Chapter V

Findings, Summary & Conclusions

5.1 Introduction

Cognition is the mental activity and behavior that allows us to understand the world, it includes the functions of learning perception, memory and thinking and it is influenced by biological, environmental, social and motivational factors. Cognitive is a general term for all forms of knowing. The study of cognition is a study of our mental life. The term “Cognition” is also used in a wider sense to mean the act of knowing or knowledge and may be interpreted in a social or cultural sense to describe the emergent development of knowledge and concepts within a group that culminates in both thought and action.

5.2 Concept of Cognitive Style

Cognitive-Style is a hypothetical construction that has been developed to explain the process of mediation between stimulus and response. The term Cognitive Style refers to the characteristic ways in which an individual conceptually organizes the environment. It is viewed that Cognitive Style refers to the way an individual fitters and processes stimuli so that the environment takes on psychological meaning. As such cognitive representations modify the one-to-one relationship between stimulus and response, if it were not for these cognitive representations; stimuli would have been irrelevant for the individual as the individual would respond to the stimulation in a robot like fashion.

Cognitive Style is also understood in terms of consistent patterns of organizing and processing information. Coop and Sigel (1971) equated Cognitive Style with modes of behaviour rather than mediating processes. They used the term Cognitive Style to denote consistencies in individual modes of functioning in a variety of behavioral situations.
Therefore, it is proper to mention here that Cognitive Style is conceived as one of the aspects of psychological differentiation. Psychological differentiation refers to differentiate mode of perceiving, judging and appraising things to which people are exposed to under different conditions. The notion of Cognitive Style has been defined as self-evident modes of functioning which the individual shows in his perceptual and intellectual activities (Witkin, et.al, 1962). It is conceptualized as stable attitude or habitual strategy which determines a persons’ typical modes of perceiving, remembering and problem-solving. There are several types of cognitive functioning among which field dependence and field independence are well known. A field dependent individual is found to be passive and less competent in analytical functioning having greater social orientation. He has poor impulsive control and undifferentiated self-concept. He is more socially sensitive. On the other hand, a field independent individual is found to be more active and competent in analytical functioning having less social orientation. He is less impulsive and socially sensitive.

Cognitive Styles refer to the preferred way individual processes information. Unlike individual differences in abilities which describe peak performance, styles describe a person’s typical mode of thinking, remembering or problem solving. Furthermore, styles are usually considered to be bipolar dimensions whereas abilities are unipolar. Having more of an ability is usually considered beneficial while having a particular Cognitive Style simply denotes a tendency to behave in a certain manner. Cognitive Style is usually described as personality dimension which influences attitudes, values, and social interaction. The notion of Cognitive Styles is fairly new. It grew out of research on how people perceive and organize information from the world around them. Differences in Cognitive Style have to do with “Characteristic models of perceiving, remembering thinking, problem solving and
decision making, reflection of information – processing regularities that develop around underlying personality trends” (Messick, 1994) and not with intelligence.

**Cognitive styles in learning:** Provides a historical overview of Cognitive Style research from its philosophical origins to its impact on current classroom practice, the role of experience in the process of human development and learning, and a focus on the individual as the experience, establishes existentialism and phenomenology as important philosophical foundations for cognitive style theory”

Cognitive Style basically categorized in holistic – analytic style dimension and verbal – imagery style dimension. The holistic – analytic model measures how individuals “organize information into wholes or parts” and the verbal – imagery model identifies the ways individuals present information verbally or in mental pictures. Individual affection behaviour and cognition are structured and organized by an individual cognitive style which reflects the way how people generalize the approaches to learn.

Today, there is renewed interest in learning, thinking and problem solving. The cognitive view of learning can be described as a generally agreed-upon philosophical orientation. This means that cognitive theorists share basic notions about learning and memory. The cognitive view seen learning “transforming significant understanding already have, rather than simple acquisition of written on blank states” older cognitive views emphasized the acquisition knowledge, but never approaches stress construction. Knowledge is the outcome of learning. However knowledge is more than the end product of previous learning, it also guides new learning. The cognitive approach suggests that one of the most important elements in the learning process is what the individual brings to new learning situations. Knowledge determines to a great extent what we will pay attention to, perceive,
learn, remember, and forget. Psychologists tested the Student Teachers on their knowledge of baseball and found that knowledge of baseball not related to reading ability. So the researchers were able to identify four groups of student’s good readers / high baseball knowledge, good readers / low baseball knowledge, poor readers/high baseball knowledge and poor readers / low baseball knowledge. Then the Student Teachers in all four groups read a passage describing a baseball game and were tested in a number of ways to see if they understood describing a baseball game and were tested in a number of ways to see if they understood and remembered what they had read.

Good basis of knowledge can be more important than good reading skills in understanding and remembering but extensive knowledge plus good reading skills are even better. Declarative knowledge is knowledge that can be declared, through words and symbol of all kinds- Braille, sign language dance (or) musical notation, mathematical symbols and so on. Information processing in the human minds is the activity of taking in, storing, and using information. Information is encoded in sensory where perception and attention determine what will be held in working memory for further use. In working memory, new information connects with knowledge from long term memory. Thoroughly processed and connected information becomes part of long term memory, and can be activated to return to working memory. Implicit memories are formed without conscious effort. Perception the process of detecting a stimulus and assigning meaning of perceive is called perception. Some of our present day understanding of perception is based on studies conducted in Germany. The Gestalt principles are reasonable explanations of certain aspects of perception, but they are not the whole story. These are two other kinds of explanation in information processing theory for how we recognize patterns and give to sensory events. The first is called feature
analysis, or bottom up process because the stimulus must be analyzed into features components and a meaningful pattern ‘form the bottom up’. If all perception relied only on analysis, learning would be very slow. Luckily, humans are capable of another type of perception based on knowledge and expectation often called to-down processing. To recognize patterns rapidly, in addition to noting features we use what we already know about the situation what we know about words or picture or the way the world generally operates. The role of attention: of every variation in colour, movement, sound, smell, temperature, and so on ended up his working memory, life would be impossible. By paying attention to selected stimuli and ignoring others, we limit the possibilities that we will process. But attention takes effort and is a limited resource. Imagine you have to work a bit to pay attention to these words about attention we can pay attention to only one cognitively demanding task at time.

**Social Intelligence:** Psychologists have been interested in social intelligence for a long time, dating all the way back to at least the 1920s. This interest is rooted in a powerful intuition that there are many educationally-relevant aspects of human abilities that are not accounted for by traditional conceptions of academic intelligence (Keating, 1978). Thorndike (1920), the term referred the person's ability to understand and manage other people, and to engage in adaptive social interactions. More recently, however, Cantor & Kihlstrom (1987) redefined social intelligence to refer to the individual's fund of knowledge about the social world. Social intelligence is the art of building, sustaining and managing the costs of those relationships through ‘vigilant trust’. This is not trust as a ‘warm fuzzy’ but trust set within a framework of mutual expectations and a shared understanding that each will keep an eye on the other. Social intelligence refers to the ability to read other people and
understand their intentions and motivations. People with this intelligence are usually clued into the differences between what others say and what they really mean. As a result, socially intelligent types may sometimes be accused of being mind readers. People who successfully use this type of intelligence can be masterful conversationalists. This can be due to a combination of excellent listening skills and the ability to meaningfully engage others. People who are socially intelligent can usually make the people around them feel comfortable and included. They also tend to enjoy interacting with a variety of people. Social intelligence can be defined as the intelligence that lies behind group interactions and behaviours. This type of intelligence is closely related to cognition and emotional intelligence, and can also be seen as a first level in developing systems of intelligence. One specific interest in studying social intelligence is in applying it to robotic systems and artificial animals (commonly known as ‘animates’ and ‘agents’). The discipline of social intelligence enhances the field of artificial intelligence with a variety of theories from system theory, adaptive systems, simulation, game theory, software agents etc. Social intelligence is the ability to get along well with others, and to get them to cooperate with you.

**Emotional intelligence:** Emotional intelligence refers to the ability to perceive, control, and evaluate emotions. Some researchers suggest that emotional intelligence can be learned and strengthened, while other claim, it is an inborn characteristic. Since 1990, Peter Salovey and John D. Mayer, have been the leading researchers on emotional intelligence. In their influential article “Emotional Intelligence,” they defined emotional intelligence as, “the subset of social intelligence that involves 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”
Four factors of Emotional Intelligence by Salovey and Mayer

1. Perceiving Emotions: The first step in understanding emotions is to accurately perceive them. In many cases, this might involve understanding nonverbal signals such as body language and facial expressions.

2. Reasoning with Emotions: The next step involves using emotions to promote thinking and cognitive activity. Emotions help prioritize what we pay attention and react to; we respond emotionally to things that garner our attention.

3. Understanding Emotions: The emotions that we perceive can carry a wide variety of meanings. If someone is expressing angry emotions, the observer must interpret the cause of their anger and what it might mean. For example, if your boss is acting angry, it might mean that he is dissatisfied with your work; or it could be because he got a speeding ticket on his way to work that morning or that he's been fighting with his wife.

4. Managing Emotions: The ability to manage emotions effectively is a key part of emotional intelligence. Regulating emotions, responding appropriately and responding to the emotions of others are all important aspect of emotional management. Daniel Goleman the person most commonly associated with the term emotional intelligence.

In 1995 Goleman's book came out with the title "Emotional Intelligence."

**Goleman identified the five 'domains' of EQ as:**

a. Knowing one’s emotions.

b. Managing one’s own emotions.

c. Motivating one self.

d. Recognizing and understanding other people's emotions.

e. Managing relationships, i.e. managing the emotions of others.
Individuals have different personalities, wants, needs, and ways of showing their emotions. Navigating through this requires tact and shrewdness—especially if one hopes to succeed in life. This is where emotional intelligence theory helps in the most generic framework, five domains of emotional intelligence cover together personal (self-awareness, self-regulation, and self-motivation) and social (social awareness and social skills) competencies. They are

**Self-Awareness**

i) Emotional awareness: Recognizing one’s emotions and their effects.

ii) Accurate self-assessment: Knowing one’s strengths and limits.

iii) Self-confidence: Sureness about one’s self-worth and capabilities.

**Self-Regulation**

i) Self-control: Managing disruptive emotions and impulses.

ii) Trustworthiness: Maintaining standards of honesty and integrity.


iv) Adaptability: Flexibility in handling change.

v) Innovativeness: Being comfortable with and open to novel ideas and new information.

**Self-Motivation**

i) Achievement drive: Striving to improve or meet a standard of excellence.

ii) Commitment: Aligning with the goals of the group or organization.

iii) Initiative: Readiness to act on opportunities.

iv) Optimism: Persistence in pursuing goals despite obstacles and setbacks.

**Social Awareness**

i) Empathy: Sensing others’ feelings and perspective, and taking an active interest in their concerns.
ii) Service orientation: Anticipating, recognizing, and meeting customers’ needs.

iii) Developing others: Sensing what others need in order to develop, and bolstering their abilities.

iv) Leveraging diversity: Cultivating opportunities through diverse people.

v) Political awareness: Reading a group’s emotional currents and power relationships.

Social Skills

i) Influence: Wielding effective tactics for persuasion.

ii) Communication: Sending clear and convincing messages.

iii) Leadership: Inspiring and guiding groups and people.

iv) Change catalyst: Initiating or managing change.

v) Conflict management: Negotiating and resolving disagreements.

vi) Building bonds: Nurturing instrumental relationships.

vii) Collaboration and cooperation: Working with others toward shared goals.

viii) Team capabilities: Creating group synergy in pursuing collective goals.

In brief, the five domains relate to know about emotions; managing emotions; motivating oneself; recognizing and understanding other people’s emotions; and managing relationships.

5.3 Statement of the Problem

“A Study on Cognitive Styles of Student Teachers in Relation to their Social and Emotional Intelligence”.

5.3.1 Significance of the study

Cognitive Styles refer to the level of organization, which is more general than specific
structures fundamental to perception, meaning and judgment. It addresses the manner in which an individual will approach specific tasks and solve the problem. Cognitive Styles are pattern of thoughts and behaviour. They influence the learning and problem solving techniques. They reflect the individual’s personality and performance they are always related to mental behaviours habitually applied by an individual to solve problem and Cognitive Style is the way by which information is obtained stored and utilized. Cognitive lie perception, remembering, problem solving concerning, retrieving, intelligence and judgment etc. influence the behaviour of student in teaching learning process. They are the factors which are responsible to mould their behaviour learning, thinking, reasoning memory, character and personality. While learning, student teacher to teach different methodology. Through learning methodology they face different cognitive tasks. Cognitive tasks like remembering, thinking, judgment problem solving, intelligence etc. if we consider individual methodology like Telugu, Maths, Science, and social studies. They face perception and thinking problem. There are very less researchers regarding Cognitive Styles of Teacher trainees Student Teachers keeping in view about the importance of Cognitive Styles of Teacher trainees, the researchers have paid their attending on Cognitive Styles of Teacher trainees Student Teachers.

5.3.2 Operational Definitions

Cognitive styles: The way an individual search and acquire, interpret, categories, remember and retrieve information in making decisions and solving problems in daily life.

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:** An individual, who 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.

**Student Teachers:** The Student Teachers who are pursuing the B.Ed course.

**Social Intelligence:** The ability to remember, understand and deal with persons in the daily life in the present society. The dimensions involved in social intelligence are:

- Patience- Calm endurance under stressful situations.
- Co-cooperativeness- Ability to interact with others in a pleasant way to be able to view matters from all angles.
- Confidence Level- Firm trust in oneself and ones chances.
- Sensitivity- To be acutely aware of and responsive to human behaviour.
- Recognition of Social Environment- Ability to perceive the nature and atmosphere of the existing situation.
- Tactfulness- Delicate perception of the right thing to say or do.
- Sense of Humor- Capacity to feel and cause amusement; to be able to see the lighter side of life.
- Memory- Ability to remember all relevant issues; names and faces of people.

**Emotional Intelligence:** The ability to recognize one’s own emotions, manage them and realize how they affect other people.

**5.3.3 Objectives of the Study**

* To study the Cognitive Styles of Student Teachers in Mahabubnagar District.
* To study the cognitive styles of Student Teachers in relation to their gender, Location (Urban /Rural), Social status.
* To know the Cognitive Styles of Student Teachers in relation to their Social Intelligence.
* To know the Cognitive Styles of Student Teachers in relation to their Emotional Intelligence.
* To correlate the relation between Cognitive Styles, Social Intelligence and Emotional Intelligence among Student Teachers.

5.3.4 Hypotheses of the study

- Hypothesis – 1: There is no significant difference in the the Systematic Styles among Student Teachers in relation to their location.
- Hypothesis – 2: There is no significant difference in the Intuitive Styles among Student Teachers in relation to their location.
- Hypothesis – 3: There is no significant difference in the Systematic Styles among Student Teachers in relation to their gender
- Hypothesis – 4: There is no significant difference in the Intuitive Styles among Student Teachers in relation to their gender.
- Hypothesis – 5: There is no significant difference in the Systematic Styles among Student Teachers in relation to their category.
- Hypothesis – 6: There is no significant difference in the Intuitive Styles among Student Teachers in relation to their category.
- Hypothesis – 7: There is no significant difference in the Systematic Styles among Student Teachers in relation to their Patience (social intelligence).
- Hypothesis – 8: There is no significant difference in the Intuitive Styles among Student Teachers in relation to their Patience (social intelligence).
Hypothesis – 9: There is no significant difference in the Systematic Styles among Student Teachers in relation to their Cooperativeness (Social intelligence).

Hypothesis – 10: There is no significant difference in the Intuitive Styles among Student Teachers in relation to their Cooperativeness (Social intelligence).

Hypothesis – 11: There is no significant difference in the Systematic Styles among Student Teachers in relation to their Confidence (Social intelligence).

Hypothesis – 12: There is no significant difference in the Intuitive Styles among Student Teachers in relation to their Confidence (Social intelligence).

Hypothesis – 13: There is no significant difference in the Systematic Styles among Student Teachers in relation to their Sensitivity (Social intelligence).

Hypothesis – 14: There is no significant difference in the Intuitive Styles among Student Teachers in relation to their Sensitivity (Social intelligence).

Hypothesis – 15: There is no significant difference in the Systematic Styles among Student Teachers in relation to their Recognition of Social Environment (Social intelligence).

Hypothesis – 16: There is no significant difference in the Intuitive Styles among Student Teachers in relation to their Recognition of Social Environment (Social intelligence).

Hypothesis – 17: There is no significant difference in the Systematic Styles among Student Teachers in relation to their Tactfulness (Social intelligence).

Hypothesis – 18: There is no significant difference in the Intuitive Styles among Student Teachers in relation to their Tactfulness (Social intelligence).
Hypothesis – 19: There is no significant difference in the Systematic Styles among Student Teachers in relation to their Sense of Humour (Social intelligence).

Hypothesis – 20: There is no significant difference in the Intuitive Styles among Student Teachers in relation to their Sense of Humour (Social intelligence).

Hypothesis – 21: There is no significant difference in the Systematic Styles among Student Teachers in relation to their Memory (Social intelligence).

Hypothesis – 22: There is no significant difference in the Intuitive Styles among Student Teachers in relation to their Memory (Social intelligence).

Hypothesis – 23: There is no significant difference in the Systematic Styles among Student Teachers in relation to their Emotional intelligence.

Hypothesis – 24: There is no significant difference in the Intuitive Styles among Student Teachers in relation to their Emotional intelligence.

Hypothesis - 25: There exists a significant correlation among Student Teachers in relation to their Cognitive Styles, Social Intelligence and Emotional Intelligence.

Hypothesis - 26: There exists a significant correlation among Student Teachers in relation to their Cognitive Styles and Emotional Intelligence.

5.4 Delimitations of the Study

The delimitation is an essential part of any research study because the field of investigation is limitless. So, it is necessary to delimit its scope. The present study was delimited in terms of following aspects:

* Out of 10 Districts of Telangana, the present study is confined to Mahaboob Nagar district only.
* The present study is confined to Student Teachers those who are pursuing B.Ed course only.

* The present study is confined to Rural and urban areas of B.Ed Student Teachers only.

* The present study is confined to 20 B.Ed colleges only out of 41 B.Ed colleges in Mahabubnagar District.

* The study was delimited to only two demographic variables i.e. gender and social category.

* Out of 4285 population the present study is confined to 600 Student Teachers only.

5.5 Research Method Employed

‘Survey’ technique under ‘Descriptive Survey Research’ was employed for conducting present investigation.

5.6 Statistical Techniques applied for Data Analysis

The researcher has analyzed the data by adopting the relevant statistics such as Percentages, Mean, SD, F-test, and Pearson Product Moment of Correlations. The entire data of all tools were presented and interpreted through relevant statistical techniques.

5.7 Major Findings

Based on the objectives and tools with which the data was collected, findings of the present study can be broadly categorized into the following:

1. General Information about Student Teachers

2. Cognitive styles of Student Teachers

3. Social Intelligence of Student Teachers
4. Emotional Intelligence of Student Teachers

5. Correlation between cognitive styles, Social Intelligence and Emotional Intelligence.

5.7.1 General Information about Student Teachers

Gender: The present study reveals that half of the Student Teachers (50%) consist of boys and the other half of Student Teachers (50%) are girls (Table 4.1).

Location: The present study results that half of the Student Teachers (50%) are from urban location and the other half of Student Teachers (50%) are from rural location (Table 4.2).

Category: In this present study, it infers that more than half (58.8%) of the Student Teachers belong to the category of BC, while 10% Student Teachers are belongs to OC, 23% of Student Teachers are SC and very few (7.8%) are ST Student Teachers (Table 4.3).

5.7.2 Cognitive styles of Student Teachers

Systematic Style: In this present study, it depicts that nearly half (49.5%) of the Student Teachers belong to the Moderate systematic style, while 27.2% Student Teachers belong to low systematic style, where as 23.3% Student Teachers belong to High systematic style (Table 4.4). Thus it may be inferred that most of the Student Teachers possess systematic style which means that these Student Teachers uses a well defined step-by-step approach when solving a problem and look for an overall method or pragmatic approach and they make an overall plan for solving the problem.

Intuitive style: In this present study, it finds that more than half (56.5%) of the Student Teachers belong to the Moderate Intuitive style, while 23.3% Student Teachers are having low Intuitive style, where as 20.2% are belongs to High Intuitive style (Table 4.5). Thus it
may be concluded that most of the Student Teachers possess an unpredictable ordering of analytical steps while solving a problem, they rely on experience patterns characterized by universalized areas or hunches and explore and abandon alternatives quickly.

When comparing the two styles i.e Intuitive and Systematic of Cognitive Styles, most of the Student Teachers possess Intuitive Style approach.

5.7.3 Social Intelligence of Student Teachers

**Patience:** In this present study, it observes that majority (44.8%) of the Student Teachers belongs to the High Degree of Patience, while 26.8% of Student Teachers are having Moderate Patience, where as 28.3% of Student Teachers are belongs to Low Degree of Patience (Table 4.6). Thus it may be observed that nearly two third (71.6 %) of Student Teachers possess moderate and high degree of patience which means that these Student Teachers possess calm endurance under stressful situations.

**Cooperativeness:** The present study results that more than 70% (72.8%) of the Student Teachers belongs to Low cooperativeness, while 15.8% of Student Teachers are having Moderate Cooperativeness, where as only 11.3% of Student Teachers possess High Cooperativeness (Table 4.7).

Thus it may be concluded that two third (72.8%) of Student Teachers possess low cooperativeness which implies that they are unable to interact with others in a pleasant way and are unable to view matters from all angles.

**Confidence:** In this study it depicts that more than 40% (43.5%) of the Student Teachers belong to Low Confidence, while 17.3% of Student Teachers are having Moderate Confidence, where as 39.2% of Student Teachers are belongs to High Confidence level (Table 4.8).
Thus it may be inferred that more than half of the Student Teachers (57%) possess moderate and high confidence level which implies that these Student Teachers have firm trust in oneself and ones chances.

**Sensitivity:** The present study finds that more than half (54.8%) of the Student Teachers belong to High Sensitivity, while 26.2% of Student Teachers belongs to Moderate Sensitivity, where as 19.0% of Student Teachers are having Low Sensitivity(Table 4.9).

Thus it may be observed that more than half of the Student Teachers (55%) possess high sensitivity level which implies that these Student Teachers are unaware of human behavior towards themselves and others.

**Recognition of Social Environment:** The present study observes that nearby 45% (44.7%) of the Student Teachers belong to Low Recognition of Social Environment, while 39.8% of Student Teachers belongs to Moderate Recognition of Social Environment, where as 15.5% of Student Teachers belongs to High Recognition of Social Environment(Table 4.10). Thus it may be found that most of the Student Teachers (55% Moderate and High) possess Recognition of Social Environment that it implies these Student Teachers have the ability to perceive the nature and atmosphere of the existing situation.

**Tactfulness:** In this present study, it reveals that more than half (51.5%) of the Student Teachers belongs to Low Tactfulness, while 46.3% of Student Teachers are having Moderate Tactfulness, where as only 2.2% of Student Teachers belongs to High Tactfulness(Table 4.11). Thus it may be found that more than half (52%) of Student Teachers low Tactfulness which implies that these Student Teachers possess slight perception of the things they say or do in a right manner.

**Sense of Humor:** This study observes that more than half (55.2%) of the Student Teachers
belongs to Low Sense of Humor, while 36.3% of Student Teachers are having Moderate Sense of Humor, whereas only 8.5% of Student Teachers belongs to High Sense of Humor (Table 4.12). Thus it may be concluded that most of the Student Teachers having Low sense of Humour that it implies that these Student Teachers possess very less Capacity to feel and cause amusement and are also unable to see the lighter side of life.

**Memory:** In this present study it infers that nearby half (48.0%) of the Student Teachers belongs to Moderate Memory, while 20.7% of Student Teachers belongs to Low Memory, whereas as 31.3% of Student Teachers belongs to High Memory (Table 4.13). Thus it may be inferred that more than half of Student Teachers (52%) possess high and moderate memory which implies that these Student Teachers are able to remember all relevant issues, names and faces of people.

It observed that all the dimensions of social Intelligence, Student Teachers are good at four dimensions i.e Patience, Cooperativeness, Tactfulness and Sense of Humour where as they possess low ability in four dimensions i.e Confidence, Sensitivity, Recognition of Social Environment and Memory. It implies that most of the Student Teachers possess Moderate and High level of Social Intelligence.

**5.7.4 Emotional Intelligence of Student Teachers**

In this present study more than half (59.3%) of the Student Teachers belong to Low Emotional Intelligence, while 32.7% of Student Teachers are belongs to Moderate Emotional Intelligence, where as 8.0% of Student Teachers belongs to High Emotional Intelligence (Table 4.14). Thus it may be concluded that most of the Student Teachers i.e. nearly 60% possess low level of emotional intelligence which implies that these Student Teachers are not capable to recognize one’s own emotions, and also not capable to manage their own
emotions and are unable to realize how one’s own emotions affect other people.

5.7.5 Correlation between Cognitive styles, Social Intelligence & Emotional Intelligence

**Correlation between Cognitive Styles and Social Intelligence**

In this present study, it observes that there exists a positive and moderate association between Systematic Style and various dimensions of Social Intelligence. It implies that Student Teachers who are moderate in Systematic Style are also moderate in the dimensions of Social Intelligence i.e. Patience, Cooperativeness, Confidence, Sensitivity, Recognition of Social Environment, Tactfulness, Sense of Humor, and Memory.

There exists a positive and moderate association between Intuitive Style and various dimensions of Social Intelligence. It implies that Student Teachers who are moderate in Intuitive Style are also moderate in the dimensions of Social Intelligence i.e. Patience, Cooperativeness, Confidence, Sensitivity, Recognition of Social Environment, Tactfulness, Sense of Humor, and Memory (Table 4.39).

**Correlation between Cognitive Styles and Emotional Intelligence**

There exists a positive and moderate association between Systematic Style and Emotional Intelligence. It implies that Student Teachers who are moderate in Systematic Style were also moderate in the Emotional Intelligence.

There exists a positive and moderate association between Intuitive Style and Emotional Intelligence. It implies that Student Teachers who are moderate in Intuitive Style are also moderate in the Emotional Intelligence (Table 4.39).
5.8 Discussion

**Cognitive Styles:** Thus it may be inferred that most of the Student Teachers possess Intuitive style which means that these Student Teachers uses a well defined step-by-step approach when solving a problem and look for an overall method or pragmatic approach and they make an overall plan for solving the problem. These findings are coincided with the findings of Ancel Maria (2014), Meera Thakur (2012) and the findings of Altan (2006) are contradicting.

When comparing the two styles i.e Intuitive and Systematic of Cognitive Styles, most of the Student Teachers possess Intuitive Style approach.

**Social intelligence:** It observed all the dimensions of social Intelligence, Student Teachers are good at four dimensions i.e Patience, Cooperativeness, Tactfulness and Sense of Humour where as they possess low ability in four dimensions i.e Sensitivity, Confidence, Recognition of Social Environment and Memory. It implies that most of the Student Teachers possess Moderate and High level of Social Intelligence. These findings are coincided with the findings of Agarwal, Rajiv (2013), Beheshtifar, Malikeh and Fateme Roasaei (2012) and the findings of Jeloudar Soleiman Yahyazadeh (2011) are contradicting in his study.

**Emotional Intelligence:** Thus it may be concluded that most of the Student Teachers i.e. nearly 60% possess low level of emotional intelligence which implies that these Student Teachers are not capable to recognize one’s own emotions, and also not capable to manage their own emotions and are unable to realize how one’s own emotions affect other people. These findings are contradicting with the findings of Murugan, Dr. (Mrs.) D. Mohana (2015) study reveals that the emotional intelligence among B.Ed. Student Teachers is high. It is noted that the emotional intelligence among B.Ed. Student Teachers is not influenced by
gender, type of institutional management and their fathers’ education. These results are coincided with the findings of Tohid Moradi Sheykhjia1, Dr. Kamran Jabari, Dr. Rajeswari. (2014).

5.9 Conclusion

Cognitive style mostly depends on how people perceive and organize information from the world around them. They mostly consist of perceiving, remembering, thinking, problem solving, decision making and reflection of matter. It becomes importance for Teacher Educators to examine the performance of Student Teachers in relation to their cognitive styles. Hence Teacher Educators are able to categorize the Student Teachers according to their cognitive styles irrespective of the variations in the area. To Enhance Student Teachers’ learning, thinking, memory and problem solving, by raising the awareness of cognitive styles as well as their Social and Emotional Intelligence strategies. The present study applies selective and appropriate strategies to meet the requirements of varied tasks of B. Ed Student Teachers.

According to the present study, 44.8% (45%) of Student Teachers are having High Degree of Patience, but most of the Student Teachers are very Low in the various dimensions of Social Intelligence such as 72.8% of Student Teachers Low co-operativeness, 43.5% of Student Teachers are having Low Confidence, 54.8% of Student Teachers belong to High Sensitivity, 44.7% of Student Teachers are not recognizing the Social Environment, 51.5% of Student Teachers have Low Sense of Humour and 48% of Student Teachers possess low Memory Power. 59.3% of Student Teachers are having Low Emotional Intelligence.

At the same time the results shows that positive and moderate correlations among cognitive styles (Systematic Style and Intuitive Style), Social Intelligence (Patience,
Cooperativeness, Confidence, Sensitivity, Recognition of Social Environment, Tactfulness, Sense of Humour, Memory) and Emotional Intelligence (Self Awareness, Social Awareness, Self Management, Relationship Management).

Finally the research concludes that the Student Teachers of B. Ed course are lacking in Social Intelligence and Emotional Intelligence. So, automatically they are less coping with cognitive styles. So the Teacher Educators and Student Teachers Curriculum, Pedagogy and C-curricular activities should be modified suitably to inculcate or to enhance the Cognitive Styles ability, Social Intelligence and Emotional Intelligence. Most of the Curriculum, Lesson Plans, and Projects should be Public Interaction or Group Interaction oriented. Though the present Curriculum is Project oriented, the expected out coming results are not enough. So the Curriculum should be designed more creative and activity based by inculcating all these activities into Teacher Education System, We may expect or provide Perspective Teachers to the Society to build our Prosperous Nation.

5.10 Educational Implications of the Study

Every study has its utility or implications in some or other areas of education. The findings of present study have the following implications for teachers, curriculum designers, educational administrators and policy making organizations:

1. Student Teachers should be provided with enough opportunities to learn according to their cognitive level.

2. Intellectual and Individual differences, needs and interests should be considered by the Teacher Educator before planning a lesson to develop cognitive styles among B.Ed Student Teachers.
3. Instructions in the class room to be provided with multimedia and electronic materials, which enhance the Student Teachers cognitive styles.

4. Student Teachers should have a proper search for acquiring, interpreting, categorizing, remembering and returning information in making decisions and solving problems.

5. Student Teachers should improve the systematic style and intuitive style with a sequential approach associated with logical thinking to enhance learning associated with visual approach.

6. Cognitive styles development mostly focuses on extensiveness and intensity of attention. The curriculum must be designed according the needs of the Student Teachers to develop the Social Intelligence and Emotional Intelligence.

7. B.Ed Student Teachers should develop different cognitive styles like-systematic style, intuitive style, integrated style, undifferentiated style and split style, which can be provided with tasks requiring different mental process and operations involving inductive and deductive reasoning abilities supplemented with illustrative examples.

8. Teacher Educators should provide proper environment in the class room to improve the social and emotional intelligence of the Student Teachers.

9. Teacher Educators should consider the needs and interests of Student Teachers while planning activities.

10. Cognitive styles are influenced by biological environmental, social and motivational functions. So Teacher Educator should consider individual differences among Student Teachers.
11. Case studies may be undertaken to reveal some significant personality characteristics which uniquely and specially contributed towards cognitive and non-cognitive development of Student Teachers.

12. It is recommended that student-teachers’ cognitive styles, Social and Emotional intelligence will be enhanced through training.

13. Teacher educators can plan their lesson and activities to develop emotional intelligence of student-teachers properly and thereby their Intellectual abilities, achievement, personality, adjustment, stress and risk-taking behavior.

14. Several programmes should be organized by educational administrators for development of emotional intelligence in student-teachers.

15. Senior teacher educators can organize training programmes for young teacher educators and student-teachers to develop their cognitive styles, Social and Emotional intelligence.

16. Several seminars should be organized by training institutions and other agencies in teachers training colleges related to development of cognitive styles, Social and Emotional intelligence of student-teachers and teacher-educators.

17. Teacher educators can develop positive personality factors in student-teachers through training and activities.

18. Activities that incorporate certain soft skills workshops to enhance emotional intelligence, stress management, anger management and communicational ability should be emphasized. These activities will foster the emotional development of student-teachers in order to enable them to understand their own emotion and personality.
5.11 Suggestions for Further Research

Research in any branch of human knowledge is never a closed chapter. There is always a need of finding solution to new problems and testing a veracity of the solution to the older problems.

In the light of delimitations and findings of present study, following suggestions may be laid down for undertaking future research studies:

1. The present study was conducted on a sample of Student Teachers i.e. B.Ed Student Teachers only. Similar studies may also be conducted at other levels such as D.Ed level as well as M.Ed level.

2. The present study was conducted on B.Ed students. Similar research studies may be carried out by taking larger sample of students as well as replicating such studies at other levels of education.

3. A comparative study may be designed to investigate the differences in Cognitive Styles, Emotional Intelligence and Social intelligence of Student Teachers studying in government and private colleges or pursuing vocational and non-vocational courses.

4. The present study was conducted on variables namely gender, location, social status. Studies may also be conducted on other cognitive and non-cognitive variables.

5. Investigations may be carried out to find out the impact of curricular and co-curricular programmes on the Cognitive Styles, Emotional Intelligence and Social intelligence of Student Teachers and other psychological characteristics of the Student Teachers.
6. The present study was restricted to the Student Teachers (B.Ed Student Teachers) of Mahabubnagar District only. Similar studies may also be conducted in other districts of Telangana State.

7. The same study may be conducted in different states of India also.

8. The same study may be conducted on different Managements such as Government and private colleges also.

9. A similar study may be conducted on different levels such as Secondary School level, Intermediate level, Undergraduate level, Post graduate level also.

10. The effect of latest teaching technologies on student’s cognitive styles of learning and thinking, emotional intelligence and Social intelligence may be studied through experimental studies.
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### Population Details of Mahabubnagar District  

**Annexure I**

<table>
<thead>
<tr>
<th>Urban Agglomerations inside Mahabubnagar District</th>
<th>Population</th>
<th>Male</th>
<th>Female</th>
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<tbody>
<tr>
<td>Mahabubnagar(Urban Agglomeration)</td>
<td>210,143</td>
<td>106,232</td>
<td>103,911</td>
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<table>
<thead>
<tr>
<th>Cities inside Mahabubnagar District</th>
<th>Population</th>
<th>Male</th>
<th>Female</th>
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<tbody>
<tr>
<td>Mahabubnagar(Municipality)</td>
<td>157,902</td>
<td>79,423</td>
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<thead>
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<th>Description</th>
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<tr>
<td>Population (%)</td>
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<td>Total Population</td>
<td>3,445,336</td>
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<td>Male Population</td>
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<td>Female Population</td>
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<td>Sex Ratio</td>
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<tr>
<td>Child Sex Ratio (0-6)</td>
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<tr>
<td>Child Population (0-6)</td>
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<td>Male Child(0-6)</td>
<td>237,506</td>
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<td>Female Child(0-6)</td>
<td>219,290</td>
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<td>Child Percentage (0-6)</td>
<td>13.26 %</td>
<td>11.59 %</td>
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<tr>
<td>Male Child Percentage</td>
<td>13.63 %</td>
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<td>Female Child Percentage</td>
<td>12.88 %</td>
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<td>Literates</td>
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<td>Female Literates</td>
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<td>Average Literacy</td>
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<td>Male Literacy</td>
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<td>Female Literacy</td>
<td>40.15 %</td>
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## Schools data of Mahabubnagar district

### Annexure II

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<tr>
<th>Sl. No.</th>
<th>Types of Schools</th>
<th>Local Body &amp; Government</th>
<th>Government Aided</th>
<th>Private Recognized</th>
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<td>Upper Primary Schools</td>
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<td>7</td>
<td>394</td>
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<td>High Schools</td>
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<td>18</td>
<td>412</td>
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<td>Govt. Including local body</td>
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<td>Upper Primary teachers</td>
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