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CHAPTER II

CONCEPTUAL FRAME WORK

2.0. OVERVIEW

This chapter describes the conceptual frame work that bring about the choice of variables of the study.

During the 17 th century, Descartes put forward the idea that mind and body are two separate entities of a system. The field “study of mind” emerged as a new discipline during the 1970’s. After more than 30 years; the field has grown which is obvious by the increase in the number of researches directly related to this branch, cognition and instruction. This shows the progress of it during these days. Researches done in the field of cognition and instruction will naturally help in understanding the role of the underlying cognitive constructs in the learning process and its outcomes how it enhances the human learning process.

2.1. COGNITIVE STYLE

2.1.1. DEFINITION AND MEANING

Cognitive style is defined as the characteristic self consistent mode of functioning which individuals show in their perceptual and intellectual activities

(Witkin, 1971)

Cognitive style is defined as the way in which the people process information in course of learning

(Gibson 1976)

Cognitive style is the consistent individual differences in the ways people experience, perceive, organize and process information
The term cognitive style remains a key concept in the areas of education and management. The cognitive is derived from the Latin ‘cognito’ which means to know. It refers to all those psychological abilities associated with thinking and knowing. Cognitive abilities include student measured intelligence, his level of thinking and even to certain extent to creative and manner in which he construct interpersonal relationship. Cognitive style is used in cognitive psychology to describe the way individuals think, perceive and remember information. Their preferred approach to using such information is to solve problems.

2.1.2. CONCEPT OF COGNITIVE STYLE

Cognitive style is a hypothetical construct that has been developed to explain the process of mediation between stimuli and response. The term Cognitive style refers to the characteristic way in which individuals conceptually organize the environment. There are different kinds of cognitive styles like narrow and extensive scanners, psychological differentiation, tolerance / intolerance for ambiguity, field dependence and independence for ambiguity, cognitive consistency, and locus of control. According to Educationists defined cognitive style as the potential individual difference that may be used by the teacher to enhance students learning. Sigel and Coop (1971) equated cognitive style with modes of behavior rather than a mediating process. They used the term cognitive style to denote consistencies in individual modes of functioning in a variety of behavioral situation. Vigen, Moss Seigal (1963), Ausubel (1966) and Messick (1969) also felt that learning style and cognitive style are synonymous which include individual preference in both perceptual organization and concept categorization that is perceiving, thinking, remembering and solving problems. Thus Cognitive style represents the pattern of individual variation in the mode of perceiving, remembering and thinking which is to be reflected with consistency in a wide range of learning and social situation.

2.1.3. TYPES OF COGNITIVE STYLE

Students in a given classroom may vary not only in things they know and in their capabilities for learning, but also in ways in which they approach and deal with the given task.
Reisman (1966) identified three basic cognitive styles as visual, aural and physical.

Lacy Cock (1966) has given six most common cognitive styles: they are as follows

- Modality Preference
- Attention Control
- Reflection Impulsivity
- Reinforcement
- Grouping Preference and
- Level of Processing

Bichlex, P.F. (1974) has identified the following cognitive styles

- Impulsive
- Reflective
- Short Attention Span
- Long Attention Span
- Convergent Production
- Divergent Production
- Persistence to Change, and
- Flexibility

2.1.4. DIMENSIONS OF COGNITIVE STYLE

Theories of cognitive-styles were developed as a result of early studies conducted by Witkin, et al; (1954; 1962). These studies resulted in theories that generally assumed a single dimension of cognitive style with two extremes. The two extremes were described in general terms by Keen (1973); Mikenney and Keen (1974) and Botkin (1974) as; Systematic Style and Intuitive Style. The systematic style is associated with logical, rational behavior that uses a step-by-step, sequential approach to thinking, learning, problem-solving and decision – making. In contrast the intuitive-style is associated with a spontaneous holistic and visual approach. These two styles however did not reflect the entire spectrum of people’s behavior with regard to
thinking, learning, and especially problem solving and decision-making. Therefore, a multi-dimensional model intended to reflect the entire spectrum was postulated (Martin, 1983). This model consisted of two continuum; i.e.; (1) High systematic to low systematic and (2) High intuitive to low intuitive. Based on the ongoing observational studies, along with effects to develop measurement devices for assessing cognitive behavior, have resulted in an expanded version of the original model, which led to the development of five following styles:

- **Systematic Style:** An individual who typically operates with a systematic style uses a well defined step-by-step approach when solving a problem; looks for an overall method or pragmatic approach; and then makes an overall plan for solving the problem.

- **Intuitive Style:** The individual, whose style is intuitive, uses an unpredictable ordering of analytical steps when solving a problem, relies on experience patterns characterized by universalized areas or hunches and explores and abandons alternatives quickly.

- **Integrated Style:** A person with an integrated style is able to change styles quickly and easily. Such style changes seem to be unconscious and taken place in a matter of seconds. The result of this “rapid fire” ability is that it appears to generate an energy and a proactive approach to problem-solving. In fact, integrated people are often referred to as “problem-seekers” because they consistently attempt to identify potential problems as well as opportunities in order to find better ways of doing things.

- **Undifferentiated Style:** A person with such a style appears not to distinguish or differentiate between the two style extremes; i.e.; systematic and intuitive, and therefore; appears not to display a style. In a problem solving situation, he will exhibit receptivity to instructions or guidelines from outside sources. Undifferentiated individuals tend to be withdrawn, passive and reflective and often look to others for problem-solving strategies.

- **Split-Style:** An individual with split style shows fairly equal degrees of systematic and intuitive specialization. However, people with a split style do not possess an integrated behavioral response; instead, they exhibit each separate
dimension in completely different settings; using only one style at a time based on nature of their tasks. In other words, they consciously respond to problem-solving by selecting the most appropriate style.

2.1.5. THEORIES OF COGNITIVE STYLE

2.1.5.1 INSIGHT THEORY OF LEARNING (1887-1967)

The term gestalt is German in origin. It means whole, pattern or configuration. According to the gestalt psychologist, Wolfgang Kohler, Max Wertheimer, Kurt Koffka etc were believed that the whole is more important than its parts. Insight learning is the sudden realization of a problem's solution. Insight learning stresses learning as a completely cognitive experience. It needs some ability to visualize the problem and the solution internally in the mind's eye so to verbalize, before initialing a behavioral response. It is a kind of learning done by observation, by perceiving the relationship and understanding the situation.

When an individual need to tackle the problem, he think about whole situation and seek to find out solutions. For that he tries to get some evidence in order to solve the problem, the method he should follow and a general awareness of the results of his actions. Through his mental exercises he suddenly brings a solution. In the same way students while learning, he always perceives the situation as a whole and after seeing and evaluating the different relationships takes the proper decision intelligently. Thus insight learning is a purposive, explorative and creative activity.

A gestalt means the pattern, configuration or a form of perceiving the whole. According to gestalt point of view, the situation should be learned as a whole rather than separated into component parts and learned piece by piece. Insight is restructuring the perceptual field resulting in the immediate comprehension of previously unobserved relationship. An experiment was conducted by Kohler to show the occurrence of learning by insight. A chimpanzee was kept in a cage was exposed to a bunch of ripe bananas outside the cage which is beyond the reach of chimpanzee. He placed two pieces of sticks which could be joined to reach the bananas were however available to it. The chimpanzee failing to get the bananas by its hands, perceive the whole situation and examined the pieces of sticks. He unexpectedly got a thought and tried to
join the sticks, so that he could pull the bananas easily. It is a clear proof of a higher order insight, particularly in animal learning. Kohler emphasizes the suddenness with which the right solution appeared. This sudden idea of finding a solution is called insight.

**EDUCATIONAL IMPLICATIONS OF INSIGHT THEORY OF LEARNING**

To facilitate insight learning, the teacher should present the subject matter as a whole. Gestalt principles should be given due consideration while planning the curriculum. A particular subject should not be treated as the mere collection of isolated facts. It should be closely integrated into a whole. Before teaching the teacher should arouse the student’s interest, curiosity and motivation for gaining full attention of the whole class. The students must be given opportunities for using his mental abilities because learning is an intelligent task requiring mental abilities. The students are encouraged to solve problems by their insight, meaningful learning, and learning by understanding, reasoning, etc. The teacher must check the previous experiences of the student and relate them with the new learning situation. Students learning is a purposeful and goal oriented task, so they had to be well familiar with these objectives and goals.

### 2.1.5.2. BIPOLAR – ONE DIMENSIONAL MODEL AND MEASURES

The field dependence – independence model invented by H.Witkin, identifies an individual’s perceptive behavior while distinguishing object figures from the content field in which they are set. Two similar instruments were produced; they are the Embedded Figures Text (EFT) and Group Embedded Figures Test (GEFT) (1971). In both cases, the content field is a distracting or confusing background. These instruments are designed to distinguish field-independent from field dependent cognitive types a rating which is claimed to be value-neutral. Field independent people tend to be more autonomous when it comes to the development of restructuring skills that is those skills required during technical tasks with which the individual is not necessarily familiar. They are however, less autonomous in the development of interpersonal skills. The EFT and Group Embedded Figures Test GEFT continue to enjoy support and usage in research and practice.
2.1.5.3 ELABORATION THEORY (C. Reigeluth 1992)

Elaboration theory proposes seven major strategy components: (1) an elaborative sequence, (2) learning prerequisite sequences, (3) summary, (4) synthesis, (5) analogies, (6) cognitive strategies, and (7) learner control. The first component is the most critical as far as elaboration theory is concerned. The elaborative sequence is defined as a simple to complex sequence in which the first lesson epitomizes (rather than summarize or abstract) the ideas and skills that follow. Epitomizing should be done on the basis of a single type of content (concepts, procedures, principles), although two or more types may be elaborated simultaneously, and should involve the learning of just a few fundamental or representative ideas or skills at the application level.

It is claimed that the elaboration approach results in the formation of more stable cognitive structures and therefore better retention and transfer, increased learner motivation through the creation of meaningful learning contexts, and the provision of information about the content that allows informed learner control. Elaboration theory is an extension of the work of Ausubel (advance organizers) and Bruner (spiral curriculum). It applies to the design of instruction for the cognitive domain. The theoretical framework has been applied to a number of settings in higher education and training (English & Reigeluth, 1996; Reigeluth, 1992).

The student teaching experience is designed to develop and enhance their professionalism. Those who plan learner-centered teaching and learning should recognize the student’s knowledge and understanding. They also realize how for all learn, develop and use such knowledge to design teaching and learning experiences. It acts sensitively, respectfully and appropriately in professional situations. It helps to understand general knowledge and command of basic quantitative, communication and technological skills also understand the content of a discipline, its structure, concepts and methods of inquiry.

2.1.5.4 DOUBLE LOOP LEARNING THEORY (C. Argyris, 1993)

Double loop theory is based upon a "theory of action" perspective outlined by Argyris & Schon (1974). This perspective examines reality from the point of view of human beings as actors. Changes in values, behavior, leadership, and helping others, are all part of, and informed
by, the actors' theory of action. Argyris (1976) proposes double loop learning theory which pertains to learning to change underlying values and assumptions. The focus of the theory is on solving problems that are complex and ill-structured and which change as problem-solving advances. An important aspect of the theory is the distinction between an individual's espoused theory and their "theory-in-use" (what they actually do); bringing these two into congruence is a primary concern of double loop learning. Typically, interaction with others is necessary to identify the conflict. There are four basic steps in the action theory learning process: (1) discovery of espoused and theory-in-use (2) invention of new meanings (3) production of new actions and (4) generalization of results. Double loop learning involves applying each of these steps to itself. In double loop learning, assumptions underlying current views are questioned and hypotheses about behavior tested publically. The end result of double loop learning should be increased effectiveness in decision-making and better acceptance of failures and mistakes. In recent years, Argyris has focused on a methodology for implementing action theory on a broad scale called "action science" (see Argyris, Putnam & Smith, 1985) and the role of learning at the organizational level (e.g., Argyris, 1993; Schon & Argyris, 1996). Double loop learning is a theory of personal change that is oriented towards professional education.

2.1.5.5 HUDSON COGNITIVE STYLES (Carey, 1991)

Convergent thinkers, good at accumulating material from a variety of sources relevant to a problems’ solution and divergent thinkers who proceed more creatively and subjectively in their approach to problem-solving. Hudson’s Converger – Diverger construct attempts to measure the processing rather than the acquisition of information by an individual. It aims to differentiate convergent from divergent thinkers the former being persons who think rationally and logically while the latter tend to be more flexible and to base reasoning more on heuristic evidence.
2.2 BEHAVIOR ORIENTATION

2.2.1 DEFINITIONS

BEHAVIOUR

The term behavior is taken in its totality, connoting a wide and comprehensive meaning “any manifestation of life is activity”  
- Woods Worth. 1948

The term behavior refers to the entire life activities and experiences of all living organisms.
- John Bouvier. 1856

ORIENTATION

The term orientation refers to the adjustment or alignment of oneself or one's ideas to surroundings or circumstances

It is defined as the individuals’ orientation to his new way of life.

Behaviour orientation is nothing but the changing or modifying the behaviour of student teachers towards desired way through teaching and learning strategies is referred as behavior modification. Thus Behaviour modification is structured learning in which new skills and other behaviors are learned, undesired reactions and habits are reduced and the student teachers becomes more motivated for the desired changes.

BEHAVIOUR MODIFICATION

The behavior modification is term as the direct changing of unwanted behavior by means of biofeedback or conditioning. (1970–75)

Kernerman Webster's College Dictionary, 2010
Behavior modification is defined as altering behaviors and reactions to stimuli through positive and negative reinforcement of adaptive behavior and/or the extinction of maladaptive behavior through positive and negative punishment.

2.2.2 MEANING

In English, *behavior* without the prefix *be*. It is the manner of having, holding, or keeping one's self or the carriage of one's self with respect to propriety, morals, and the requirements of law. The term ‘behavior’ includes all the motor or conative activities like walking, swimming, dancing etc.; cognitive activities, e.g.; thinking, reasoning, imagining etc and affective activities like feeling happy, sad, angry, etc. This includes not only the conscious behavior and activities of the human mind but also the subconscious and unconscious and hence covers not only the overt behavior involving all inner experiences and mental processes. Behavior is the manner in which a person acts or performs; any or all of the activities of a person, including physical action learned and unlearned, deliberate or habitual. It is a manner of behaving or conducting oneself and one's best behavior behaving with careful good manners. In psychology, the group of responses made by an individual in any situation and there is a specific response of a certain individual to a specific stimulus or group of stimuli. The action, reaction, or functioning of a system, under normal or specified circumstances. Behavior modification involves making specific behavior occur more or less often by systematically managing its cues and consequences. Behavior modification strategies are systematic antecedents and consequences to change the undesired behavior.

2.2.3 CONCEPT

Behavior modification is the term for the use of empirically demonstrated behavior change techniques to improve behavior, such as altering an individual's behaviors and reactions to stimuli through positive and negative reinforcement of adaptive behavior and/or the reduction of maladaptive behavior through its "extinction", punishment and/or therapy. It also refers to the
application of reinforcement techniques for shaping individual behaviour toward some desired end or for controlling behaviour in classrooms or institutional situations. Human behavior is the collection of behaviors exhibited by human beings and influenced by culture, attitudes, emotions, values, ethics, authority, rapport, hypnosis, persuasion, coercion and genetics.

Behaviors can be either innate or learned. By use of learning techniques, such as conditioning, biofeedback, reinforcement, or aversion therapy, to teach simple skills to alter behavior alterations, changes, or transfers from a socially unacceptable and destructive act to a socially acceptable, nondestructive one. Behaviour change is based on a simple idea of learning. It is based on the idea that behaviour followed by reward is more likely to be repeated, or retained, than not. On the other hand, behaviour which results in an unpleasant outcome tends to be quickly dropped or disappear. According to N. Mather and Sam Goldstein (2001) it is observable and measurable behaviors are good targets for change. All behavior follows a set of consistent rules. Methods can be developed for defining, observing, and measuring behaviors, as well as designing effective interventions. Behavior modification techniques never fail. Rather, they are either applied inefficiently or inconsistently, which leads to less than desired change. All behavior is maintained, changed, or shaped by the consequences of that behavior. Reinforces are consequences that strengthen behavior. Punishments are consequences that weaken behavior. Students' behaviors are managed and changed by the consequences of classroom behavior. The concept of behavior modification approaches given by Brophy (1986) "Contemporary behavior modification approaches involve students more actively in planning and shaping their own behavior through participation in the negotiation of contracts with their teachers and through exposure to training designed to help them to monitor and evaluate their behavior more actively, to learn techniques of self-control and problem solving, and to set goals and reinforce themselves for meeting these goals."

2.2.4 CHARACTERISTICS OF BEHAVIOUR MODIFICATION

Pear and Martin (2007) indicate that there are seven characteristics to behavior modification, they are:

- Strong emphasis on defining problems in terms of behavior that can be measured in some way.
• The treatment techniques are ways of altering an individual's current environment to help that individual function more fully.

• The methods and rationales can be described precisely.

• The techniques are often applied in everyday life.

• The techniques are based on the principles of learning includes operant conditioning and respondent conditioning.

• Strong emphasis on scientific demonstration that a particular technique was responsible for a particular behavior change.

• Strong emphasis on accountability for everyone involved in a behavior modification program.

Behavior is observable. It is the way a child or persons reacts to different situations. In Behavioral belief, an individual’s belief is about consequences of particular behavior. The concept is based on the subjective probability that the behavior will produce a given outcome. In attitude toward behavior, an individual’s positive or negative evaluation of self-performance of the particular behavior. The concept is the degree to which performance of the behavior is positively or negatively valued. It is determined by the total set of accessible behavioral beliefs.

2.2.5 FUNDAMENTAL PRINCIPLES OF BEHAVIOUR MODIFICATION:

The following fundamental principles are as follows:

a) Human behaviour is caused by learning; therefore it is expressed by the laws of learning.

b) Human behaviour is the product of learning, and can be assumed to be responsible to unlearning or modification.

c) Human behaviour is influenced by consequences, and is strengthened when followed by rewards, and spoilt when followed by negative consequences.
d) Human behaviour is controlled not only by internal factors, but also by external factors, such as the presence of significant role models and other social rewards like praise or prizes.

e) Maladjusted behaviour may be changed by changing the circumstances which maintain it.

f) Human beings begin life with a clean slate on which nothing has been written. In effect, they inherit good or bad habits at the time when they enter the world.

g) Behaviour is learnt in life individually, or by watching others learn, or by training or conditioning.

h) Students who need help may show observable negative behaviour they wish to eliminate, or observable positive behaviour they wish to promote.

Having gone through these propositions, behavioural modification appears to be different from other approaches, which promote effective mental health by addressing cognitive or emotional problems. Behaviour modification uses all the effective principles of learning which influence behaviour.

2.2.6 STRATEGIES TO MODIFY BEHAVIOUR

There are a number of strategies used to modify the student’s behaviour.

They are

• Positive Reinforcement technique: Positive Reinforcement is applied where there is a need to promote desirable behaviour.

• Extinction or Ignore Technique: This technique is applied when a student’s behaviour is best eliminated. The undesired behaviour is simply ignored rather than punished or reinforced. Drawing the student's attention to the strategy may increase its effectiveness, as will consistency in application.

• The Modeling Technique: This technique is used to help the students to adopt new behaviour. The student is made to observe a role model, demonstrate desirable behaviour, or criticize undesirable behaviour.

• The Punishment Technique: The Punishment Technique is used when it becomes necessary to apply an aversion stimulus to correct undesirable behaviour.
• Systematic Desensitization Technique: This technique is effective when dealing with anxiety and other fear-related problems. The individual is given small doses of what is feared until a relaxed response is built up.

• The Time-out Technique: Time-out is used to control the occurrence of undesirable behaviour in pupils by the withdrawal of privileges in the event of the occurrence of undesirable behaviour.

• The Technique of Negative Reinforcement: Negative reinforcement is used to encourage the occurrence of desirable behaviour by removing obstacles against recurrence.

• The Response Cost Technique: This technique is used to eliminate undesirable behaviour by making the culprit forfeit something valuable.

• The Shaping Technique: Shaping develops desirable complex human behaviour. Small successful steps are linked together to produce major behaviour changes.

2.2.7 MODELS OF BEHAVIOUR MODIFICATION

Behaviourism Model:

The behaviourism model is based on the theory that behaviour is influenced by the consequences of the responses an individual makes to the environment. It focuses on the modification of observable and measurable behaviour. It uses the learning principles of either classical or operant conditioning in changing behaviour.

Cognitive Model:

This is one of the more recent models of behaviour modification. It uses strategies based on the cognitive model of human behaviour which emphasizes an individual's ability to process, store, and retrieve information. The cognitive model of intervention assumes that a behaviour problem can be changed by helping an individual to process, store and retrieve information related to the cause of the problem. It focuses on the application of cognitive learning principles
to change problems that are associated with beliefs, thinking and feeling. It helps the students to change the thinking patterns which lead to the behaviour problem.

**Humanistic Model:**

The Humanistic Model is based on the principles of humanistic learning by Gage (1985). It includes:

- Individuals learn what they need and want to learn.
- Responsibility for learning lies with the learner.
- Self-evaluation
- The humanistic approach attaches learning to the acquisition of facts and feelings.
- Students learn better in a non-threatening environment.

### 2.2.7.1 BEHAVIOUR ANALYTIC THEORIES OF CHANGE

From behaviorists like Burrhus Frederic Skinner come to know the Learning Theories, which state that complex behavior, is learned gradually through the modification of simpler behaviors. Imitation and reinforcement play important roles in these theories, which state that individuals learn by duplicating behaviors they observe in others and that rewards are essential to ensuring the repetition of desirable behavior (Skinner 1953). As each simple behavior is established through imitation and subsequent reinforcement, the complex behavior develops. Behavior analytic theories of change have been quite effective in improving the human condition.

### 2.2.7.2 CARROLL MODEL (1963)

Carroll model (1963) John B. Carroll of Harvard university introduced a new model of schooling learning in 1963. He proposed that the focus of instruction should be the time required for different students to learn a given amount of material. Teachers should allow more time and provide more and better instruction for students who learn less easily and less rapidly than the peers. The Carroll identified the five factors in learning they are aptitude, ability to understand instruction, quality of instruction, time allotted for learning and perseverance. He suggested the procedures are
• Specify what is to be learned.
• Motivate students to learn it.
• Provide instructional material to foster learning.
• Present materials at a rate appropriate for different pupils.
• Monitor students progress
• Diagnose difficulties and provide remediation.
• Give praise and encouragement for good performance.
• Give review and practice.
• Maintaining a high rate of learning over a period of time.

2.2.7.3 SOCIAL LEARNING THEORY

According to the Social Learning Theory, which is also known as the Social Cognitive Theory, behavioral change is determined by environmental, personal, and behavioral elements. Each factor affects each of the others. For example, in congruence with the principles of self-efficacy, an individual’s thoughts affect their behavior and an individual’s characteristics elicit certain responses from the social environment. Likewise, an individual’s environment affects the development of personal characteristics as well as the person’s behavior, and an individual’s behavior may change their environment as well as the way the individual thinks or feels. Social Learning Theory focuses on the reciprocal interactions between these factors, which are hypothesized to determine behavioral change (Bandura 1989).

Behavioural change theories can be used as guides in developing effective teaching methods. Since the goal of education is behavioral change, the understanding of behavior afforded by behavioral change theories provides insight into the formulation of effective teaching methods that tap into the mechanisms of behavioral change. (Nutbeam 2000). In psychology, the theory of planned behavior is a theory about the link between attitude and behavior. It was proposed by Icek Ajzen (last name sometimes spelled 'Aizen') as an extension of the theory of reasoned action. It is one of the most predictive persuasion theories. It has been applied to studies of the relations among beliefs, attitudes, behavioral intentions and behaviors in various fields.
Previous investigations have shown that pupils’ behavior is strongly influenced by their confidence in their ability to perform that behavior (Bandura, 1986).

In classical conditioning, learning occurs when a previously neutral stimulus evokes a conditioned response. Hence in presence of others (stimulus) results decrease in anxiety (response) even though in anxiety provoking condition. The decrease in anxiety is the result of classical conditioning process similar to those that taught Pavlov’s dogs to salivate at the sound of bell. In operant conditioning learning is said to occur when a response is followed by reinforcement. Techniques of shaping behavior and behavior modification program help to modifying the behavior of student.

Behaviorism highlighted the role of motivation and learning in shaping the behavior of students. Behaviorism gave rise to new ideas and innovations in the field of learning and instruction like programmed learning and individualizes instruction and computer assisted instruction. (Skinner, 1953)

2.2.7.4 BRUNER’S DISCOVERY LEARNING THEORY (1960)

According to Bruner, learning is not passive, but an active process of discovery influenced by prior knowledge and ability of the learner. Teacher should provide problem situations that stimulate students to “discover” for themselves the “structure” of the subject matter. In discovery learning a teacher organizes the class so that the students learn through their own active involvement. The teacher instead of explaining how to solve the problem he provides the appropriate material and encourages students to make observations, formulate hypotheses and test solutions. This process requires both intuitive thinking and analytic thinking. The teacher guides discovery by asking leading questions. The teacher also gives feedback about the direction the problem solving activities are taking. This feedback must be given at the right time, so that students can either revise their approach continue toward a correct solution. This method helps the students ‘learn how to learn’. It produces a sense of excitement and self motivation. It helps the students in strengthening their self concept. It aids the students in effective memory and transfer to new learning situations. Discovery learning method provides students with a sense of inner satisfaction independent of extrinsic rewards.
So the duty of the teacher educator is to develop certain modification in behavior among student teachers in B.Ed course through certain innovative techniques used in teaching and learning process. It motivates them to engage in learning and enriches their involvement in learning. It provides better perception and it helps to become a competent teacher.

2.3 EMOTIONAL COMPETENCY

2.3.1 DEFINITION AND MEANING

Emotional competence is defined as the functional capacity wherein a human can reach their goals after an emotion-eliciting encounter. (Saarni 1999)

Emotional Competence refers to individual differences in identifying, expressing, understanding, regulating, and using emotions.

(Mayer & Salovey, 1997; Petrides & Furnham, 2003)

Emotional competence refers to “a person demonstrates the competencies that constitute self-awareness, self-management, social awareness, and social skills at appropriate times and ways in sufficient frequency to be effective in the situation”

(Boyatzis 1999)

MEANING

Emotional competence is a generic term that has been applied to many types of emotion related skills. Competence is the term refers to mastering abilities to do task. It is the term used to describe a person’s ability to freely express his or her own emotions. Competence is learned and determines a person’s potential to interact constructively with other people. It arises from emotional intelligence, which is the ability to identify emotions. Emotional competency is an important set up of psychological abilities that relate to life success. On the basis of advanced researchers on emotional competency, psychologists have remarked that in the current fast changing scenario operate environment needs more than just brains to run the own task. They argued that teachers and leaders must get in touch with their emotions and feelings for effective decision-making and productivity, speeding up adaptation to change, developing leadership
skills, stimulating creativity and co-operation, responding effectively to competition, encouraging innovative thinking among children and improving retention power of students. So emotional competence is also referred as emotional intelligent, emotional quotient and successful intelligence determining every one’s ability effectively and made them successfully lead their day to day life.

2.3.2 CONCEPT OF EMOTIONAL COMPETENCE

The concept of emotional competence is rooted in the understanding of emotions or being normal, useful aspects of human beings. Emotional competence represents the capacity to tactfully respond to emotion stimuli elicited by various situations, having high esteem and optimism, communication, tackling emotional upsets such as frustration, conflicts and inferiority complexes, enjoying emotions, ability to relate others, emotional self-control, capacity to avoid emotional exhaustion such as stress burnout, learning to avoid negativity of emotions, handling egoism. To achieve and maintain a feeling of adequacy, the individual has to acquire a few workable assumptions about the world, where need for competence emerges as most of the fundamental motives of life, because individual survive through competence, grow through competence and actualize themselves through competence (Allport, 1961). The motivation towards competence is evident even in early playful and investigatory behaviour of children, (White, 1959) which they seek in social realm and as close as any other need (closer than sexual) to sum up the growth of the personality. Varieties of factors such as intellectual, emotional and physical competencies play a part, to acquire skill and knowledge and the individual begins to develop two important virtues – method and competence in the congenial growth of personality.

Doing a thing is quite different from doing it well, where one can produce the type of effects, one desires, (White, 1959) may be termed as competence. It also refers to the skillfulness of capability to do a function, sufficiency of means for living, easy circumstances or, in ethical since, a right to take cognizance which specifies the process of observation, comprehension, explanation, exploration and manipulation of the experience more objectively, (Allport, 1961) with the fullest use of an individual’s normal capabilities. What turns doing anything into doing it well is essentially a display of competence and whenever this aspect of personality is related to emotions, it shall be deemed as emotional competence which happens to be efficiency that an individual acquire to deal with emotional situations effectively. The
motivation to be emotionally competent is concerned more with product of abilities rather than their sheer exercise and works as a constructive force in shaping the individual’s behaviour, while inefficiencies may cause serious consequences in the dynamics of human behaviour.

A sense of humor and the ability to both give and receive love are related to the sphere of emotions that are not provided as gifts but are to be developed by the individuals as their own characteristic pattern of emotional reactivity, which may contribute to or detract from mental and physical health and effectiveness of the individual. Our tolerance and compassion can lead to an authentic optimism and well-founded confidence. Passion +reason = constructive action. This is the essence of emotional competence.

How an individual handles his emotions, whether competently or incompetently, would be a question of immense importance in explaining the growth of personality. So it works as a constructive force in shaping the individual behavior.

2.3.3 NATURE OF EMOTIONS

The emotional growth happens to be rapid during the early years and decreases throughout life, (DidCaprio, 1974). The nature of emotional state may be termed as psychological conditions, or as a physiological condition modified by cognitive glosses, (Schachter, 1964) where physiological arousal emerges as an essential factor, usually guided or steered by present cognitive factors and evaluations of past experiences. The evaluation of stimuli and subsequent emotions are strongly influenced by individual’s estimate of his own capabilities, (Averill, 1980) involving social and cultural factors, (Goffman, 1967; Averill, 1980; Sabini and Silverman, 1982). Emotions, whether pleasant or unpleasant, always sustain activity which either maintains or enhances the organism. Thus, emotions as an impulse towards a definite form of behaviour, (Drever, 1972) may arouse, sustain and direct activity and play an energizing role, (Coleman, 1970) in the undaunted expression of behaviour. Activation of emotions depend on complexity, novelty and role of presenting information on one hand, (Tomkins, 1963; Singer, 1981) and the evaluating mental abilities and subjective qualities or ‘self’ on the other hand.
2.3.4 COMPONENTS OF EMOTIONAL COMPETENCIES

Emotional competence as an efficiency to deal effectively with several dissociable but related processes is a blending of five competencies, (Goleman, 1970). The different competencies may be understood as explained herewith.

- **Adequate Depth of Feeling**
  Feeling in its broadest sense is any kind of process or experiencing, (English and English, 1958) characterized by predominance of ‘affect’ and accessible emotions which lead to some kind of involvement to a great degree of the individual. A feeling of being confident or capable with all reality assumptions may be termed as adequate depth of feeling specifically associated with effective judgment and personality integration, which ensures vigorous participation in living.

- **Adequate Expression and Control of Emotions**
  Generally the appropriate reaction to certain situation is not expressed adequately in emotional reactions and a mature person accepts his emotions as a part of himself, neither allows them to rule over him nor rejects them as aligned to his nature and is not at all worried because he accepts them and has an adequate control over them. Emotional competence requires both an adequate expression and their control which may be regarded as natural dynamic stability of an individual to express and control emotions spontaneously as demanded by the situation.

  Adequate expression and control of emotions refer to a tendency marked by adequate emotional expressiveness based on fulsome expression and control of emotions. Any form of inadequacy in either expression or control of emotions may lead to uncontrolled and disorganized emotionality.

- **Ability of Function with Emotions**
  It is sometimes difficult to carry out even routine work, when one finds himself face to face with a highly emotional situation. Emotional competence requires that the individual should develop a characteristic pattern of emotional reactivity which should not let him be influenced in his adequate mode of functioning that helps him in performing actions of daily routine properly.
• **Ability to Cope with Problem Emotions**

Certain problem emotions play a destructive role and pose a potential damage to the life orientations of the individual’s course of life. Therefore, emotional competence requires an understanding of the role of sensitivity and the detrimental effects of such emotions in the beginning and also a development of the ability to resist their harmful effects thereafter.

• **Encouragement of Positive Emotions**

The congenial growth of personality requires the predominance of positive emotions that show a constructive influence in the dynamics of behaviour. The growing vitality and a feeling of wholeness with a continuous capacity for intellectual and spiritual growth are associated with an experience of positive emotions. The encouragement of positive emotions refers to the ability of the person to develop a predominance of positive emotions in the personality make-up of him to ensure a meaningful and fairly well integrated life.

### 2.3.5. EMOTIONAL COMPETENCY FRAME WORK

It seeks to demonstrate the need for developing emotional competencies in teacher education in order to enhance well-being and job performance, both in teachers as well in their students. So, teaching training as the priority educational context for this type of learning, and it is also an indispensable requirement for later ongoing professional development to manage themselves and others. It includes

**PERSONAL COMPETENCE**

**SELF-AWARENESS**

**EMOTIONAL AWARENESS:** Recognizing one’s emotions and their effects. People with this competence:

- Know which emotions they are feeling and why
- Realize the links between their feelings and what they think, do, and say
- Recognize how their feelings affect their performance
- Have a guiding awareness of their values and goals
ACCURATE SELF-ASSESSMENT: Knowing one’s strengths and limits. People with this competence are:

• Aware of their strengths and weaknesses
• Reflective, learning from experience
• Open to candid feedback, new perspectives, continuous learning, and self-development
• Able to show a sense of humor and perspective about themselves

SELF-CONFIDENCE: Sureness about one’s self-worth and capabilities. People with this competence:

• Present themselves with self-assurance; have "presence"
• Can voice views that are unpopular and go out on a limb for what is right
• Decisive, able to make sound decisions despite uncertainties and pressures

SELF-REGULATION

SELF-CONTROL:

• Managing disruptive emotions and impulses. People with this competence:
• Manage their impulsive feelings and distressing emotions well
• Stay composed, positive, and unflappable even in trying moments
• Think clearly and stay focused under pressure

TRUSTWORTHINESS: Maintaining standards of honesty and integrity. People with this competence:

• Act ethically and are above reproach
• Build trust through their reliability and authenticity
• Admit their own mistakes and confront unethical actions in others
• Take tough, principled stands even if they are unpopular

**CONSCIENTIOUSNESS**: Taking responsibility for personal performance. People with this competence:

• Meet commitments and keep promises
• Hold themselves accountable for meeting their objectives
• Organized and careful in their work

**ADAPTABILITY**: Flexibility in handling change. People with this competence:

• Smoothly handle multiple demands, shifting priorities, and rapid change
• Adapt their responses and tactics to fit fluid circumstances
• Flexible in how they see events

**INNOVATIVENESS**: Being comfortable with and open to novel ideas and new information. People with this competence:

• Seek out fresh ideas from a wide variety of sources
• Entertain original solutions to problems
• Generate new ideas
• Take fresh perspectives and risks in their thinking

**SELF-MOTIVATION**

**ACHIEVEMENT DRIVE**: Striving to improve or meet a standard of excellence. People with this competence:

• Results-oriented, with a high drive to meet their objectives and standards
• Set challenging goals and take calculated risks
• Pursue information to reduce uncertainty and find ways to do better
• Learn how to improve their performance
COMMITMENT: Aligning with the goals of the group or organization. People with this competence:

- Readily make personal or group sacrifices to meet a larger organizational goal
- Find a sense of purpose in the larger mission
- Use the group’s core values in making decisions and clarifying choices
- Actively seek out opportunities to fulfill the group’s mission

INITIATIVE: Readiness to act on opportunities. People with this competence:

- Ready to seize opportunities
- Pursue goals beyond what’s required or expected of them
- Cut through red tape and bend the rules when necessary to get the job done
- Mobilize others through unusual, enterprising efforts

OPTIMISM: Persistence in pursuing goals despite obstacles and setbacks. People with this competence:

- Persist in seeking goals despite obstacles and setbacks
- Operate from hope of success rather than fear of failure
- See setbacks as due to manageable circumstance rather than a personal flaw

SOCIAL COMPETENCE

SOCIAL AWARENESS

EMPATHY: Sensing others’ feelings and perspective, and taking an active interest in their concerns. People with this competence:

- Attentive to emotional cues and listen well
- Show sensitivity and understand others’ perspectives
- Help out based on understanding other people’s needs and feelings
SERVICE ORIENTATION: Anticipating, recognizing, and meeting customers’ needs. People with this competence:

- Understand customers’ needs and match them to services or products
- Seek ways to increase customers’ satisfaction and loyalty
- Gladly offer appropriate assistance
- Grasp a customer’s perspective, acting as a trusted advisor

DEVELOPING OTHERS: Sensing what others need in order to develop, and bolstering their abilities. People with this competence:

- Acknowledge and reward people’s strengths, accomplishments, and development
- Offer useful feedback and identify people’s needs for development
- Mentor, give timely coaching, and offer assignments that challenge and grow a person’s skill

LEVERAGING DIVERSITY: Cultivating opportunities through diverse people. People with this competence:

- Respect and relate well to people from varied backgrounds
- Understand diverse worldviews and are sensitive to group differences
- See diversity as opportunity, creating an environment where diverse people can thrive
- Challenge bias and intolerance

POLITICAL AWARENESS: Reading a group’s emotional currents and power relationships. People with this competence:

- Accurately read key power relationships
• Detect crucial social networks
• Understand the forces that shape views and actions of clients, customers, or competitors
• Accurately read situations and organizational and external realities

SOCIAL SKILLS

INFLUENCE: Wielding effective tactics for persuasion. People with this competence:

• Skilled at persuasion
• Fine-tune presentations to appeal to the listener
• Use complex strategies like indirect influence to build consensus and support
• Orchestrate dramatic events to effectively make a point

COMMUNICATION: Sending clear and convincing messages. People with this competence:

• Effective in give-and-take, registering emotional cues in attuning their message
• Deal with difficult issues straightforwardly
• Listen well, seek mutual understanding, and welcome sharing of information fully
• Foster open communication and stay receptive to bad news as well as good

LEADERSHIP: Inspiring and guiding groups and people. People with this competence:

• Articulate and arouse enthusiasm for a shared vision and mission
• Step forward to lead as needed, regardless of position
• Guide the performance of others while holding them accountable
• Lead by example
CHANGE CATALYST: Initiating or managing change. People with this competence:

- Recognize the need for change and remove barriers
- Challenge the status quo to acknowledge the need for change
- Champion the change and enlist others in its pursuit
- Model the change expected of others

CONFLICT MANAGEMENT: Negotiating and resolving disagreements. People with this competence:

- Handle difficult people and tense situations with diplomacy and tact
- Spot potential conflict, bring disagreements into the open, and help deescalate
- Encourage debate and open discussion
- Orchestrate win-win solutions

BUILDING BONDS: Nurturing instrumental relationships. People with this competence:

- Cultivate and maintain extensive informal networks
- Seek out relationships that are mutually beneficial
- Build rapport and keep others in the loop
- Make and maintain personal friendships among work associates

COLLABORATION AND COOPERATION: Working with others toward shared goals. People with this competence:

- Balance a focus on task with attention to relationships
- Collaborate, sharing plans, information, and resources
- Promote a friendly, cooperative climate
• Spot and nurture opportunities for collaboration

TEAM CAPABILITIES: Creating group synergy in pursuing collective goals. People with this competence:

• Model team qualities like respect, helpfulness, and cooperation
• Draw all members into active and enthusiastic participation
• Build team identity, esprit de corps, and commitment
• Protect the group and its reputation; share credit.

2.3.6. MODEL OF EMOTIONAL COMPETENCY

An emotional competence is a learned capability based on emotional intelligence that results in outstanding at work. Emotion work has been defined as the management of one's own feelings or as "work done in a conscious effort to maintain the well being of a relationship". Our emotional Competency determines our potential for learning the practical skills. Goleman (1995) use the term Emotional competency instead of emotional intelligence. Emotional Competency Model deals with how individuals respond to emotions. Thus emotional intelligence can be viewed as a snapshot of emotional competencies and the term “emotional competence” is adopted in a more neutral way. The main model of competence is given below

Mixed models of Emotional competencies (Goleman)

The model introduced by Daniel Goleman focuses on Emotional Intelligence as a wide array of competencies and skills that drive leadership performance. Coleman’s model outlines four main Emotional Intelligence constructs:

• Self-awareness — the ability to read one's emotions and recognize their impact while using gut feelings to guide decisions.

• Self-management — involves controlling one's emotions and impulses and adapting to changing circumstances.
• Social awareness — the ability to sense, understand, and react to others' emotions while comprehending social networks.

• Relationship management — the ability to inspire, influence, and develop others while managing conflict.

Goleman includes a set of emotional competencies within each construct of Emotional Intelligence. Emotional competencies are not innate talents, but rather learned capabilities that must be worked on and can be developed to achieve outstanding performance. Goleman points that individuals are born with a general emotional intelligence that determines their potential for learning emotional competencies.

2.3.7. THEORIES OF EMOTIONAL COMPETENCY

Theories of the emotional competence construct are crucial to understanding the application of skills of the individuals to the emotion-laden environments. There are two dimensions to infer the theories of emotional competence: (1) the construct related to the socialization in respect of functionalist and developmental perspectives and (2) the relationship between the construct and positive youth development.

Lazarus and Campos et al. (1991) first proposed to view competences related to emotions from a functionalist point of view, and Saarni 1999 advanced this perspective from both the functionalist and developmental angles. In the functionalist perspective, the purpose of responding the stimulations of significant events or situations is stressed. The emotional competence can be developed in response to the dynamic interactions with significant others in the environment. An individual gains the interpretation of different emotions by the environmental and interpersonal stimuli as he moves through different developmental stages. In line with the functionalist perspective, Saarni (1999) discussed Emotional Competency under the assumption that emotional development would be affected by the interactions among human beings and with the “ethno-psychological ecology”, that is, the culture and social world. The skills in managing and regulating emotions can be acquired through learning and the interpretation of the emotion-eliciting environment with the emphasis on the interpersonal and social interactions within it. Although the competence can be gained developmentally, Saarni
remarks that the acquisition of emotional competence would not be sequential. Each skill “reciprocally influences the differentiation of the other skills” in human development.

The second dimension in understanding the theories of the construct is in relation to positive youth development. The perception of the problems generated in the emotion-laden contexts exerts influences on adolescents' emotional well-being. Concerning the well-being of the adolescents, emotional problems were found to be one of the key competence variables in a large cross-sectional study by Ciarrochi et al (2002). Ineffective orientation to emotion-related problems is related to the difficulty in indentifying the emotions. The individuals would then turn to destructive forms of emotional management, such as alcohol abuse Ciarrochi and Scott (2006) administered a longitudinal study to investigate causal relations and the link between emotional competence and well-being. They found that people with effective problem orientation were less likely to experience depression, anxiety, and stress and were more likely to experience positive moods. Catalano et al. (2004) state that the enhancement of competence can help prevents other negative outcomes and is indicative of positive youth development.

Garner(2010) articulate the theory of emotional competence how it influence in teaching and learning process, based on it the theories were derived from psychology and education that affect the development of emotional competence in adolescents. The theories denote the relationship between the positive and stable emotions and academic performance in schools. Garner agreed that adolescents with better managed emotions would perform, both academically and socially, better in schools.

Under the influence of globalization, adolescents are exposed to divergence of their own culture and other cultures. As school-aged children and adolescents are experiencing the trials of understanding emotions and emotional changes, the intention of increasing the awareness of the consideration of the cultural norms and the social partners, or “audience” as Saarni claims, becomes the priority. Gross and Levenson echo(1997) this priority with reference to the emotional display rule that would help adolescents to identify the socially and culturally unaccepted emotions. The knowledge of the cultural rule is transmitted by the emotion-eliciting situations in the adolescents' culture. As the learning process of emotions is procedural, rehearsals of responding to the social contexts would contribute to one's emotional competence.
2.3.8. EMOTION AND PERSONALITY

Emotions are very important in the development of personality. Personality is best built when children have emotionally satisfying experience. They often determine its dominant characteristic. One can describe an individual as being hateful, loving, bashful, friendly, quarrelsome or moody. In each case one can use an emotional state to describe personality. A high degree of competence in just one of the four dimensions of Emotional Intelligence usually is not enough to achieve superior performance, one needs a sufficiently high level of about six different competencies spread across all four dimensions;

2.3.9. EMOTION AND LEARNING

Emotions differ with the various stages on the growth of the individual. Maturation and learning do much to make the emotional intention of a student vastly different from those of a child in the garden. Career advisors understand what Emotional competencies pupils need to acquire and how these could be developed through Emotional Intelligence training. And the teaching of emotional competency as an integral part of the educational experience-in teaching and learning process. A form of attribution theory describes how students' beliefs about the causes of academic success or failure affect their emotions and motivations. For example, when students attribute failure to lack of ability and ability is perceived as uncontrollable, they experience the emotions of shame and embarrassment and consequently decrease effort and show poorer performance. In contrast, when students attribute failure to lack of effort and effort is perceived as controllable, they experience the emotion of guilt and consequently increase effort and show improved performance.

2.3.10. EMOTION AND INTEREST

Emotions are closely connected with interests. In fact, any real interest is more or less charged with emotion. A child is interested in songs he likes and he always seeks satisfaction.
Both liking and satisfaction are emotions. It is difficult to think or any behavior pattern that is not some way concerned with emotion. Emotion is a mental state that has to do with joy; anger, dread amusement, disgust, fear and a great many other states in which a person is moved or excited or has other strong feeling.

2.3.11. EMOTION AND LIFE AT INSTITUTIONS

The Learner’s emotions are involved in all activities at institutions. If the institution programme is suited to him, he will derive joy from his achievements and look forward with pleasure to stimulating tasks that lie ahead. On the other hand, annoyances and irritations are bound to occur even in the best institutions, and some features of the program are likely to arouse fear. Emotions are also constantly involved in the learner and teacher’s emotions. For a teacher to be alert, an emotional current in the class is important in connection with larger objectivities of education: to help each learner, as much as possible, to utilize his/her potentialities as person. Dr. Greenberg 1991, offers a persuasive rationale for the importance of teaching competency skills to all students, and demonstrates the why and how of social and emotional competency training in the educational system that institutions should teach social-emotional development, presents a rationale concerning human needs for healthy social-emotional development, presents a rationale for teaching it, and outlines exploratory and respectful behaviors. Students need to increase awareness and respect for the constructive behavior of self and others. Every individual also need for healthy social-emotional development, which include self/other exploration, self/other respect, and self/other responsibility. - ways to teach social-emotional development by learning to -assess constructive/destructive social-emotional behavior- set goals for increasing constructive social-emotional behavior-plan and implement strategies for encouraging constructive social-emotional behavior –to evaluate the results of instruction directed toward increasing constructive social-emotional behavior.

2.3.12. IMPORTANCE OF THE INSTITUTION IN EMOTIONAL DEVELOPMENT

In the lives of most young people, the institution is probably second only to home as a basic influence on the feelings a person will acquire with regard to himself and others. In some respects the institution’s influence is more important than that of home, for life at institution’s,
the main task that faces the learner is an intellectual one. But the learner’s intellectual achievements influence and are influenced by her emotions. There are two concepts that are of primary importance in understanding the emotions of those whom we teach. They are two concepts of self acceptance and self-rejection. The other is the standard by which a learner judges himself must be viewed not only from an objective but also from a subjective point of view. Emotional competencies are learned; they are not innate. People are not born with a high-degree of self-confidence or achievement drive (Goleman 1998).

Emotional intelligence is further elaborated into

- Emotional literacy helps people to become more aware of their own as well as other people’s emotions.
- The second emotional fitness “strengthens one’s authenticity, believability and resilience”.
- Emotional depth explores “ways to align one’s life and work with a unique potential and purpose and to back this with integrity, commitment and accountability”.
- Emotional alchemy, which “Extends creative instincts and capability to sense more readily and access the widest range of hidden solutions and untapped opportunities.

Research also brings out that the EQ ingredients are by and large fairly trainable and one is never too late to improve him in this field.

Today people are judged by a new yardstick; not just by how smart they are, or by their training and expertise, but also by how well they handle themselves and others. Emotional intelligence skills are synergistic with cognitive ones” top performers have both. Out-of-control emotions can make smart people stupid. Doug Lennick  2005, an executive vice president at American Express Financial Advisors says. “The aptitudes you need to succeed start with intellectual horsepower B but people need emotional competence, too, to get the full potential of their talents. The reason we don’t get people full potential is emotional incompetence”.

2.3.13 EMOTION REGULATION

Emotion regulation refers to the process of modifying one's own emotions and expressions. That is, the processes by which individuals influence which emotions they have, when they have them, and how they experience and express these emotions. There are two kinds of Emotion regulation:

• Antecedent-focused emotion regulation, which refers to modifying initial feelings by changing the situation or the cognitions of the situation;
• Response-focused emotion regulation, which refers to modifying behavior once emotions are experienced by suppressing, faking or amplifying an emotional response.

2.3.14 EMOTIONAL INTELLIGENCE FOR EMOTIONAL EMPOWERMENT

Emotional intelligence leads to Emotional Empowerment; during practice teaching working with students in schools provides a high degree of emotional involvement of a mostly positive nature. Student teachers feel themselves grow through experience and they begin to link to a culture of teaching. During practice teaching, they feel engaged, challenged and even empowered and results in four fold benefits. (Trowbridge and Bybee, 1990).

• Purification of mind and personality so that the negative emotions, uncontrollable urges and impulses, engraved psychological traits are enplaned. There is clearing of blockages, emotional debris and filters that distort perception. This approach demystifies complexities of EQ or Emotional competencies.
• Attainment of personal power as one can act not out of fear but joy and love. The stress turns into challenge as we gain the power to say “Yes” or “No” through inner wisdom.
• Liberation from internal influences or conditioning that stops us from realizing latent potential and leading to self actualization.

These entire forces one interrelated and the teachers are the most powerful force in shaping an emotionally intelligent behavior and teaching how to control anger, resolve conflicts and motivate students. In an era of tremendous work load and competitive world, a teacher needs to
act in an emotionally competent manner so that the students in turn can imbibe these positive characteristics and can turn out to be productive and dutiful citizens of the nation. An emotionally competent teacher is the heart and soul of a successful educational programme. Finally Emotional Empowerment leads to emotionally competent student teacher.

2.4 ATTITUDE TOWARDS LEARNING ABOUT TEACHING

2.4.1 DEFINITIONS

“An attitude is a predisposition to respond cognitively, emotionally, or behaviorally to a particular object, person, or situation in a particular way”.

- Gale Encyclopedia of Psychology

Attitude is a way of thinking, behaving, feeling etc.

The way in which pupil think and behave towards each other and things.

A mental position with regard to fact or state; a feeling an emotion toward a fact or state.

A personal motivational predisposition to respond to person, or events in a given matter that can, nevertheless be changed on modified through training as a sort of mental shortcut to decision making.

2.4.2 COMPONENTS OF ATTITUDE

Attitudes have three main components, cognitive, affective and behavioral. The cognitive component concerns one’s beliefs, that affective component involves feelings and evaluations, and the behavioral component consists of ways of acting towards the attitude object. The cognitive aspects of attitude are generally measured by surveys, interviews, and other reporting methods while the affective components are more easily accessed by monitoring physiological signs such as least rate. Behavior, on the other hand, may be assessed by direct observation.
Attitudes are formed in different ways. Students acquire many of their attitudes by modeling their parent’s attitudes. Classical conditioning using pleasurable stimuli is another way of attitude formation and one widely used by advertisers is through conditioning, which utilizes rewards, is a mode of attitude formation often employed by parents and teachers. Attitudes are also formed through direct experience.

2.4.3 NATURE OF ATTITUDE

An attitude refers to certain feelings that an individual harbors within himself regarding another person, situation, certain things, ideas or social conventions and traditions. By understanding a student’s attitude, his/her behavior against a certain situation or thing may be predicted. When a student is in anger against someone his attitude towards him will not be pleasant. If a student applies for leave or permission for going home and his/her application is granted, his/her attitude towards the teacher or institution will be favorable, contrary to this if his/her application is not granted, he/she will harbor an anti-attitude.

2.4.4 CHARACTERISTICS OF ATTITUDE

The following are characteristic features of attitudes towards learning

- Attitudes are acquired through learning. Attitude may arise from any need or drive. So they are not innate.
- Some attitudes may appear as permanent in an individual, but they are always subject to change.
- Attitudes are related to areas related to one’s experiences in learning.

- Student (person) may have various attitudes. They may be related to certain events, ideas, images, perceptions and experienced things.
- Attitudes may be particular or general. In their words, they may be about a particular community, religion, caste, tradition or a certain ideology.
• An attitude may be positive or negative. The positive attitude is generally beneficial and the negative one may give harmful effects.
• An attitude may be mixed with emotionality.
• An attitude is always dynamic in nature. It is based on some desire and it may propel an individual to become operative in a certain direction.

2.4.5 IMPORTANCE OF ATTITUDE IN LEARNING

Attitude is formed through education and experiences. So, the teacher responsibility is to create proper attitude among students towards different ideas. He must be careful in giving undesirable information and experiences to the students. Often friends and classmates influence to form wrong attitudes in them which cannot be changed so easily. So before permanent attitude are formed, association of the pupils concerned should be immediately changed. Nothing should be imposed on them against their free will.

A student’s attitude may differ from that of another. For example, let us suppose that a teacher, an engineer, a factory worker and a factory manager happen to visit a certain bookstall. Then, each one of these prospective customers will select books containing details about things they are interested in. A favorable attitude may change into unfavorable one if the related experiences of the student become unpleasant. An attitude is reflected through one’s behavior or idea. Some of the attitudes are formed on the basis of other’s opinion. A student’s attitude towards teaching and learning may be his opinion. So by knowing the attitude of a student, his views should be known. When views change, attitudes also change. The teacher should try to create favorable attitude of the students towards curriculum and non-curricular activities of the school. The teacher should also be conscious of his own behavior so that no negative behavior develops against him.

There is no necessary relationship between intelligence and attitude. The attitude of a student with average intelligence may be unfavorable about a certain thing or parent, whereas that a highly intelligent student may be otherwise. If a student likes his teaching, he may be happy to study it otherwise he may not seek interest in the study. Such attitudes are possible in all types of students whether of higher or lower intelligence.
It is the duty of a teacher to develop the attitude towards teaching. It motivates them to engaged learning. It enriches their involvement in learning. It provides better perception and it helps to become a good teacher.

2.4.6 FACTORS INFLUENCING ATTITUDE TOWARDS LEARNING

i. Perceptual factors:

The mode of perceiving a thing, an event, a community or an individual is at the base of the attitude towards it. Various persons may perceive differently the same phenomenon. Therefore the attitudes of various persons about the same thing may be different.

ii. Motivational factors:

There is a close relationship between motivation and attitude. There is always some motivation behind an attitude. For the things that meet the needs or motivations, one should have a favorable attitude. If one develops an unfavorable attitude against things that dissatisfy him will not meet the needs. It is the principle that underlies the attitude between nations for each other. If the teacher or principal of an institution is readily prepared to look into the difficulties of the students, he enjoys affection and have a positive attitude towards him.

Self serving biases justify one’s own status by downgrading others. Often those who are underprivileged are viewed as “Lazy” “irresponsible” and “lacking ambitions”. It justifies the economic and social superiority of those who have wealth and power. The “In-group bias” considers the one group better than the other one is important to maintain a sense of belonging, as well as to have a positive self-esteem. When students are frustrated there is no clear cause or it, they have a tendency to find someone to blame. This is known as “Scape goating”. The under privileged in the group often tend to attribute negative group characteristics, to them to justify then status in the group. They perceive the world as a fair and predictable place in which good behavior is rewarded and bad behavior is punished.
iii) Verbal Factors:

It is not necessary that students develop attitudes about things which they happen to know. Attitudes also develop for events, ideas and other phenomena about which one read or hear from others. So whatever they read or hear about things, may lead to the formation of attitudes in them.

Students use language differently and follow different patterns of speech in different settings. So, it is important that one has to stick to the use of the language with minimum differences order to make the communication more effective.

iv) Cultural Factors:

Culture is intimately related with one’s life. So, it influences one’s attitude regarding various things. That is why students brought up in various cultures happen to acquire. Students brought up in U.S.A may have different attitudes regarding family backgrounds, behavior in school studies, college education and professions the attitudes of Indians, may be different about the same simply because they come from different cultures.

v) Social Factors:

Man is a social animal who learns from various things, persons, principles, institutions and ideals and acquires many habits living in a society. One develops his own attitudes about things on the basis of his knowledge about the same. Social contact may promote three types of attitudes reciprocal, common attitude is found in all persons. The private attitude refers to one’s own attitudinal feeling for any other person. But the other person may not aware of this.

vi) Functional factors:

One’s mental set, needs, experiences and values of life are functional in nature in the sense that one acts accordingly in various situations of life. All these make important
contributions in the development of our attitude, because these influence the mode of perception which is at the base of our attitude.

2.4.7 EGO-INVOLVEMENT IN LEARNING

One can identify himself with the ideal person or thing which happens to love. One resent if any other criticizes the same, because one attaches his ego with it. Due to ego involvement, he supports it in all circumstances. One’s attitude acquires a permanent nature with him because of his ego-involvement with it. Situations generally occur in a classroom which provokes the ego-involvement of students. If it is so, the students oppose the new situations because they have already developed a particular type of attitude with them.

2.4.8 SATISFACTION OF SOME NEED

One develops an attitude for things which fulfill some of his needs. Then even in unfavorable circumstances, one remains attached to it. Poor students are compelled to study for supporting their families in future will continue to study in the school even under adverse situations.

2.4.9 COGNITIVE CONSTANCY

When one develops an attitude about a certain thing, he tries to look at things accordingly. Because of this habit, he wants to understand things according to his own notion even in controversial and altogether different circumstances. If a teacher or principal tries to convince the students about certain new rules, they will not listen to him because of their already formed attitude and they will continue their activities even in difficult situations.

2.4.10 FRAME OF REFERENCE
One’s perception is selective in nature in the sense that he perceives only certain things of the environment are preference to other things. Thus his perception takes place in particular situations. These situations become the frame of reference according to which his attitudes are formed. In response to this position, his perceptions are also conditioned according to his attitudes. One knows that, he happens to perceive only those things for which he has a favorable attitude. Thus in the formation of an attitude, a frame of reference occupies an important position and his frame of reference is nothing but the notions about things.

2.4.11 CHANGEABLE NATURE OF ATTITUDE IN LEARNING SITUATION

As already referred to earlier that attitudes stem from the experiences. So with new experiences, the nature of the attitude is subject to change. As long as students have pleasant experience from the learning premises, they maintain a good attitude towards it. But if a new rule or portion is introduced in it and this goes against the interests of general students, their resentment is expressed in an unpleasant terms. An attitude is developed on the basis of a balance between favorable and unfavorable situations. This balance has to be broken in order to bring a change in an attitude. Towards this purpose, the following methods are helpful.

For bringing a change in an individual’s attitude, one has to bring a change in the decision or attitude of the group of which the individual happens to be a member. An individual is always keen to follow the examples of his group. So, a change in the attitude of the group will bring a change in the attitude of the individual also. An individual persists in a certain attitude till he feels that his group is also in favor of the same. But when he doesn’t get the support of his group, his attitude gets subdued and he tries to change it according to the feeling of his group.

Emotional appeal may be helpful in changing an attitude. But this depends upon the kind of student from whom the appeal comes. A respected head of a school may make a successful appeal for the change of certain social changes. The method of appeal and the specialties of the thing for which an appeal is made will also be contributory to affect a change in the attitude.

A brief review of related literature is presented in the next chapter.