

# **Chapter - I**

## **Introduction**

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### **1.0 Background of the Study**

Cognition is a psychological term which stimulates an individual to think and behave in his own style. No two individuals resemble neither in overt nor in internal perceptions of cognition. Every individual have a unique physiognomies and assets to focus on solving the given tasks in their own way. Individuals are having the different styles of thinking, learning, making judgment, decision making etc. and possess distinct psychological attributes of doing the same task through multiple strategies. Cognitive style is a major term often used in psychology, education and management etc. This particular characteristic differ individuals from one another in doing every task and action. Different individuals have different ideals of acquiring any kind of information depending on their cognitive styles and its strength. Individuals perceive, organize and interpret these information according to the functional ability of their cognition. The psychological characteristics of students have been penetrated in a number of researches and hence, all studies have exhibited that cognitive style is of paramount importance in academic field as well as in others too. Psychology as a separate discipline influenced the whole life of an individual from home to school and school to society at all. However, the diverse variables of psychology put their significant effect on total individuality in an exclusive way and provide multiple abilities to perform any task.

Emotional intelligence one of the utmost variable in the field of psychology meticulously reform the life pattern of students and enhance their power of self-awareness, motivation, decision making and empathetic attitude about self and others. Emotional intelligence is placed in every corner of life and has a great role in building theoretical as well as practical concepts. Thoroughly reviewed, researches and investigations made it clear that

the key behind each success is emotional maturity and emotional competency of an individual. This emotional intelligence plays a key role at every moment of human life and is also a significant contributor in all the achievements of one's life. Studies have also exposed a strong association between academic success of students across all grade levels and their emotional intelligence, but many studies have been found futile to demonstrate reliable findings that would raise the need for more research studies. Psychological components are of great worth to root the intellectual and influential seeds of versatility and feasibility in teacher's attitude and behavior. Student's achievement is the direct result of his teacher's behavior, intelligence, subject knowledge and other psycho-social attributes. In the existing era human life is very fast than ever and in this complex mode of life emotional intelligence and cognition are the milestones to control the life span in all phases. By making inclusive introspection on various dimensions it can be exhibited that psychological attributes of emotional intelligence and cognitive styles became an essential component for maintaining the standards of life and hence through education system would be capable to disseminate the harmony in order to develop personality, social coherence and improvement in academic career of students with apt balance of these variables.

### **1.1 Cognitive Styles**

Human beings construct their own pattern of behavior and entail different settings in which they can react to perceived stimuli. Each individual is unique in both internal and external concerns and possess different styles to respond the same incentive. Cognition is a much discrete term used in multiple disciplines to interpret the psychological attributes of an individual. No two individuals are alike in any manner just like in physical, social and psychological paradigms etc. Usually we react to receive inputs according to our aptitude, propensity, inclination and proclivity to describe them in different perspectives.

Generally at the initial stage ideas create in our cognition then we process to think on that idea to develop any concept. Even though cognitive psychology has built up a bunch of intellectual properties through which we realize ideas and concepts to stretch them socio-psychological bearing. Hence, the term “Cognition” has its roots in latin “Cognates” refers “to know”. So the term illustrates a process of sensing, perceiving, thinking, knowing, understanding and responding to the received stimuli in both the normal as well as critical situations. Individuals do any kind of act when they are being insisted by the supremacy of different cognitive modes. It prompts an individual to transfer one’s intelligence from memory level to reflective one in order to perceive deep intellectual observations. However, cognitive psychology constructs an agenda building to perform various mental activities or behavior to prepare for multiple responses to the same construct. Brain is the hub of power that provides function to the whole body and consciously stimulate our mind to assimilate the things. Although study of cognition refers to the study of mind and we understand the world as we react to it. **Neissor (1967)** defined “Cognitive psychology as the study of the processes by which a sensory input is transformed, reduced, elaborated, recovered and used”.

Senses are the gateway of knowledge and each individual possess some capability to utilize their senses to acquire knowledge and understanding about the world around them. Mind is an interior mechanism to absorb external incentives and make an individual cognizant to react or respond in all certain and uncertain conditions. We think, understand and respond because of cognitive power and it enables us to generate innovative ideas which we need to put in practice so that practical and authentic knowledge would be acquired. Cognitive psychology guide our actions and emotions in context of social, physical, moral and behavioral perspectives. We perform any kind of task with an objective to exhibit our own intellectual capabilities and to critically analyze the acquired experiences.

To assess one's cognitive psychology we need to explore and evaluate the general or specific performances of an individual in multiple fields. Cognitive process keep the methods that enable one to transfer, reduce, elaborate, store, recover and use sensory inputs. Our cognitive world absorb the processes held in the external world and our senses fetch energy from that external forces and take it into our neural or cognitive system where it function. Cognitive development process has comprehensively been explained by the Swiss psychologist Jean Piaget in his theory of cognitive development. The major concepts he had given in his theory are- "Schema, assimilation, accommodation and equilibrium". In his theory Piaget had also believed that human beings of every age vigorously understand the world around them according to his developmental stage. Piaget's cognitive development stages are, "Sensory motor stage birth-2 years, preoperational stage 2-7 years, concrete operational 7-11 years and formal operational stage adolescence-adulthood years". In this theory Piaget has also explored the physical, social and psychological attributes of child he demonstrate on these four stages. Every individual contain different cognitive styles to react on things existing in the environment.

Cognitive style is being considered as theoretical edifice that determine the exceptionality of each individual. Cognitive styles always play a multifaceted function when evaluating the distinctive ways in which a person conceptually organizes the environment. Similarly cognitive style is counted as one of the major variable in psychological perspectives and retain the consistency in behavior of an individual. It also refers to the psychological differentiation which illumines the various modes of cognitive functioning just like perceiving, thinking, understanding, responding, acting and judging the things in multiple means under different circumstances.

Cognitive styles of an individual bearing a significant contribution in the entire life of an individual. It expands the scope of psychological perspectives which in turn reflects the total

individuality and sustains attitude, aptitude, habitual strategies and various approaches of problem solving and judgmental processes. “Transformations in cognitive style directs that characteristic models of perceiving, remembering, thinking, problem solving, decision making, reflection of information – processing regularities that develop around underlying personality trends and not with intelligence” (Messick, 1994). Different forms of cognitive styles perform their incredible role in performing the daily activities of life. However, cognition is the center of all mental and physical activities that are being performed to evaluate the accuracy and strength in the internal forces. We think differently on the same thing because we keep different cognitive styles. Broadly, it has meticulously been found and explored that human behavior runs on three essential dimensions that are- “Cognition, affection or conation”. We create ideas, concepts, and build theories because we have a cognitive setup and it also makes one capable to find out their application in the real life perspectives. Instead of having the dominant genes of parents, cognitive styles shape and structure our life patterns too different in all the fields of life. We born with psychological characteristics and with the passage of time we grow and develop our cognitive behavior as per environmental conditions are existing and are striving to be inimitable in the world. Though for becoming an exceptional personality, one requires to make his cognitive style incomparable because we can change the configurations of behavior by putting some directions in the functional mode of cognition. “The definition of the concept of cognitive style is self-evident modes of functioning which the individual demonstrate in his perceptual and intellectual activities” (Witkin, Moore, Goodenough & Cox 1977).

Researches have explained several types of cognitive styles among them two are “field dependence and field independence”. The researches have explored that an individual who fall in the category of field dependence display lazy, passive, less competent and possess less skilled characteristics. On the other hand, individuals comprising the attributes of field independence are active, fully competent and capable to perform any kind of task smoothly,

precisely and an effectively. Diverse cognitive styles and modes prepare us for facing the challenges of social life and organizing the process of stimulus-response association. Our cognition stimulate and direct us with the upcoming journey of life and acquaint about the essential requirements for becoming a successful human being. Individuals differ in both physical and psychological perspectives which comprehensively differentiate them in all the spheres of life. They think contrarily on the same thing and explore that in multiple ways as per their ideology is concerned. For example in the classroom, teacher should necessarily observe and judge the capability, intelligence and previous knowledge of students, because each student has some specific proficiencies that are not same in all the students. Their thinking, ideology, power of perception, understanding and power of reflection might be different from each other which make them comparable from the early stages of life and schooling. These differentiations in cognitive modes effect the whole life of an individual from birth to death. Even though, every child is full of their innate qualities and propensities which they tend to externalize through the different modes of activities. Usually individuals approach to solve the same problem in multiple ways as per their understanding and potential that comprehensively indicate their manifold cognitive styles.

Researches have scrupulously explored and found that individual needs vary in the social context and in its result their patterns of cognitive psychology automatically change according to their requirements. Hence cognitive attributes are partly developed in the environmental conditions. Everyone is born with mind but this mind is greatly affected by environmental conditions in which an individual live. Having some genetic factors responsible for mental development, environment has also a gigantic role to push and pull the cognitive setup of child in which he grows and develop.

According to **Harvey (1961)**, “Cognitive style refers to the way an individual filters and process stimuli so that environment takes on psychological meaning”. Cognitive styles

have a marvelous role in setting the parameters of social, political, economic, academic, personal, and even the total life of an individual at all. We always delimit our boundaries of life to the extent to which our cognitive attributes can react and respond. For example, in the classroom every student possess unique internal power and capacity to learn the content and describe that content throughout the course. So, in the classroom each student does not grasp information and teaching in the same speed and accuracy, that further results in the low, medium and high academic performances. By exploring the philosophical basis of cognitive styles, various theories and models of cognitive styles exhibited its great impact on inside as well as outside classroom practices. Different psychologists and educationists have categorized cognitive styles into various dimensions just like, holistic-analytic style and verbal imagery style. However, analytic style refers to how individuals organize information into wholes or parts whereas imagery model represent the way in which he/she present information through verbal as well as mental pictures. Cognitive styles distinguish the people in their cognitive, affective and psychomotor behavior and reflect the ways in which they tend to scrutinize the approaches of thinking, problem solving and learning. All the individuals learn with different speed and accuracy because they contain different levels of cognitive power.

### **1.1.1 Theories and Models of Cognitive Styles**

Various theories and models of cognitive styles extensively described its basic tenets and features and they have a stunning contribution in the overall development of a person. Some of the prominent theories and models of cognitive styles are discussed here in brief:

- **Behavioral Decision Theory:** This theory was given by Kahneman (2002) that laid emphasis on rational and non-rational aspects during decision making process. This theory highlighted that previous experience of an individual becomes a good indicator for his future performances. According to this theory, there are various decision making phenomena's that might be under certainty, under risk and some may be included in



uncertainty that includes haziness and ignorance. Behavioral decision making theory has also been considered as descriptive psychological theory of making decisions, judgment and conduct that can be applied to the other fields of life as well. This theory includes the theoretical expressions of mathematical and natural languages and integrates different theories just like normative theory, descriptive theory, and prescriptive theory that direct and guide an individual in making better decisions.

- **Dual Process Theory of Human Cognition:** Dual process theory given by William James indicates how human cognition function in dual mode and takes into account how they think in two different ways. Although there are two processes e.g. implicit (automatic) process that refers to unconscious way whereas, explicit (controlled) refers to conscious way of thinking process. This theory exhibited the features of both conscious and unconscious level of thinking and their patterns of identification. This theory also explores that we transfer our confidential information of our mental operations to working memory and hence according to the theory cognition is effectively applied at this juncture. The application of dual process theory has usually been found in personality, social and clinical psychology. According to this theory unconscious is well-thought-out as early retentive perceptual process and persisted as unattended, unprepared and exiled from working memory as before encoded in long term memory.
- **Rational Decision Making Model:** This model was given by Scott and Bruce (1995) which represents the way that human beings mostly prefer to make decisions or in making any judgment. Humans are intellectuals, creative and divergent due to which they adopt rational decision making methods and tools in personal, social, organizational and business matters. We can only analyze the whole process of course of action when we approach rational prospects and results. One who is following this

model, employ step by step and systematic process to find out the best solution of the existing problem. According to this theory, we are rational beings, so we can easily use or deny alternatives quickly and clearly to reach out at the appropriate decision.

- **Cognitive Continuum Theory:** This precious theory was given by Hammond (1981) and it laid emphasis on the decision making process and judgment of humans at the various modes of life. This theory inculcates dynamic styles and approaches to establish a great relationship between organism and his environment while indulging in any decision making process. According to this theory environmental characteristics has a gigantic role in the development of cognition as well. This theory elaborated three stages in making decisions, “Task continuum, cognitive continuum and surface depth continuum”. Cognitive continuum theory also demonstrate that these three continua possess analysis and intuition at its end points.
- **Kirton Adaptation Innovation Theory:** This theory was given by Kirton, (1976) in which he expresses that human beings differ in their capability and aptitude while doing any problem solving task. They use different strategies as per their internal capabilities to solve the problem. According to this theory, some people follow the traditional ways and methods of doing any task such as, making decisions or solving problems of simple to complex form, whereas some people adopt the new and currents methodologies to determine the elucidation of problem or taking any decision. According to this theory those who follow traditional methods are called as adaptors whereas others who adopt innovative methods are referred as innovators. This theory had been overwhelmed for many decades among, managers, leaders and academicians for its significant contribution and application. In 1976, Kirton introduced this theory to explore the cognitive functioning of humans and its application in problem solving styles and it was a great effort to determine cognitive styles.

The field of cognitive psychology has obtained a supreme place in the area of research and inculcate aspiring researchers and educationists to explore all the dimensions and areas of the said field. Psychology of an individual differs from one to another and that is the reason we find a big gapes in thinking, making preferences or choices, information processing, decision making and in other mental skills. **Witkin, Dyk, Goodenough & Karp (1962)** first introduced the concept of cognitive style. According to this theory, our cognitive styles as per the situations we are facing at different occasions. Cognitive styles are the broad and systematic characteristics of an individual that may lead him to multiple domains of life and affect their perception of exploring things in diverse situations. Mental abilities of an individual are incorporated in cognitive structures that give birth to different styles that are the product of deduction. Hence, before preparing any framework in our cognition we observe the thing or situation and process on that observation in our cognition to prepare some output based on that input. The extensive scope of cognitive styles laid significant effect on the overall development of individuality and prepare them for complex situations of the current era. Human beings do not differ only in their aptitude, learning and achievement but they also differ in how they learn and achieve things. Every one acquire distinctive psychological attributes to know, understand and reflect on situations as how they perceive that situation.

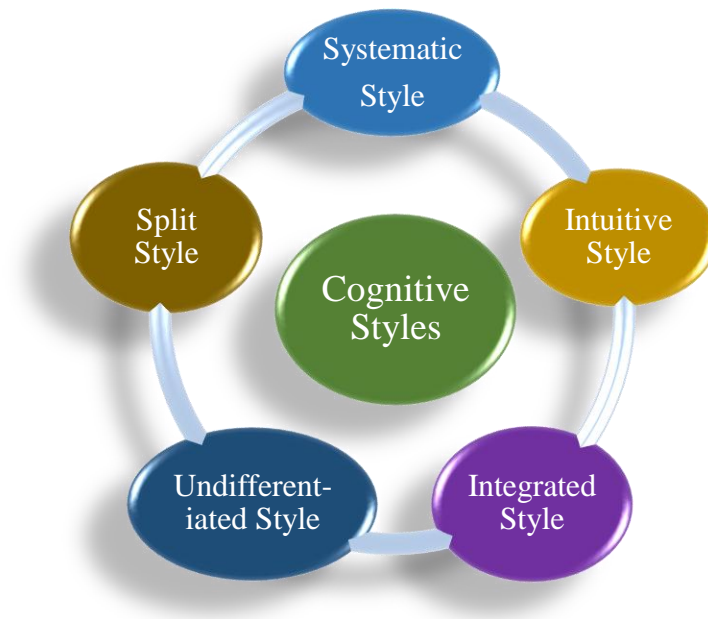
Cognitive styles are systematically associated with all the parameters of life and has a momentous role in building and effecting the personality and behavior of an individual. Researches had comprehensively described that cognitive styles are intimately tied with the problem solving process, making judgments, identifying things on the basis of their characteristics, attitudes and social values at par. Having the distinguished psychological physiognomies human beings espouse varied tactics and methods to arrive at the goals they had already determined. Hence, cognitive style also referred to the process of remembering that would have an enormous role in successfully performing the academic or learning tasks.

“Cognitive styles are also considered as the typical means of problem solving, thinking, perceiving and remembering” (Mesick 1976). However, some students in the classroom possess creative, flexible and rapid power of understanding concepts that effect their academic career, whereas some others may be efficient in other fields of life, just like, sports, technical fields, art, sculpture and driving skills etc. It is a fact that no two persons think and understand the problem alike because they obtain distinct cognitive styles to comprehend that problem in their own discernment.

Some of the research studies have explored the role and effect of cognitive styles in the academic area of students on one side and in other domains of life on another side. We learn to differentiate things because we have a mental power. Cognitive styles played a gargantuan role in shaping the learning and life styles of an individual and it has also a significant effect on the teaching learning process. It has also been seen that having the same cognitive competencies individuals react in different etiquettes on the same cognitive task. Various theorists just like **Huteau (1985) and Sternberg (1997)** stated that “Cognitive styles as a conjuncture of cognition and personality by exhibiting both cognitive and the affective characteristics”. Individuals prepare their mind setup for constructing a bright future and strive for being counted among the toppers of society and nation. According to the theories and researches, it has been explored that individuals go through the same process of cognitive development but eventually they differ in their cognitive styles from the early stages of life. To determine the importance of these mysteries individuals differ in their intellectual abilities and perform various chores which need complex ideas and reasoning. All the individuals select different modes and paradigms to accomplish the task on the basis of cognitive power and their styles. The individuals vary in their intelligence and possess different potentials to overcome obstacles for improving their performance in sundry fields. It is also being examined and observed that child’s social behavior/environment depends upon his cognitive styles and vice-versa.

### 1.1.2 Key Dimensions of Cognitive Styles

Martin (1983) has stated the following five dimensions of cognitive styles:



**1.1.2.1 Systematic Style:** This type of cognitive style laid emphasis on doing things in a well-defined and sequential configurations. Individuals possessing the characteristic of systematic style constantly look on the organized way to deal with the problem or any kind of task. Some research studies demonstrated that individuals who have a firm belief on systematic style always adopt pragmatic approaches to prepare for overall plan in advance to solve the existing problem. However to face any problem or multifaceted task in a real life scenario and to pact with it in a systematic way to search out the possible solution of that problem refers to systematic style.

**1.1.2.2 Intuitive Style:** An individual who contain characteristics of intuitive style always use an unpredictable and random ordering of steps to solve any problem. Studies also illustrated that individuals who are being found low on systematic and high on intuitive style are always considered as holding intuitive style. It is also being examined that individuals who are intuitive in cognitive styles mostly use an un-verbalized hunches and cues to dominate on any

problematic situation. Intensively relying on experience, ability to explore and abandons alternative quickly at diverse problematic situations refers to intuitive style.

**1.1.2.3 Integrated Style:** Individuals adopting the integrated style of cognitive styles are mostly considered as problem seekers. According to the studies they are capable to change their style very easily as per the situation demanding. Sometimes such style looks like to be unconscious and take place in a matter of jiffies. Psychologists have called this type of style as “rapid fire” ability because it generates an energy and insists one in the problem solving settings. Hence, it is a style that prompts one to search out the problem and endeavor to give the solution of that problem. Individuals having this type of cognitive style often discover or create the problem and attempt to avail the great opportunities to find out the best solution of that problem.

**1.1.2.4 Undifferentiated Style:** It is well thought out that those who score poorly on both the systematic and intuitive styles possess characteristics of undifferentiated cognitive behaviour. They are not able to differentiate the two extreme styles of cognition and are always receptive, impulsive, impetuous, passive and withdrawn. Even though it is examined that they constantly become very eager for receiving instructions from others in problem solving situations. They rely on the experiences, instructions and guidelines coming from outside and do not show any active participation in problem solving tasks.

**1.1.2.5 Split Style:** A person who is average on both systematic and intuitive behavior of cognition shows the specialization of split style. How so ever individuals containing the characteristics of split style do not use integrated behavioral responses and even they ever believe and utilize any particular style according to the nature of problem. They do not believe on the whole but rather they believe on the parts. Individuals who have the characteristic attributes of split style always remain conscious about selecting the appropriate style for the

existing problem and although they every time breakdown the problem into its various segments or slices. It has also been explored that individuals following split style of cognitive behavior consciously respond to problem solving and learning perspectives.

To observe and explore the internal competency of individuals, we need to assess their responses they give to the similar kind of physical as well as psychological stimuli. Consequently they perceive the situation in their cognition and exhibit external reaction to the perceived stimuli according to their own styles. The above theories and models of cognitive styles also found people differentiated in all the aspects of life just like in thinking, acting and reflecting. Various types of cognitive styles mentioned above also proven that none of the individuals are same in grasping and tackling the problematic situations in any manner. These different styles of cognition have also a chief role in effecting and determining the learning processes of individual at all.

Learning of an individual starts from the womb of his mother till the last breathe by the help of his/her own style of adjustment with world. Instead of having the cognitive styles an internal attribute for individual but instead of that our external affairs and experiences are totally based on those internal powers. Human beings express their thought, logic symbols, non-verbal cues and interpret things in words as per their peculiar modes of cognition. According to the educationists and psychologists, there are a numerous means of describing cognitive styles which have been identified over the decades. Some of the cognitive styles and their founders are mentioned here; reflective impulsive style, converger-diverger construct, holistic-serialistic, holistic-analytic and verbal imagery model etc. However, cognition is a basic psychological process that acquaint us with the surrounding environmental effects and helps in shaping, molding, and transforming the way we perceive stimuli, think on that perceived stimuli, and response to that in world. "Research has provided some evidence regarding cultural differences in various areas of cognition including categorization, learning,

memory, schooling and literacy, spatial cognition, problem solving, reasoning, and creativity” (Mishra, 1998).

People in the globe living with different cultures and standards pertain their unique styles of living, interacting, communicating, behaving and interpreting the nature of world. In the theory of mental self-government, **Sternberg (1997)** stated that “Thinking styles are developed and socialized in a particular culture and therefore, culture is one of the foremost factors in shaping thinking styles”. Hence, it would be described here that cognitive styles have a stunning role in the harmonious development of life and personality of an individual in whole.

## **1.2 Emotional Intelligence**

“In the educational aspects, emotional intelligence is emerging as a new field of study” (Mayer 2000). While looking on the history and background of the term emotional intelligence its credit goes directly to **Peter Salovey** and **John Mayer**, who introduced the said term in “Journal of Imagination and Personality” in 1990. From the very emergence of the term emotional intelligence, it has been reconnoitered throughout the world and diverted the attention of renowned educationists, psychologists and research scholars towards its application and scope. Whenever the term emotional intelligence is being mentioned then the name of Daniel Goleman must not be forgotten in this perspective. After Salovey and Mayer, he was the one who popularized this term throughout the globe in his illustrious work “Emotional Intelligence”. There are so many educationists such as Gibbs, Segal, Ellis etc. who contributed a lot to expand the limits and scope of emotional intelligence in the field of educational psychology.

The existence of the term emotional intelligence brought a significant revolution in the field of research in educational psychology and other disciplines over the decades. Renowned psychologists asserted that emotional intelligence has a marvelous role in all the aspects of human life just like in, making relations, behaving, interacting with others, communicating,



activities and teaching and learning etc. while discussing about the diverse perspectives of emotional intelligence it has been concluded that it is the ability to reason about emotions and emotions to boost the philosophy of thinking. Emotional intelligence guide us in identifying the right behavior and conduct to rescue our society and nation from the chaos, conflicts and violence. Good levels of emotional intelligence among individual indicate their greater chances of success in life and low levels indicate otherwise.

Root meaning of emotional intelligence is to perceive, understand, control and manage emotions of own as well as of others. Human beings perform their daily activities with the understanding of emotions attached with them and helps in managing and controlling the work they do. Emotional intelligence has a gargantuan role in the daily activities of human beings e.g. it help students in developing motivation to learn, behavioral modification and passions in classroom, examinations etc. However, it has a similar role in the life of teachers while they come and teach in the classrooms. Teachers always need to understand the emotions of students, their motivation and readiness to learn and should strengthen the bond of empathy and good relationship with them. This psychological variable has also been found a great contributive in the field of business and management. Organizational members must understand and control the emotions of each other and requires to obey the orders of higher authorities in order to get good achievements. Emotional intelligence has also been identified as a good indicator of developing interpersonal relationship among employees of different castes, locations and thinking.

According to **Goleman (1995)**, “Emotional intelligence consists of abilities being able to motivate oneself, to persist in the face of frustration, control impulses and to regulate moods and to keep distress from swamping abilities to think, empathize and to hope”. Initially an individual shows his emotions at the time of birth when he cries and these emotions are life longer. Emotion is among the unique psychological features that are existing in all the species

of universe. Human being have love, respect, sympathy, tolerance and affection. Emotional intelligence helps in distinguishing right/wrong, good/bad and assists in developing a sense of self awareness. Though emotional intelligence and emotional quotient (EQ) have a helping hand in the harmonious development of personality at all. Now a days, computer generation and rapid changes are being seen in all the domains of life. In this 21<sup>st</sup> century, intelligence and success are not being considered one and the same thing because there are some other factors responsible for any achievement along with intelligence. Goleman had also mentioned that “IQ contributes only 20 percent in success whereas 80 percent contribution is given by other factors”. Unlike intelligence, emotional intelligence develop through the periods of life and it increases with age and maturity. Emotional Quotient (EQ) has a prodigious effect on all the parameters of life and focus on the harmonious development of individuality. We can be a great scholars, educationists and social reformers if we would become emotionally intelligent beings. Even though emotional intelligence prepare us for inspiring achievements, good deeds and actions, leads to higher motivation, assists in problem solving tasks and decision making competencies. Researches have thoroughly explored the worth and utility of emotional attributes in the human life. EI also succors in developing or creating innovative thinking, ideas and concepts to build the conceptual as well as practical knowledge of existing phenomenon.

### **1.2.1 Models of Emotional Intelligence**

Models of emotional intelligence are categorized into four types here:

**1.2.1.1 Ability Model:** This model was developed by Mayer, Salovey and Caruso (2004) in which they assert that emotional intelligence is the capacity to understand emotions and their meanings, to access and generate emotions to support thought, and to reflectively control emotions in ways that support both emotional and intellectual development.

**1.2.1.2 Trait Model:** This model was developed by Petrides (2001) in which it has been analyzed that emotional intelligence cannot be a permanent or real and hence it had also been

explored that it cannot be measured as an aptitude due to its subjective nature. Hence from the core of this model it is demonstrated that it laid emphasis on specific personality traits that are helpful in perceiving and regulating emotions. This model also proclaimed that self-perceptions and emotional traits have a colossal role in nurturing and developing emotional intelligence of an individual.

**1.2.1.3 Mixed Model:** when the different attributes of emotional intelligence construct the common personality characteristic refers to mixed model of EI. This model includes abilities, skills and personality traits of an individual to measure his/her emotional intelligence. To assess the scores obtained in EI are represented in both self-report or performance measures. There are generally two models of emotional intelligence that fall under the mixed model and they are, Bar-On model Reuven Bar-On (1997) and Performance model of Daniel Goleman (1998). Bar-On has initially coined the term Emotional Quotient (EQ) to measure EI and said that IQ measures cognitive intelligence only. In his model he has well-defined that EI as “An array of non-cognitive abilities, competencies and skills that influence one’s ability to succeed in coping with environmental demands and pressures”. On the other hand Performance Model of emotional intelligence given by Goleman (1998) comprises of five dimension that he has talked about and they are; self-awareness, self-regulation, motivation, empathy and social skills.

**1.2.1.4 Genos Model:** This model was developed and conceptualized by Ben Palmer and Con Stough at Swinburne University. The purpose of this model of EI was to specify the basic requirements and needs of organizational leader, businessman, human resources, occupational psychologists and various professionals to scrutinize and identify employees for the job and work according to their ability and performance. This model also helps in identifying employees for learning and development and prepare them for future goals. Six core emotional intelligence competencies of this model are: self-awareness, awareness of others, authenticity, emotional reasoning, self-management and positive influence.

Above theories and models of emotional intelligence illustrated that human beings can never be identified as social beings unless they retain the significant physiognomies of emotions. It is an effective process that includes love, feeling, affection, sympathy, happiness, joy, anger, sorrow and fear etc. Individual often stab to participate in social activities because emotions are attached with him and these emotions are the backbone or ingredient of human nature. There are positive as well as negative emotions that emerge according to the particular existing situation and hence we need to prevent ourselves from negative emotions so that our individuality will develop in the pleasant way. However, it is very difficult for individual to hide his negative emotions and express positive ones. We should not suppress our feelings because it leads to abnormal behavior and can ruin the personality of an individual. Emotional intelligence makes one capable to love others and to be nurtured, reared, cared and loved by others in an appropriate manner. Research studies have found that emotional intelligence can never be neglected in the success of personal or professional life.

Today is the era of competition and the backbone of this race is emotional intelligence that prods one to achieve more and more than others. This awe-inspiring characteristic of psychology helps in expunging the hurdles situated in the way we selected to follow for becoming grooming personality of the society. Emotions always guide us to explore the things in proper ways so that our personal motives would not starkly become obstruction in the life of others. Though it has a tremendous contribution in selecting or determining the objectives of life and in selecting the tools to be employed for achieving that objectives in an intellectual way. It flourishes the passions as well as desires among us to acquire the deep knowledge about the surroundings and emotions attached with that. It is also intended that EI has the great potential to generate new acceptable forms of behavior that help in producing educational and intellectual growth.

### 1.2.2 Dimensions of Emotional Intelligence

Sarkar and Sarkar (2019) has explained the following five dimensions of emotional intelligence:



**1.2.2.1 Self-awareness:** It refers to the ability of controlling, regulating and, managing emotions of own and has a significant effect on the others configurations of life. It makes an individual acquainted with the accepted norms and procedures of social life and guide him how to become acceptable in social perspectives. However, it has a great contribution in preparing an individual for the world of science and technology and rapid changes associated with it. Having good self-awareness about the world around makes you competent to think good and do well for yourself as well as for others. This feature of emotional intelligence helps an individual in monitoring his actions and removing the errors occurred earlier. Hence, low self-awareness does lead to misunderstanding and misapprehension about others views, ideas and expectations.

**1.2.2.2 Self-Regulation:** It has a massive role in regulating one's own emotions and makes an individual optimistic in damping down situations. One who is comprehensively self-regulated cannot be of negative thinking and nature and prompts one to be positive in all the circumstances. Self-regulation means to neglect the negative feelings of depression, frustration,

anxiety etc. and endeavor to convert these negative feelings into positive one. Conscientiously they are always ready to elaborate and justify things with deep analysis and by finding out the cause and effect relationships to explore the situations in precise and clear picture. Individuals having good score in self-regulation of emotional intelligence are creative in managing trouble making emotions and display good moral or character. These individuals are also found trustworthy, conscientious, responsible, innovative, adaptable and optimistic in nature.

**1.2.2.3 Motivation:** People who are emotionally intelligent possess the prodigious qualities of motivating oneself and others as well. These type of people are always inclined to improve the standards of living and performance and motivate others to construct their own patterns of living a successful life. It has been recognized that motivation skill of emotional intelligence lead to the harmonious development of personality and the individual who are good in motivation skill are always ready to accept the ideas and goals prepared by others. They are often interested and motivated to fulfill their aims and objectives of life prepared in advance. Hence, acquiring good scores in motivation component of emotional intelligence indicates that they are always eager to satisfy their internal needs to explore their external affairs and goals and they are constantly inclined to be action oriented. These individuals are often committed and ready to take initiative for achieving the gratification of higher needs.

**1.2.2.4 Empathy:** To manage and regulate emotions of others is not enough to sustain ones individuality but they also need to be treated and loved carefully so that they would achieve their objectives of life with ease. This is a critical emotional intelligence skill because it requires higher levels of morality, feelings, love and sympathetic attitude while dealing with others. It has a titanic role in inspiring and stirring individuals for creating dynamic social relationships. Individuals who are fully empathetic in nature are always persuaded to identify the needs and feelings of others so that their basic skills should be developed. They are persistently very enthusiastic to establish a bond of social relationships particularly in work

places where they get regular interaction. Instead of identifying others feelings and meeting ones basic needs, it thoroughly detect others abilities and aptitudes to overcome on their difficulties. Consequently they often find opportunities for the participation in different activities and are also interested to be acquainted with social and political affairs in an organization.

**1.2.2.5 Social Skill:** This vibrant element of emotional intelligence is being represented by those persons who are competent in building social relations. They are not only able to manage emotions of others but they also coax others to construct their own social milieu. However individuals carrying the special attributes of this component of emotional intelligence are being found good in communication skills and they ever focus on effective strategies to expand their social interactions. Social skills also benefit organizational members because they consistently need communicative interactions among themselves to achieve the preplanned objectives of organization. These individuals have good leadership qualities and keep expertise of resolving conflicts and problematic situations. Individuals embracing these social skills have the caliber of active listening, good verbal and non-verbal communication skills, persuasiveness and effective leadership qualities.

This innovative concept of emotional intelligence brought a revolution in the field of education, psychology, management and leadership etc. It is widely accepted as a great pillar to construct the aims and intents of one's life and likewise it also helps in preparing the way through which these selected goals can be accomplished. Thus it enables one to generate feelings that would benefit in interacting with others and in restructuring social behavior. These feelings and sentiments make us competent in building social relations with the highest motivation power. Whenever we plan to make any social organization we select the individuals who have motivation, readiness, passions, good-morale and ethical standards so that one's gut feelings would not be hurt. These soul attributes of emotional intelligence have an amazing

protagonist in personal, social, political, academic as well as in professional life of an individual. It boost the spirit of individuality and enhance our will power to adjust in the society where people of different thoughts, castes, religions and ideologies live together.

In the educational context, EI is overwhelmed in all the spheres of student-teacher interaction to develop the sense of humanity, right behavior, right conduct, right attitude and ink blots of professionalism. Teachers should know the worth of this psychological characteristic because it effects their own life as well as their teaching process. They require to know their own emotions and of their students in the classroom so that he can deal with them in a right way to fulfill their educational needs. This essential component should also be nurtured in students so that they can promote their selves through different levels and become able to maintain their standards of living. With its different applications in the classroom or educational sector it can groom the effective leaders from educational institutions. Nevertheless indefinite researches, theories and experiments portrayed that emotional intelligence has a significant effect on the academic career of students and makes them curious to achieve the desired goals and ends. Comprehensively, emotional intelligence emphasis on creating the feeling of oneness to strong the bond of integration among teachers and students so that targeted or preplanned educational purposes can be acquired.

It has been analyzed that emotional intelligence makes an individual conscious for grooming the natural selection of growth and development. For acquiring the sound mind in sound body a person must be emotionally matured to maintain the standards of mental health. Psychological well beings are capable to cope up and manage the stressful conditions and endeavor to gain the characteristics of emotional maturity. It has also been seen that emotional intelligence prepare us for taking self-care and the care for others to reduce the psychological disturbances and emotional state of isolation. **Richards, Campania and Burke (2010)** in their delicious statement asserted that "There is growing evidence that is showing emotional abilities



are associated with pro-social behaviors such as stress management and physical health”. Sound mind gives birth to good emotional intelligence and emotional intelligence leads an individual to perform intellectual tasks in acceptable ways by avoiding negative outlets. It makes us able to recognize the positive/negative, good/bad and right wrong behaviors in order to resolve the conflicting situations easily. Since EI has an outstanding contribution in preparing an individual to face serious challenges and developing the proficiency of avoiding negative ideas or conceptions that may obstruct the future success. Being an expert to guide others through an effective strategies, emotional intelligence provide knowledge about initiating, processing and concluding these kind of programs. We cannot become good initiators, teachers, leaders, social reformers and educationists unless or until we acquire the significant attributes of emotional maturity. Vast literature, theories and researches on emotional intelligence illustrates that its traits cannot be eliminated while developing the total individuality of person and sprit of humanity. We have spirit to feel, perceive, regulate others emotions and needs because we are emotionally intelligent beings. **Segal (2008)** defined that “Emotional intelligence is a different type of intelligence and asserted, it is about being heart smart, not just book smart”.

### **1.3 Academic Achievement**

Generally, before processing any activity human beings select the aims and objectives of that activity in advance and starts the encounter to achieve that objectives. It is an acceptable fact that there is no human effort without any fruitful result. Similarly, in the educational settings teaching learning processes are carried out to achieve the academic objectives prepared in advance before initiating the process in classroom. Academic achievement is considered as milestone in refining or overhauling the whole teaching learning processes. Achievement tests are being done to assess the learning and mental ability of students at different stages of life. It describes the motivation and capability of an individual to the extent he grasps the things taught

to him. However, achievement tests use to analyze the students' performance in their respective subjects and judge their future outlines. Change always exist by nature and most of the significant changes in the educational or academic field are being fetched by observing the achievement of students through formative as well as summative tests. Good academic achievement of students inspire teachers for further improvement and adaptations in the process of teaching and makes them feel proud for their effective teaching. Students are always competitive in nature and their academic dreams of higher achievement also play an oversize role in making teaching learning more effective.

**Gbati (1988)** asserted that “Academic achievement refers to the student's numerical scores, which measure the student's degree of adaptation to school work and the educational system”. School culture, standards of teaching, methods of teaching and other school activities should smoothly being standardized to promote the students aptitude for achieving good academic scores. Basically the concept of academic achievement was taken from its root term “educational growth” which implies the growth of students in all aspects. Students of different natures, thinking, ability and interest choose their subjects according to their own choice and they are very eager to work hard for getting good academic scores. The great advantage of achievement tests for students are, that they come to know the levels of their learning and get an opportunity for improving their future performances. It indicates about the knowledge obtained by students during the course.

Academic success provide the feelings of love, joy, happiness and satisfaction whereas failure becomes the reason for anxiety, depression, and frustration. Achievement cards make students able to identify their competency or hold on the subject and suggest them for further perfection in the areas where they lag behind. **(Good, 1959)** in his statement said that “Academic achievement refers to acquired knowledge or competencies developed in the

academic subjects usually designated by the test results or by the marks awarded by the teacher or by both”.

Academic achievement became a vital variable for research in the field of education. It is being considered as the central motive behind all the efforts done in the field of education. Students’ achievement do not indicate their all-round performance but it is the basic instrument that represent their future outcomes. There are several factors responsible for the academic achievement of students such as parent’s education, socio economic status, family environment, social support, intelligence, aptitude, school climate, high qualified teachers and interest for learning. **Dave (1976)** has remarked that “Hard work, intelligence, memory, good health, availability of books, study methods, financial security and interests in social work and practice affect academic performance”. It is a specific term to uplift the curiosity among students for ensuring their active participation in all the academic activities. Usually scores obtained in the final examination of students is declared as their academic achievement. It has a spectacular role in the overall development of personality as well. An individual who secure good marks in examination feels proud in society and he is being loved or respected by others which results in his good social adjustment. Those who do not secure good marks in their examinations are found maladjusted and disturbed in their life. However, meritorious are often seem as active participators in various school or social activities that increase their bond of social interaction. Children having good academic scores are being identified as the representative of school and society at different levels of competition. Due to the up-gradation of classes an individual acquires the innovative knowledge and concepts which he tries to explore on the basis of his previous knowledge and experience.

Typically, it represent the actual figure of schools in a way that to which extent the facilities and learning experience are provided to students throughout the course. It refers toward the availability and proper utilization of school teachers, infrastructure, digital

equipment's, school environment and organization of such programs that can augment the academic performance of students. Schools providing quality teaching results in achieving the academic objective very fast as compared to those who are dull in providing teaching learning facilities. Good performing schools are always admired in society because they fulfill needs and aspirations of the parents of children. School is a miniature of society so it has an enormous role to develop and prosper the society at all stages. High intellectualities groomed from the schools lead the society and nation to the development of required skills of 21<sup>st</sup> century. Students who get good academic scores not reflect their subject knowledge only but they also indicate their vigorous performance in all the domain during course. It helps them in developing a sense of humor, good mental health and adjustment mechanisms due to which they might be able to manipulate things according to the situations. **(Steinberger, 1993)** expresses his view point regarding the academic achievement that "Achievement encompasses the ability and performance of the student, it is multidimensional, it reflects the whole child, it is not tied to a single instance, but occurs through time and levels through the life of a pupil in school and in the postsecondary and working life".

Academic achievement of students also help teachers to determine the status of students in the class as per their ranks. Marks obtained in different subjects epitomize the student's proficiency in that particular subjects and on the basis of that achievement their mastery of the subject is demonstrated. Students having higher achievements in their schooling are mostly expected to get the higher level jobs than those who are low in their academic career. Though, high achievers are assumed as the bright future of society or nation and they are acknowledged as the leaders of the generation. In fact overall process of schooling is revolving around the academic achievement of students and schools attempt to provide all the facilities to the students so that they would realize their internal capacity. So academic achievement has a

pivotal role in the harmonious development of individuality, school, society and the nation as whole.

#### **1.4 Socio-Demography of Jammu and Kashmir Union Territory**

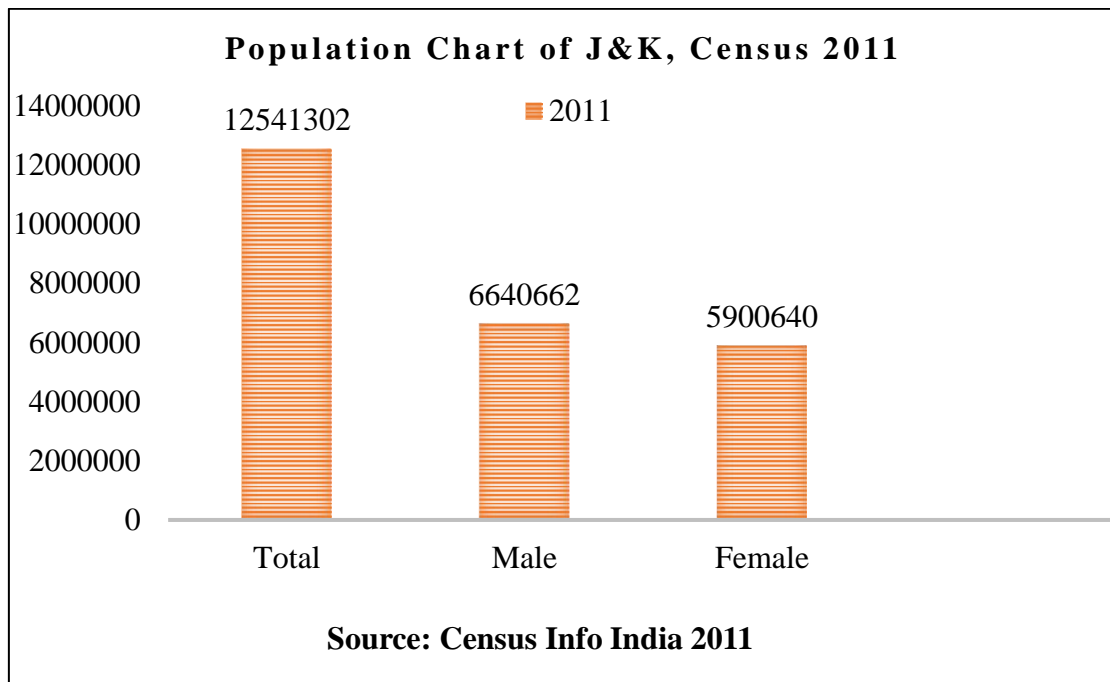
Subsequently the concept of socio-demography represent the specific characteristics of population of any particular region. While discussing the different perspectives of socio demography of any selected region on one hand, we should also mention the different paradigm of their culture, values, standards and life style on another hand. In the process of educational research, socio-demography has a colossal role in determining the area and its significant characteristics, where the research process is going on. Any research study cannot be conducted without any area or region into consideration and we identify the research problem that need to be addressed in that particular region. Researcher always require the knowledge and experience of the area to which his research process is belonging to. These type of variables prepare the investigator for portraying the overall picture of study and makes him competent to survey in that specific region. It apprise one about the challenges that he may face during the interaction with people there. After selecting the area for study researcher always explore various socio-demography just like, age, locality, gender, marital status, socio-economic status, category, caste, educational institutions, language speaking preference and religion etc. Due to having the marvelous utility of these variables researcher cannot exclude them at any cost. It gives a clear idea about the respondents who are filling the survey questionnaires and also helps in identifying whether we are taking the right population for the study or not. Here in this research study different socio demography's of prospective teachers of both the divisions of J&K Union territory have been taken into contemplation.

##### **1.4.1 Census 2011 of Jammu and Kashmir, Union Territory**

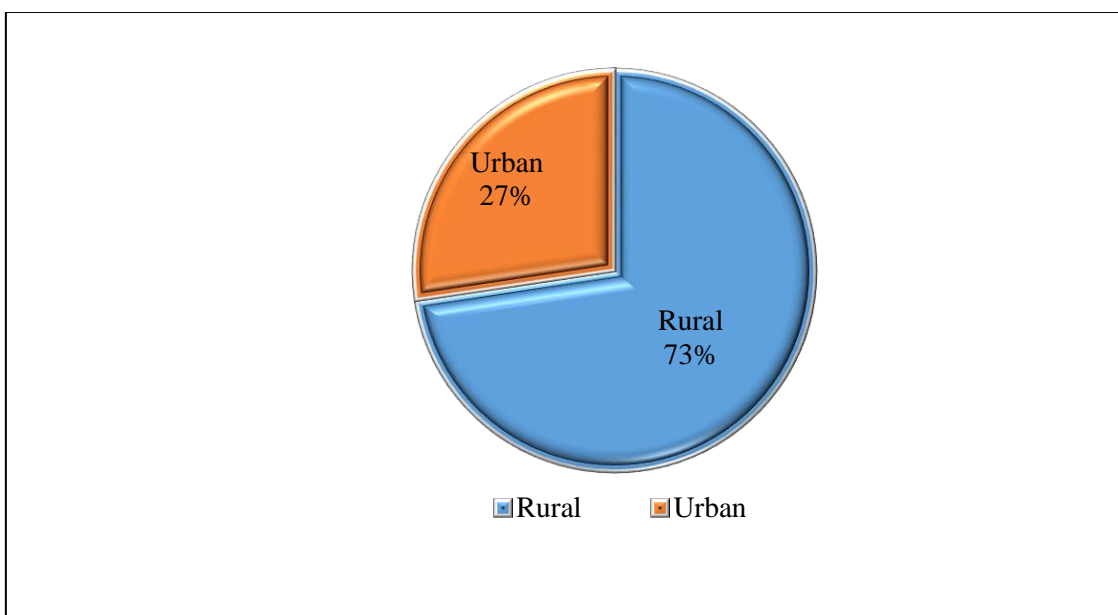
Report of the census 2011 epitomizes that the total area of entire Union Territory of J&K was 42,241 kms. As per the reports of the census total population of Jammu and Kashmir

was 1.25 Crores (12,541,302) out of which males were 6,640,662 and females were 5,900,640 respectively. Analysis of the census data 2011 also divided the population into rural and urban provinces and highlighted that out of the total population 72.62 were belonging to rural areas where as rest 27.37 were belonging to urban regions. Out of the total literacy rate 67.16% male literacy rate was 76.75, whereas female literacy rate was found 56.43%.

**Figure 1.1: Population Chart of J&K, Census 2011**



**Figure 1.2: Rural/Urban wise Percentage of Population, Census 2011 J&K, UT**



### 1.5 Need and Significance of Study

Cognitive style is one among the important areas of psychology that greatly influence the life of an individual at various stages. Everyone has a unique style to explore, what he senses, perceives, touches, smells etc. and exhibits deferent outputs for the same input. Cognitive style has a gigantic role in determining the personality dimensions of an individual, which in turn shapes and influences their attitudes, values and social interaction. Cognitive style largely assists in organizing information which guides in understanding the human behaviour. Students being unique from the cognitive point of view indicates that they have an exceptional way to compile, organize, process and understand information or knowledge due to that they differ in their life achievements. **Babayemi (2019)** revealed that “Cognitive style has a momentous effect on students’ academic performance in basic science and technology”. The findings also represent that male students possess impulsive style whereas female students possess reflective style. **Olagbaju (2020)** depicted that “Cognitive styles and gender of the learner are the predictors of their success in summary writing”.

On the other hand, researches have explored the emotional intelligence through diverse perspectives and found that the significance of EQ is not less than of IQ. Today emotional intelligence have gained a familiarity in the educational research and indulged the scholars with the role of emotional intelligence in human life. Emotional intelligence helps us in making interactive conversations, building relationships, social integrations and in all other activities of life. Emotional Intelligence acquired highest precedence in the field of psychology and literature. **Alam (2018)** found a “difference in emotional intelligence of secondary school students with reference to nature of school and gender, whereas results also confirmed that there was no significant difference in EI of students with reference to their locality”.

**Kumar (2020)** depicted that “Emotional intelligence had the independent occurrence with respect to gender, locality, father’s occupation and family income and his study also

displayed an average score of EI among higher secondary students, whereas analysis of the data further described that females were better in emotional intelligence than male”. **Ramana & Devi (2018)** illustrated that “A positive correlation between the emotional intelligence and academic performance of intermediate students”.

Different paradigms of EI contributed too much in the cognitive and non-cognitive dimensions. Exploring numerous research studies it had been explored that EI has a substantial role in the harmonious development of students. Even though EI is considered as a primary factor behind the academic success of an individual and it is appearing an accruing predictor of individual’s social adjustment. It has also been elaborated that in each success IQ contributes 20% while EQ contributes 80% role.

After making the comprehensive review of previous research studies, it has been seen that many researches have already been conducted in the relevant area. But, however, the topic selected by the investigator has not been investigated so much earlier. By doing an exhaustive review of earlier national and international researches, articles, journals, conference papers and working- papers associated with my topic, researcher did not find any study that had been done either in the country or abroad before on the present topic. The topic selected for investigation is new and yet have not been investigated, while because of that researcher has got the attention for this topic. Hence, novelty of the topic is also one of the major causes which inspired the researcher to select the said theme for the present study.

Keeping in mind the paucity of researches in the field and keeping in contemplation the need and importance of cognitive styles, emotional intelligence, socio-demographic variables and academic achievement for the individual and society, the current study is a genuine endeavor to study the “Cognitive styles of prospective teachers in relation to their socio-demographic variables, emotional intelligence and academic achievement”. Researcher is



expected here that present research study will be contributive and paramount significance to the education field, society and nation at par.

### **1.6 Statement of the Problem**

On the basis of prior literature and vigorous discussion the research problem identified for the present study is stated here as **“Cognitive Styles of Prospective Teachers in relation to their Socio-Demographic Variables, Emotional Intelligence and Academic Achievement”**.

### **1.7 Operational Definitions of the Key Terms Used**

The operational definitions of the key terms used are given below:

**1.7.1 Cognitive Styles:** In this study, cognitive styles refer to the five basic components that are “systematic style, intuitive style, integrated style, undifferentiated style and split style”. These five dimensions describe the unique styles of thinking, understanding, creativity, problem solving and decision making processes.

**1.7.2 Emotional Intelligence:** In the present study, emotional intelligence refer to its five basic components- self- awareness (knowing our emotions), self-regulation (managing ones internal states, impulses and resources), motivation (motivating ourselves), empathy (recognizing emotions in others), social skill (handling relationship). However, these five dimensions under the investigation refer to measure the emotional intelligence by employing ‘Emotional Intelligence Scale’ of Sarkar and Sarkar (2019).

**1.7.3 Academic Achievement:** This term may precisely be defined as an accomplishment or advancement in a performance acknowledged successfully by an individual or group of individuals at the end of their academic task. Henceforth, in the present study, it has been specified that the percentage of cumulative marks obtained by a certain prospective teachers in the end term examination was considered their academic achievement.

**1.7.4 Socio Demographic Variables:** In this investigation, socio-demographic variables imply the different social backgrounds of prospective teachers i.e. gender (male and female), locality (rural and urban), division (Jammu and Kashmir), stream (arts, science and commerce), social category (reserved and unreserved) and parental occupation (employed and unemployed).

**1.7.5 Prospective Teachers:** Prospective teachers refer to the pupil teachers who are enrolled in teacher education programme (B. Ed.) in various universities and colleges of education in Jammu and Kashmir Union Territory.

### **1.8 Objectives of the Study**

1. To study the levels of cognitive styles, emotional intelligence and academic achievement of prospective teachers.
2. To study the correlation of cognitive styles with emotional intelligence and academic achievement of prospective teachers.
3. To compare the cognitive styles of prospective teachers with reference to their socio-demographic variables- (i) gender (male/female), (ii) locality (rural/urban), (iii) division (Jammu/Kashmir), (iv) stream (arts/science/commerce), (v) social category (reserved/unreserved) and (vi) parental occupation (employed/unemployed).
4. To compare the emotional intelligence of prospective teachers with reference to their socio-demographic variables- (i) gender (male/female), (ii) locality (rural/urban), (iii) division (Jammu/Kashmir), (iv) stream (arts/science/commerce), (v) social category (reserved/unreserved) and (vi) parental occupation (employed/unemployed).
5. To compare the academic achievement of prospective teachers with reference to their socio-demographic variables- (i) gender (male/female), (ii) locality (rural/urban), (iii) division (Jammu/Kashmir), (iv) stream (arts/science/commerce), (v) social category (reserved/unreserved), and (vi) parental occupation (employed/unemployed).

6. To study the effect of cognitive styles on emotional intelligence of prospective teachers.
7. To study the effect of cognitive styles on academic achievement of prospective teachers.

### **1.9 Hypotheses of the Study**

- H<sub>0</sub> 1.1. There will be no significant correlation between the cognitive styles and emotional intelligence of prospective teachers.
- H<sub>0</sub> 1.2. There will be no significant correlation between the cognitive styles and academic achievement of prospective teachers.
- H<sub>0</sub> 2.1. There will be no significant difference between the cognitive styles of prospective teachers with reference to their gender (male/female).
- H<sub>0</sub> 2.2. There will be no significant difference between the cognitive styles of prospective teachers with reference to their locality (rural/urban).
- H<sub>0</sub> 2.3. There will be no significant difference between the cognitive styles of prospective teachers with reference to their division (Jammu/Kashmir).
- H<sub>0</sub> 2.4. There will be no significant difference between the cognitive styles of prospective teachers with reference to their stream (arts/science/commerce).
- H<sub>0</sub> 2.5. There will be no significant difference between the cognitive styles of prospective teachers with reference to their social category (reserved/unreserved).
- H<sub>0</sub> 2.6. There will be no significant difference between the cognitive styles of prospective teachers with reference to their parental occupation (employed/unemployed).
- H<sub>0</sub> 3.1. There will be no significant difference between the emotional intelligence of prospective teachers with reference to their gender (male/female).
- H<sub>0</sub> 3.2. There will be no significant difference between the emotional intelligence of prospective teachers with reference to their locality (rural/urban).

- H<sub>0</sub> 3.3. There will be no significant difference between the emotional intelligence of prospective teachers with reference to their division (Jammu/Kashmir).
- H<sub>0</sub> 3.4. There will be no significant difference between the emotional intelligence of prospective teachers with reference to their stream (arts/science/commerce).
- H<sub>0</sub> 3.5. There will be no significant difference between the emotional intelligence of prospective teachers with reference to their social category (reserved/unreserved).
- H<sub>0</sub> 3.6. There will be no significant difference between the emotional intelligence of prospective teachers with reference to their parental occupation (employed/unemployed).
- H<sub>0</sub> 4.1. There will be no significant difference between the academic achievement of prospective teachers with reference to their gender (male/female).
- H<sub>0</sub> 4.2. There will be no significant difference between the academic achievement of prospective teachers with reference to their locality (rural/urban),
- H<sub>0</sub> 4.3. There will be no significant difference between the academic achievement of prospective teachers with reference to their division (Jammu/Kashmir)
- H<sub>0</sub> 4.4. There will be no significant difference between the academic achievement of prospective teachers with reference to their stream (arts/science/commerce).
- H<sub>0</sub> 4.5. There will be no significant difference between the academic achievement of prospective teachers with reference to their social category (reserved/unreserved).
- H<sub>0</sub> 4.6. There will be no significant difference between the academic achievement of prospective teachers with reference to their parental occupation (employed/unemployed).
- H<sub>0</sub> 5. There will be no significant effect of cognitive styles on emotional intelligence of prospective teachers.

H<sub>0</sub> 6. There will be no significant effect of cognitive styles on academic achievement of prospective teachers.

### **1.10 Delimitations of the Study**

1. The present study is delimited to only cognitive styles, emotional intelligence, socio-demographic variables and academic achievement of prospective teachers.
2. The study is confined to only 6 government teacher training institutions (B.Ed) of Jammu and Kashmir union territory.
3. The study is delineated to only 530 prospective teachers of 6 government teacher training institutions.

### **1.11 Organization of the Research Report**

The research report of the thesis is presented in the following Chapters:

- In this study, Chapter-1 deals with '**Introduction**' including background of the study, cognitive styles, emotional intelligence, academic achievement, socio-demography of Jammu and Kashmir Union Territory, need and significance of study, statement of the problem, operational definitions of the key terms used, objectives of the study, hypotheses of the study,
- Chapter-2 presents the '**Review of related literature**' and research studies are conducted on cognitive styles, emotional intelligence and academic achievement.
- Chapter-3 highlights the '**Plan and procedure of the study**' including research method, population, sample, variables under study, tools used, selection of the tools, administration of the tools, scoring procedure and statistical techniques employed.
- Chapter-4 deals with the '**Analysis and interpretation of the data**' as per the objectives of the study.

- Chapter-5 deals with the **‘Main findings, educational implications, national importance and suggestions for further research’**. This chapter is followed by **‘Summary, References and Appendices’**.