Chapter I
Introduction

1.1 Cognition

‘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”. Neisser (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.

1.2 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 behavioural 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 where as abilities are unipolar. Having 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.

1.3 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 & Keen (1974) and Botkin (1974) as; Systematic Style and Intuitive Style. The systematic style is associated with logical, rational behaviour 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 behaviour 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. Ongoing observational studies, along with effects to develop measurement devices for assessing cognitive behaviour, have resulted in an expanded version of the original model, which led to the development of five following styles:

1. **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.

2. **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 un verbalized areas or hunches and explores and abandons alternatives quickly.

3. **Integrated Style**---- A person with an integrated style is able to change styles quickly and easily. Such style changes seem to be unconscious and take 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.

4. **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 a 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.

5. **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.

### 1.4 Relationship between cognitive styles and learning

**Cognitive style:**- An innate habitual approach to processing information when engaging in cognitive tasks such as problem solving, thinking, perceiving and remembering. It has a high degree of stability and consistency.

**Learning style:**- An innate pattern of thinking, perceiving, problem solving and remembering when approaching a learning task. It is fairly stable and consistent over time and across a wide variety of learning situations. It regarded as an application of Cognitive Style to learning situations.

Cognitive Style theory in education examines the relationships between learners and their environment, including the different learning patterns that individuals utilize in the acquisition of knowledge.

**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 behavior 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. The importance of knowledge is understanding and remembering new information. 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 understand 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 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 is 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.(Anderson 1995a). Learning styles are less specific than cognitive styles, which are less specific than cognitive controls. Because learning styles are based on self report measures, validity is one of the most articulated problems. Moreover, as speculated by some researchers, “learning styles may not be legitimate research tools… they are useful methods for eliciting self-reflection and on understanding of the learning processes.

1.5 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 behaviors’. 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. Sometimes referred to simplistically as "people skills," social intelligence includes an awareness of situations and the social dynamics that govern them and knowledge of interaction styles and strategies that can help a person achieve his or her objectives in dealing with others. It also involves a certain amount of self-insight and a consciousness of one's own perceptions and
reaction patterns. From the standpoint of interpersonal skills, Albrecht (2006) classified behaviour toward others as falling somewhere on a spectrum between "toxic" effect and "nourishing" effect. Toxic behaviour makes people feel devalued, angry, frustrated, guilty or otherwise inadequate. Nourishing behaviour makes people feel valued, respected, affirmed, encouraged or competent.

A continued pattern of toxic behavior indicates a low level of social intelligence - the inability to connect the people and influence them effectively. A continued pattern of nourishing behaviour tends to make a person much more effective in dealing with others; nourishing behaviors are the indicators of high social intelligence.

Other valuable skills that can come along with social intelligence are the ability to assert one's own needs, effective conflict resolution skills, and the gift of being able to solve most problems in a cooperative fashion. By being able to key in on others' needs, sometimes more clearly than those people can themselves, socially intelligent individuals can be highly perceptive. Wechsler (1939, 1958) gave scant attention to the concept. Wechsler did acknowledge that the Picture arrangement subtest of the WAIS (Wechsler Adult Intelligence Scale) might serve as a measure of social intelligence, because it assesses the individual's ability to comprehend social situations (Campbell & McCord, 1996; Rapaport, Gill & Schafer 1968). In his view, however, "social intelligence is just general intelligence applied to social situations" Wechsler (1958). This dismissal is repeated in Matarazzo's (1972) fifth edition of Wechsler's monograph, in which "social intelligence" dropped out as an index term.

Social intelligence has much in common with emotional intelligence. For example, both are concerned with awareness of emotions in oneself and others. However there are
keen differences between the two. Goleman (2007) contends that emotional intelligence focuses on individual awareness and expression of feelings, while social intelligence emphasizes what happens between people in relationships. Goleman’s social intelligence model identifies two key components: 1) social awareness, which includes empathy for and attunement with others and knowing how the social world works, and 2) social facility, which mediates effective social interactions by getting in sync with others and having the presence to shape social outcomes.

Thorndike (1920), defined social intelligence as “the ability to understand and manage men and women, boys and girls—to act wisely in human relations.” According to F.A. Moses (1927), “social intelligence is the ability to deal with, and adjust to other persons, Traits considered to be measurable aspect of social intelligence are the following: sense of humour, Memory for names and faces, common sense in social relations, Recognition of the mental state of the speaker and common observation of social behaviour.” Vernon (1933), provided the most wide-ranging definition of social intelligence as the person's” ability to get along with people in general, social technique or ease in society, knowledge of social matters, susceptibility to stimuli from other members of a group, as well as insight into the temporary moods or underlying personality traits of strangers.” According to Carter V. Good (1945), “Social intelligence can be defined as the ability it adjust oneself to the social environment and to act for its improvement. It is an individual's ability to deal effectively with social relationships and with novel social situations.” According to James Drever (1964), “Social intelligence involved in an individual's dealing with other people, and with social relationships.”

Guilford (1967), defined behavioral content which he indicated may be roughly
defined as social intelligence as information, essentially nonverbal, involved in human
interactions, where awareness of attention, perceptions, thoughts, desires, feelings, emotions,
intentions, and actions of other persons and of ourselves is important.”

According to A. Biswas and J.C.Agarwal (1971), “social intelligence is the ability
adjust to the social environment and works for its improvement. Firstly, it is necessary to
have a complete knowledge of the social environment and understanding of current problems
and issues. Secondly, the individual should have power to discriminate opinions. Thirdly, the
individual should have the ability to use his knowledge and discriminating power for the
improvement of the society by active participation.”

According to Dean Archer (1972), “Social intelligence is the ability to understand
people- their relationships, their feelings, their concerns and their individuality. It is thought
to consist of the ability to form accurate interpretations about people- their experiences, their
individual characteristics, their relationships, their concerns, their emotions, and their
behavior-by observing the clues contained in non verbal signals.”

According to L.L.Schwartz (1997), “Social intelligence refers to the ability to understand
and dial with people. A person scoring high in the area would be able to
understand people's motivations, perceive social relationship, comprehend everyday
problems, and like.”

According to Chris Evans (1978), “Social intelligence is the capacity to be aware of
other individuals and sensitive to their feelings.”

Howard Gardner (1983), describe social intelligence as the capacity to know oneself
and to know others is an inalienable a part of human condition as is the capacity to know
objects or sounds, and it deserves to be investigated no less than these other “less charged”
According to M. Goldenson Robert (1964), “social intelligence is the degree of ease and effectiveness displayed by a person in social intelligence.”

Cantor and Kihistrom (1987), redefined social intelligence to refer to the individual's fund of knowledge about the social world.

According to S.S. Chauhan (1992), “social intelligence means ability of an individual to react to social situation of daily life. Social intelligence would not include the feelings or emotions aroused in us by other people, but merely our ability to understand others and to reaction such a way towards them that that the ends desired should be attained.”

According to Kaaren Williamsen (1995), social intelligence involves six abilities.

* The first is imaginative ability: the ability to represent alternative subjective points of view, not merely of a perceptual character, but also of an ideological character;
* The second is an ability to reason hypothetically about the likely responses of others to given course of events, give their various subjective points of view;
* The third is an abstract ability, namely the ability to recognise social norms and values as socially constructed, rather than as appropriate truths. This ability is necessary for transforming existing social arrangements.
* The fourth is the creative imaginative ability to postulate what the social world would be like if it were based upon alternative social norms;
* The fifth is an inductive ability to hypothesize about the sources of discord and well being both, in personal and interpersonal affairs;
* The sixth, which involves each of the above abilities, is the ability to recharge individual virtue itself.
Dane Archer (1996), defined social intelligence as the ability to construct accurate interpretations based on nonverbal behaviors such as facial expressions, vocal paralanguage, kinesics, etc.

According to Joe Ballenger Jr. (1999), social intelligence is how sharp you are personal and interpersonal relations. It's similar to the mind's intelligence to solve problems, but exclusively deals with problems in interactions with other individuals or groups. How well you get along with family, friends and strangers in other words.

Dautenhahn, K. (1999), defined social intelligence as the individuals capability to develop and manage relationships between individualised autobiographic agents, which, by means communication, build up shared social interaction structures which help to integrate and manage the individual's basic (selfish) invests in relationship to the interests of the social system the net higher level. To the layman, the Intelligence Quotient is not defined with a particular type of score on a particular test, but is often a shorthand designation for intelligence. However, a more precise approach to the context yields a number of definitions for the term. One group of definitions places the emphasis upon adjustment or adaptation of the individual to his total environment, or to limited aspects of it. According to definitions of this type, intelligence is general mental adaptability to new problems and situations of life or in other words, it is the capacity to recognize one’s behavior patterns so as to act more effectively and more appropriately in novel situations. Thus, the more intelligent person is one who can more easily and more extensively very his behavior as changing conditions demand; he has numerous possible responses and is capable of greater creative re-organization of behavior.

A second type of definition states that intelligence is the ability to learn. According to
this definition, a person’s intelligence is a matter of the extent to which he is educable, in the broadest sense. The more intelligent the individual is, the more readily and extensively is he able to learn hence, also the greater is his possible range of experience and activity. Still others have defined intelligence as the ability to carry on abstract thinking. This means the effective use of concepts and symbols in dealing with situations, especially those presenting a problem to be solved through the use of verbal and numerical symbols. It is apparent that these definitions are not mutually exclusive.

Basically intelligence is conceived as a specific word. As Dookrell (1970) put it, intelligence might be taken to mean ‘ability-what a person can do at this moment. Earlier definitions have termed it the ability to judge all, to comprehend well, to reason well. (Binet); ‘the capacity to form concepts and grasp their significance’; ‘all-round thinking capacity’ or ‘mental efficiency’ (Vernon); innate, general cognitive ability, (Binet) ; ‘grasping the essentials in a situation and responding appropriately to them’ (Helm) ; ‘adaptation to the physical and social environment’ (Piaget) ; ‘the aggregate or global capacity of the individual to act purposefully, to deal rationally and to deal effectively with the environment, (Weschler).

An operational definition proposed is that intelligence is what intelligence tests measure. Vernon (1960) and Guilford (1967) discussed the biological, experimental and psychological, developmental and operational approaches to the study of intelligence. Many argue that intelligence is not the same as other psychological terms like ‘Learning’, ‘thinking’, ‘problem solving’, ‘attainment’, or ‘achievement’ (e.g., Turner, 1977). Some feel that these terms are not qualitatively different and to great extent overlap (e.g Humphreys, 1971; McFarland, 1971).
E.L. Thorndike has divided intelligent activity into three types:

1. Social Intelligence, or ability to understand and deal with other persons.
2. Concrete intelligence, or ability to understand and deal with things as in skilled trades and scientific appliances.
3. Abstract intelligence, or ability to understand and deal with verbal and mathematical symbols.

The merit of this classification of types of intelligent activity, for psychological testing, is that it indicates several realms which persons might be functioning and implies that separate and sufficiently specialized tests might be devised to measure how effectively persons are functioning in each. An interesting aspect of intelligence which has been a focus of a great deal of attention is the ‘structure’ of intelligence. Various theories have been proposed.

Thorndike’s multifactor theory of intelligence is at one extreme of the interpretations regarding the nature of mental organization. According to this intelligence is said to be constituted of a multitude of separate factors, or elements, each one being a minute element of ability. Any mental act, according to this theory, involves a number of these minute elements operating together. Any other mental act involves a number of the element in combination. Thorndike’s theory has been said to be an “atomistic” theory of mental ability. (Freeman, 1965). Opposed to Thorndike’s theory of the nature of intelligence is Spearman’s two factor theory, which stands at the other extreme of interpretations. According to him all intellectual activity is dependent primarily upon and is in expression of a general factor as mental energy. They concluded that the principal distinguishing characteristic of test highly “loded” with general factor (g) is that they require insight into relationships--what he called “the education of relations and correlates”.

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According to the group factor theory, intelligent activity is not an expression of innumerable highly specific factors as Thorndike had claimed. This theory which was propagated by Thurstone concludes that certain mental operations have in common a “primary” factor that gives them psychological and functional unity and that differentiates them from other mental operations. These operations then constitute a “group”.

The two factor theory has been criticized by statistical psychologists, notably G.H. Thomson and L.L. Thurstone. Thomson offers a sampling theory to explain the same tables of inter-correlations. Briefly, his view is that the coefficients of correlation are the results of common samplings and combinations of independent factors. The number of common independent factors utilized by two tests will determine the coefficient of correlation between these two.

Over the years a growing interest has been manifested in the concept of social intelligence. It has been highlighted that in various fields today the capacity of the individual to interact emphasis placed on interpersonal; relationships in various work environment is itself a reflection of the importance of social intelligence.

The problem of understanding the behavior of people in “face-to face contacts”, of “empathy”, of “person perception” and of “social sensitivity” and problems of influencing or managing the behavior of others have been recognized for a long time, but little systematic work has been done on basic understanding of those phenomena. E.L. Thorndike (1920) had pointed out that there is an aspect of personality that can be called “social intelligence”, distinct from “concrete” and “abstract” intelligences. Guilford (1958) suggested that social intelligence could be accounted for as a fourth category of information. It carries the implication that there are 30 abilities involved in social intelligence as specified by structure
of Intellect (SI) theory, six abilities for dealing with different products of information within each of the five operation categories.

1.6 Emotional Intelligence

Emotional are human being warning system that alert to what is really going on around. Emotions have been considered to be of such depth and power that in Latin, it is described as ‘Motusanima’ meaning literally the ‘spirit that moves us’; Emotion is an umbrella term which includes the situation, the interpretation of the situation, the interpretation of the situation and the response related to the interpretation of the situation. Emotions have two dimensions. The physiological dimension considers emotion as a complex state of human mind, involving bodily changes of widespread nature such as breathing, pounding heart, flushed face, sweating palms, pulse rate, glandular secretions etc. The psychological dimension considers emotion as a state of excitement or perturbation marked by strong feelings. The ‘feelings’ are what one experiences as the result of having emotions.

Emotional intelligence is the ability to recognize your emotions, understand what they’re telling you, and realize how your emotions affect people around you. Emotional intelligence also involves your perception of others. When you understand how they feel, will allow you to manage relationships more effectively.

Although a person’s feelings cannot be observed directly by others but they can be inferred from his/her overt behaviour and verbal report of his/her introspection. To produce an emotion, a stimulus situation must be related to past experience and seen as having implications in the future. In an organization when an employee feels the presence of a threatening situation, he/she may handle it in either of two ways. He/she may be confident
of his/her ability to handle the situation and may see it as a challenging opportunity to prove himself/herself or experience fear. Thus, our appraisal of situation and subsequent emotions are strongly influenced by our own estimate of capabilities. The emotions aroused depend so much on the events themselves, as on how they are appraised. (Anukool Hyde, 2007).

Emotional intelligence is scientifically proved that the success of individuals work is 80 percent dependent on emotional intelligence and only 20 percent on intelligence Quotient. The present emotional intelligence scale is very useful for the purpose to assess emotional intelligence of adults. It helps them to develop adjustment.

Emotional intelligence is, perceiving ours and others emotions, understanding them and use in our thought and action. Following are some of the definitions of emotional intelligence given by renowned psychologists.

Salovey and Mayer (1990) conceptualized the term emotional intelligence as the subset of social intelligence that involves the ability to monitor one’s own and others feelings and emotions, discriminate among them and to use information to guide one’s thinking and action.

Geetu Bharwaney (2001) being emotionally intelligent involves tuning into emotion, understanding them and taking appropriate action.

Dr. David Caruso (2000) emotional intelligence is the ability to use your emotions, to help you solve problems and live a more effective life. Emotional intelligence without intelligence and intelligence without emotional intelligence, is only part of a solution. The complete solution is the head working with the heart.

Dr. Reuven Bar-On (1997) emotional intelligence is an array of emotional, personal and social abilities which influence one’s overall ability to cope effectively with
environmental demands and pressure.

Dalip Singh an Indain perspective. Emotional intelligence is the ability of an individual to appropriately and successfully respond to a vast variety of emotional stimuli being elicited from the inner self and immediate environment. Emotional Competency, Emotional Maturity and Emotional Sensitivity—which motivate an individual to recognize truthfully, interpret honestly and handle tactfully the dynamics of human behaviour.

1.7 Models of 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. Many psychologists tried to explain the nature and characteristics of emotional intelligence through models. Models of emotional intelligence have been developed on three aspects that is, ability, traits and mixed model of emotional intelligence. Ability model of emotional intelligence describes emotional intelligence as the ‘ability to monitor one’s own and others’ feelings and emotions, to discriminate among them, and to use the information to guide one’s thinking and actions. Mayer & Salovey, Dr. Peter Jordan and Schutle have given ability model of emotional intelligence. Traits model of emotional intelligence viewed emotional intelligence and included non-cognitive competencies such as self-esteem, self-actualization, general mood, and general well-being. As expected, measure based on trait approaches to emotional intelligence do not correlate highly with measure of intelligence. However, they strongly correlate with personality measures, leading constructors to refer to this approach as emotional intelligence –as- personality. Petridis and Furnham developed traits model of emotional intelligence. Mixed model of emotional intelligence is a combination of ability
model and traits model of emotional intelligence. The mixed model denotes the idea that emotional intelligence assesses aspects of personality and cognitive intelligence in addition to the emotional intelligence (Schulte, 2006). Ben Palmer and Con Stough developed mixed model of emotional intelligence.

1.8 Daniel Goleman’s Model of Emotional Intelligence

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. Daniel Goleman, developed a framework of live domains of emotional intelligence along with its twenty five components are given in table below.

Table1.1: Daniel Goleman’s Model of Emotional Intelligence

<table>
<thead>
<tr>
<th>Self-awareness</th>
<th>Self regulation</th>
<th>Motivation</th>
<th>Empathy</th>
<th>Social skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional awareness</td>
<td>Self control</td>
<td>Achievement drive</td>
<td>Understanding others</td>
<td>Influence</td>
</tr>
<tr>
<td>Accurate self assessment</td>
<td>Trustworthiness</td>
<td>Commitment</td>
<td>Developing others</td>
<td>Communication</td>
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<tr>
<td>Self-confidence</td>
<td>Conscientiousness</td>
<td>Initiative</td>
<td>Service orientation</td>
<td>Conflict management</td>
</tr>
<tr>
<td></td>
<td>Adaptability</td>
<td>Optimism</td>
<td>Leveraging diversity</td>
<td>Leadership</td>
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<td></td>
<td>Innovation</td>
<td>Political awareness</td>
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<td>Change catalyst</td>
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<td></td>
<td></td>
<td>Collaboration and cooperation</td>
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<tr>
<td></td>
<td></td>
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<td></td>
<td>Team capabilities</td>
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</table>

**Self Awareness**

The ability to stand aside and look at self, understand what makes one tick and what does not, understand the strengths and weaknesses. The ability to recognize and understand one’s own moods, emotions, drives as well as their effect on others. People who have high degree
of self awareness easily recognize how their feelings affect them and their job performance as well as how it affects others. Self awareness refers to the act of knowing of one’s own strength and weakness.

The components of this domain are emotional awareness, accurate self assessments and self confidence.

a. **Emotional Awareness**-----Recognizing one’s emotions and their effects.

b. **Accurate Self-Assess men**----Knowing one’s strengths and limits.

c. **Self-Confidence**----A strong sense of one’s self-worth and capabilities.

**Self Regulations**

Self regulation is having the integrity to work within the strengths while focusing to improve upon weakness, consciously reviewing behaviours before action. Self regulation is the ability to manage one’s own impulses and moods. In simple words, it is to think calmly before acting. This requires lot of tolerance. The components of this domain are self control, trustworthiness, consciousness, adaptability, and innovation.

a. **Self-Control**-----Keeping disruptive emotions and impulses in check.

b. **Trustworthiness**----Maintaining standards of honesty and integrity.

c. **Conscientiousness**----Taking responsibility for personal performance.

d. **Adaptability**----Flexibility in handling changes.

e. **Innovation**----Being comfortable with novel ideas, approaches and new information.

**Motivation**

Motivation refers to a stimulus which satisfies need. Motivation is the ability to pursue the goals with energy and persistence. It means the emotional tendencies that guide or facilitate reaching goals.
The components of this domain are achievement drive, commitment, initiative and optimism.

a. **Achievement drive** – Striving to improve or meet a standard of excellence.

b. **Commitment** – Aligning with the goals of the group or organization

c. **Initiative** – Readiness to act on opportunities.

d. **Optimism** – Persistence in pursuing goals despite obstacles and setbacks.

**Empathy**

It is the ability to understand others behavior. It is the ability to understand and accept different viewpoints, feelings, motives and behaviors without losing individuality. Empathy means reading others shoes. This does not mean that one has to agree all the time with others. If a physically challenged person is on the road, the state of feeling about his inability to cross the road is known as sympathy. On the other hand, if one could understand the feelings of physically challenged person and help him to cross the road is known as empathy. The components of this domain are, understanding others, developing others, service orientation and political awareness.

a. **Understanding others** – Sensing others feelings and perspectives and taking an active interest in their concerns.

b. **Developing others** – Sensing others developmental needs and bolstering their abilities.

c. **Service orientation** – Anticipating, recognizing and meeting customer’s needs.

d. **Leveraging diversity** – Cultivating opportunities through different kinds of people.

e. **Political awareness** – Reading a group’s emotional current and power relationship.

**Social Skills**

It is the ability to manage and built upon relationship. It is building rapport with
various section of society and creates network of people. Those who are managing their relationship with a wide spectrum of people generally turn out to be very influential. The compounds of this domain are influence, communication, conflict management, leadership, change catalyst, building bonds, collaboration and cooperation and team capabilities.

a. **Influence** – Wielding effective tactics for persuasion

b. **Communication** – Listening openly and sending convincing messages.

c. **Conflict management** – Negotiating and resolving disagreements.

d. **Leadership** – Inspiring and guiding individuals and groups.

e. **Change catalyst** – Initiating or managing change.

f. **Building bonds** – Nurturing instrumental relationships.

g. **Collaboration and co-operation** – Creating group synergy in pursuing collective goals.

Researchers investigated the dimensions of emotional intelligence by measuring related concepts, such as social skills, interpersonal competence, psychological maturity and emotional awareness, long before the term "emotional intelligence" came into use.

**The two aspects of Emotional Intelligence**

1) Understanding one self, one’s goals, intentions, responses, behavior and all.

2) Understanding others, and their feelings.

**Salovey and Mayer**

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.
1.9 Mahabubnagar District

Mahabubnagar is the largest district in Telangana State in terms of area (18432.00 sq. km) covered. It is also known as Palamoor. Mahabubnagar district headquarters town was named after Mir Mahabub Ali Khan, the Nizam of Hyderabad. It is located between 160 and 170 N, latitudes and 770 and 790 E, longitudes.

Fig1.2: Mahabubnagar District Map comprising of District Institutions
Mahabunagar district is bounded on the north by Ranga Reddy and Nalgonda districts of Telangana, on the east by Nalgonda district of Telangana State and Guntur districts of Andhra Pradesh State, on the south by the rivers Krishna and Tungabhadra and on the west by Raichur and Gulbarga districts of Karnataka State. The area of the district is 18,432 sq. kms.

History

Telangana forms the core of the Satavahana Dynasty (221BC-218 AD), Part of Chalukyan Dynasty in South India (between 5th and 11th century AD) and in the recent history, it formed the core of the Golconda State and Hyderabad State, ruled by Qutub Shahi Dynasty (1520-1687) and Dynasty (Asaf Jahi Dynasty) (1724-1948) until it was taken over by New Delhi in 1948. This region became independent and joined in the democratic India on 17th September 1948. Telangana constitutes 10 districts: Adilabad, Karimnagar, Nizamabad, Medak, Warangal, Khammam, Hyderabad, Rangareddy, Nalgonda and
Mahabubnagar districts. Mahabubnagar is southern district of Hyderabad State under Nizam and bordered with River Krishna in the south and surrounded by the Nalgonda, Hyderabad, Kurnool, Raichur and Gulbarga districts.

This place was formerly known as "Rukmammapeta" and "Palamooru". The name was changed to Mahabubnagar on 4th December 1890, in honour of Mir Mahbub Ali Khan Asaf Jah VI, the Nizam of Hyderabad (1869-1911 AD). It has been the headquarters of the district since 1883 AD. The Mahabubnagar region was once known as Cholawadi or the land of the Cholas'. It is said that the famous Golconda diamonds including famous "KOHINOOR" diamond came from Mahabubnagar district. Two important rivers, viz. Krishna and Tungabhadra flow through the district. The Krishna River enters Telangana State in Makthal taluk of this district and covers Makthal, Gadwal, Atmakur, Wanaparthy, Kollapur, Alampur and Achampet taluks. The Tungabhadra flows through the taluks of Gadwal and Alampur. The Dindi River, which is a tributary of the Krishna flows through Kalwakurthy and Achampet and joins the Krishna River, 18 miles east of Chandragiri. Pedavagu and Chinavagu are the other tributaries of the Krishna in the district.

Mahabubnagar district is the abode of the many famed temples. These temples witness economic activity, primarily spurred by the pilgrim visits to these areas round the year. 700 years old Pillalamarri great Banyan Tree which is spread into many branches, is one of the wonders attracting many people. One could not see the main trunk of the tree. Mahabubnagar town is located at a distance of 96-km from Hyderabad and well connected to road and rail network. It is well connected by Road. Air facilities can be availed at Shamshabad International Airport (Hyderabad), Hyderabad, Chennai, Bangalore Airports. Mahabubnagar district is abode of many religious and heritage sites, whose history dates
back to times immemorial. There are a number of medium to large places of tourist/worship in and around the Mahabubnagar town. These are places of worship in the Mahabubnagar district. These are places of significant historical and religious importance, but have unfortunately been relegated to places of no import. Mahabubnagar is near to Hyderabad and some of the temples, which are on the way to Tirupati from Hyderabad. Despite having very high religious and historical importance, these places have been subjected to decades of utter neglect, this indeed is deplorable.

Most of the Population is centered at rural areas which made the Mahabubnagar to have the highest rural population (89%) in the Telangana State. Agriculture is the main occupation enriched with paddy, jowar, groundnut, castor, cotton. Unfortunately drought is the ever persistent problem for the district which pushes it to the backward. There is lack of basic infrastructure like public toilets, sewerage, drinking water supply, illumination, landscaping, development of parks, tourist arrival centres, tourist relaxation shelters, availability of information, leisure & entertainment facilities, marketing facilities for creation of awareness, etc. Formerly known as Rukmammapet and Palamoor, it was named Mahabubnagar on 4 December 1890 in honour of Mir Mahabub Ali Khan, Asaf Jah VI, the Nizam of Hyderabad (1869–1911). It has been the capital of the district since 1883. Mahabubnagar is bordered by the Tungabhadra River in the south and surrounded by the Nalgonda, Rangareddy, Kurnool, Raichur, Yadgir and Gulbarga districts. The Golconda diamonds, including the famous Kohinoor diamond, allegedly came from Mahabubnagar district.

**Geography**

Mahabubnagar is located at 16.73°N 77.98°E. It has an average elevation of 498
metres (1633 feet). The city of Mahabubnagar is located at a distance of 100 km from Hyderabad 108 km from Kurnool and 119 km from Raichur.

Demographics

At the 2011 census, Mahabubnagar had a population of 210,143. Males constitute 51% of the population and females 49%. Mahabubnagar has an average literacy rate of 82.5%, higher than the national average of 74.04%: male literacy is 89.33%, and female literacy is 76.26%. In Mahabubnagar, 12% of the population is younger than six years of age.

Mahabubnagar District Population 2011

In 2011, Mahabubnagar had population of 4,053,028 of which male and female were 2,050,386 and 2,002,642 respectively. In 2001 census, Mahabubnagar had a population of 3,513,934 of which males were 1,782,340 and remaining 1,731,594 were females. Mahabubnagar District population constituted 4.79 percent of total Maharashtra population. In 2001 census, this figure for Mahabubnagar District was at 4.61 percent of Maharashtra population.

Mahabubnagar District Population Growth Rate

There was change of 15.34 percent in the population compared to population as per 2001. In the previous census of India 2001, Mahabubnagar District recorded increase of 14.20 percent to its population compared to 1991.

Mahabubnagar District Density 2011

The initial provisional data released by census India 2011, shows that density of Mahabubnagar district for 2011 is 220 people per sq. km. In 2001, Mahabubnagar district density was at 191 people per sq. km. Mahabubnagar district administers 18,432 square kilometers of areas.
Mahabubnagar Literacy Rate 2011

Average literacy rate of Mahabubnagar in 2011 were 55.04 compared to 44.41 of 2001. If things are looked out at gender wise, male and female literacy were 65.21 and 44.72 respectively. For 2001 census, same figures stood at 56.63 and 31.89 in Mahabubnagar District. Total literate in Mahabubnagar District were 1,940,646 of which male and female were 1,158,386 and 782,260 respectively. In 2001, Mahabubnagar District had 1,317,521 in its district.

Mahabubnagar Sex Ratio 2011

With regards to Sex Ratio in Mahabubnagar, it stood at 977 per 1000 male compared to 2001 census figure of 972. The average national sex ratio in India is 940 as per latest reports of Census 2011 Directorate. In 2011 census, child sex ratio is 925 girls per 1000 boys compared to figure of 952 girls per 1000 boys of 2001 census data.

Mahabubnagar Child Population 2011

In census enumeration, data regarding child under 0-6 age were also collected for all districts including Mahabubnagar. There were total 527,230 children under age of 0-6 against 547,506 of 2001 census. Of total 527,230 male and female were 273,914 and 253,316 respectively. Child Sex Ratio as per census 2011 was 925 compared to 952 of census 2001. In 2011, Children under 0-6 formed 13.01 percent of Mahabubnagar District compared to 15.58 percent of 2001. There was net change of -2.57 percent in this compared to previous census of India.
Table 1.2 showing the demographic details of Mahabubnagar district

<table>
<thead>
<tr>
<th>Description</th>
<th>2011</th>
<th>2001</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual Population</td>
<td>4,053,028</td>
<td>3,513,934</td>
</tr>
<tr>
<td>Male</td>
<td>2,050,386</td>
<td>1,782,340</td>
</tr>
<tr>
<td>Female</td>
<td>2,002,642</td>
<td>1,731,594</td>
</tr>
<tr>
<td>Population Growth</td>
<td>15.34%</td>
<td>14.20%</td>
</tr>
<tr>
<td>Area Sq. Km</td>
<td>18,432</td>
<td>18,432</td>
</tr>
<tr>
<td>Density/km2</td>
<td>220</td>
<td>191</td>
</tr>
<tr>
<td>Proportion to Andhra Pradesh Population</td>
<td>4.79%</td>
<td>4.61%</td>
</tr>
<tr>
<td>Sex Ratio (Per 1000)</td>
<td>977</td>
<td>972</td>
</tr>
<tr>
<td>Child Sex Ratio (0-6 Age)</td>
<td>925</td>
<td>952</td>
</tr>
<tr>
<td>Average Literacy</td>
<td>55.04</td>
<td>44.41</td>
</tr>
<tr>
<td>Male Literacy</td>
<td>65.21</td>
<td>56.63</td>
</tr>
<tr>
<td>Female Literacy</td>
<td>44.72</td>
<td>31.89</td>
</tr>
<tr>
<td>Total Child Population (0-6 Age)</td>
<td>527,230</td>
<td>547,506</td>
</tr>
<tr>
<td>Male Population (0-6 Age)</td>
<td>273,914</td>
<td>280,552</td>
</tr>
<tr>
<td>Female Population (0-6 Age)</td>
<td>253,316</td>
<td>266,954</td>
</tr>
<tr>
<td>Literates</td>
<td>1,940,646</td>
<td>1,317,521</td>
</tr>
<tr>
<td>Male Literates</td>
<td>1,158,386</td>
<td>850,414</td>
</tr>
<tr>
<td>Female Literates</td>
<td>782,260</td>
<td>467,107</td>
</tr>
<tr>
<td>Child Proportion (0-6 Age)</td>
<td>13.01%</td>
<td>15.58%</td>
</tr>
<tr>
<td>Boys Proportion (0-6 Age)</td>
<td>13.36%</td>
<td>15.74%</td>
</tr>
<tr>
<td>Girls Proportion (0-6 Age)</td>
<td>12.65%</td>
<td>15.42%</td>
</tr>
</tbody>
</table>

**Mahabubnagar District Urban Population 2011**

Out of the total Mahabubnagar population for 2011 census, 14.99 percent lives in urban regions of district. In total 607,692 people lives in urban areas of which males are 307,948 and females are 299,744. Sex Ratio in urban region of Mahabubnagar district is 973
as per 2011 census data. Similarly child sex ratio in Mahabubnagar district was 935 in 2011 census. Child population (0-6) in urban region was 70,434 of which males and females were 36,408 and 34,026.

This child population figure of Mahabubnagar district is 11.82 % of total urban population. Average literacy rate in Mahabubnagar district as per census 2011 is 77.96 % of which males and females are 85.52 % and 70.24 % literates respectively. In actual number 418,868 people are literate in urban region of which males and females are 232,221 and 186,647 respectively.

**Mahabubnagar District Rural Population 2011**

As per 2011 census, 85.01 % population of Mahabubnagar districts lives in rural areas of villages. The total Mahabubnagar district population living in rural areas is 3,445,336 of which males and females are 1,742,438 and 1,702,898 respectively. In rural areas of Mahabubnagar district, sex ratio is 977 females per 1000 males. If child sex ratio data of Mahabubnagar district is considered, figure is 923 girls per 1000 boys. Child population in the age 0-6 is 456,796 in rural areas of which males were 237,506 and females were 219,290. The child population comprises 13.63 % of total rural population of Mahabubnagar district. Literacy rate in rural areas of Mahabubnagar district is 50.92 % as per census data 2011. Gender wise, male and female literacy stood at 61.54 and 40.15 percent respectively. In total, 1,521,778 people were literate of which males and females were 926,165 and 595,613 respectively.

1.10 Significance of the Study

Cognitive Styles refer to the level of organization, which is more general them 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 influences the learning and problem solving techniques. They reflect the individuals 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.

1.11 Statement of the Problem

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

1.12 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 trusts 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.
1.13 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.

1.14 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.

1.15 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 that 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.