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Theoretical Perspectives

2.1.0 Introduction

Since long, educators have wrestled with the problem of substantial differences in individual students background and their modes of learning. Some grasp concepts easily and some are highly motivated to study whereas others struggle to understand and retain information. In 19th Century, learning was viewed as a formal discipline and a student’s failure to learn was attributed to personal limitations in intelligence. They were expected to overcome these limitations to benefit from school curriculum. Concept of self-regulatory development was limited to desirable personal habits such as handwriting and proper diction.

In the 20th century as psychology emerged as a science, reformist educationists like John Dewey, Thorndike and Montessori suggested ways to accommodate individual differences in curriculum. In 1970 & 1980s, a new perspective emerged from research on Metacognition and social cognition. Metacognition is defined as the awareness of and knowledge about own thinking. Students' deficiencies in learning were attributed to lack of metacognitive awareness of personal limitations and inability to compensate. Researches established that students' metacognitive awareness of particular aspects of their functioning could enhance their self-control and attributed individual differences in learning to students' lack of self-regulation.

Self-regulation is very important because a major function of education is the development of lifelong learning skills. In today's time, students are expected to learn many important life skills after completing the formal education. They have to self-refine their skills to survive and their capability to self-regulate is often challenged and put to test.

According to Pintrich, (2000)\textsuperscript{1a}, Ryan & Deci, (2000)\textsuperscript{1b}

"Researchers have clearly demonstrated that students who employ self-regulated and self-determined approaches to learning achieve more and are more satisfied in their work."


2.2.0 Concept of Self-Regulated Learning:

In recent times, there has been increasing pressure on educational institutes to promote the development of student’s generic skills—especially life long learning skills that enable learners to continually upgrade their skills and knowledge through their own self-motivation and learning skills. An important aspect for achieving this goal is to help students take more responsibility for managing their own learning by helping them become more strategic learners. There are certain limits to what certain students can achieve but good teaching practice can narrow this gap and good teaching is about getting most students to use higher order cognitive level processes that more academic students use spontaneously.

So the challenge for educators is to find teaching-learning methods that bridge this gap and promote assessment and feedback instruments to help students locate their strength and deficiencies and foster self-regulated learning.

Students with poor self-regulation are at a great risk of failing. This brings us to the question that what is self-regulation after all?

Self-Regulation is somewhat easier to define rather than understand.


“*The process whereby students activate and sustain cognitions, behaviours and affects, which are systematically oriented towards attainment of their goals.*”

The notion of self-regulation is prone to multiple interpretations based upon educational philosophy.

Zimmerman (1989) identifies it in terms of

- Phenomenological
- Social Cognitive
- Volitional
- Vygotskian
- Cognitive Constructivist theories.

All these approaches bring a unique framework to the concept.
Behaviourist approaches emphasise self-monitoring, self-instruction and self-reinforcement while a phenomenological approach defines it in dimensions such as self-worth. Planning and goal-setting.

However, interaction of affective and cognitive processes is common to most and self-awareness at cognitive and emotional level is a key enabling process in the development of self-regulatory strategies.

As per Zimmerman (2000):

“Self-regulation is not a mental ability or academic performance skill; rather it is the self-directive process by which learners transform their mental abilities into academic skills. Learning is viewed as an activity that students do for themselves in a proactive way rather than as a covert event that happens to them in reaction to teaching. Self-regulations refers to self-generated thoughts, feelings and behaviours that are oriented to attaining goals.”

These learners are proactive in their efforts to learn because they are aware of their strengths and limitations and are guided by personally set goals and task-related strategies. The learners monitor their behaviour in terms of their goals and self-reflect on their increasing effectiveness. This enhances their self-satisfaction and motivation to continue to improve their methods of learning. And because of their superior motivation and adaptive learning methods, SRLs are not only more likely to succeed academically but also view their future optimistically.

2.2.1 Basic Assumptions:

Self-regulated learning refers to the processes by which individual learners attempt to monitor and control their own learning. There are many different models of self-regulated learning that propose different constructs and processes but they share some basic assumptions about learning and regulation.

1. All the models view learners as active, constructive participants in the learning process.

2. Learners can potentially monitor, control and regulate certain aspects of their own cognition, motivation and behaviour.
   - All the models recognize that there are biological, developmental, contextual and individual differences that can impede or interfere with individual efforts at regulation.
3. Self-regulated learning is the goal, criterion or standard against which comparisons are made to assess whether the process should continue as it is or some type of change is necessary.

Common example is of the thermostat operation for heating or cooling. Once a desired temperature (goal/criterion/standard) is set the thermostat monitors the temperature of the house-(monitoring process) and then turns ON or OFF the machine/units (control & regulation process) in order to reach and maintain the standard.

In a similar manner in learning, learners set standards/goals to strive for, monitor their progress towards their goals and then adopt or regulate their cognition, motivation and behaviour to reach their goals / standards. The presence of such characters helps in identifying SRLs

### 2.2.2 Domains of Self-Regulation

Based on three general assumptions, a working definition of self-regulated learning is like - It is an active, constructive process whereby learners set goals for their learning and then attempt to monitor, regulate and control their cognition, motivation and behaviour, guided and constrained by their goals and contextual features in the environment.

Various researches on models of self-regulated learning have delineated three general domains where learners can try to self-regulate :

1. Cognitive Domain
2. Affective Domain
3. Active Domain

- **Cognitive Domain** : The Cognitive Domain includes the various cognitive strategies that learners can use to help them remember, understand, reason and in problem solving. Most of the work in this domain has focussed on the learning strategies that learners can use in academic contexts to comprehend text, to learn from lectures, to take notes, to solve problems, to write papers.

  In addition, the research has focussed on metacognitive strategies that learner can use to plan, monitor and control their own cognition.

- **Affective Domain** : Affective domain includes various strategies that one can use (1) to try to control and regulate their own motivation and emotions.
These includes strategies for boosting their self-confidence or self-efficacy such as positive self-talk. (2) to control their interest (3) to control their negative emotions e.g. anxiety.

In some researches, these motivational and emotional control strategies are called **Volitional control strategies**.

- **Active Domain** :- This domain includes actual attempts to control overt behaviour not just internal cognitions or motivational beliefs and emotions. This could involve increasing or decreasing effort on a task as well as persisting on a task or giving it up.

  Help seeking is another important self-regulatory behaviour. Good self-regulators adjust their effort levels to the task and their goals; they know when to persist, when to ask for help and when to stop doing the task. All the domains provide, guidelines for identifying self-regulated learners.

### 2.2.3 Components of Self-Regulated Learning

The concept of self-regulated learning emphasises that students should be autonomous and responsible for their learning. It believes that self is the agent of learning, so a learner sets goals for himself and choose and use a suitable strategy to achieve them. And perception of self influences the quality of learning.

Self-regulation of learning implies personalised cognition and motivation and the resultant behaviours may not be consistent with teacher’s agenda.

As defined by Schunk and Zimmerman (1994)

> “Self-regulation is a process whereby students activate and sustain cognition, behaviours and affects, which are systematically oriented towards attainment of their goals.”

Considering this definition and other related literature, three major components emerge which the learners can & should try to self-regulate.

1. Metacognition (Cognitive Domain)
2. Motivation (Affective Domain)
3. Behaviour (Active Domain)
1. Metacognition:

As per Brown (1979)\textsuperscript{8a} and Wenden (1971)\textsuperscript{8b} Metacognition means:

"The knowledge / awareness of one’s cognitive processes and efficient use of this self-awareness to self-regulate these cognitive processes."

J. H. Flavell (1976)\textsuperscript{9} invented the world “Metacognition”. He described it as,

"Metacognition refers to one’s knowledge concerning one’s own cognitive processes or anything related to them e.g. the learning related properties of information or data. If a student finds out/realises that theory X is easier to learn than theory Y for him. He/She can be said to be engaging in Metacognition."

Metacognition can be classified in three sub components as

i. Metacognitive knowledge / awareness involves knowing self or others as cognitive processors.

ii. Metacognitive regulation involves regulating cognition and learning experiences to control learning.

iii. Metacognitive experiences refer to current, on-going cognitive activities.

Hammann’s (1998)\textsuperscript{10} View of metacognition describes it as

a. Executive management which involves planning, monitoring, evaluating and revising own thinking processes and outcomes and

b. Strategic knowledge which involves:

WHAT : factual / declarative knowledge

WHEN : conditional knowledge

WHY : contextual knowledge

HOW : procedural / methodological knowledge

So, both executive management and strategic knowledge are required to self-regulate one’s own thinking and learning.
So, we can say that Metacognition refers to a level of thinking that involves.

- **Active control**: Over the process of thinking that is used in learning situations.
- **Planning**: How to approach a learning task
- **Monitoring**: Comprehension
- **Evaluation**: Judging the process
- **Sustenance**: Sustaining effort over time, sticking to the task
- **Learning strategy**: Selecting and utilising right tool/strategy and modify them as per their effectiveness.
- **Revising**: Own thinking process and practice.

2. **Motivation**:

   Broadly speaking, Motivation is a cause or reason which makes a person think or act in a particular way. It involves stimulating or arousing interest of a person in doing something. It can be defined as a process of initiating some work, persisting with it and doing it regularly.”

   Internal and external factors that stimulate desire and energy in people to be continually interested or committed to a job, role or subject; or to make an effort to attain a goal.

   Motivation results from the interaction of both conscious and unconscious factors such as

   i. Intensity of desire or need
   
   ii. Incentive or reward, value of the goal
   
   iii. Expectations for individual or peers

Self Regulated Learners make motivational decisions about:

- Goal of an activity/task
- Perceived difficulty and value of task
- Perception of one’s ability to do the task
- Resultant benefits of success or losses of failure.
Presence and level of motivation depend on (a) value of learning and (b) self as a learner.

i. Appreciating value of learning is based on inherent interest, worth or utility of particular learning and resultant sense of satisfaction.

ii. Appreciating self as a learner depends on self-efficacy i.e. belief in own ability to carry out task successfully and attaining goals, hard work, focussed approach, undeterred by obstacles.

**Types of Motivation:**

Motivation can generally be classified in four major types and some indication of it is as follow:

(a) **External**: - Rewards
   - Punishment
(b) **Introjected**: - Self-worth
   - to show ability
   - to avoid failure
(c) **Identified**: - Value & importance of a task
(d) **Integrated**: - Control
   - Choice
   - autonomy

3. **Behaviour:**

Behaviour means a person’s action, conduct, response or reaction to a certain stimulus (cause or reason). Behaviour is a way of doing things or responding. This process occurs during implementation of strategies and involves the following processes:

(a) **Self-control**: applying or using a specific strategy selected during forethought eg. imagery, self-instruction, attention focusing and task strategies.

(b) **Self-Observation**: recording personal events or self experimenting to find out cause of these events.

(c) **Self-judgement / Self-evaluation**: comparing self-observed performances against some standard performances. Cause attribution which refers to beliefs about causes of errors and success.
(d) **Self-reaction** : involves feelings of self-satisfaction and positive affects regarding own performance increases self-satisfaction and enhances motivation.

(e) **Help seeking** : observing parents, teachers, peers and seeking their help to improve learning.

(f) **Increasing effort** : observing and identifying behaviours that enhance performance and increasing efforts when faced with difficulty, daunting task. If such processes are observed in a learner, than he is treated as a self-regulated learner.

2.2.4 **Findings of Contemporary Researches** :

The researches have found out that self-regulation is a desirable but somewhat elusive quality. Self-regulation of learning involves more than detailed knowledge of a skill. It involves self-awareness, self-motivation and behavioural skill to implement that knowledge appropriately.

Secondly, the contemporary research tells us that self-regulation of learning is not a single personal trait that individual either possess or lack. Instead it involves the selective use of specific processes that must be personally adopted to each learning task. The component skills include (1) setting specific goals for oneself (2) adopting powerful strategies to check progress (3) monitoring progress to check performance (4) restructuring physical & social context to make it compatible with goals (5) managing & using time efficiently (6) self-evaluating adopted methods (7) attributing causes to results (8) adopting future methods.

As per Zimmerman (1994)\(^5\)

“A student’s level of learning has been found to vary based on the presence or absence of three key self-regulatory processes.

Third, the contemporary research reveals that the self-motivation quality of self-regulated learners depends on several beliefs including perceived efficacy and intrinsic interest.
2.2.5 Self-Regulatory Process:

Social learning psychologists view the structure of self-regulatory process in terms of three cyclical phases.

1. The Forethought phase

2. The Performance phase

3. The Self-Reflection phase

- **The forethought phase** :- It refers to processes and beliefs that occur before efforts to learn. There are two major areas of this phase (1) task analysis and (2) self-motivation. Task analysis involves goal setting and strategic planning. Self-motivation stems from learner’s beliefs about learning such as self-efficacy, personal capability to learn & outcome expectation, Intrinsic interest (valuing task skill for its merits) and goal orientation (valuing the process of learning)

- **The performance phase** :- It refers to processes that occur during behavioural implementation. It falls under two major classes (1) self-control (2) self-observation.
  1) Self-control refers to the deployment of specific methods or strategies selected during forethought phase. Key methods for self-control are (a) use of imagery (b) self-instruction (c) attention focusing and (d) task strategies.

  2) Self-observation refers to self-recording personal events or self-experimentation to find out the cause of the events. Self-monitoring is a covert form of self-observation and it refers to cognitive tracking of personal functioning.

- **The self-reflection** :- This phase refers to processes that occur after each learning effort. It falls under two major classes of (1) self-judgement and (2) self-reaction.

  1) Self-judgement/self-evaluation refers to comparing self-observed performance against some standard performance. Another form of self-judgement involves causal attribution which refers to beliefs about cause of one’s errors or success.
2) Self-reaction involves feelings of self-satisfaction and positive affect regarding own performance. Increase in self-satisfaction enhance motivation whereas decrease in it undermines further efforts to learn. Self-reaction also takes the form of defensive responses where to protect own image, one tends to withdraw or avoid opportunities to learn. Adaptive responses involve discarding or modifying ineffective learning strategies.

According to Zimmerman & Santas, (2000)⁶

“This view of self-regulation is cyclical because self-reflections from prior efforts affect the subsequent forethought processes. In support of this cyclical view of self-regulation, high correlation were found among learner’s use of forethought, performance and self-reflection phase process.”

2.2.6 Essential Features of Self-Regulated Learners:

Self-Regulated Learners are learners whose thoughts, feelings and behaviours are oriented towards attaining goals and who understand learning, manage their learning and have both will and skill to learn. From the discussion of theory parts, followings are essential features of a Self-Regulated learner.

1. Understanding the process of learning and the self as a learner:

Learning is an active process of making sense of experiences by building on existing knowledge through interaction with others. The goal of learning should be understanding which can be described as feeling of satisfaction, connectedness, irreversibility, able to explain, adopt and apply. This understanding of learning process will affect their learning goals and their learning strategies.

The knowledge of what they like to learn and what they like to avoid, what motivates them and which learning strategy will work well for them, their strengths and weaknesses as learner form the base of self-regulated learning.

2. Believing in the value of learning and own self as a learner:

Believing that the task is interesting and worth doing and its completion would lead to a feeling of satisfaction and belief in personal ability to achieve learning goals and tasks. Such learners put more effort to complete and attribute success to personal effort than to ability or luck.
3. **Setting learning Goals**:

S/he provide direction and influence the choice of learning strategy. Setting clear, realistic and relevant goals lead to persistence and academic achievement. They set both short & long term goals.

4. **Using learning strategies appropriately**:

   - **Rehearsal**: repeating, copying, underlining
   - **Elaboration**: creating mental images, using analogies
   - **Organisation**: grouping, listing, concept mapping
   - **Critical Thinking**: questioning ideas, testing solutions, considering alternative explanations.

Self-regulated learners may know many such learning strategies and they also know when and how to use a particular strategy.

5. **Managing the learning process**

Self-regulated learners use metacognitive strategies of planning, monitoring, adopting and evaluating to manage their learning.

6. **Persistence**:

Self-regulated learners recognise that learning is challenging and obstacles and negative feelings are a normal part of learning. So they try to overcome obstacles by trying alternative solutions, review goals or seeking help and manage negative feelings such as anxiety, anger or frustration by self-talk, discussion with family and friends or positive visualisation.

7. **Help Seeking**:

   When self-regulated learners face problems or obstacles, they seek help from peers or instructors / teachers. Such Adoptive help seeking keep learners engaged, prevent failure, increase chances of mastery and lead to independent learning. Help seeking is more likely to occur when learners are involved in learning and feel competent and autonomous.

### 2.3.0 Emotional Intelligence Quotient (EQ)

Emotional Intelligence Quotient (EQ) is a relatively new area of psychological research and its definition is constantly changing. But broadly we can say
that EQ describes ability, capacity or skill to perceive, access and manage emotions of self, of others and groups.

Emotional Intelligence can be traced in Darwin’s work on the importance of emotional expression for survival and adaptation. Earlier, the focus of research was on cognitive aspects of intelligence viz memory, problem solving but some researchers had started acknowledging the role of non-cognitive aspects of Intelligence. In 1920, E.L. Thorndike used the term social intelligence to describe the skill of understanding and managing other people.

In 1940, David Wechsler described the influence of non-intellective aspects on intelligent behaviour and argued that it is imperative to describe these factors adequately to complete the models of intelligence.

In 1983, Howard Gardiner introduced the idea of Multiple Intelligences in his book ‘Frames of mind : The Theory of Multiple Intelligences’. This theory is based on

a) Interpersonal intelligence (the capacity to understand the intentions, motivations and desires of other people) and

b) Intrapersonal Intelligence (the capacity to understand oneself, to appreciate one’s feelings, fears and motivations.)

In his view, traditional types of Intelligence such as IQ fail to fully explain the cognitive ability of a person.

So, overall a general belief was evolving that traditional definitions and theories of Intelligence were lacking in their ability to explain fully the performance outcomes.

2.3.1 Definitions :

“The ability to perceive emotion, integrate emotion to facilitate thought, understand emotions and to regulate emotions to promote personal growth.”

- Peter salovey & Johy D. Mayer

“Emotional Intelligence is an array of non-cognitive capabilities, competencies and skills that influence one’s ability to succeed in coping with environmental demands and pressures.”

- Dr. Rueven Bar-on, 1997
“Achieving one’s goal through the ability to manage one’s feelings and emotions, to be sensitive to and influence, other key people and to balance one’s motives and drives with conscientious and ethical behaviour.”

2.3.2 Models of Emotional Intelligence (EI)

The field is growing and evolving so rapidly that researchers are constantly amending their definitions of the construct. But overall these are some main models of EI

- Ability based EI model
- Mixed models of EI
- Trait EI Model
- Emotional - Social Intelligence Model of Bar-on.

Ability based EI Model

- The Ability based EI model was developed by Peter Salovey and John D. Mayer 20 year. This model views emotions as useful source of information and proposes that ability to process emotional information and relate such process to cognition varies from person to person. This ability is manifested in certain adaptive behaviours.

This model includes 4 types of abilities.

(1) Perceiving emotions - ability to detect and decipher emotions in faces, pictures, voices etc.

(2) Using emotions - ability to harness emotions to facilitate various cognitive activities like thinking and problem solving.

(3) Understanding emotions - ability to comprehend emotion and appreciate complicated relationship.

(4) Managing emotions-ability to regulate emotions of self and of others to achieve intended goals.

Mixed Models of EI

The Emotional Competencies model introduced by Daniel Goleman focuses on an array of competencies and skills that drive leadership performance. It outlines four main EI constructs.
(1) Self-awareness
(2) Self-Management
(3) Social awareness
(4) Relationship Management

According to Goleman, Emotional competencies are not innate talents but rather learned capabilities that can be developed to achieve outstanding performance.

**The Trait EI model:**

Trait EI model refers to a constellation of behavioural dispositions and self-perceptions concerning one’s ability to recognize, process and utilize emotion laden information. This is measured by self-report as opposed to ability based model which refers to actual abilities expressed in performance.

The trait EI model subsumes Goleman and Bar-on model. The test to measure this trait is based on four factors of well-being, self-control, emotionality & sociability.

**Bar-on model of Emotional-Social Intelligence:**

Reuven Bar-on\(^{15}\) first used the term ‘Emotional Quotient’ : He defines EI as reflectively understanding self and others, relating well with people and adapting to and coping with surroundings. He suggests that EI develops over time and it can be improved with the help of training and therapy.

Bar-on considered both EI and cognitive intelligence contribute equally to a person’s general intelligence.

**2.4.0 Creativity & Creative Thinking (CT)**

Creativity or Creativeness is a mental process involving the generation of new ideas and concepts or forming new associations between the existing ones. Creativity means bringing into being something which did not exist in the same form. It can be an idea, concept, product, process or thought.

As creativity is a mental process, thinking is an integral part of it because all new ideas, concepts, products or thoughts take place in/evolve in mind and afterwards they are put into actual practice. So to be creative, one must indulge in creative thinking.
**Creative Thinking :-** Creative Thinking is both - the capacity to combine or synthesize existing ideas, images, or expertise in original ways and the experience of thinking, reacting and working in an imaginative way characterised by a high degree of innovation, divergent thinking and risk taking.

A way of looking at problems or situations from a fresh perspective that suggests unorthodox solutions (which may look unsettling at first.)

Creative thinking is a cognitive activity that may result in a creative production that groups or individuals perceive as useful and new.

- Specific though processes which improve the ability to be creative.
- The ability to think of original, diverse and elaborate ideas.
- The process of exploring multiple avenues of actions or thoughts.
- To maximize the ability of brain to think of new ideas.

Creative thinking is the mental process which we use to come up with a new idea. It is merging of ideas which have not been merged before. Creative process can be both-accidental or deliberate.

In a way, Creative thinking is a way of looking at problems or solutions from a fresh perspective that suggests some unorthodox solutions. It can be stimulated both by unstructured process of Brain-storming or by structured process such as Lateral Thinking.

Creative thinking involves specific thought processes which improve the ability to be creative and maximises the ability of brain to think of new ideas. It means being in such an optimal state of mind to be able to generate new Ideas that are original, diverse and elaborate. Creative thinking takes place after a series of mental actions that produce / induce changes and development of thought. Creative thinking process explores multiple avenues of actions or thoughts.

Lateral Thinking - which is somewhat similar to Creative Thinking - is well described by Edward De Bono16 as

“Exploring multiple possibilities and approaches instead of pursuing a single approach.”
Where an ordinary / conventional thinker would believe that every problem has a solution, or an answer - a creative thinker in his place would believe that every problem has multiple or a number of answers / solutions. So creative thinking is another type of thinking that focuses on exploring ideas, generating possibilities and looking for many right answers rather than just one. This is very vital and ably supplements the conventional critical thinking to lead a successful working life.

Main features of creative thinking are ability, attitude and process. It is the ability to generate new ideas by combining, changing or reapplying existing ideas.

Creativity is an attitude. It is willingness to accept the change, an open/flexible outlook and always looking for ways to improve the existing one.

It is a process which requires constant alterations and refinements for improvement.

2.4.1 Methods to promote Creative Thinking

1. **Evolution** : This is a method of incremental improvement. New ideas stem from older ones and are slightly improved than them. Many sophisticated innovations are a result of constant incrimination. Main principle of the evolutionary method is - *Every problem that has been solved can be solved again in a better way.*

2. **Synthesis** : This method suggests of combining two or more existing ideas into a third - new idea.

3. **Revolution** : Suggests discarding or scrapping the old idea and embracing a totally new idea for a better result.

4. **Reapplication** : Suggests looking at something old in a new way. Here, one is required to unfix, remove prejudices and assumptions to discover how something can be reapplied e.g. a paper clip can be used as a screw driver or using paint as glue to hold screws.

5. **Changing Direction** : Many creative breakthroughs occur when attention is shifted from one angle to another. This is known as creative insight. The goal should be to solve the problem not to implement a particular solution. So when one solution is not working, shift to another.
2.4.2 Myths about Creative Thinking
1. Every problem has only one solution or just one right answer.
2. The best solution / answer / method has already been found.
3. Creative answers are technologically complex.
4. Ideas either come or they don’t. Nothing will help.

2.4.3 Positive Attitudes for Creative Thinking.

- Curiosity: Desire to know for the sake of knowledge without apparent reason.
- Challenges - The assumption & beliefs behind ideas, problems, to find out new assumptions or solutions.
- Constructive Discontent: Not satisfied with existing solution and suggesting a method for improvement.
- Belief that a problem can be solved.
- The ability to suspend judgement and criticism... at first some idea / solution may seem strange, odd or bizarre but eventually it can lead to a more useful, practical idea or solution.
- Seeing good in bad - creative thinkers try and find something good even in the worst idea.
- A problem can also be a solution for another situation or problem.
- Perseverance: creative thinking is a hard, long term work and requires fierce application of time and energy.
- A flexible imagination - being comfortable with apparently weird, wild or unthinkable solutions.
- Mistakes are welcome as failure forms basis of opportunity. Mistakes show that something is being done. They are educational and can lead to success.

2.5.0 Conclusion:

The theoretical part regarding self-regulated learner and learners, Emotional Intelligence and Creative Thinking is discussed at length in this chapter. Such theoretical discussion will be considered to identify characteristics of self-regulated learner and will be helpful to constant.
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