

**Chapter - V**

**Main Findings, Educational  
Implications, National  
Importance and Suggestions for  
Further Research**

## **CHAPTER-V**

### **MAIN FINDINGS, EDUCATIONAL IMPLICATIONS, NATIONAL IMPORTANCE AND SUGGESTIONS FOR FURTHER RESEARCH**

#### **5.0 Introduction**

After exploring the relevant literature of the study, researcher has given a comprehensive overview for planning and conducting the existing study. Although research process proceeds through proper channel and procedures to achieve the goals of investigation. On the basis of earlier literature review, methodology employed and analysis and interpretation of data, the present chapter deals with the main findings, educational implications, national importance and suggestions for further research.

#### **5.1 Main Findings**

The main findings of the study are given as per the objectives:

- Prospective teachers have the different levels of cognitive styles, emotional intelligence and academic achievement. The same findings are supported by Sellah (2018), Akduman, Yuksekbiljili and Hatipoglu (2015).
- There is a significant correlation of cognitive styles of prospective teachers with emotional intelligence and academic achievement as the same finding have been revealed by Naz and Malik (2021) and Sharma and Ranjan (2018).
- Male and female prospective teachers have similar cognitive styles except “Integrated styles” in which female prospective teachers have been found better than males and the similar result has also been exhibited by Katoch and Thakur (2016).
- Rural and urban prospective teachers have the similar cognitive styles.

- Prospective teachers of Jammu and Kashmir possess similar cognitive styles. Moreover, prospective teachers of Jammu were found better than the prospective teachers of Kashmir division.
- Similar cognitive styles of prospective teachers have been found with reference to streams, but further study demonstrated a significant difference in two dimensions (intuitive style and integrated style) which depicts that prospective teachers are far better in integrated styles rather than intuitive style.
- Prospective teachers belonging to reserved and unreserved categories have similar cognitive styles.
- Findings also represented the same cognitive styles of prospective teachers with reference to their parental occupation (employed/unemployed).
- Prospective teachers have not been found different in terms of emotional intelligence with reference to their gender and locality. But findings also revealed a significant difference in social skills of rural and urban prospective teachers and in which rural have been found better than urban. The same findings have been revealed by Gupta (2014).
- Prospective teachers belonging to Jammu and Kashmir divisions have showed similar cognitive styles, but instead of that a significant difference has also been found self-regulation and social-skills dimension of emotional intelligence. Moreover, prospective teachers of Jammu have been found better in self-regulation than their counterparts whereas prospective teachers of Kashmir have been found far better in social skills than the counterparts.
- Prospective teachers of arts/science/commerce streams displayed the same emotional intelligence, but they have significantly been found different in self-awareness dimension.

- Prospective teachers with reference to social categories have been found alike in emotional intelligence.
- Prospective teachers with reference to their parental occupation (employed/unemployed) have been found similar in emotional intelligence.
- Findings of the study revealed similar academic achievement of prospective teachers with reference to their gender, locality and division. The findings of the study have also been supported by Ahmad, Karim, Banerjee, Sen, Chatterjee and Mandal (2022).
- Findings of the study have divulged similar academic achievement of prospective teachers with reference to their stream.
- Prospective teachers of social categories i.e. reserved/unreserved showed the same academic achievement
- Findings also highlighted the same academic achievement of prospective teachers with reference to their parental occupation.
- There is a significant effect of cognitive styles on emotional intelligence of prospective teachers.
- Significant effect of cognitive styles on academic achievement of prospective teachers has also been highlighted from the findings. The same result has also been found by Behera (2022).

## **5.2 Educational Implications**

Keeping in view the findings of study educational implications are discussed here:

### **5.2.1 For Teachers**

- It always better for the teachers to know the strategies, plan, cognitive levels, levels of emotional maturity, educational background, socio-cultural ethos, language, and socio economic status etc. of the students so that they would be taught accordingly.

- The existing study thoroughly make it coherent that there will be no effective teaching and learning unless the teachers acquaint themselves about the cognitive ability of their students.
- Teachers should always provide opportunity to students for exploring the things in their own pattern so that they could accrue their cognitive level along with emotional competency.
- Teachers should not expect for acquiring the same academic performance by their students, because they differ in their cognition, emotional intelligence, IQ and in some other factors also.
- The whole process of education does not merely depend on the external environment, but also the internal world of psychology has a gigantic role in teaching learning process.
- From this perspective, it is obvious that teachers must know the learning characteristics of students and should have the deep epistemology of their cognition.
- In view of the ensuing conditions both pre-service and in-service teacher training programs should be started in the schools, colleges and universities where they will be practiced and trained about how to update psychological constructs that mediate learners learning styles.
- The teachers at pre level must know and comprehend the cognitive power, intensity of thinking, understanding and the capacity to grasp the easy, moderate and difficult tasks of students in every situation.
- The study further recommended that teachers should also accrue the interest and motivation level of students for external activities.
- In the educational context, teachers should provide diverse classroom facilities, textbooks, and activities according to the needs, aptitude and cognitive level of students.

- It is also recommended here that teachers should be aware about the cognitive levels of their students and must focus on their needs as well as the needs of society.
- Individual differences must be taken into consideration by teachers while dealing with students in and out-side the classroom.
- Hence the teachers should always remain acquainted with the psychological physiognomies which influence not only the academic life of students but also social, moral and physical dimensions of life etc.

### **5.2.2 For Prospective Teachers**

- The study recommends that cognition and emotional intelligence of students should be given priority in the learning process. Students from different natures, regions, social backgrounds, castes and family standards might be different in both intelligence quotient and emotional quotient.
- Cognitive power and good EQ inspires one to be ready, motivated and persisted during interpersonal communications, making social relationships and in learning processes that would increase their progress not only in academic but also in multiple fields of life.
- Students should be given special care so that they would fulfill their personal as well as social needs.
- Students should also take voluntary participation in various programmes that would be based on psychological themes so that they can renovate or overhaul their cognitive strength.
- Each student perceive and understand information according to their cognitive level and how they are being taught.

- To improve and enhance their teaching aptitude, they must be given liberation and opportunity to have an in-depth inquiry about the existing issues and challenges in the current system they encounter.
- Innovative instructional methods and smart classrooms should also be used for training the pre-service teachers to prompt them for the teaching profession.
- Pre-service teachers should review and explore the different theories and experiments developed and conducted by psychologists that can insist them for making significant contributions in the field of teaching and psychology. (Willey & Maddison 1971) “Sending into schools unsuitable persons, badly trained, can be as harmful to school children as any shortage of teacher”.
- Prospective teachers should also be acquainted with the significance of psychological physiognomies, so that they would become the successful leaders and nation builders in future.
- Pedagogic skills should be furnished among teacher students to understand the psychology of learners.
- Prospective teachers should be given great opportunities to participate in various academic programmes so that required skills can be developed among them for becoming an effective teacher.
- Prospective teachers should also be aware about the human rights in order to deal with organizational or managerial skills.
- Both pre-service and in-service teachers should focus on studying books, papers, articles etc. so that they would continue their effective teaching as Tagore has remarkably said that “A lamp can never light another lamp unless it continues to burn its flame”.

### 5.2.3 For Policy Makers

- The implications of the study recommend that counselors, stakeholders, and curriculum developers should reduce over burden from the students at all levels and should take necessary measures in order to attain good mental health among students to improve the learning outcomes.
- Quality pre-service teacher education programmes should be organized to meet the objectives of teacher education.
- The syllabus, material or book framers should also focus on the current trends and review the old and existing materials to overcome the possible changes or modifications.
- The scope of teacher training programmes in its practical aspects should be expanded with some of the particular activities to be included in the programme so that pupil teachers will be anticipated to perform effectively when they become full-fledged teacher.
- The internship activities should be grounded on identified needs of the prospective trainees as well as current needs of the teaching profession.
- Educational authorities should facilitate prospective teachers at all stages for being competent in this modern and scientific education system.
- The focus of the review should be on innovative pedagogies and the new topics that can boost the performance of prospective teachers in all contexts.
- The precautionary measures and training curricula should be given priority during pre-service and in-service training of teachers, so that they would clearly analyze and synthesize the cognitive map and emotional intelligence of their own as well as of their students.



- Cognitive psychology and emotional intelligence covered all the areas of human life and it enables one to perceive emotions, integrate feelings and to manage the emotions of own as well as of others. Policy makers should start such programmes in all type of educational institutions where students will be given any problem to solve in his own style.
- Various workshops, seminars, conferences should also be conducted on psychological themes in educational institutions so that pre-service teachers would be trained and benefitted more and more.
- Organize both pre-service and in-service teacher training programmes that would be democratic in nature so that they could be able to express their feelings, emotions and experiences with others.
- Pre-service teacher education programmes should be given priority so that fresher's would be prepared for teaching profession.
- NEP 2020 lays a precise focus on the “development of the creative potential in each individual and it should be based on the belief that education must develop not only cognitive capacities - both the ‘foundational capacities ’of literacy and numeracy and ‘higher-order’ cognitive capacities, such as critical thinking and problem solving – but also social, ethical, and emotional capacities and dispositions”.
- We should make prospective teachers capable to understand the individual differences and to prepare them for enriching an optimal development of learners.

#### **5.2.4 For Teacher Training Institutions**

- Keeping in consideration the levels of cognition, emotional intelligence and academic achievement of prospective teachers the present study recommends that psychological physiognomies of prospective teachers should be given priority before initiating the process of training them in teacher training institutions.

- Innovative trends and pedagogies should be utilized as per the in teacher training institutions to boost the quality of teacher education.
- Various counselling programmes for prospective teachers should also be organized to maintain the standards of teacher training institutions.
- NCTE and other recognized organizations should regularly inspect the teacher training institutions across the country to find out the requirements in teacher education programmes of 21<sup>st</sup> century.
- Teacher training institutions should focus on the protocols suggested by NCTE to fulfill the objectives of teacher education.
- Teacher training institutions should also organize such programmes through which psycho-social, physical, moral, and behavioural aspects of pupil teachers can be analyzed.
- There should be democratic atmosphere in teacher training institutions, and the concept of discrimination must also be avoided from these institutions at all.

### **5.3 National Importance of the Study**

The growth of scientific research in the current epoch have a gigantic role in day to day life of an individual to determine the different perspectives for achieving the goals of 21<sup>st</sup> century. Human beings function according to the signals received from brain and it is the mind that prompts an individual to perform any task according to the stimuli. Cognitive power is the sole milestone that activates the body for doing a specific task that has been assigned to it and even illustrates the way for doing the task by knowing its consequences. Individual respond to any stimuli when he gets the direction and response style for that particular stimuli. Hence, human beings are quite different from other species of universe because of cognitive power or mind that lead us to the world of worthiness, intelligence, creativity, and technological assumptions. Alteration in the psychological attributes of human beings thoroughly changed

the mind setup of people that in reflection caught them out from traditional thinking or out dated styles of life and boost them towards modern styles in every aspect. The utilization of physical power or strength of an individual totally depends upon his cognitive power and mental health. Today human life became a very complex and need a sound mind in sound body to adjust with the overwhelming circumstances in order to face the challenges of life in a very creative manner. If we think off to restructure our own patterns of life, standards of society and nation then we require to shape and restructure the mapping mind of individuals to make them innovative and ingenious production among all the creatures on earth.

The vast scope and implications of scientific research have always a significant impact on development of education, individuality, society and nation as well. Keeping in view the findings of study, cognitive styles have been found a significant variable that exhibit the overall picture of individuality. From the early age of schooling such kind of programmes should be started that counsel students in multiple ways so that they would be able to grasp various challenges of life. Cognitive styles of students determines their style of doing things, style of talking, behaving, communicating, interacting, learning and responding to external inputs. Human beings do not differ in physical appearance only but they are too quite different in their psychological perspectives. Cognitive power insists a person to develop an ideas and cognitive styles teach us how to put these ideas into practice. Cognitive styles have an indigenous role in one's life and it differentiates the people while performing any action, because every individual has own unique style of action. Cognitive styles do not only effect the psychological world of students but it also influences the physical, social, moral and academic disciplines of students. We have different ideologies for the same construct, concept or variable but we explain that concept in different perspectives as changes in the cognitive structure is by nature and from time to time, it also take a paradigm shift in the same individual. So, we utilize our cognitive styles according to the need and demand of external inputs at every occasion.

According to the current research, emotional intelligence is the foundational stone for developing a harmonious personality among individuals. Emotions are the bunch of feelings, love, sentiments and anger that give birth to ethics, morality, social values, human values and flawless society. Whenever, the study discuss about any arena of human life we must not deny the significance of emotional intelligence whether it is about, social, political, physical, psychological, ethical and other multiple scenarios of life. Emotional Intelligence is one of the finest psychological attribute that is inherent in humans and we can't think off to become a successful individuality until becoming an emotionally intelligent being. It does not affect personal life of an individual only but it has a significant contribution in all the fields of life even if it is your academic one.

Academic success is recognized as one of the essential objectives at the institutional, district, state and national level in the field of education that may be used as an indispensable gauge to examine the progress of teaching learning process which is one of the ultimate objective in our educational system. The decisive secret to success for both personal and professional life is scholastic excellence that boost our excellence, proficiency, expertise and aptitude. Academic success is extremely influenced by the students' cognitive and non-cognitive aspects, including ability, motivation for accomplishment, socioeconomic circumstances, readiness, curiosity, personality characteristics, and instructional strategies etc. Students that perform well in academic activities demonstrate maturity, sensitivity, friendliness, intelligence, and dedication to their job. Prospective teachers who have cognitive difficulties typically struggle with general awareness, concentration, attention, perception, reading comprehension, learning, memory, retention, problem-solving etc. and often lag behind not only in psychological perspectives but in academic areas also.

Nowadays education has a very broad scope at the global level and competition among students is on the peak at all times. Individuals differ in their talent, ability, expertise, capability

and excellence due to the variations in their mind and thinking. Cognitive power and styles helps in deciding the destination of a person and to arrive at these destinations of life one requires a good emotional intelligence. Unless or until an individual could not be able to cope up with emotions, until possess self-awareness, until manage the varied situations at different occasions, until being capable to make a healthy relations with others and unless he would attain the empathetic manners. However, humans function on the basis of signals that are being provided by cognition and hence cognitive power of an individual itself decides what to do and what not to do. Every individual hold own state of cognitive function, cognitive styles and emotional intelligence that guide them in managing their ideas into practice and even make them self-reliant, self-oriented and skilled. Even if there are numerous psychological factors that harmoniously laid an impact on the growth and development of an individual but in the current study researcher has laid emphasis on cognitive styles and emotional intelligence of prospective teachers because nowadays these two psychological attributes are of paramount importance in the field of educational research so that educated youth of the country would break the internal and external barriers, restrictions and challenges of 21<sup>st</sup> century . Educated youth of the nation particularly prospective teachers are the back bones for notational development and integrity. So preparing the educated youth for the world of science and technology they need to be guided and trained through various workshops where they will be acquainted about the consequences of good mental health and emotional intelligence. However, cognitive styles is a broad concept that influences other dimensions of life in general, whereas it has a significant impact on emotional intelligence and academic achievement according to the present study.

It is difficult for students to manage their emotions in order to deal with various situations in school. Managing emotions in order to perform well is not an easy task. The prediction for success is mostly indicated by emotional measures, and guardians and teachers

are always eager to develop the intelligence of students and place emphasis on their emotions for better academic performance. Emotions affect students in a variety of ways, according to research. Considering the current state of the educational system's progress and prosperity. The most recent teaching pedagogies and techniques based on psychological inputs should be implemented at the national level in every school, college, and university so that students would be able to lead the nation at par.

#### **5.4 Suggestions for Further Research**

Obviously, research is a long-term process but it does not allow us to go beyond the limitations where your research study loses its accuracy and authenticity. No doubt there is always some opportunity for researchers to find out the research gap as we delimit all research studies to its objectives, population, sample size, findings and discussions. It is a scientific criteria in the field of research that a particular study can address the research problem within its certain specific context and ethnography. Hence we always need to expand the scope of research so that we can correlate and integrate the various fields of study. Limitations of the study make it more scientific, accurate, impeccable, precise and genuine attempt to explore the purpose of educational research.

While considering certain limitations during the course of current research work, suggestions for further research have been put forth here:

- Existing study was done on prospective teachers whereas it can also be conducted on school, college and other university students/scholars.
- Jammu and Kashmir union territory has been selected as research area in this study though it can also be expanded to other states or union territories of the country.
- Researcher have selected only government institutions for the present study while it would also be conducted in private institutions.

- Moreover, 530 prospective teachers have been taken as a respondents of study although it can be done on large sample also.
- In future research scholars can relatively conduct this study in other states of country in a comparative way.
- By the way this research work was confined to the cognitive styles, emotional intelligence, socio-demographic variables and academic achievement of prospective teachers where as it can also be conducted by adding more other variables.