multiple thinking modes.

6. **Turning the Stylistic Demands of Learning Environment:**

Educational environments make stylistic as well as intellectual demands, but the stylistic demands of most current programmes and settings are usually so intermixed that they neither uniformly match nor uniformly mismatch Learning Styles. Rather, they are generally misaligned with stylistic characteristics of learners with some environmental and program features facilitating and others debilitating performance. This often puts students in a double bind. From the Thinking Style perspective, we are in a position to explore the stylistic requirements of different learning environments with a view towards developing style consistent modules of instructional method. Such modules might include suitable teaching methods. Such explorations may help to better understand and appreciate the subtle stylistic demands of the conditions of learning.

7. **Render Help in Adopting Suitable Assessment Methods:**

It is assumed that different methods of assessment tend to benefit different Thinking Styles. For instance, multiple choice tests are very much oriented towards executive and local thinkers. Similarly, short answer type tests are the most compatible to executive, local hierarchical and internal thinking. Essay tests do not benefit particular styles, rather whom they benefit depends on how the essays are evaluated. Projects and portfolios tend to reward styles that are quite different from those typically reward by short answer and multiple choice tests. Even interviews tend to reward some styles over other. Therefore, there is a need to correspondence between Thinking Styles and different formats of tests. Having complete knowledge
of tests and Thinking Styles, the teacher is in the best position to adopt suitable methods of assessment in the classroom.

1.2.3 Theoretical Overview of Thinking Style:

Interest in the notion of styles developed when the conventional ability tests provide only partial answer for the question why people differ in their performance. Personality differences influences the performance of people in all fields they engage. But personality is not the entire answer. So an interface between ability and personality was needed. The concepts of Emotional Intelligence, social intelligence etc. is resulted from this need. The notion of styles is also an outcome of the need to explain the individual differences in performance. Styles are seen as higher order traits: they influence the way single traits are related to behaviour. A style is a preferred way of thinking or performing. It is not ability, but rather a preferred way of using the ability one has. Ability refers to how well one can do something. A style refers to how some one likes to do something. Constructs of social, practical and Emotional Intelligence/multiple intelligence expand our notion of what people can do. The construct of style expand our notion of what people prefer to do; how they capitalize the abilities they have. This can be understood with the help of the following models of Thinking Styles.

1.2.4 Models of Thinking Styles:

1.2.4.1 Harrison and Bramson’s Model of Thinking Styles:

“How do people think about things?” Most people sometimes in their lives have asked this question. It is usually when you are thinking about some other person ideas and trying to figure out how they reached the conclusions they did. Harrison and Bramson, through their research, found that in Western society there are five distinct styles of thinking. Most people show a marked preference for one or two of the styles. These styles are referred to as “inquiry modes”. The five styles of thinking are: synthesis, idealist, pragmatist, analyst and realist. The description of which is as follows:

1. Synthesist Style:

Synthesists are apt (appropriate) to appear challenging, skeptical, or satirically amused, even when you can see no cause for any of that. Synthesists like to speculate and enjoy being the “devil’s advocate”, synthesits are different. They tend to enjoy conflict and argument simply for the sake of argument. They tend to find solutions
through combining contradictory views and insisted by reaching an agreement or compromise.

2. **Idealist Style:**

   Idealists look and respond attentively and receptively. An idealist gives impression that he is truly interested in what you are saying and values your opinion. From the standpoint of conflict, they are the exact opposite of the synthesists. They show conflict and are always trying to be accommodating. Being idealists, they try to think holistically. Wholesomeness and assimilation are two very strong traits for an idealist. Idealists also tend to take a much longer view of things. They tend to be greater planners and are convinced that the world can be a better place if only people started thinking about the future and planning more. Idealists also tend to be very receptive listeners. They aren't interested in listening to a lot of data or facts. However, they are more interested in 'people' and 'feelings'. Because of this, they can be very good at gathering information.

3. **Pragmatist Style:**

   "Pragmatists often show a good deal of humour, a quickness to agree with others 'ideas. Unlike the idealists, they don't shy away from conflict but neither do they relish it like the synthesist. They realize it is useful and necessary and they make use of it. They like to experiment and brainstorm and can be very creative. The pragmatist motto appears to be 'whatever works' the workability and quick pay of their efforts. They are not ones for great, long range plans and tend to be short range, practical thinkers'."

4. **Analyst Style:**

   "Analysts tend to appear cool, studious, perhaps distant and hard to read. They look at things logically and are data and fact centered. They believe in reason and rules and one correct way of doing things. They can appear very dry and disciplined, without much of a sense of humour. It's not that they don't have a sense of humour, it's just that it is more cerebral. Their basic strategy is one of methodology and the scientific method. If they have a task to perform, they write it down and remain systematic in this outlook on life'."

5. **Realist Style:**

   Realists tend to have a direct, forceful, frank appearance, not necessarily aggressive, but sometimes that too. They are no-nonsense people. The main strategy
employed by a realist is that of empirical discovery. They like things concrete and rely very much on their sense to tell them about the world.

This model of five Thinking Styles given by Harrison and Bramson is given below in figure 1.2:

Figure 1.2 Five Types of Thinking Styles: Model of Harrison and Bramson.

1.2.4.2 Sternberg et.al. Model of Thinking Styles:

Sternberg et al. (1997) argues that Thinking Styles are important as or more important than abilities no matter how broadly abilities are defined. How people prefer to think might be just as important as or more important than how well they think. People do not have a style, but rather a profile of styles. They show varying amount of each style but are not locked into any one profile. People may be particularly identical in their abilities and yet have very different styles. Styles can be varied to different tasks and situations. Styles are not fixed but fluid. Various styles are not good or bad but only different.

Psychologists attempted to integrate to and extend the fragmented research results displayed in various theories of styles. They tried to combine several minitheories of intellectual functioning, learning and personality and explained the ways in which people perceive and understand the world around them and how they then translate that perception of the external world into an internal representation within their minds. Sternberg (1997) introduced a theory of mental self-government to combine the various cognitive, learning and personality styles. This is as under:
1. Mental Self-Government Theory of Thinking Styles:

Mental Self-Government Theory of Thinking Styles was first introduced by Sternberg et. al. in 1988. He and his associates developed this into a comprehensive theory of Thinking Styles by conducting further studies and investigations in these directions. The theory uses the government metaphor to explain how intelligence and personality characteristics are organized and directed. Like governments, individuals are characterized on the basis of observation of their preferred functions, forms of organization, levels they function, scope and learning.

The basic idea behind the theory of mental self-government is that the forms of government people have in the world are not coincidental. Rather they are external reflections of what goes on in people’s minds. They represent alternative ways of organizing and thinking. Thus, the forms of government people see mirrors of their minds. There are a number of parallels between the organization of the individual and organization of the society. Just as society needs to govern itself, people need to govern themselves. People need to decide on priorities as does a government. People need to be responsive to changes in the world, as does a government. And just as there are obstacles to change in government, so are there obstacles to change within the people. Thirteen different dimensions of Thinking Styles were identified under five categories in this theory. In analogy to governments, people carry out legislative, executive and judicial functions. Some individuals prefer to follow rules and existing methods (executive style). Others enjoy creating and formulating their own rules (legislative style). While still others like to judge and evaluate rules, ways, ideas and procedures (judicial style). Government govern themselves according to one of the following four types of government: oligarchic, monarchic, hierarchic and anarchic. Applied to mental self-government, these four styles concern the way a person organizes information processing. Individuals with a monarchic style prefer to focus on one goal at the time and address the next goal when the first goal is completed. Individuals with an oligarchic or hierarchic style like to deal with multiple goals. The former individuals have difficulty in assigning priorities to the various goals, thus creating conflict and tension. The latter have a good sense of priority. They prefer to work systematically. Individuals with an anarchic Thinking Style tend to be motivated by a wide range of needs and goals and are flexible in their approach. However, they have difficult to setting priorities since they have no firm set of rules.
Governments also operate at different levels, such as the global or the local level and are therefore more concerned with either general or specific policy making. In analogy, individuals with a global Thinking Style prefer general, abstract reasoning, pondering in the world of ideas, whereas individuals with a local Thinking Style are more down to earth and oriented towards the pragmatics of the situation. Governments also differ in scope dealing primarily with internal and external issues. Likewise, individuals with an internal Thinking Style differ from individuals with an external Thinking Style, preferring to work independently from others. They are more introverted and less socially sensitive than persons with an external style. Finally, governments have a preference for liberal or conservative style and so have individuals. Those with a liberal Thinking Style give preference to tasks and projects and allow them to cover unexplored ground. They seek rather than avoid ambiguous and uncertain stimuli. In contrast, individuals with a conservative Thinking Style prefer familiar, non-threatening situations. Together, these thirteen Thinking Styles can characterize individuals to a greater or lesser extent.

2. Functions of Mental Self-Government:

Roughly speaking, governments serve three functions—Executive, Legislative and Judicial. The executive branch carried out the initiatives, policies, and laws enacted by the legislative branch, and the judicial branch evaluates whether the laws are being carried out correctly and if there are violations of these laws. People also need to perform these functions in their own thinking and working. Legislative people like to come up with their own ways of doing things and prefer to decide for themselves what they will do and how they will do it. Legislative people like to create their own rules, and prefer problems that are not pre-structured or pre-fabricated. Some of the preferred kinds of activities of a legislative stylist are writing creative papers, designing innovative projects, creating new business or educational systems, and inventing new things. Some of the kinds of occupations they prefer, all of which let them exercise their legislative bent, are creative writer, scientist, artist, sculptor, investment banker, policy maker, and architect.

The legislative style is particularly conducive to creativity, because creative people need not only the ability to come up with new ideas, but also the desire too. Unfortunately, school environments do not often reward the legislative style. Indeed, even the training for occupations that require people to be creative often discourages
the legislative style. Thus, a person might find him/herself in a science course, required to memorize facts, formulas, and charts. Yet scientists almost never have to memorize anything: if they don't remember something, they look it up on their bookshelf. Creative writers also need a legislative style, but a legislative style is not often encouraged, and is often discouraged in literature classes, where the emphasis in the lower grades is likely to be on comprehension and in the upper grades on criticism and analysis. Executive people like to follow rules and prefer problems that are restructured or pre-fabricated. They like to fill in the gaps within existing structures rather than to create the structures themselves. Some of the kinds of activities they are likely to prefer solving given mathematical problems, applying rules to problems, giving talks or lessons based on other people's ideas and enforcing rules. Some occupations that can be a good fit to executive thinkers are certain types of lawyer, police officer on patrol, builder of other people's designs, soldier, proselytizer for other peoples systems, and administrative assistant.

The executive style tends to be valued both in school and in business, because executive stylists do what they are told, and often do it cheerfully. They follow directions and order, and evaluate themselves in the same way the system is likely to evaluate them, namely, in terms of how well they do what they are told. Thus, a gifted child with an executive style is likely to do well in school, whereas a gifted child with a legislative style is more likely to be viewed as nonconforming and even rebellious. Peer-group pressure encourages children to adopt an executive style as well, but with respect to the norms of the peer group rather than of the school. Thus, pressure from many sources can be lead students to adopt this style. Judicial people like to evaluate rules and procedures, and prefer problems in which one analyses and evaluates existing things and ideas. The judicial stylist likes activities such as writing critiques, giving opinions, judging people and their work, and evaluating programs. Some of their preferred kinds of occupations are judge, critic, program evaluator, consultant, admission officer, grant and contract monitor and systems analyst. Schools often shortchange the judicial style. Although the work of a historian, for example, is in large part judicial--the analysis of historical events--many children get the idea that the work is largely executive-remembering data of events. As in science, therefore, some of the ablest students may decide to pursue some other field, even though the
style of thinking may be well suited not to their preparation for the career, but to the actual career itself.

Problems of mismatching are not limited to the school. In much business, including schools, lower-level managers are sought who have a largely executive style. They do what they are told, and try to do it well. People with such a style are often then promoted into the higher levels of management. The problem is that in the higher levels, a more legislative or judicial style also becomes desirable. But many of the people with a more legislative or judicial style may well have been derailed early in their management careers, so that they never get to the higher levels of management. People may be promoted to higher positions for which their styles are not suited.

3. **Forms of Mental Self-Government:**

The theory of mental self-government specifies four forms: monarchical, hierarchic, oligarchic, and anarchic. Each form results in a different way of approaching the world and its problems. A monarchical person is someone who is single-minded and driven. The individual tends not to let anything get in the way of his/her solving a problem. Monarchical people can be counted on to get a thing done, given that they have set their mind to it.

Monarchical bosses often expect tasks to be done, without excuses or extenuating circumstances. When you get married to a monarchical individual, you usually find it out quickly. You may see little of the person, and when you do see the person, his/her mind may be elsewhere. If you, rather than say, work, are the subject of a monarchical spouse’s obsession, you may find yourself receiving more attention than you expected.

Monarchical children often encounter a problem in school: They usually want to be doing something other than what they are doing and are like to be thinking about the other thing while they are supposed to be attending to the teacher. Sometimes, their interests are the best served when a teacher (or parent) brings whatever they are monarchical about to bear on other things they are doing. For example, child who has a strong interest in sports but is not a reader may become a reader if given sports novels to read. A child who loves cooking but not math could be given math problems to do that involve recipes. In this manner the child may become interested in things that previously are of no interest. The hierarchic person has a hierarchy of goals and recognizes the need to set priorities, as all goals cannot always be fulfilled or at least
fulfilled equally well. This person tends to be more accepting of complexities than is the monarchical person, and recognizes the need to view problems from a number of angles so as to set priorities correctly.

Hierarchical individuals tend to fit well into organizations because they organize the need for priorities. However, if their priorities are different from those of the organization, problems may arise. Then they may tend themselves organizing their work according to their own, but not their organization's priorities. The company lawyer who wants to spend too much time on pro bono work, the University professor who wants to spend too much time teaching, and the cook who wants each meal to be perfect but who takes forever in cooking the meals may soon find themselves unwelcome in their respective organizations.

The oligarchic person is like the hierarchical person in having desire to do more than one thing within the same time frame. But unlike hierarchical people, oligarchic people tend to be motivated by several, often competing goals of equal perceived importance. Often, these individuals feel pressured in the face of competing demands on their time and other resources. They are not always sure what to do first, or how much time to allot to each of the tasks they need to complete. However, given even minimal guidance as to the priorities of the organization in which they are involved, they can become as effective as or even more effective than people with other styles.

Anarchic people take what seems like a random approach to problems. They tend to reject systems and especially rigid ones and to fight back at whatever system they see as confining them.

Although anarchic individuals may have trouble adapting to the worlds of school and work, especially if the environment is a rigid one, they often have greater potential for creative contribution than do many of the people who find the anarchic so distasteful. Because anarchics tend to pick up a little form here, a little from there, they often put together diverse bits of information and ideas in a creative way. They are wide-ranging in the scope of things they will consider, and so may see solutions to problems that others overlook. The problem for the teacher, parent or employer is to help the anarchic person harness this potential for creativity, and achieve the self-discipline and organization that are necessary for any kind of a creative contribution.
If this harnessing effort works, then the anarchic person may end up succeeding in domains where others may fail.

4. **Levels of Mental Self-Government**:

Global individuals prefer to deal with relatively large and abstract issues. They ignore or don’t like details, and prefer to see the forest rather than the trees. Often, they lose sight of the trees that constitute the forest. As a result, they have to be careful to get lost on “Cloud Nine”. Local individuals like concrete problems requiring working with details. They tend to be oriented toward the pragmatics of situation and are down-to-earth. The danger is that they may lose the forest for the trees. However, some of the worst system failure such as in aviation and rocketry has occurred when people have ignored what seemed at the time to be small details. Thus, almost any team requires at least some local individuals.

Global and local people can work particularly well together, because each attends to an aspect of task completion that the other would rather forget. Two global people trying to complete a project may each want to deal with the big issues, leaving no one to attend to the details; two local people may find themselves without anyone to do the higher order initial planning needed to get the job done. It helps if neither individual is so extreme that he or she cannot understand and appreciate what the other to offer. Extreme loyalists or globalists can get carried away and start to lose sight either that the big issues exist, or that there are details that someone needs to attend.

5. **Scope of Mental Self-Government**:

Internal individuals are concerned with internal affairs— that is to say, these individuals turn inward. They tend to be introverted, task-oriented, aloof, and sometimes socially less aware. They like to work alone. Essentially, their preference is to apply their intelligence to things or ideas in isolation from other people. An example of how teachers (or anyone else) can confuse style with abilities is shown by the case of a kindergartner who was recommended by her teacher for retention. When asked why she had made this recommendation, the teacher pointed out that although the child’s academic work was quite good, the child did not seem “socially ready” for first grade. That is to say, the child preferred to be on her own rather than to interact with other children, which the teacher took as a lack of some kind of social intelligence. In fact, the child was simply an internal. She was promoted, and has done splendidly well both academically and in her social relations.
External individuals tend to be extroverted, outgoing and people oriented. Often they are socially sensitive and aware of what is going on with others. They like working with other people wherever possible.

Many of the questions that arise in education as to “what is better?” stem from a fundamental misunderstanding of the interaction of styles with learning experience. For example, in recent years, there has been a strong push toward what is called “cooperative learning” which means children working together to learn in groups. The idea is supposed to be that children will learn better in small working groups than they will when they are left to their own devices. From the standpoint of the theory of mental self-government, there is no single right answer to questions such as whether children learn better individually or in groups, and indeed, this question, like so many others, is viewed as miss formulated. External children will prefer working in groups and will probably learn better when learning with others. Internal children will prefer to work alone, and may become anxious in a group setting. This is not to say that internal should never work in groups or externals, alone. Obviously, each kind of individuals needs to develop the flexibility to learn to work in a variety of situations. But the stylistic point of view implies that teachers, like students, need to be flexible in the way they approach the teaching-learning process. They need to provide children with both individual and group settings so that children can be comfortable some of the time and challenged the rest of the time. Always providing the same working setting tends to benefit some students and to penalize others.

6. Leaning of Mental Self-Government:

The liberal individual likes to go beyond existing rules and procedures, to maximize change and to seek situations that are somewhat ambiguous. The individual is not necessarily “politically” liberal. A political conservative could have a liberal style in trying to implement, say, a Republican agenda in a new and all-encompassing way. Thrill seekers tend to have a liberal style, as do people who, in general, quickly become bored. The conservative individual likes to adhere to existing rules and procedures, minimize change, avoid ambiguous situations where possible, and stick with familiar situations in work and professional life. This individual will be happiest in structured and relatively predictable environment. When such structure does not exist, the individual may seek to create it.

Categories and dimensions of Thinking Styles in the Mental Self-Government Theory of Thinking Styles are given in Table 1.1 below:
<table>
<thead>
<tr>
<th>Characterization</th>
<th>Dimensions</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Legislative</td>
<td>Likes to create, invent, design, do things his or her own way, have little assigned structure</td>
<td>Likes doing science projects, writing poetry, stories, or music, and creating original artworks.</td>
</tr>
<tr>
<td>Executive</td>
<td>Likes to follow directions, do what he or she is told, be given structure.</td>
<td>Likes to solve problems, write papers on assigned topics, do artwork from models, build from designs, and learn assigned information.</td>
</tr>
<tr>
<td>Judicial</td>
<td>Likes to judge and evaluate people and things</td>
<td>Likes to critique work of others, write critical essays, give feedback and advice</td>
</tr>
<tr>
<td>Monarchic</td>
<td>Likes to do one thing at a time, devoting to it almost all energy and resources.</td>
<td>Likes to immerse self in a single project, whether art, science, history, and business.</td>
</tr>
<tr>
<td>Hierarchic</td>
<td>Likes to do many things at once, setting priorities for which to do when and how much time and energy to devote to each.</td>
<td>Likes to budget time for doing homework so that more time and energy is devoted to important assignments.</td>
</tr>
<tr>
<td>Oligarchic</td>
<td>Likes to do many things at once, but has trouble setting priorities.</td>
<td>Likes to devote sufficient time to reaching comprehension items, so may not finish standardized verbal-ability tests.</td>
</tr>
<tr>
<td>Anarchic</td>
<td>Likes to take a random approach to problems; dislike systems, guidelines, and practically all constraints.</td>
<td>Writes an essay in stream-of-consciousness form; in conversations, jumps from one point to another; starts things but doesn’t finish them.</td>
</tr>
<tr>
<td>Global</td>
<td>Likes to deal with big picture, generalities, and abstractions.</td>
<td>Writes an essay on the global message and meaning of a work of art.</td>
</tr>
<tr>
<td>Local</td>
<td>Likes to deal with details, specifics, concrete examples.</td>
<td>Writes an essay describing the details of a work of art and how they interact.</td>
</tr>
<tr>
<td>Internal</td>
<td>Likes to work alone, focus inward, be self-sufficient.</td>
<td>Prefers to do science or social studies project on his/her own.</td>
</tr>
<tr>
<td>External</td>
<td>Likes to work with others, focus outward, be inter-</td>
<td>Prefers to do science or social studies project with</td>
</tr>
</tbody>
</table>
dependent. other members of a group.

Liberal
Likes to do things in new ways, defy conventions. Prefers to figure out how to operate new equipment even if it is not the recommended way; prefers open classroom setting.

Conservative
Likes to do things in tried and true ways, follow conventions. Prefers to operate new equipment in traditional way; prefers traditional classroom setting.

The theory of mental self-government proposed by Sternberg is an attempt to integrate and extend the fragmented research results displayed in various theories of styles. Sternberg’s theory combines several mini-theories of intellectual functioning, learning and personality. It has high potential for generating hypotheses about the way students’ abilities and personality’s interaction in everyday behaviour. For example, Sternberg hypothesized that; the use of specific tests will favour students with certain Thinking Styles at the expense of students with other styles. He predicted that multiple choice tests would strongly favour students with executive and local styles but also those students with internal and conservative styles. On the other hand, project assessment would favour students who enjoy performing resource intensive assignments. Sternberg also claimed that students with differing Thinking Styles handle their limited resources in different ways. However, more empirical work is needed on Thinking Styles before establishing the theory. The present study is an attempt in this direction.

Thus, it may be noted that teacher can facilitate learners’ use of Thinking Styles information for helping them to understand as thinkers, for encouraging them to expand their Thinking Styles for using a variety of learning approaches and for creating an environment in which diversity can thrive.

1.3 Learning Style:

1.3.1 Concept of Learning Style:

The term Learning Styles refers to the view that different people learn information in different ways. In recent decades, the concept of Learning Styles has steadily gained influence. Moreover, the learning-styles concept appears to have wide
acceptance not only among educators but also among parents and the general public. This acceptance is perhaps not surprising because the learning-styles idea is actively promoted by vendors offering many different tests, assessment devices, and online technologies to help educators identify their students’ Learning Styles and adapt their instructional approaches accordingly.

Learning Style are individual differences in learning. An individual’s Learning Style “is the way he/she concentrates on, processes, internalizes, and remembers new and difficult academic information or skills”. Individual’s approach learning differently due to differences in their Learning Styles. A person’s approach to learning is a relatively stable indicator of how they perceive, interact with, and respond to the learning environment. Understanding Learning Styles and the role of Learning Styles in the thinking/learning process is a key component in effective teaching. Utilizing Learning Style theory in the classroom is extremely beneficial at all educational levels for a variety of reasons. Some researchers have found a relationship between occupational preferences and Learning Style type. In addition, student’s Learning Styles have been shown to be affected by their educational experiences, particularly at the postsecondary level. Individuals pursuing careers in information technology (IT) typically encounter a professional work environment that exploits extensive problem solving which draws upon their abilities with a kinesthetic Learning Style. Therefore, knowledge of Learning Styles is useful in designing classroom activities that support the development of this Learning Style.

For some time, now educational research exploring the issue of Academic Achievement or success has extended rightfully so beyond “simple” issues of intelligence and prior Academic Achievement. There are a number of learning-related concepts. One concept in particular which has provided some valuable insights to learning in both academic and other settings is Learning Style. There is general acceptance that the manner in which individuals choose to or are inclined to approach a learning situation has an impact on performance and achievement of learning outcomes. Because Learning Style has been the focus of such a vast number of research and practitioner-based studies in the area, there exist a variety of definitions, theoretical positions, models, interpretations and measures of the construct. To some extent, this can be considered a natural consequence of extensive empirical investigation and is to be expected with any continually developing concept which proves useful in gaining understanding of such a crucial and prevailing endeavor as
1.3.2 Nature and Definition of Learning Style:

Different authors have defined the term Learning Style differently. Here some important definitions of Learning Styles have been offered to understand the nature of Learning Style.

Dunn and Dunn (1975) defined Learning Style as those environmental, emotional, sociological and physical characteristics through which he/she learns the most easily. These authors in 1992 defined Learning Style as the way in which individuals begin to concentrate on process, internalize and retain new and difficult academic information.

Gregorc (1979) defined Learning Style as consisting of distinctive behaviors which serve as indicators of how a person learns from and adapts to his environment and process information for problem solving.

DeBellow (1990) defined Learning Style as the way people absorb process and retain information.

Honey and Mumford (1992) defined Learning Styles as being a description of the attitudes and behavior which determine an individual’s preferred way of learning.

According to Messick (1994) Learning Styles are consistent orientations towards learning and studying.

In view of Grasha (1996) Learning Styles are personal qualities that influence a student’s ability to acquire information, to interact with peers and the teacher and otherwise to participate in learning experiences.

Vermunt (1996) define Learning Style as a coherent whole of learning activities that student usually employ, their learning orientations and their mental models of learning.

Sternberg and Zhang (2001) conceptualized Learning Styles as how an individual prefers to learning, reading for instance or by attending lecture.

Jackson (2002) holds that leaning styles are a subset of personality having a biological basis and constituting the learnt basis of personality.

Keefe and Monk (1986) defines Learning Styles as the characteristic, cognitive, affective and psychological behaviors that serve as relatively stable
indicators of how learners perceive, interact with and respond to the learning environment.

**Schmeck (1987)** held that Learning Style is a student’s predisposition to adopt a particular learning strategy across the learning tasks.

Thus, it may be noticed that Learning Style is a unique way of an individual learner which he adopts or prefers to approach the learning tasks. Out of the above mentioned definitions, definition given by Keefe and Monk (1996) is very comprehensive and acceptable to most of the researchers.

According to Wikipedia, “Learning Styles are different ways that a person can learn. It is commonly believed that most people favour some particular method of interacting with, taking in, and processing stimuli or information.

The manner, in which a learner perceives, interacts with and responds to the learning environment. Components of Learning Style are the cognitive, affective and physiological elements, all of which may be strongly influenced by a person's cultural background.

A preferential mode, through which a subject likes to master learning, solve problems, thinks or simply react in a pedagogical situation.

A consistent pattern of behavior and performance by which an individual approaches educational experiences; Learning Style is derived from cultural socialization and individual personality as well as from the broader influence of human development.

**1.3.3 Types of Learning Style:**

**1. Visual Learners:**

These learners need to see the teacher’s body language and facial expression to fully understand the content of a lesson. They tend to prefer sitting at the front of the classroom to avoid visual obstructions (e.g. people's heads). They may think in pictures and learn best from visual displays including: diagrams, illustrated text books, overhead transparencies, videos, flipcharts and hand-outs. During a lecture or classroom discussion, visual learners often prefer to take detailed notes to absorb the information.
2. **Auditory Learners:**

They learn the best through verbal lectures, discussions, talking things through and listening to what others have to say. Auditory learners interpret the underlying meanings of speech through listening tone of voice, pitch, speed and other nuances. Written information may have little meaning until it is heard. These learners often benefit from reading text aloud and using a tape recorder.

3. **Tactile/Kinesthetic Learners:**

Tactile/Kinesthetic persons learn the best through a hands-on approach, actively exploring the physical world around them. They may find it hard to sit still for long periods and may become distracted by their need for activity and exploration. Many students realize that they have a distinctive Learning Styles. These Learning Styles impact how well we learn under certain conditions. Some students learn best by hearing information, while others learn best by seeing it. A number of different theories have emerged to describe how students prefer to learn best.

1.3.4 **Kolb's Model of Learning Styles:**

One of the most influential models of Learning Styles was developed by David Kolb in the early 1970's. His theory of experiential learning and the instrument which he devised to test theory—the Learning Style inventory (LSI)—have generated a very considerable body of research. According to Kolb (1984) learning is the process whereby knowledge is created through the transformation of experience. Knowledge results from the combination of grasping experience and transforming it. He proposes that experiential learning involves two major dimensions perceiving and processing. The first describes concrete and abstract thinking and the second an active and information processing activity. Effective learners need four kinds of ability to learn: concrete experience (CE), reflective observation (RO), abstract conceptualization (AC) and active experimentation (AE).

These four capacities are structures along two independent axes (dimensions) as shown in the following figure 1.3:
They are known as learning modes. The combinations of specific two learning modes generate a unique Learning Style. For example concrete experience and reflective observation (CE & RO) produce diverger Learning Style: reflective observation and abstract conceptualization (RO & AC) create assimilator Learning Style, abstract conceptualization and active experimentation (AC & AE) produces accommodation Learning Style. According to Kolb learning by its very nature is full of tension and these tensions are resolved by preferring or choosing a Learning Style over the other. Kolb has described the process of experiential learning as a four-stage Cycle, which starts from the concrete experience followed by reflective observation, abstract conceptualization and active experimentation. The characteristics of four basic Learning Styles have been presented as under:

Kolb has argued that his theory of experiential learning provides a useful framework for the design and management of all learning experiences.

The four Learning Styles have been briefly described in the following paragraphs:

1. Imaginative Learning Style:

Imaginative Learning Style depends on concrete experience and reflective observation. The greatest strength of the learner with imaginative Learning Style
lies in their imaginative ability. They perform the best in situations when they have to generate ideas. They need to seek background information and sense opportunities, investigate new patterns, and recognize discrepancies and problems and generate alternatives. They have broad cultural interests and tend to specialize in the arts. They are interested in people and tend to be imaginative and emotional. They are very intense over enthusiastic and dedicated in their work. They are creative innovative and tend to initiate ideas. They are people oriented and like to promote interaction among groups to reduce conflicts and disagreements and seek harmony. They believe in trusting and encouraging their team members.

2. **Analytical Learning Style:**

Learners with analytical Learning Style perceive information abstractly but process it reflectively. Their greatest strength lies in their ability to create theoretical models. They can assimilate disparate observations into an integrated explanation which is by excelling in inductive reasoning. They valued continuity and sequential thinking and need to seek options from experts. They are more interested in abstract concepts than in people. They were less concerned with the practical use of theories and more concerned with whether the theory is logically sound and precise. They like to work in their traditional classroom mode. They seek personal effectiveness as well as goal attainment. They solve problems through logic and lead by principles and facts.

3. **Precision Learning Style:**

Precision Learning Style depends on the use of abstract and active experimentation modes. Learners with this style perceive information abstractly but process it actively. Their greatest strength lies in the practical application of ideas. They seem to do best in those situations where there is a single correct answer or solution to question or problem. Their knowledge is organized in such a way that through hypothetic deductive reasoning they can focus on specific problems. They are seen as relatively unemotional, preferring to deal with things rather than people. They are pragmatist who seek results ideas must have utility; they have little patience for vague and fuzzy ideas. They tend to have narrow interests and often choose to specialize in the physical sciences. They adhere strictly to deadlines and time table. They prefer people who can understand and implement ideas as quickly as possible.
4. **Dynamic Learning Style:**

Dynamic Learning Style depends upon the use of concrete experience and active experimentation modes. Learners with dynamic Learning Style perceive information concretely but process it actively. Their strength lies in doing things, carrying out plan and experiments and getting involved in new experiences. They take more risk than people with other three Learning Styles. They excel in situations where they have to adapt to specific circumstances. They tend to solve problems in an intuitive, trial and error manner, relying heavily on other people for information rather than their own analytical ability. In situations where theory or plans do not fit the facts they are likely to discard the plan or theory. They are at ease with people but are some time seen as impatient and pushy. People with this Learning Style are action-oriented. They are stimulated by challenging and risk taking tasks. They solve problems by looking at all possibilities and studying the trends. They are accomplishment oriented. Learners with this style aim at implementing solutions and committing resources.

Thus, it is clear from the forgoing discussion that Learning Styles are not only important for teachers to make teaching learning process effective but also important for administrators to assess the teachers and to train them. They are also helpful to learners to adopt different Learning Styles. They are also important for course designers and text book writers. Teachers can make use of Learning Style to improve classroom teaching. Obviously, they can discuss the various Thinking and Learning Styles with administration, give examples of various styles and talk about when it is appropriate use of various styles.

1.4 **Self-Efficacy:**

1.4.1 **Concept of Self-Efficacy:**

Self-reflection is considered the most unique human capability, through this form of self-referent thought people evaluate and alter their own thinking and behavior. These self-evaluations include perceptions of Self-Efficacy beliefs in ones capabilities to organize and execute the courses of action required to manage conflicting situations. Perceived Self-Efficacy is a significant determinant of performance. Self efficacious individuals consider themselves capable of performing particular activity. Moreover, it affects thought patterns and how much stress people
experience in environment. Self-Efficacy ultimately determines how an individual behaves, thinks and becomes motivated to be involved with particular roles.

**Self-Efficacy** is defined as a person’s belief about their ability to organize and execute course of action necessary to achieve a goal. In other words, persons with strong efficacy beliefs are more confident in their capacity to execute a behavior. Beliefs about Self-Efficacy have a significant impact on our goals and accomplishments by influencing personal choice, motivation, and our patterns and emotional reactions. Higher Self-Efficacy is also associated with more persistence, a trait that allows us to gain corrective experiences that reinforce our sense of Self-Efficacy.

Derived from social cognitive theory, the construct of Self-Efficacy has been introduced by Bandura (1977). Self-Efficacy perceptions are nothing but judgments regarding one’s capability to successfully perform specific tasks and behaviours. It involves a generative capability in which one must organize cognitive, social and behavior skills into integrated courses of action.

Self-Efficacy refers the confidence people have in their abilities that they will be successful at given task. Individuals who possess a high degree of Self-Efficacy are more likely to attempt challenging tasks, to persist longer at them, and to put more effort in the process. If highly efficacious individuals fail, they attribute the outcome to lack of efforts or an adverse environment. When they succeed, they credit their achievement to their abilities. Self-Efficacy is the people’s belief about their capabilities to produce designated levels of performance that exercise influences over events that affect their lives.

In functional terms Bandura (1986) suggested that efficacy exceptions may predict whether or not one’s action will be initiated, the amount of effort expanded in pursuit of that activity, and the level of persistence in the ‘face of obstacles’.

Thus, Self-Efficacy ultimately determines how an individual behaves, thinks and becomes motivated to be involved with particular roles. It also reflects students’ judgment of capability to accomplish specific task.

### 1.4.2 Importance of Self-Efficacy

Bandura (1986) argues that Self-Efficacy operates in several different ways a mediator between individual’s knowledge, skills beliefs and throughout actions.

It influences Individual’s decisions regarding choices of activities, tasks and social situations. Self-efficacious individuals consider themselves capable of
performing any particular activity. Moreover, it affects thought patterns and how much stress people experience in the environment. Weak efficacy belief can contribute to behavior avoidance, whereas strong efficacy beliefs can promote behavior initiation and persistence.

Self-Efficacy is related to how much effort individuals will extend and how long they will persist in the face of obstacle. People with a weak sense of Self-Efficacy are more likely to reduce or abandon their efforts in the face of difficulty or initial failure, whereas those with a strong sense of Self-Efficacy are more likely to extend greater effort and persist longer in that effort when faced with difficulty or initial failure.

People will be more inclined to take on a task if they believe they can succeed. People generally avoid tasks where their Self-Efficacy is low, but will engage in tasks where their Self-Efficacy is high. People with high Self-Efficacy in a task are more likely to make more of an effort, and persist longer than those are low Self-Efficacy.

Bandura showed that people of differing Self-Efficacy perceive the world in fundamentally different ways. People with a high Self-Efficacy are generally of the opinion that they are in control in their own life; that their own actions and decisions shape their lives. On the other hand, people with low Self-Efficacy may see their lives as somewhat out of their hands. Self-Efficacy influences how individuals think and react emotionally to others and their environment.

Self-Efficacy thus is nothing but “can do” cognition which mirrors in sense of control over one’s environment. It reflects the beliefs of being able to control challenging environmental demands by taking adaptive action. Being self-efficacious can help one to deal with certain life stresses. According to theory and research, Self-Efficacy makes one feel highly competent to take decisions and achieve academic success.

A strong sense of efficacy enhances human accomplishment and personal well-being in many ways. People with high assurance in their capabilities approach difficult tasks as challenges to be mastered rather than as threats to be avoided. Such an efficacious outlook fosters intrinsic interest and deep engrossment in activities. They set themselves challenging goals and maintain strong commitment to them. They heighten and sustain their efforts in the face of failure. They quickly recover their sense of efficacy after failures or setbacks. They attribute failure to insufficient effort or deficient knowledge and skills which are acquirable. They approach
threatening situations with assurance that they can exercise control over them. Such an efficacious outlook produces personal accomplishments, reduces stress and lowers vulnerability to depression.

Self-Efficacy as a concept refers to being able to picture yourself achieving what it is you want to achieve at the level you want to achieve it. Self-Efficacy concerns your judgment of your capabilities based on mastery criteria. It's a sense of your own competence within a specific framework. It focuses on your own assessment of your own abilities in relation to goals and standards rather than in comparison with others' capabilities and it builds on personal past experiences of mastery.

1.4.3 The Role of Self-Efficacy:

Virtually all people can identify goals they want to accomplish, things they would like to change, and things they would like to achieve. However, most people also realize that putting these plans into action is not quite so simple. Bandura and others have found that an individual’s Self-Efficacy plays a major role in how goals, tasks, and challenges are approached.

People with a strong sense of Self-Efficacy:

- View challenging problems as tasks to be mastered.
- Develop deeper interest in the activities in which they participate.
- Form a stronger sense of commitment to their interests and activities.
- Recover quickly from setbacks and disappointments.

People with a weak sense of Self-Efficacy:

- Avoid challenging tasks.
- Believe that difficult tasks and situations are beyond their capabilities.
- Focus on personal failings and negative outcomes.
- Quickly lose confidence in personal abilities.

1.4.4 Sources of Self-Efficacy:

Self-Efficacy begins to form in early childhood as children deal with a wide variety of experiences, tasks, and situations. However, the growth of Self-Efficacy does not end during youth, but continues to evolve throughout life as people acquire
new skills, experiences, and understanding. The following are the sources of self-efficacy:

1. **Mastery Experiences:**

   Performing a task successfully strengthens our sense of Self-Efficacy. However, failing to adequately deal with a task or challenge can undermine and weaken Self-Efficacy.

   The most effective way of creating a strong sense of efficacy is through mastery experiences. Successes build a robust belief in one's personal efficacy. Failures undermine it, especially if failures occur before a sense of efficacy is firmly established.

   If people experience only easy successes they come to expect quick results and are easily discouraged by failure. A resilient sense of efficacy requires experience in overcoming obstacles through perseverant effort. Some setbacks and difficulties in human pursuits serve a useful purpose in teaching that success usually requires sustained effort. After people become convinced they have what it takes to succeed, they persevere in the face of adversity and quickly rebound from setbacks. By sticking it out through tough times, they emerge stronger from adversity.

2. **Social Modeling:**

   The second way of creating and strengthening self-beliefs of efficacy is through the vicarious experiences provided by social models. Seeing people similar to one succeed by sustained effort raises observers' beliefs that they too possess the capabilities to master comparable activities required to succeed. By the same time, observing others' fail despite high effort lowers observers' judgments of their own efficacy and undermines their efforts. The impact of modeling on perceived Self-Efficacy is strongly influenced by perceived similarity to the models. The greater the assumed similarity the more persuasive is the models' successes and failures. If people see the models as very different from themselves, their perceived Self-Efficacy is not much influenced by the models' behavior and the results its produces.

   Modeling influences do more than provide a social standard against which to judge one's own capabilities. People seek proficient models that possess the competencies to which they aspire. Through their behavior and expressed ways of thinking, competent models transmit knowledge and teach observers effective skills and strategies for managing environmental demands. Acquisition of better means raises perceived Self-Efficacy.
3. **Social Persuasion:**

Social persuasion is a third way of strengthening people's beliefs that they have what it takes to succeed. People who are persuaded verbally that they possess the capabilities to master given activities are likely to mobilize greater effort and sustain it than if they harbor self-doubts and dwell on personal deficiencies when problems arise. To the extent that persuasive boosts in perceived Self-Efficacy lead people to try hard enough to succeed, they promote development of skills and a sense of personal efficacy.

It is more difficult to instill high beliefs of personal efficacy by social persuasion alone than to undermine it. Unrealistic boosts in efficacy are quickly disconfirmed by disappointing results of one's efforts. But people who have been persuaded that they lack capabilities tend to avoid challenging activities that cultivate potentialities and give up quickly in the face of difficulties. By constricting activities and undermining motivation, disbelief in one's capabilities creates its own behavioral validation.

Successful efficacy builders do more than convey positive appraisals. In addition to raising people's beliefs in their capabilities, they structure situations for them in ways that bring success and avoid placing people in situations prematurely where they are likely to fail often. They measure success in terms of self-improvement rather than by triumphs over others.

4. **Psychological Responses:**

Our own responses and emotional reactions to situations also play an important role in Self-Efficacy. Moods, emotional states, physical reactions, and stress levels can all impact how a person feels about their personal abilities in a particular situation. A person who becomes extremely nervous before speaking in public may develop a weak sense of Self-Efficacy in these situations. By learning how to minimize stress and elevate mood when facing difficult or challenging tasks, people can improve their sense of Self-Efficacy.

People also rely partly on their somatic and emotional states in judging their capabilities. They interpret their stress reactions and tension as signs of vulnerability to poor performance. In activities involving strength and stamina, people judge their fatigue, aches and pains as signs of physical disability. Mood also affects people's judgments of their personal efficacy. Positive mood enhances perceived Self-Efficacy, despondent mood diminishes it. The fourth way of modifying self-beliefs of efficacy
is to reduce people's stress reactions and alter their negative emotional proclivities and is interpretations of their physical states.

It is not the sheer intensity of emotional and physical reactions that is important but rather how they are perceived and interpreted. People who have a high sense of efficacy are likely to view their state of affective arousal as an energizing facilitator of performance, whereas those who are beset by self-doubts regard their arousal as a debilitator. Physiological indicators of efficacy play an especially influential role in health functioning and in athletic and other physical activities.

Self-Efficacy has significant effect on Prospective Teachers. It increases awareness of success and tolerance and support of failure in attempt to be successful. Self-Efficacy in Prospective Teachers should be promoted by increasing the amount and quality of feedback both positive and negative that they received about their work.

1.5 Emotional Intelligence:

1.5.1 Concept of Emotional Intelligence:

Emotional Intelligence often measured as an Emotional Intelligence Quotient describes: an ability capacity, or skill to perceive, assess, and manage the emotions of one and opposes self, of others, and of groups.

Emotional Intelligence takes the terms emotion and intelligence seriously. That is, the meaning of Emotional Intelligence has something specific to do with the intelligently understanding, interpreting and taking actions for the emotions and thoughts.

1.5.2 Nature and Definition of Emotional Intelligence:

1. Steve’s Short Definition of Emotional Intelligence, “An innate ability which gives us our emotional sensitivity and our potential for learning healthy emotional management skills.”

   Explain this more, he believed that each baby is born with a certain unique potential for emotional sensitivity, emotional memory, emotional processing and emotional learning ability. It is these four inborn components which he believed form the core of one’s Emotional Intelligence.

   There are a lot of arguments about the definition of Emotional Intelligence, arguments that regard both terminology and operationalization. The first published
attempt toward a definition was made by Salovey and Mayer (1990) who defined Emotional Intelligence as “the ability to monitor one’s own and others’ feelings and emotions, to discriminate among them and to use this information to guide one’s thinking and actions”.

2. **The Current Mayer Salovey Definition**, Emotional Intelligence is a true form of intelligence which has not been scientifically measured until they began their research work. One definition they propose is “the ability to process emotional information, particularly as it involves the perception, assimilation, understanding, and management of emotion”.

They study this into more detail by explaining that it consists of four branches of mental ability:

1. Emotional identification, perception and expression;
2. Emotional facilitation of thought;
3. Emotional understanding; and
4. Emotional management

In February, 2004 in a radio interview, David Caruso said that they defined Emotional Intelligence as the ability to:

1. Accurately identify emotions
2. Use emotions to help you think
3. Understand what causes emotions and
4. Manage to stay open to these emotions in order to capture the wisdom of our feelings.

They again describe these areas as follows:

1. Emotional Perception, involves such abilities as identifying emotions in faces, music, and stories.
2. Emotional Facilitation of thought involves such abilities as relating emotion to other mental sensations such as taste and colour (relations that might be employed in artwork) and using emotion in reasoning and problem solving.
3. Emotional Understanding involves solving emotional problems such as knowing which emotions are similar or opposites and what relations they convey.
4. Emotional Management involves understanding the implications of social acts on emotions and the regulation of emotion in self and others.
1.5.3 History of Emotional Intelligence:

In 1985 Wayne Leon Payne, then a graduate student at an alternative liberal art college in the USA, wrote a doctoral dissertation which included the term “Emotional Intelligence” in the title. This seems to be the first academic use of the term “Emotional Intelligence.”

Then, in 1990 the work of two American university professors, John Mayer and Peter Salovey was published in two academic journal articles.

Mayer, (New Hampshire), and Salovey (Yale) were trying to develop a way of scientifically measuring the difference between people’s ability in the area of emotions. They found that some people were better than others at thinks like identifying their own feelings, identifying the feelings of others, and solving problems involving emotional issues.

Since 1990 these professors have developed two tests to attempt to measure what they are calling our “Emotional Intelligence.” The person most commonly associated with the term Emotional Intelligence is actually a New York writer and consultant named Daniel Goleman. In the early 1990’s Goleman had been writing articles for the magazine Popular Psychology and then late for New York Times newspaper. In 1992 he was doing research for a book about emotions and emotional literacy when he discovered the 1990 article by Salovey and Mayer.

In 1995 Goleman’s book came out under the title “Emotional Intelligence”. The book made it to the cover of time magazine in the USA and Goleman began appearing on American television shows such as Oprah Winfrey and Phil Donahue.

In the book he collected, and often dramatized, a lot of information on the brain, emotions, and behavior.

In 1998 Goleman published a book called “Working with Emotional Intelligence”. In that book he widened the definition of Emotional Intelligence even farther, saying that it consist of 25 “skills, abilities and competencies.”

1.5.4 Branches of Emotional Intelligence:
The four main branches of Emotional Intelligence are:

1. Perception, Appraisal and Expression of Emotion:
   - Ability to identify emotion in one’s physical states, feelings and thoughts.
   - Ability to identify emotions in other people, designs, artwork, etc. through language, sound, appearance and behavior.
• Ability to express emotions accurately and to express needs related to those feelings.
• Ability to discriminate between accurate and inaccurate, or honest vs. dishonest expressions of feelings.

2. Emotional Facilitation of Thinking:
• Emotions prioritize thinking by directing attention to important information.
• Emotions are sufficiently vivid and available that can be generated as aids to judgment and memory concerning feelings.
• Emotions mood swings change the individual’s perspective from optimistic to pessimistic, encouraging consideration of multiple points of view.
• Emotion states differently encourage specific problem-solving approaches such as when happiness facilitates inductive reasoning and creativity.

3. Understanding and Analyzing Emotions, Employing Emotional Knowledge:
• Ability to label emotions and recognize relations among the words and the emotions themselves, such as the relation between liking and loving.
• Ability to interpret the meanings that emotions convey regarding relationships, such as that sadness often accompanies a loss.
• Ability to understand complex feelings: simultaneous feelings of love and hate of blends such as awe as combination of fear and surprise.
• Ability to recognize likely transitions among emotions, such as the transition from anger to satisfaction or from anger to shame.

4. Reflective Regulation of Emotions to Promote Emotional and Intellectual Growth:
• Ability to stay open to feelings, both those that are pleasant and those that are unpleasant.
• Ability to reflectively engage or detach from an emotion depending upon its judged in formativeness or utility.
• Ability to reflectively monitor emotions in relation to oneself and others, such as recognizing how clear, typical, influential or reasonable they are.
Ability to manage emotion in oneself and others by moderating negative emotions and enhancing pleasant ones, without repressing or exaggerating information they may convey.

1.5.5. Importance of Emotional Intelligence:

Keeping the characteristics of EQ and various researches and literatures in the field of Emotional Intelligence the importance is summarized as under:

1. Emotional Intelligence plays a pivotal role in designing the required personality build up the emotional maturity suitable to the age, build-up the ability in the self adaptations for solving the stress problem and the pressure of life in the competing status of an individual.

2. The enhancement of the harmonious personality of the individual depends to a large extent on his/her Emotional Intelligence. It enables a man to achieve highest pinnacle and deepest reach in his search for self fulfilment as well as others fulfilment.

3. Emotional Intelligence re-enforces the concomitant derived to increased individualism. It enables to express one’s feeling and emotions at the appropriate occasion, with the understanding of the feeling of self and others. A person with Emotional Intelligence knows how to smile? He will not be alienated from the people or from his own life.

4. Emotional Intelligence gives the introspective insight before getting to know others. The knowing of one’s self and others would induce interaction among themselves; whereby the potentiality can be used in full and family life would be happy through the understanding of each others.

5. Emotional Intelligence enhances the talent of artful leader in utilizing people in capturing their hearts. It gives chance for the administrator to study and develop the staff. It can influence people to accomplished required task, encouraging individual competition and team spirit.

6. Attributing qualitative values to quantitative phenomenon that is evident from the all-pervasive marks system which rapidly becomes the dominant goal of pupils. Therefore, Emotional Intelligence is a very important aspect on which depends the future career of children.

7. Emotional Intelligence can enable teachers to resolve past issues both external as well as conflicts, help them to attain emotional power and accomplished
their goals at all levels—physical, mental, spiritual and emotional; and also improve psychological abilities such as memory, clarity of thinking and decision making.

8. It is believed those learning difficulties as well as various problems at workplace have their origin in poorly developed emotional awareness in early childhood. In this state Emotional Intelligence enables the human beings to respond to the right degree, at the right time for the right purpose and in the right way to a variety of environmental situations.

9. Emotional Intelligence is a primary factor which is permitting the aging human being to live long as well as it is positively impacts to the individual’s ability to sustain both mental and physical health. Emotional Intelligence also enables to assume responsibility for an individual’s feelings by saying “I feel” instead “I should not have.”

10. Emotional Intelligence helps in stimulating motivation, improving communication, reducing stress and enhancing decision-making power of teachers, administrators, students and also parents.

11. Emotional Intelligence also helps to cope with stressful situation. Stress management, therefore largely depends upon striking an emotional balance between a potential stress condition and reaction to it.

1.5.6. Attributes of Emotional Intelligence:

Daniel Goleman (1996) identified five characteristics, which more than general intelligence or IQ, predict a person’s eventual success in life. These traits (self-awareness, mood management, motivation, empathy, and social skills) can be fostered in preschoolers and taught in classrooms, making them a powerful set of strategies for parents and teachers to model and emphasize when working with children.

The detailed discussion of each attribute is as under.

1. **Self-Awareness:**

Self-awareness means recognizing a feeling as it happens. It is the core stone of Emotional Intelligence. Self-aware children are able to acknowledge their feelings, while they control their emotions and respond appropriately. From adult modeling, children learn to identify when they are feeling “grateful”, “excited”, “confused”, “disappointed” or “angry”, rather than just “good” or “bad”. By giving children the
specific words they need to identify their feelings and to discuss what is making them feel that way, parents and teachers can help diffuse overwhelming emotions before they become a problem.

2. Mood Management/Self Regulation:

Once feelings are identified, children should learn appropriate responses to the situations that cause them. For example, children who recognize when fatigue is contributing to their frustration over not being able to complete a task, will understand that an appropriate response would be to set the task aside and return to it when they are better rested. Helping children learn constructive responses to negative feelings will help them develop and maintain stronger relationships with others.

3. Motivation:

Young children can learn as they develop self-awareness how rewarding it is to work hard for something and then to receive it, or do not understand something, but by not giving up, to eventually learn it. Avoiding extrinsic rewards such as candy or toys for personal and academic accomplishments, while focusing on and discussing on how good the child feels when accomplishing something, helps children develop the intrinsic motivation and persistence they'll need as adults.

4. Empathy:

Empathy is the fundamental of people skill that builds on emotional self-awareness. It means to recognize emotions in others. It is very important today because the world is getting too self-centered, people are getting increasingly attracted towards a materialistic way of life, and the common bonds of friendship and love in the society or family are tottering. Anyone who wants to lead a successful team must possess this valuable trait.

Empathy is a particularly important aspect of Emotional Intelligence, and researchers have known for years that it contributes to occupational success.

Empathy is the ability to understand the feelings of others, and empathetic children will often seek to do good for others out of genuine compassion for their situations. Empathy also allows a person to step aside from a conflict and see the problem from another point of view. Parents and teachers should use social situations from TV or real life to discuss what others are feeling, and provide opportunities to help others whenever possible.
5. Social Skills:

Social skills include listening attentively, making eye contact, reading facial cues, sharing, taking turns, compromising, cooperating, making appropriate jokes, being able to disagree without becoming angry, and many others. Parents and teachers model these things naturally, but sometimes more direct instruction is needed. Parents can offer specific suggestions of ways to behave or things to say in certain situations and teachers can build socialization into the instructional day by using cooperative learning with their curriculum.

Emotional Intelligence is mutually dependent and is important aspects of personality of Prospective Teachers. Emotional Competence refers to the personal and social skills which governs Emotional Intelligence on a broad basis. These skills lead to superior performance in the world of work. Emotional Intelligence has clear-cut importance to affect the lifestyle of Prospective Teachers. Therefore, earlier studies suggested that emotions of a particular Prospective Teachers should be properly developed during their training period, so that after completing the course and joining the profession in actual, these Prospective Teachers will be able to contribute to develop the right type of emotions in their students.

1.6 Achievement-Motivation:

1.6.1 Concept of Motivation:

Motivation has come to be regarded as one of the major domains of psychology and education. It constitutes an integral part of the scientific endeavour to interpret human and infrahuman behaviour. Motivation is what moves us from boredom to interest. It is what energizes us, what directs our activity. Motivation is sometimes linked to the engine and steering wheel of an automobile. Energy and direction are at the centre of the concept of motivation.

Motivation is a broad concept. It embraces several other terms that describe influence on the energy and direction of our behaviour i.e. needs, interests, values, attitudes; aspirations, and incentives. Our needs and the urge to satisfy them are primary source of motivation. Motivation refers to those factors which increase or decrease the vigour of an individual's activity. Thus it determines the level or degree of his activity.

Motivation is an internal force which accelerates a response or behaviour. It includes all the internal conditions which initiate or sustain any activity. If internal
conditions are not active; the external stimulus cannot evoke the response. This stimulus may be internal as well as external, but the psychological motivation includes only the internal stimuli. Thus motivation may be called as the heart of achievement and it is sure that without motivation, no achievement is possible.

1.6.2 Concept of Achievement-Motivation:

Achievement-Motivation is one of the major aspects of a man’s personality. It is basic to good life. Being Achievement-Motivated keeps us productive and gives self-respect. The prosperity of a country depends on the people’s need for achievement, which in turn determines its economic growth. In order to be successful in this competitive world the child must be Achievement-Motivated.

The need to achieve is the springboard of the achievement-motive. This desire is as basic and natural as the other biological or socio-psychological needs. However, in a competitive society or setup the desire to excel over others or achieve a higher level than one’s peers is intensified which in turn may lead to a stronger drive or motive to achieve something or everything that is essential to beat the others in the race and consequently experience a sense of pride and pleasure in the achievement. The type of motivation produced by such desire for achievement is called the Achievement-Motivation.

The basis of Achievement-Motivation is achievement motive, that is, it means the motive to achieve. Those who engage themselves in a task on account of an achievement motive are said to work under the spirit of Achievement-Motivation. Therefore, in order to understand the meaning of the term achievement-motive it is essential to know in detail the nature and meaning of achievement-motive.

Achievement-Motivation is manifested only when the individual perceives performance as instrumental to a sense of personal accomplishment. It involves an exalted self-esteem and self-image. It is learned motive acquired in the process of growing up and living in a society or is an intense desire to perform with excellence for its own sake. Achievement-Motivation is an outcome of social learning and reinforcements which individuals have experienced.

Achievement-Motivation is a readiness to fulfill a planned objective. Achievement-Motivation is the acquired tendency and one of the most important social needs. Achievement-Motivation is significant because it is the urge for
excellence or need for achievement that makes an individual what he is. It is regarded as a desire or a motive or a force with interest to obtain success.

If the individual has Achievement-Motivation he/she can gain mastery of difficult and challenging situations. The achievement motive drives an individual to gain mastery in reading comprehension. Teachers and parents can play a good role in developing Achievement-Motivation of a child. So the present study is useful for parents and teachers to change their attitude and understand how they can improve the Achievement-Motivation of students.

1.6.3 Nature and Definition of Achievement-Motivation:

Achievement-Motivation is defined by McClelland et al. (1953) as an internalized tendency to strive for standard of excellence. It attempts to account for the determinants of the direction, magnitude and persistence of behaviour. It applies only when an individual knows that his performance will be evaluated. Evaluation can be done by himself/herself or by the others in terms of standards of excellence and consequences of his action will be either a favourable evaluation (success) or unfavourable evaluation (failure).

According to McClelland, “Achievement-Motivation is the inner force, desire or need for excellence, not so much for the sake of social recognition, as to attain the inner feeling of personal accomplishment. The Achievement-Motivation is an acquired tendency of an individual which implies action to aspire, strive and achieve in competition with others or with a standard set by the individual himself/herself”.

“Achievement motive is defined in terms of the way an individual orients himself towards objects and conditions and he feels that he ought to process them as he may be regarded as having an achievement motive. A constant struggle, a ceaseless battle to bring success from inhospitable surroundings, is the price of all great achievements” said Marden.

1.6.4 History of Achievement-Motivation:

Achievement motivation has been a very popular concept in psychology for more than 45 years and it has usually been measured by some sort of projective test (such as Murray's (1938) TAT). Its use in applied psychology has been vigorously advocated by McClelland in a great range of publications.

According to Monte and Lifrieri (1973), the students may have the desire to achieve, and the ability to accomplish the task, but feel the accomplishment and have little or no value and feel doing it is not worth the effort or time. Others may fear that
they are not capable of completing the required task, so they do not even begin. They feel it is better to receive a lower overall grade than to prove they do not have the ability to correctly complete the task. Atkinson and Feather (1966) describe this rational as Achievement Motivation. It is typically a non-conscious process in which a decision how to act or not to act is made. Spence (1983) and Wlodkowski (1985) state that achievement can often bring benefits, and failure and can often bring shame. Aschuler (1973) and Atkinson (1974) add that it is only a small number of students who fall into these categories of little accomplishment.

Some students have a need to achieve in all that they do. Their desire for success drives them to accomplish every task, no matter what the task is, or the difficulties involved in completing it. Other students also feel a need for success, but consider the value or worth of the task before attempting it. If the student feels the task has no value, the student chooses not to do the task, even though they are perfectly capable of accomplishing the task (Atkinson, 1974).

Still others, who may or may not be capable, plod on with their tasks, some achieving accomplishment, others not. Then there is a final group; those who choose not to do the task. These students are afraid. They will not be able to accomplish the task. They have a fear of failure. Rather than face the humiliation of not being able to complete the task, thus failing the task, these students choose not to do the task at all. They would rather risk a poor grade than a poor image (Veroff, McClelland, and Marquis, 1971; Grabe, 1979).

Most students tend to fall somewhere in the middle of this achievement scale between extremely high achievers and those who may not achieve at all (Alschuler, 1973). Everyone has a need to achieve and a fear of failure, but these needs vary from person to person and from situation to situation. Each student acts on the levels of motivation differently, but some students are predisposed to having little desire to accomplish certain tasks (Atkinson, 1999). Using a simple test designed by Atkinson and Feather (1966), those students who lack motivation could be identified (McClelland, 1968). Then those students could be worked with independently to increase their motivation and their productiveness (Parker and Johnson, 1981).

1.6.5 Characteristics of Achievement-Motivation:

Characteristics of individuals with high Achievement-Motivation include an orientation toward problem-solving and moderate challenges, according to theorists
like Murray, McClelland and Atkinson. These individuals also place a high emphasis on accomplishment and success. People with high Achievement-Motivation are often strong problem solvers. The description of these characteristics is as follows:

1. **Moderate Challenge:**

   Individuals with high Achievement-Motivation prefer tasks and problems that involve moderate levels of difficulty. Usually, these individuals gravitate toward challenging but achievable goals where their abilities and efforts can affect the outcome.

2. **Personal Rewards:**

   Instead of deriving motivation from the potential for rewards, individuals with high Achievement-Motivation use rewards, such as professional recognition and financial gain, as a way to measure their accomplishments. These individuals place a higher value on a personal sense of achievement.

3. **Relevant Feedback:**

   Another characteristic of individuals with high Achievement-Motivation is the desire for feedback. These individuals do not seek feedback about their own personal qualities but instead about the success of their efforts. Feedback serves as way to measure the effectiveness of their work.

4. **Problem-Solving:**

   Individuals with high Achievement-Motivation also have a strong orientation toward problem-solving. They spend extensive time thinking about potential solutions to current problems, as well as actively considering and analyzing additional possibilities for improvement.

5. **Interpersonal Skills:**

   Due to their focus on achievement and accomplishment, individuals with high Achievement-Motivation are often characterized by poor interpersonal skills as well. These individuals have a tendency to overemphasize results and have difficulty in managing people effectively.

Achievement-Motivation has definite impact on Prospective Teachers. Previous studies shows that better Achievement-Motivation is always resulted in better results. During Training period, Achievement-Motivation of Prospective Teachers should be trained in a positive and the most constructive way. Congenial
atmosphere should be created in the classroom and situation with examples should always be created while engaging them in teaching learning activities. If there will be healthy environment in the classroom only then we will be able to create a spirit of work culture in Prospective Teachers.

1.7 Attitude Towards Teaching:

1.7.1 Concept of Attitude Towards Teaching:

Teachers are the key factors in education system. It is a well-known fact that; their subject knowledge has an influence on students’ learning in the classroom settings. In addition to the subject knowledge of the teachers, the issues belonging to the teachers’ personality and behavior are significant contributors to the teaching and learning process for any discipline. Due to this fact, many researchers have been paying attention to determine teachers’ attitude towards teaching.

An attitude is primarily an inner state rather than an overt expression. It is basically a tendency to act. It is a mental ‘set’ or readiness to act and not primarily the act itself. Fundamentally, then an attitude is an implicit response towards or away from an individual value or social value. It is determining tendency, a preparatory act, potential adjustment towards an object, person or a state of affairs.

An attitude is always a stand or position which an individual takes towards a person or an issue.

1.7.2 Nature and Definition of Attitude Towards Teaching:

Allport (1935) prefers to treat, “Attitude as a mental and natural state of readiness organized through experience exerting a directive or dynamic influence upon the individual response to all objects and situation with which it is related.” Allport focused upon attitude as a generalized pattern of perception or action as an integration of various experiences.

Thurston (1946) defines an attitude as, “the degree of positive or negative effects associated with some psychological object.” By psychological object, Thurston means any symbol, phrase, slogan, person, institution or idea towards which people can differ with respect to positive or negative effects. The way of looking at things or persons proves his readiness; approaching or withdrawing behaviour; feeling of righteousness or wrongness. Liking or disliking for objects and values, differ from emotions and feelings, though they are related intimately and these terms, i.e. effects and feelings are used interchangeably.
The term ‘attitude’ refers to the reports of what people think or feel or of the ways in which they intend to act. In the words of Rokeach (1968) “An attitude is a learned orientation or disposition, towards an object or situation, which provides a tendency to respond favourably or unfavourably to the object or situation.”

Attitude generally implies a personality disposition, which determines behavior towards and opinion and belief about a given object, person’s situation, institution idea or concept. In the views of Norman (1969), “Attitude is a predisposition to react in a certain way, a readiness to react, and a determining tendency.”

So attitude is a tendency to react favorably or unfavorably towards a designated class of stimuli such as national or social group, a custom or an institution. It is that force which prepares the individual to be motivated in specific ways. Attitude, which is essentially distinctive and indispensable concept, in psychology has three features; attitude is learned, it predisposes the action and such actions are consistently favored or unflavored towards the objects.

An individual, who has associated positive affect or feeling with some psychological object, is said to like that object or to have favorable tendency or attitude towards something. An individual, who is associated with negative effect, will be said to have a dislike or unfavorable attitude towards that object.

Attitude Towards Teaching profession is an important variable which needs to be measured especially, when given an input of a new treatment. When the student teachers join the teacher preparation programmed, it is usually observed that they join it because they like the teaching profession. However many a time, it is observed that most of them join because there is a need for job, some join it as a need for rainy day and some join it is a last resort.

A teacher is a well informed person, because he/she is curious about many things and derives pleasure from his intellectual pursuits. One who makes every effort to assist the students in learning, has the ability to build good human relationship, understanding and skills related to the process of interaction, which help the students most, is said to have Attitude Towards Teaching.

A teacher not only has to be competent in his subject, method of teaching and in understanding his student, but also should have interest in the profession and have a favorable Attitude Towards Teaching.
Attitude Towards Teaching means sum total of evaluative reactions (positive or negative) as expressed through preference or expressions of likes and dislikes for various aspects of teaching.

Teachers are potentially powerful analysts for transformation in the school. They bring to the classroom their unique talents and intelligence. Teacher Education should encourage the existing multiple talents and strengths of teachers to be integrated into the curriculum. Today’s Prospective Teachers are tomorrow’s teachers, so they must understand their role and potential for the development of the education process and the nation. If they fail in using their potential for the development of a nation and if they fail in using their potential to the fullest level, it will affect the teaching-learning process in particular and the society in general.

1.8 Significance, Justification and Need of the Study:

The effectiveness of a school depends largely on its teachers and development of teachers’ effectiveness rests upon the teaching learning programme of teacher education. His personality, intelligence, creativity and thinking, his teaching, mastery over the subject and his use of teaching technology determine the quality of teacher education. Like teaching style, areas of thinking and Learning Styles have drawn serious and considerable attention of the researchers all over the world. Review of the research literature given in the answering chapter makes it clear that in India research on thinking and Learning Styles is in its infancy stage. No systematic attempt has been made so far by any researcher to investigate Thinking and Learning Styles of Prospective Teachers with Self-Efficacy, Emotional Intelligence, Achievement-Motivation and Attitude Towards Teaching together.

The present investigation is a sincere attempt to study the effect of Self-Efficacy, Emotional Intelligence, Achievement-Motivation and Attitude Towards Teaching on Thinking and Learning Styles respectively of Prospective Teachers. No study so far has been undertaken by any researcher on the thrust area. Therefore, it speaks itself the importance of adding to corpus of knowledge related to the effects of independent variables upon the dependent variables of two levels i.e. high and low levels of Self-Efficacy, Emotional Intelligence, Achievement-Motivation and Attitude Towards Teaching on Thinking and Learning Styles by taking these variables as a singly, two factor interactions, three factor interactions and four factor interactions respectively. The results of the study will be helpful in restructuring
curriculum of Prospective Teachers education. The study also will be very helpful to
the educational planners and educational counselors. The teacher educators will be
able to use the results of the study for selecting effective teaching strategies for
training prospective secondary teachers which could create the balance on
development of Self-Efficacy, Emotional Intelligence and he/she will be able to reach
the students in more effective way.

It is needless to mention here that the level of Achievement-Motivation and
Attitude Towards Teaching render a great help to the students, teachers, guidance
workers, counselors, curriculum designers as well as educational managers in the
improvement of total teaching learning process. Therefore, present study is fully
justifiable.

In the present day, there are absolutely disturbances in educational institutions
especially at the secondary level where the Prospective Teachers are supposed to
perform their duties. These disturbances are due to improper training of emotions of
the students in the educational set up. The problem of development of sound Attitude
Towards Teaching within the educational institutions is enormous one.

The teachers are not competent enough to handle the situations properly.
Therefore, there is dire need to strengthen their Self-Efficacy, Emotional Intelligence
and to motivate them to adopt right type of Attitude Towards Teaching during their
training period. To deal effectively with the adolescent, the teacher has to play his
significant and pivotal role to create the congenial atmosphere with in the institution
for which it is necessary to develop their Self-Efficacy and Emotional Intelligence
properly and guiding them towards better Achievement-Motivation within the
educational set up by developing their Attitude Towards Teaching which will lead
towards possessing sound values on the part of adolescent. Our teachers can only do
better in this filed if he/she has already instilled these values in him/her at the time of
training. With the experience in the teaching learning process the Prospective
Teachers should be able to bring the desirable change in their personality by keeping
the continuous improvement in their Self-Efficacy, Emotional Intelligence,
Achievement-Motivation and their Attitude Towards Teaching. They should be in
touch with the teaching learning process, only then they will be able to develop these
characteristics in the adolescent.

Every person is unique in his thinking and learning and responding to a
particular situation and attitude towards the worldly things.
Self-Efficacy, Emotional Intelligence, Achievement-Motivation and Attitude Towards Teaching are mutually dependent and are important aspects of personality of an individual. Therefore, it is evident that the variables of Self-Efficacy, Emotional Intelligence, Achievement-Motivation and Attitude Towards Teaching have definite effect on the Thinking and Learning Styles and it is needed to study these variables all together in details.

A lot of studies have been conducted on various factors such as family, school, social and personal achievements parental employment, language, locality and caste etc. But a negligible amount of research has been done to study the Thinking and Learning Styles in relation to Self-Efficacy, Emotional Intelligence, Achievement-Motivation and Attitude Towards Teaching at the training level.

Therefore, the existing gap in the research on Thinking and Learning Styles of Prospective Teachers may be filled up by planning and understanding research studies in this area. The investigator is of the opinion that by conducting the present study new and meaningful information pertaining to Thinking and Learning Styles of Prospective Teachers will emerged out which may give the new direction in the area of improvement of teaching learning process and designing programmes for teachers.

The investigator feels that with the change in the present educational scenario and rapid advancement of the technology in the field of education, the teachers have to pass through various problems in relation to school, family, society and personal problems.

Thus, keeping in view all these problems and the changing scenario of the society, the investigator thought of the problem as under:

1.9 Statement of the Problem:

The problem is worded as under:

"THINKING AND LEARNING STYLES OF PROSPECTIVE TEACHERS IN RELATION TO THEIR SELF-EFFICACY, EMOTIONAL INTELLIGENCE, ACHIEVEMENT-MOTIVATION AND ATTITUDE TOWARDS TEACHING"
1.10 Objectives of the Study:

The present study was constructed on the basis of objectives stated as below:

1. To compare Prospective Teachers possessing high and low Self-Efficacy on the variable of their Thinking Style.

2. To compare Prospective Teachers possessing high and low Emotional Intelligence on the variable of their Thinking Style.

3. To compare Prospective Teachers possessing high and low Achievement-Motivation on the variable of their Thinking Style.

4. To compare Prospective Teachers possessing high and low Attitude Towards Teaching on the variable of their Thinking Style.

5. To study interaction effect of Self-Efficacy x Emotional Intelligence on Thinking Style of Prospective Teachers.

6. To study interaction effect of Self-Efficacy x Achievement-Motivation on Thinking Style of Prospective Teachers.

7. To study interaction effect of Self-Efficacy x Attitude Towards Teaching on Thinking Style of Prospective Teachers.

8. To study interaction effect of Emotional Intelligence x Achievement-Motivation on Thinking Style of Prospective Teachers.

9. To study interaction effect of Emotional Intelligence x Attitude Towards Teaching on Thinking Style of Prospective Teachers.

10. To study interaction effect of Achievement-Motivation x Attitude Towards Teaching on Thinking Style of Prospective Teachers.

11. To study interaction effect of Self-Efficacy x Emotional Intelligence x Achievement-Motivation on Thinking Style of Prospective Teachers.

12. To study interaction effect of Self-Efficacy, Emotional Intelligence and Attitude Towards Teaching on Thinking Style of Prospective Teachers.

13. To study interaction effect of Emotional Intelligence x Achievement-Motivation x Attitude Towards Teaching on Thinking Style of Prospective Teachers.
14. To study interaction effect of Self-Efficacy x Achievement-Motivation x Attitude Towards Teaching on Thinking Style of Prospective Teachers.

15. To study interaction effect of Self-Efficacy x Emotional Intelligence x Achievement-Motivation x Attitude Towards Teaching on Thinking Style of Prospective Teachers.

16. To compare Prospective Teachers possessing high and low Self-Efficacy on the variable of their Learning Style.

17. To compare Prospective Teachers possessing high and low Emotional Intelligence on the variable of their Learning Style.

18. To compare Prospective Teachers possessing high and low Achievement-Motivation on the variable of their Learning Style.

19. To compare Prospective Teachers possessing high and low Attitude Towards Teaching on the variable of their Learning Style.

20. To study interaction effect of Self-Efficacy x Emotional Intelligence on Learning Style of Prospective Teachers.

21. To study interaction effect of Self-Efficacy x Achievement-Motivation on Learning Style of Prospective Teachers.

22. To study interaction effect of Self-Efficacy x Attitude Towards Teaching on Learning Style of Prospective Teachers.

23. To study interaction effect of Emotional Intelligence x Achievement-Motivation on Learning Style of Prospective Teachers.

24. To study interaction effect of Emotional Intelligence x Attitude Towards Teaching on Learning Style of Prospective Teachers.

25. To study interaction effect of Achievement-Motivation x Attitude Towards Teaching on Learning Style of Prospective Teachers.

26. To study interaction effect of Self-Efficacy x Emotional Intelligence x Achievement-Motivation on Learning Style of Prospective Teachers.

27. To study interaction effect of Self-Efficacy, Emotional Intelligence and Attitude Towards Teaching on Learning Style of Prospective Teachers.
28. To study interaction effect of Emotional Intelligence x Achievement-Motivation x Attitude Towards Teaching on Learning Style of Prospective Teachers.

29. To study interaction effect of Self-Efficacy, Achievement-Motivation and Attitude Towards Teaching on Learning Style of Prospective Teachers.

30. To study interaction effect of Self-Efficacy x Emotional Intelligence x Achievement-Motivation x Attitude Towards Teaching on Learning Style of Prospective Teachers.

1.11 Hypotheses of the Study:

Following hypotheses were formulated for the present study:

1. Prospective Teachers possessing high and low Self-Efficacy differ significantly on their Thinking Style.

2. Prospective Teachers possessing high and low Emotional Intelligence differ significantly on their Thinking Style.

3. Prospective Teachers possessing high and low Achievement-Motivation differ significantly on their Thinking Style.

4. Prospective Teachers possessing high and low Attitude Towards Teaching differ significantly on their Thinking Style.

5. There is significant effect of Self-Efficacy x Emotional Intelligence on Thinking Style of Prospective Teachers.

6. There is significant effect of Self-Efficacy x Achievement-Motivation on Thinking Style of Prospective Teachers.

7. There is significant effect of Self-Efficacy x Attitude Towards Teaching on Thinking Style of Prospective Teachers.

8. There is significant effect of Emotional Intelligence x Achievement-Motivation on Thinking Style of Prospective Teachers.

9. There is significant effect of Emotional Intelligence x Attitude Towards Teaching on Thinking Style of Prospective Teachers.
10. There is significant effect of Achievement-Motivation x Attitude Towards Teaching on Thinking Style of Prospective Teachers.

11. There is significant effect of Self-Efficacy x Emotional Intelligence x Achievement-Motivation on Thinking Style of Prospective Teachers.

12. There is significant effect of Self-Efficacy x Emotional Intelligence x Attitude Towards Teaching on Thinking Style of Prospective Teachers.

13. There is significant effect of Emotional Intelligence x Achievement-Motivation x Attitude Towards Teaching on Thinking Style of Prospective Teachers.

14. There is significant effect of Self-Efficacy x Achievement-Motivation x Attitude Towards Teaching on Thinking Style of Prospective Teachers.

15. There is significant effect of Self-Efficacy x Emotional Intelligence x Achievement-Motivation x Attitude Towards Teaching on Thinking Style of Prospective Teachers.

16. Prospective Teachers possessing high and low Self-Efficacy differ significantly on their Learning Style.

17. Prospective Teachers possessing high and low Emotional Intelligence differ significantly on their Learning Style.

18. Prospective Teachers possessing high and low Achievement-Motivation differ significantly on their Learning Style.

19. Prospective Teachers possessing high and low Attitude Towards Teaching differ significantly on their Learning Style.

20. There is significant effect of Self-Efficacy x Emotional Intelligence on Learning Style of Prospective Teachers.

21. There is significant effect of Self-Efficacy x Achievement-Motivation on Learning Style of Prospective Teachers.

22. There is significant effect of Self-Efficacy x Attitude Towards Teaching on Learning Style of Prospective Teachers.

23. There is significant effect of Emotional Intelligence x Achievement-Motivation on Learning Style of Prospective Teachers.
24. There is significant effect of Emotional Intelligence x Attitude Towards Teaching on Learning Style of Prospective Teachers.

25. There is significant effect of Achievement-Motivation x Attitude Towards Teaching on Learning Style of Prospective Teachers.

26. There is significant effect of Self-Efficacy x Emotional Intelligence x Achievement-Motivation on Learning Style of Prospective Teachers.

27. There is significant effect of Self-Efficacy x Emotional Intelligence x Attitude Towards Teaching on Learning Style of Prospective Teachers.

28. There is significant effect of Emotional Intelligence x Achievement-Motivation x Attitude Towards Teaching on Learning Style of Prospective Teachers.

29. There is significant effect of Self-Efficacy x Achievement-Motivation x Attitude Towards Teaching on Learning Style of Prospective Teachers.

30. There is significant effect of Self-Efficacy x Emotional Intelligence x Achievement-Motivation x Attitude Towards Teaching on Learning Style of Prospective Teachers.

1.12 Delimitation of the Study:

The delimitation becomes an essential part of any study in research work. The present study is delimited in terms of the tools, objectives, hypotheses, sample selected and statistical techniques applied. The following delimitations were observed.

- The study was delimited only to Maharashtra state.
- The study was restricted to twenty eight educational colleges affiliated to Mumbai University, Mumbai.
- The study was conducted on 2000 Prospective Teachers.
- The Study was also confined with regard to variables viz. Thinking Style, Learning Style, Self-Efficacy, Emotional Intelligence, Achievement-Motivation and Attitude Towards Teaching.
- The results were confined to the delimitations of the study already described. Also the present study was delimited in term of time and resources.
1.13 Operational Definition of Key Terms Used:

The terms used in the present study having different connotations may be operationally defined as under:

**Thinking Style:** Refers to a sum total of thirteen Thinking Styles measured by Sternberg (1997).

**Learning Style:** Refers to a sum total of four Learning Styles measured by Kolb’s Learning Style Inventory adapted by Dangwal and Mitra (1998).

**Self-Efficacy:** Refers to perceived, personal, action, control or agency which makes a difference in how people feel, think and act measured by Schwarzer’s General Self-Efficacy Scale adapted version by Singh 2000.

**Emotional Intelligence:** Refers to the specific type of intelligence of Prospective Teachers as measured by Teacher’s Emotional Intelligence Inventory (tEQi) by Subhra Mangal (2007).

**Achievement-Motivation:** Refers to wider social value that emphasises ambition to achieve high occupational and educational goals for one self through hard work measured through Achievement Motivation Scale (n-Ach) Deo-Mohan (2011).

**Attitude Towards Teaching:** Refers to degree of positive or negative affects with some psychological object to be measured in terms of Attitude Towards Teaching through Teacher Attitude Scale by J.C. Goyal (2004).

**Prospective Teachers:** Refers to those B.Ed. trainees getting training in the different educational institutions affiliated to Mumbai University within the state of Maharashtra.