A STUDY ON COGNITIVE STYLES OF STUDENT TEACHERS
IN RELATION TO THEIR SOCIAL AND EMOTIONAL
INTELLIGENCE

An Abstract of the thesis
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1.0.0. Introduction

‘Cognition’ is a diffused term, used in different disciplines. In psychology it refers to an information processing view of an individual’s psychological functions. Other interpretations of the meaning of cognition link it to the development of concepts; individual minds, groups, organizations, which can be modeled as societies which cooperate to form concepts. The autonomous elements of each ‘society’ would have the opportunity to demonstrate emergent behaviour in the face of some crisis or opportunity. Cognition can also be interpreted as “understanding and trying to make sense of the world”. The word “Cognitive” comes from the Latin word “Cognates” which means “to know”. Neissor (1967) defined cognitive Psychology as the study of the processes by which “a sensory input is transformed, reduced, elaborated, recovered and used”. 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.
1.1.0 Statement of the Problem

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

1.1.1. 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.

1.1.2. Objectives of the study

* To study the Cognitive Styles of Student Teachers in Mahabub Nagar 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.

1.1.3. 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.

**1.2.0. 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.

1.3.0. Design of the Study

Variables under study

**Independent variables**
- **Cognitive Styles** (a) Systematic Style (b) Intuitive Style
- **Location** (a) Urban (b) Rural
- **Social Status** (SC/ST/BC/OC)
- **Gender** (Male/Female)

**Dependent Variables**
- **Social intelligence** (Patience, Cooperativeness, Confidence, Sensitivity, Recognition of Social Environment, Tactfulness, Sense of Humour, Memory)
- **Emotional intelligence** (Self Awareness, Social Awareness, Self Management, Relationship Management)

**Method of data collection**
Descriptive Survey method

**Tools**
1. Personal data sheet
2. Cognitive Styles Inventory
3. Social Intelligence Scale
4. Emotional Intelligence Scale

**Sample (= 600)**
Student Teachers of B. Ed of Mahaboobnagar Dist.

**Stratified Random Sampling**
- Strata 1. Location of the Colleges: Rural(10) Urban(10)
- Strata 2. Gender: Male (300), Female (300)

**Data Analysis techniques**: Percentages, Mean, SD, F-test, and Pearson Product moment Correlations
1.3.1. Method used for the Present Study:

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

1.3.2 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.

1.3.3. Variables of the study

Independent variables

* Cognitive Styles
  a) Systematic Style
  b) Intuitive Style
* Location
  a) Urban
  b) Rural
* Social Status (SC/ST/BC/OC)
* Gender (Male/Female)

Dependent Variables

* Social intelligence a) Patience b) Cooperativeness c) Confidence
  d) Sensitivity e) Recognition of Social Environment f) Tactfulness
  g) Sense of Humour h) Memory
* Emotional intelligence a) Self Awareness b) Social Awareness
  c) Self Management d) Relationship Management
1.3.4. Sample and Sampling Technique

There are 41 B.Ed colleges in Mahabub Nagar district. These Colleges are located in Rural and Urban areas of the district. Out of them 10 colleges from rural and 10 colleges from urban have been selected (total 20 colleges) from each college. 30 Teachers have been selected.

The sample for the final study was selected by using Stratified Random sampling method.

Figure. 1.3.1. Sampling Design of the Study

1.3.4. Tools used in the Present Study

The following instruments used in the study

1. Cognitive Style Inventory developed by Praveen Kumar Jha. 2010
   (It is conceptualized as an unidimensional psychological state of an individual. It is a self report tool which gives an estimate of cognitive style of an individual on a five point Likert scale. It is a bio-dimensional measure of systematic style and intuitive style consisting of 20 items each. It is a highly valid and reliable tool.)
   (It measures social intelligence in eight areas—patience, cooperativeness, confidence level, sensitivity, recognition of social environment, tactfulness, sense of humour, and memory. The tool consists of 66 items)

   (This scale consists 40 items divided into four Dimension—(i) Self Awareness, (ii) Social Awareness, (iii) Self Management, (iv) Relationship Management.)

1.3.5. Procedure of Data Collection

   The researcher visited the B. Ed colleges for the purpose of collecting data. Good rapport was established with the Principal, Teacher Educators and Student Teachers by giving a self introduction and by explaining the purpose and objectives of the study.

   The Personal Data Sheet (PDS) was distributed among the Student Teachers of B. Ed. The Student Teachers were asked to fill in the columns for Name, College name, Caste etc. The other questions asked in (PDS) were explained. After the general instructions had been given, the researcher confirmed that they understood.

   The Student Teachers were allowed to ask any questions regarding the PDS during the session. The researcher was present throughout to answer questions. The subjects were assured that the information given by them would be kept confidential. After the completion of the test, the booklets were collected.

   The test booklets of Cognitive Styles Inventory (CSI) were distributed to them and instructions read out. Sufficient time and directions were given to them for completion of the Scale. Similarly, the other scales ‘Social Intelligence Scale (SIS)’ and ‘Emotional Intelligence Scale (EIS)’ were also administered in different timings on the sample subjects.
1.3.6. Statistical Techniques used in the Study

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.

1.4.0. Major Findings of the Study

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.

1.4.1 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%) of Student Teachers 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 belongs 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).
1.4.2 Cognitive styles of Student Teachers

**Systematic Style:** In the 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, whereas 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 use 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 the 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, whereas 20.2% are belong 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.

1.4.3 Social Intelligence of Student Teachers

**Patience:** In the present study, it observes that majority (44.8%) of the Student Teachers belong to the High Degree of Patience, while 26.8% of Student Teachers are having Moderate Patience, whereas 28.3% of Student Teachers are belong 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, whereas 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 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.

1.4.4 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, whereas 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.

1.4.5 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).

1.5.0 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 Sheykhja1, Dr. Kamran Jabari, Dr. Rajeswari. (2014).

1.6.0. Conclusions of the Study

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, Co-operativeness, 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.
1.7.0. 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 classroom 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

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.

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