CHAPTER 5
SUMMARY, FINDINGS, CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS

5.1 SUMMARY

In the present study entitled “A study of Teaching effectiveness of B. Ed student teachers in relation to Teaching Aptitude, Hemisphericity, Cognitive style and Academic proficiency” normative survey method is employed. This study has been conducted in Chennai and Kancheepuram Districts in the state of Tamil Nadu, India. Three colleges of Education were selected for the pilot study and Twenty two colleges of Education were selected for the final study.

The investigator has adopted the incidental or volunteer sampling techniques for the selection of samples. The investigator personally visited each college and met the Heads of Institutions, Principals, HODs, Professors, Assistant Professors and B. Ed student teachers who were present on a particular day of data collection in the optional subject Classroom. The student teachers who have volunteered were given the tools with the request to complete them without omitting any item therein.

The dependent variable is teaching effectiveness and the independent variables are teaching aptitude, style of learning and thinking (SOLAT), Cognitive style (Group Embedded figure test), Cognitive style Inventory- Systematic style, - Intuitive style and academic Performance test. The tool used for this study consisted of the teaching effectiveness scale (Umme Kulsum 2000), Teaching aptitude scale (S.C. Gakkar and Rajnish 1994), Style of learning and thinking (SOLAT) Scale (Venkataraman & Paul Torrance 1988), Cognitive style (Withkin embedded figure test1964) Cognitive systematic style and Intuitive style (Praveen kumar sha 2004) and Academic performance test (Investigator 2010).
The investigator obtained prior permission from the college authorities and administered the tools in a face – to – face relationship. The correlated data from the subjects of the sample were subjected to five stages of analysis namely, ‘descriptive’ differential ‘t’ test, differential ‘F’ test, correlation co-efficient and Multiple Regression and discriminate Analysis.

5.2 STATEMENT OF THE PROBLEM

The present study is conducted to find out the psychological and sociological factors, which are more related to the Teaching effectiveness of the students studying the degree of Bachelor of Education Hence, the study is entitled “A STUDY OF TEACHING EFFECTIVENESS OF B.ED STUDENT TEACHERS IN RELATION TO TEACHING APTITUDE, HEMISPHERICITY, COGNITIVE STYLE, AND ACADEMIC PROFICIENCY”.

5.3 OPERATIONAL DEFINITION

The following definition is considered to be relevant for the present study.

Teaching Effectiveness: “Effectiveness refers to the extent to which the objectives are achieved. Teaching effectiveness of B.Ed student teachers is assessed in terms of their preparing and planning of teaching, classroom management, knowledge of subject matter, personal characterizes, interpersonal relationships. A teacher is perceived by his students to be successful and effective or otherwise. Only in the terms of the quality of his classroom teaching, in the present study, both the terms “teacher effectiveness” and “teaching effectiveness” are considered to be synonymous, though some researchers view them differently.

Teaching Aptitude: Besides the general intellectual ability, teaching aptitude predisposes the individual to acquire a required degree of proficiency or achievement in the teaching profession.

Teaching aptitude is responsible in shaping proper attitude towards the teaching profession, interest and care of the students. Need for the maintaining high
level of social conduct, interest in the innovation attempted in school activities, the 
need for professional ethics, and teaching potentiality and the urge to do up to date 
in current affairs. Teaching aptitude first we clear the meaning of aptitude – “as a 
condition symptomatic in his readiness to acquire proficiency his potential ability 
and another is his readiness to develop an interest in exercising his ability” 
“Teaching aptitude is a specific ability, potentiality, interest, satisfaction and fitness 
in teaching profession”.

Hemispheric dominance on learning style is also found in the present 
study using the tool (SOLAT) – style of learning and thinking as indicated below

**High, Average, low Hemispheric dominance:** Brain hemisphericity-one of the two 
principal parts of the brain, each roughly hemispherical; the left or right cerebral 
hemispheres (http://www.wordiq 2010). In this study, brain hemisphericity referred 
to the brain dominance of the respondents assessed by using the Hemisphere 
Dominance Questionnaire to classify them into left brain, right brain or whole brain 
dominance. In this study the tool, SOLAT is used to find the hemispheric 
dominance scores of graduate student teachers and classify them as High, Average, 
and low. The obtained scores are converted in to sten scores. The sten of 4-7 
indicates average score, sten 8-10 indicates high and extremely high score and sten 
1-3 indicates low and extremely low scores.

**Cognitive style: Field dependent and field independent style:** According to 
witkin et al “Cognitive style is the characteristically, self-consistent mode of 
functioning which individuals show on their perceptual and intellectual activities. In 
the present study witkin’s Field independent and field dependent test has been used 
to find the cognitive style of the subject.

**Systematic and intuitive style:** Cognitive style of the thinking of subjects have also 
seen studied in terms of ‘systematic style’ and ‘intuitive style’ using cognitive style 
inventory developed by Praveen kumar sha

**Systematic Style:** An individual who typically operates with a systematic style 
uses a well defined step-by-step approach when solving a problem; looks for an
overall method or pragmatic approach; and then makes an overall plan for solving the problem.

**Intuitive Style:** The individual whose style is intuitive, uses an unpredictable ordering of analytical steps when solving a problem, relies on experience patterns characterized by a verbalized area or hunches and explores and abandons alternatives quickly.

**Academic proficiency:** Academic proficiency refers to the accomplishment or performance of achievement in school or college education. In present study Academic proficiency of graduate teacher training refers to the percentage of marks secured by them in the core subjects of the B.Ed curriculum under Tamilnadu Teachers’ Education University (TNTEU) syllabus based on Academic proficiency test. An academic proficiency test developed by the investigators used in finding the academic of B. Ed teacher trainers.

**B.Ed Student teachers:** B.Ed students are students who are undergoing B.Ed course after their undergraduate or postgraduate degree in India.

**Other selected personal variables**

**Gender**

Gender is a key parameter of recognition in all cultures. Gender corresponds to the biological duality of sex. Gender is a psychological and cultural term while sex is a biological term. In the present study gender refers to the Male and Female status of the student teachers.

**Subject discipline**

The student teachers in the study were chosen optional subjects based on the undergraduate level and postgraduate level Tamil, English, Mathematics, Biological Science (botany & zoology), Physical science (physics & chemistry) Humanities (History, economics, commerce, geography) and Computer Science subjects.
Type of Management

It refers to the following college of education types A) Government college B) Government aided college c) self-finance college

Government College: The College that are funded and managed by state government is considered as Government College of educations.

Government aided college: The government aided college that gets fund the government and they are managed by the private body.

Self finance college: The private college that are run and administered without government without grandly private authorities.

Educational qualification: On the basis of educational qualification B. Ed student teachers who admit the course graduate level and postgraduate level.

Types of college:

Boys College: college which admit only boys

Girls College: college which admit only girls.

Co-education: college which admits boys and girls and in each optional classes boys and girls are found.

Place of residence: The student teachers staying the place in residence were divided in today scholar and hostel student

Nature of Institution: On the basis of nature of institution were divided into Autonomous and Non- autonomous

Place of locality: This refers to the locality (rural or urban area) where the student teachers. If a student teachers were reared in the rural area his/her ideas and beliefs, concerning entertainment, religion and the ways of meeting conflicts and moral principle might be quite different from those of a student teachers who has grown up in a large city.

Medium of instruction: On the basis of study, student teacher were divided into two categories vise, Tamil Medium and English Medium.
Marital Status: On the basis of study, student teacher were divided into two categories vise, Married and Unmarried.

Birth Orders: study student teacher were divided into four categories vise, First child, Second child, Third child, Fourth and above.

Father’s Occupation: It refers to the Father’s Occupation of Six categories a) Unskilled Worker b) Semi skilled Worker c) Skilled Worker d) Clerical Worker e) Professional f) Higher Professional.

Unskilled Worker: - Unemployed, Daily Wages.

Semi Skilled Worker: - Office Assistants, Laboratory.

Skilled Worker: - Electrician, Salesman, Driver, Self Help Groups.

Clerical Worker: - Businessman, Shop Owner, Accountant.

Professional: - Police, Teachers, Nurse, Auditors, Compounders.

Higher Professional: - Doctors, Engineers, Lowers, Professors.

Father’s Income: It refers to the father’s monthly income Parents of student teachers are divided into the three categories. i.e. (a) Rupees 10,000 and below (b) Rupees 10,000 to 25,000 (c) Rupees 25,001 and above).

Father’s Education: It refers to the Father’s Education Parents are divided into three categories, i.e. (a) Illiterate b) School Education c) College Education).

Mother’s Education: It refers to the Mother’s Education Parents are divided into three categories i.e ( a) Illiterate b) School Education c) College Education.

Age Group: Aging is another important bio-social process. It reflects how a person matures at all levels of his Personality physical psycho-social and spiritual. The student teachers selected for the study were categorized in to three groups according to their age i.e (a) below 25 Years, b) 26 to 30 Years c) 31 and above).

Community: It refers to the following categories a) SC/ST (Scheduled Caste, Scheduled Tribal) BC (Backward Class) MBC (Most Backward Class) General (Other community).

Religions: It refers to the following religion a) Hindu b) Christian c) Muslim.

Type of Family: It refers to the family system a) Joint family b) Nuclear family.
5.4 OBJECTIVES OF THE STUDY

The following objectives have been formulated by the investigator for the present study

1. To study the teaching effectiveness of B. Ed student teachers with respect to in the following aspects
   a. Preparing and planning of teaching
   b. Classroom management
   c. Knowledge of subject matter
   d. Personal characteristics
   e. Interpersonal relation.

2. To study the Teaching Aptitude of B. Ed student teachers with respect to the following aspects.
   a. Teaching profession
   b. Interest towards students
   c. Social contact
   d. Innovation regarding activities of the school
   e. Professional ethics
   f. Teaching potentiality and current knowledge

3. To study the level of style of learning and thinking (SOLAT) of B. Ed student teachers.

4. To study the cognitive style of B. Ed student teachers.

5. To study the cognitive style of B. Ed student teachers with respect to the following aspects
   a. Systematic style
   b. Intuitive style

6. To study the Academic performance of B. Ed student teachers.

7. To study the difference if any between the various categories of sub-samples divided on the bases of (i)Gender, (ii)Educational
qualification, (iii) Place of residence, (iv) Nature of Institution, (v) Place of locality, (vi) Medium of Instruction, (vii) Marital status and (viii) Type of Family in respect of their

a. Teaching effectiveness
b. Teaching aptitude
c. Style of learning and thinking
d. Cognitive style
e. Cognitive style - systematic style
f. Cognitive style – intuitive style
g. Academic performance

8. To study the difference if any between the various categories of sub-samples divided on the bases of (i) Types of management, (ii) Types of college, (iii) different subject of specialization, (iv) Birth order, (v) Father’s occupation, (vi) Father’s Income, (vii) Father’s Education, (viii) Mother’s Education, (ix) Age groups, (x) Student community, (xi) Religion, in respect of their

a. Teaching effectiveness
b. Teaching aptitude
c. Style of learning and thinking
d. Cognitive style
e. Cognitive style - systematic style
f. Cognitive style – intuitive style
g. Academic performance

9. To study the nature of the relationship between teaching effectiveness and

a. Teaching aptitude
b. Style of learning and thinking
c. Cognitive style
d. Cognitive style - systematic style
e. Cognitive style – intuitive style
f. Academic performance
10. To study the nature of the relationship between Teaching Aptitude and
   a. Style of learning and thinking
   b. Cognitive style
   c. Cognitive style- systematic style
   d. Cognitive style – intuitive style
   e. Academic performance
11. To study of nature of the relationship between style of learning and thinking and
   a. Cognitive style
   b. Cognitive style – systematic style
   c. Cognitive style – Intuitive style
   d. Academic performance
12. To study the nature of the relationship between Cognitive style and.
   a. Systematic style
   b. Intuitive style
   c. Academic performance
13. To study the nature of the relationship between systematic style and Academic performance, Intuitive style and academic performance.
14. To study the regression effect of Independent variable on the whole sample of the Teaching Effectiveness.( dependent variables)
15. To study the variable which discriminates the High Teaching effectiveness, Average Teaching Effectiveness, Low Teaching Effectiveness.

5.5 SELECTION OF THE SAMPLE

The present study was conducted with 820 B. Ed student teachers studying in Chennai city and Kanchipuram district of Tamilnadu. The sample was selected by using simple random sampling technique. The sample forms a representative sample of the entire population. Due proportionate weighteges was
given to various sub-samples. These student teachers constituted the population and 32.9 percent of this population was selected for the sample. The contains 40 colleges out of which 22 college of educations 55 percent were selected for the present investigations. The total population 2489 which out of 820 B.Ed student teachers for present investigations.

5.6 METHODS OF THE STUDY

In order to find out the solution to a problem in a scientific and systematic manner, are search design is to be prepared by the investigator. The research design is a blue print it is an essential part of any research work. The investigator adopted the normative Survey methods for the present study. The survey method gathers data from a relatively large number of cases at a particular time. The research design of variable, tools, sample statistics used in the present study.

5.7 VARIABLES OF THE STUDY

In the present study, the investigator has made an attempt to study the influence of certain variables related to the teaching effectiveness of the student teachers. The following are the variables chosen to be studied in the present study.

Dependent variable: In the present study, teaching effectiveness of the student teachers has been treated as the dependent variable. (Low effectiveness, average effectiveness, high effectiveness)

Independent variables: The independent variables selected for the present study are

I. Teaching aptitude (high, above average, average, below average, low)

II. Hemisphericity
   1. Style of learning and thinking (low, average, high)

III. Cognitive style
   1. Cognitive style: field dependent and field independent
2. Systematic style
3. Intuitive style

IV. Academic proficiency:
   Academic performance

Other variables

1. Gender
2. Subject discipline
3. Type of management
4. Educational management
5. Type of college
6. Place of residence
7. Nature of institution
8. Place of locality
9. Medium of instruction
10. Marital status
11. Birth order
12. Father’s occupations
13. Father’s income
14. Father’s education
15. Mother’s education
16. Age groups
17. Community
18. Religion
19. Type of family

5.8 DELIMITATION OF THE STUDY

1. In the present study, only B.Ed Student teachers studying in the B.Ed colleges affiliated to under Tamilnadu Teacher’s Education University college of education were selected as of the sample.
2. This study is confined to only 2 districts of Tamilnadu namely, Chennai and Kanchipuram.

3. Among the several dimensions of cognitive style, viz systematic style, intuitive style, integrated style, on a different style, split style, the present study focused only on systematic style and intuitive style leaving other three styles.


5.9 MAJOR FINDINGS

Teaching effectiveness – Descriptive Analysis

1. The student teachers in general have Average teaching effectiveness.

2. Student teachers in different groups, namely, Gender, Subject discipline, Type of management, Educational Qualification, Type of college, Place of Residence, Nature of Institution, Place of Locality, Medium of Instructions, Marital status, Birth Order, Father’s Occupation, Father’s Income, Father’s Education, Mother’s Education, Age groups, Students community, Religion, Type of family have Average teaching effectiveness.

3. The student teachers in different groups, namely, low teaching aptitude, below average aptitude, low aptitude, low SOLAT, and low achiever have low teaching effectiveness.

4. The student teachers in high teaching aptitude, high SOLAT and high achiever have high Teacher Effectiveness.

5. The student teachers in different groups of experimental variables namely, Above average aptitude, Average aptitude, average SOLAT, Field dependent, field independent, systematic style,
intuitive style and moderate achiever have average teaching effectiveness.

**Teaching Aptitude: Descriptive Analysis**

6. The student teachers in general have below average teaching aptitude.

7. The student teachers in different groups, namely, Gender, Subject discipline, Type of management, Educational Qualification, Type of college, Place of Residence, Nature of Institution, Place of Locality, Medium of Instructions, Marital status, Birth Order, Father’s Occupation, Father’s Income, Father’s Education, Mother’s Education, Age groups, Students community, Religion, Type of family have below average teaching aptitude.

8. The student teachers in different groups, namely, high effectiveness, high SOLAT, high achiever have above average aptitude.

9. The student teachers in different groups, namely low effectiveness, low SOLAT, low achievers have low aptitude.

10. The student teachers in different groups, namely average effectiveness, average SOLAT, field dependent, field independent, systematic style, intuitive style, moderate achiever have below aptitude.

**Styles of learning and thinking style – Descriptive analysis**

11. The styles of learning and thinking in the entire sample of B. Ed student teachers are average SOLAT.

12. The student teachers are different groups, namely, Gender, Subject discipline, Type of management, Educational Qualification, Type of college, Place of Residence, Nature of Institution, Place of Locality, Medium of Instructions, Marital status, Birth Order,
Father’s Occupation, Father’s Income, Father’s Education, Mother’s Education, Age groups, Students community, Religion, Type of family have average style of learning and thinking.

13. The student teachers namely in different groups, namely high effectiveness, high aptitude has high SOLAT.

14. The student Teachers in different group’s namely low effectiveness, below average aptitude, low aptitude low Intuitive style, low achiever have low SOLAT.

15. The student teachers in different groups namely average effectiveness, above average aptitude, average aptitude, field dependent, field independent, systematic style, intuitive style-Except “low intuitive” and moderate achiever have average SOLAT.

Cognitive style: (Group Embedded figure test) – Descriptive Analysis

16. The cognitive style of entire sample of B.Ed student teachers in general have field dependent.

17. The student teachers in different groups, namely, Gender, Subject discipline, Type of management, Educational Qualification, Type of college, Place of Residence, Nature of Institution, Place of Locality, Medium of Instructions, Marital status, Birth Order, Father’s Occupation, Father’s Income, Father’s Education, Mother’s Education, Age groups, Students community, Religion, Type of family have field dependent.

18. The student teachers in different groups name all experimental variables field dependent.

Cognitive style: - Systematic style - Descriptive Analysis

19. The systematic style of the entire sample of B. Ed student teachers have Medium Low.
20. The student teachers in different groups, namely, indicate that Type of management – Government aided, Father’s Occupation – Professional, Age group – above 31, Student community – general category scores medium high systematic style. Remaining namely, Gender Subject discipline, Type of management-“Government, Government Aided college,” Educational Qualification, Type of college, Place of Residence, Nature of Institution, Place of Locality, Medium of Instructions, Marital status-“unmarried”, Birth Order, Father’s Occupation- “except dimension of profession”, Father’s Income, Father’s Education, Mother’s Education, Age groups-“below 25 and between 26 to 30”, Students community- “SC/ST, BC, MBC” Religion-“Hindu and Christian”, Type of family have Systematic style Medium low.

21. The student teachers in different groups namely low effectiveness, average effectiveness, high effectiveness, level of teaching aptitude, level of solat, field dependent, medium low systematic style, medium low intuitive style, and level of academic achievement have medium low systematic style.

22. The student teachers in different groups, namely Type of management” Government, Government Aided, Married students, professional features, age groups 31, and Student community “General and Muslim”, field independent, high systematic style, medium high intuitive style have medium high systematic style.

23. The student teachers in different group’s high intuitive style have high systematic style.

Cognitive style: - Intuitive style - Descriptive Analysis

24. The Intuitive style of the entire sample of B. Ed student teachers has Medium Low.
25. The student teachers in different groups, namely, indicate that Type of management – Government aided, Marital status – Married, Father’s Occupation – Professional, Age group – above 31, Student community – general category scores medium high Intuitive style. Remaining namely, Gender Subject discipline, Type of management, Educational Qualification, Type of college, Place of Residence, Nature of Institution, Place of Locality, Medium of Instructions, Marital status, Birth Order, Father’s Occupation, Father’s Income, Father’s Education, Mother’s Education, Age groups, Students community, Religion, Type of family have Intuitive style Medium low.

26. The student teachers in different groups, namely the level of teaching effectiveness, level of teaching aptitude, level of SOLAT, field dependent and academic achievement have medium low intuitive style.

27. The student teachers in different groups, namely, field independent and medium high systematic style has medium high intuitive style.

**Academic performance – Descriptive Analysis**

28. The Academic performance of the entire sample of B. Ed student teachers are moderate achieving.

29. The student teachers is different groups namely, Gender, Subject discipline, Type of management, Educational Qualification, Type of college, Place of Residence, Nature of Institution, Place of Locality, Medium of Instructions, Marital status, Birth Order, Father’s Occupation, Father’s Income, Father’s Education, Mother’s Education, Age groups, Students community, Religion, Type of family have Moderate achiever.

30. The student teachers in different groups in low effectiveness and low aptitude, below average aptitude low SOLAT, have low achiever
31. The student teachers in different groups in high effectiveness, high aptitude has high achievers.

32. The student teachers in different groups in average effectiveness, average aptitude, below average aptitude, field independent, field dependent, systematic style intuitive style have moderate achievers.

Teaching effectiveness – Differential Analysis ‘t’ test:-

33. It is found that the Autonomous and Non-Autonomous College of Education differ significantly in their teaching effectiveness.

34. It is found that the Autonomous and Non-Autonomous College Dimension of Preparing and Planning of teaching, Teacher characteristics, Inter personal relation, differ significantly in their teaching effectiveness.

35. It is found that the Tamil Medium and English Medium differ significantly in their teaching effectiveness.

36. It is found that the Tamil Medium and English Medium student teacher Dimension of Preparing and Planning of teaching, Classroom Management, Knowledge subject matter, Teacher characteristics, Interpersonal relation differ significantly in their teaching effectiveness.

37. It is found that the Married and Unmarried student teachers of marital status differ significantly in their teaching effectiveness.

38. It is found that the Married and Unmarried student teachers of the Dimension of Preparing and Planning of teaching, Classroom Management, Knowledge of subject matter, Teacher characteristics, Interpersonal relation, differ significantly in their teaching effectiveness.

39. The student teachers in different Groups Namely Gender, Educational Qualification, Place of Residence, Place of Locality,
and Type of Family do not significantly in their teaching effectiveness.

40. It is found that the level of teaching effectiveness (low- average, low- high, Average- high) significant differ namely dimension of Teaching professional, interest towards students, social contact, innovation regarding activities of school, professional ethics, teaching potentiality and current knowledge and overall teaching aptitude.

41. It is found that the level of teaching effectiveness (low- average, low- high, Average- high) significantly differ in style of learning and thinking.

42. It is found that the low-average effectiveness and low –high effectiveness differ significantly in systematic style.

43. It is found that the level of teaching effectiveness (low- average, low- high, Average- high) significantly differ in Academic achievement.

**Teaching Aptitude Differential Analysis ‘t’ test:-**

44. It is found that the Married and Unmarried student teachers differ significantly in their teaching aptitude.

45. It is found that the Married and Unmarried student teachers Dimension of ‘Teaching potentiality and current knowledge’ differ significantly in their teaching aptitude.

46. The student teachers in different Groups namely, Gender, Educational Qualification, Place of Residence, Nature of Institution, Place of Locality, Medium of Instruction, and Type of Family does not significantly in their teaching aptitude.

47. It is found that the level of teaching aptitude (high-Above average, high- average, high- below average, high- low, Above average-average, Above average –below average, above average-low,
average-below average, average-low, below average-low) student teachers differ significantly in SOLAT.

48. It is found that the level of teaching aptitude (high- above average, high-low, above average-average, above average-low) student teachers differ significantly in Cognitive style.

49. It is found that the level of teaching aptitude (high-Above average, high- average, high- below average, high- low, Above average-average, Above average –below average, above average-low, average-below average, average-low, below average-low) student teachers differ significantly in Academic achievement.

Style of learning and thinking Differential Analysis‘t’ test:-

50. It is found that the Autonomous and Non-Autonomous student teachers differ significantly in their style of learning and thinking.

51. It is found that the Married and Unmarried student teachers differ significantly in their style of learning and thinking.

52. The student teachers in different Groups namely, Gender, Educational Qualification, Place of Residence, Nature of Institution, Place of Locality, Medium of Instruction, and Type of Family do not significantly in their style of learning and thinking.

53. It is found that the level of SOLAT (low, average, high) differs significantly in academic achievement.

Cognitive style: - (Group Embedded figure test) – Differential Analysis‘t’ test:-

54. It is found that the Male and Female student teachers differ significantly in their Cognitive style (Group Embedded figure test).
55. It is found that the Graduate and Post – Graduate student teachers differ significantly in their Cognitive style (Group Embedded figure test).

56. It is found that the Married and Unmarried student teachers differ significantly in their Cognitive style (Group Embedded figure test).

57. The student teachers in different Groups namely, Place of Residence, Nature of Institution, Place of Locality, Medium of Instruction, Marital status, Type of Family does not significantly in their Cognitive style (Group Embedded figure test).

58. It is found that the teacher effectiveness do not differ significant in their cognitive style.

59. It is found that the teacher aptitude do differ significant in their cognitive style 

60. It is found that the level of SOLAT do not differ significantly in their cognitive style.

61. It is found that the field dependent and field independent differ significantly in their cognitive style.

62. It is found that the level of systematic style differs significantly in their cognitive style.

63. It is found that the level of intuitive style differs significantly in their cognitive style.

64. It is found that the academic performance do not differ significantly in their cognitive style.

**Cognitive style: - Systematic style – Differential Analysis‘t’ test:-**

65. It is found that the Male and Female student teachers differ significantly in their Systematic style.
66. It is found that the Day scholar and Hostel student teachers differ significantly in their Systematic style.

67. It is found that the Married and Unmarried student teachers differ significantly in their Systematic style.

68. The student teachers in different Groups namely, Educational Qualification, Nature of Institution, Place of Locality, Medium of Instruction, Marital status, Type of Family does not significantly in their Systematic style.

69. It is found that the level of intuitive style(low -medium low, low-medium high, low-high, Medium high- medium low, medium low-high, medium high-high) differ significantly level of systematic style.

70. It is found that the low-medium low systematic style and low- high systematic style groups of differ significantly academic performance.

**Cognitive Style: - Intuitive style – Differential Analysis‘t’ test:-**

71. It is found that the Male and Female student teachers differ significantly in their Intuitive style.

72. It is found that the Married and Unmarried student teachers differ significantly in their Intuitive style.

73. The student teachers in different Groups namely, Educational Qualification, Place of Residence, Nature of Institution, Place of Locality, Medium of Instruction, and Type of Family do not significantly in their Intuitive style.

74. It is found that the high-medium high intuitive style and low- high intuitive style groups of differ significantly academic performance
**Academic performance Test – Differential Analysis ‘t’ test:-**

75. It is found that the Rural and Urban student teachers differ significantly in their Academic performance.

76. It is found that the Tamil medium and English medium student teachers differ significantly in their Academic performance.

77. It is found that the Married and Unmarried student teachers differ significantly in their Academic performance.

78. The student teachers in different Groups namely, Gender, Educational Qualification, Place of Residence, Nature of Institution, and Type of Family do not significantly in their Academic performance.

**Teaching effectiveness – Different Analysis ‘F’ test:-**

79. It is found that among student studying in Government, Government aided, Self-finance colleges differ significantly in their Teaching effectiveness.

80. Student teachers in different group of Dimension of teaching effectiveness, namely, Preparing and Planning and teaching, Classroom management, Knowledge of subject matter, Teacher characteristics, Inter personal relation and ‘Type of Management’ differ significantly in their teaching effectiveness.

81. It is found that among student teachers Boys, Girls, Co-education colleges differ significantly in their Teaching effectiveness.

82. Student teachers in different group of Dimension of teaching effectiveness, namely, Preparing and Planning and teaching, Classroom management, Teacher characteristics, Inter personal relation "Type of college" differ significantly in their teaching effectiveness.
83. It is found that among student teachers Dimension of ‘Interpersonal relation’ in optional subjects differ significantly in their Teaching effectiveness.

84. It is found that among ‘Father’s occupation’ student teachers differ significantly in their Teaching effectiveness.

85. It is found that among ‘Father’s occupation’ of Dimension of teaching effectiveness “preparing planning and teaching” and Teacher characterize student teachers differ significantly in their Teaching effectiveness.

86. It is found that among ‘Father’s Income’ of the Dimension of teaching effectiveness “preparing plans and teaching” student teachers differ significantly in their Teaching effectiveness.

87. It is found that among student teachers age groups below 25, between 26-30 and above 31 differ significantly in their Teaching effectiveness.

88. It is found that among in differ groups of Dimension of teaching effectiveness Preparing planning and teaching, Classroom management, Knowledge of subject matter, Teacher characteristics of Interpersonal relation "Age groups" differ significantly in their Teaching effectiveness.

89. Student teachers in different groups, namely, optional subjects, Birth Order, Father’s Income, ‘Father’s education’, Mother’s education, Student community, Religion, Cognitive style and intuitive style do not differ significantly in their overall teaching effectiveness.

90. Student teachers in different group’s namely cognitive style, intuitive style do not differ significantly in their level of teaching effectiveness.

91. Student teachers in different groups of dimension of teaching aptitude namely teaching professional, interest towards students,
social contact, and innovation regarding activities, professional ethics of school, and teaching potentiality and current knowledge and overall aptitude differ significantly in their level of teaching effectiveness.

92. Student teachers in different groups of style of learning and thinking differ significantly level of teaching effectiveness.

93. Student teachers in different groups of systematic style differ significantly level of teaching effectiveness

94. Student teachers in different groups of Academic performance differ significantly level of teaching effectiveness

Teaching aptitude: Differential Analysis ‘F’ tests

95. It is found that among student teachers study in Government, Government aided, Self finance colleges differ significantly in their teaching aptitude.

96. It is found that among student teachers studying in different type of college Boys, girls. Co-education colleges differ significantly in their teaching aptitude. It is found that among student teachers in different groups of dimension of teaching aptitude namely, Teaching professional, Interest towards students, Teaching potentiality and current knowledge, "Type of college" differ significantly in their teaching aptitude.

97. It is found that among student teachers' age groups below 25, between26-30, above 31 differ significantly in their teaching aptitude.

98. It is found that among student teachers in different groups of dimension of teaching aptitude namely, Teaching professional, teaching potentiality and current knowledge, "Age groups" differ significantly in their teaching aptitude.
99. It is found that among student teachers in different groups of dimension of teaching aptitude namely, Optional subjects, Birth Order, Father’s occupation, Father’s income, Father’s education, Mother’s education, Student community, Religion, do not differ significantly in their teaching aptitude.

100. It is found that among student teachers SOLAT differs significantly level of teaching aptitude.

101. It is found that among student teachers Cognitive style differ significantly level of teaching aptitude.

102. It is found that among student teachers Academic performance differs significantly level of teaching aptitude.

103. It is found that among student teachers, systematic style and intuitive style do not differ significantly in their level of Teaching aptitude.

**Style of learning and thinking style – (SOLAT) ‘F’ test:-**

104. It is found that among student teachers studying in Government, Government aided, Self-finance colleges differ significantly in their style of learning and thinking style.

105. It is found that among student teachers studying in Boys, Girls and co-education colleges differ significantly in their style of learning and thinking style.

106. It is found that among the ‘Optional subjects’ student teachers differ significantly in their style of learning and thinking style.

107. Student teachers in different groups, namely, Birth Order, Father’s occupation, Father’s income, Father’s education, Mother’s education, Age group, Students community, Religion do not differ significantly in their style of learning and thinking style.
108. Student teachers in different groups, namely, Cognitive style, systematic style and intuitive style do not differ significantly in their level of SOLAT.

109. It is found that among the academic performance of student teachers differ significantly in their style of learning and thinking style.

**Cognitive style (Group Embedded figure test) – Differential Analysis ‘F’ test:**

110. It is found that among student teachers with ‘Optional subjects’ differ significantly in their cognitive style (Group Embedded figure test).

111. It is found that among student teachers with ‘Father’s occupation’ differ significantly in their cognitive style (Group Embedded figure test).

112. It is found that among Father’s education with Illiterate, School education, College education differ significantly in their cognitive style (Group Embedded figure test).

113. It is found that among Mother’s education with Illiterate, School education, College education differ significantly in their cognitive style (Group Embedded figure test).

114. It is found that among student teachers Age groups below 25, between 26-30; above 31 differ significantly in their cognitive style (Group Embedded figure test).

115. Student teachers in different groups, namely Type of management, Type of college, Birth Order, Father’s income, Students community, Religion do not differ significantly in their cognitive style (Group Embedded figure test).

**Cognitive style: Systematic style – Differential Analysis ‘F’ test:**

116. It is found that among student teachers, government, Government aided, Self-finance colleges differ significantly in their systematic style.
117. It is found that among student teachers Boys, Girls, Co-education colleges differ significantly in their systematic style.

118. It is found that among subjects discipline with differ significantly in their systematic style.

119. It is found that among student teachers in father’s education in Illiterate, School education, College education differ significantly in their systematic style.

120. It is found that among student teachers Age groups with below 25, between 26-30, above 31 differ significantly in their systematic style.

121. It is found that among students community SC/ST, BC, MBC, General categories differ significantly in their systematic style.

122. Student teachers in different groups namely, Birth orders, Father’s occupation, Father’s income, Mother’s education, Religion do not differ significantly in their systematic style.

123. It is found that among student teachers intuitive style differ significantly in their level of systematic style.

124. It is found that among student teachers Academic performance differ significantly in their level of systematic style

**Cognitive style: Intuitive style – Differential Analysis ‘F’ test:**

125. It is found that among B.Ed student teachers studying in different type of management Government, Government aided, Self-finance colleges differ significantly in their Intuitive style.

126. It is found that among B.Ed student teachers studying in different type of Boys, Girls, Co-education colleges differ significantly in their Intuitive style.

127. It is found that among B.Ed student teachers in different Optional subjects differ significantly in their Intuitive style.
128. It is found that among B. Ed student teachers in Father’s education, Illiterate, School education, College education differ significantly in their Intuitive style.

129. It is found that among B.Ed student teachers Age groups with below 25, between 26-30; above 31 differ significantly in their Intuitive style.

130. It is found that among B.Ed students community SC/ST, BC, MBC, General categories differ significantly in their Intuitive style.

131. Student teachers in different groups, namely, Birth Order, Father’s occupation, Father’s income, Mother’s education, Religion do not differ significantly in their Intuitive style.

132. It is found that among student teachers, academic performance differs significantly in their level of intuitive style.

**Academic Performance – Differential Analysis ‘F’ test:**

133. It is found that among B. Ed student teachers studying in different type of management Government, Government aided, Self-finance colleges differ significantly in their Academic Performance.

134. It is found that among B. Ed student teachers studying in different type of Boys, Girls, Co-education colleges differ significantly in their Academic Performance.

135. It is found that among B. Ed student teachers chosen the Optional subjects differ significantly in their Academic Performance.

136. It is found that among B. Ed student teachers Age groups with under 25, between 26-30, above 31 differ significantly in their Academic Performance.

137. Student teachers in different groups, namely, Birth Order, Father’s occupation, Father’s income, Father’s education, Mother’s
education, Students community, Religion do not differ significantly in their Academic Performance.

**Teaching effectiveness: Correlation Analysis:**

138. It is found that among the B. Ed student teachers in a different dimension of teaching effectiveness, namely, Preparing and Planning and teaching, Classroom management, Knowledge of subject matter, Teacher characteristics, and Inter personal relation and highly and significantly related to their teaching effectiveness.

139. It is found that among the B. Ed student teachers in different groups, namely, teaching aptitude, Style of learning and thinking, Systematic style, Intuitive style, Academic Performance highly and significantly related to their teaching effectiveness.

140. It is found that among the B.Ed student teachers ‘Cognitive style’ there is no significantly related to ‘teaching effectiveness’.

**Teaching aptitude: Correlation Analysis:**

141. It is found that among the B. Ed student teachers in different groups of dimension teaching aptitude namely, teaching professional, Interest towards student, Social contrast, innovative regarding activities of school, Professional ethics, Teaching potentiality and general knowledge highly and significantly related to their teaching effectiveness.

142. It is found that among the different groups of independent variables, namely, Style of learning and thinking, Cognitive style, Academic Performance highly significantly related to their teaching effectiveness.

143. It is found that among the systematic style and Intuitive style there is no significantly to their teaching effectiveness.

**Style of learning and thinking (SOLAT): – Correlation Analysis:**
144. It is found that among the B.Ed student teachers in different groups of Independent variables namely, and Academic Performance highly and significantly to their style of learning and thinking (SOLAT).

145. It is found that among the B.Ed student teachers in different groups of Independent variables namely, Cognitive style, Systematic style, Intuitive style there is no significantly to their style of learning and thinking.

**Cognitive style (Group Embedded figure test) – Correlation Analysis:**

146. It is found that among the B. Ed student teachers in different groups of Independent variables, namely, systematic style, Intuitive style, Academic Performance highly and significantly to their cognitive style.

**Cognitive style: Systematic style – Correlation Analysis:**

147. It is found that among the B. Ed student teachers in Intuitive style highly and significantly to their Systematic style.

148. It is found that among the B. Ed student teachers in Academic Performance there is no significant to their Systematic style.

**Cognitive style: Intuitive style – Correlation Analysis:**

149. It is found that among the B. Ed student teachers in Intuitive style there is no significant to their Academic Performance.

**Teaching effectiveness whole sample – Multiple Regressions:**

150. In the case of whole samples it is found that only 74.8 percent of the contribution in teaching effectiveness is due to the independent variables namely, Teaching aptitude, Style of learning and thinking style, Cognitive style, Systematic style, Overall Academic
performance, type of management among the independent variables
Teaching aptitude Contributions more. Remaining 25.2 (1-R²) percent variance is to be counted for the other factors. Reveal that ‘F’ value is 402.085 significantly high 0.01 level. The R value is 0.865 that the correlation among the variables is positive and significant

**Discriminative Analysis**

1. Discrimenent function

1. 88.5 percentage of the grouped teaching effectiveness clarified in to high teaching effectiveness, moderate effectiveness, and low teaching effectiveness.

2. Style of learning and thinking (0.800), teaching aptitude (0.619) and Academic performance (0.631) are the variables ordered by function 1 (high teaching effectiveness in one groups and other in second groups) with largest absolute correlation between research variable and discriminally function on his study.

3. Cognitive style (0.277) and Father’s Education (-0.085) variables ordered by the function 2 (low teaching effectiveness in one group and another in second groups) with largest absolute correlation between discriminate function in this study.

4. 97.6 percentages of the group variability were attributed to the first linear combination of variable scores of his high effectiveness, influence greater than average and low teaching effectiveness.(vide; pages 345 (A), 345 (B).

**Summary of Major Findings:**

1. The student teachers in general have Average teaching effectiveness.

2. There is significant difference between Teaching aptitude, Hemisphericity, Systematic style and Academic performance with respect to their levels of
Teaching effectiveness, and the remaining two independent variables (Cognitive style and intuitive style) do not differ significantly.

3. There is significant difference between Nature of Institution, Medium of Instruction, and Marital status, Types of management, Types of college, Father’s occupation, Father’s Income and age groups with respect to teaching effectiveness, and remaining personal variables do not differ significantly.

4. The student teachers in general have below average teaching aptitude.

5. There is significant difference between Hemisphericity, Cognitive style, and academic performance with respect to their levels of Teaching aptitude; and remaining two independent variables (Systematic and Intuitive style) do not differ significantly.

6. There is significant difference between Marital status, Type of management, and Types of college with respect to their Teaching aptitude; and remaining personal variables do not differ significantly.

7. The B.Ed student teachers in general have Average style of learning and thinking.

8. There is significant difference between Academic performance with respect to their Hemisphericity; and remaining independent variables (Cognitive style, Systematic Style, Intuitive style) do not differ significantly.

9. There is significant difference between marital status, Types of management, Types of colleges, and Subject discipline, with respect to their Hemisphericity; and remaining personal variables do not differ significantly.

10. The Cognitive styles of entire samples of B.Ed student teachers in general have Field dependent.
11. There is significant different between field independent and field dependent of B.Ed student teachers in respect to their Teaching aptitude, Cognitive style, Systematic style, Intuitive style and academic performance; and remaining independent variables (Teaching effectiveness and Hemisphericity) do not differ significantly.

12. There is significant difference between Gender, Marital Status, and Subject discipline with respect to their Cognitive Style; and remaining personal variables do not differ significantly.

13. The systematic style and Intuitive style of the entire sample of B.Ed student teachers have Medium low.

14. There is significant difference between systematic style and intuitive style with respect to their academic performance.

15. There is significant difference between Gender, Place of residence, Marital status, Types of management, Types of college, subject discipline, age groups, and Father’s education with respect to their systematic style. And remaining personal variables do not differ significantly.

16. There is significant difference between Gender, Marital status, Types of management, Types of college, Subject discipline, age groups, and Father’s education with respect to their Intuitive style. And other personal variables do not differ significantly.

17. There is significant difference between Types of management, Types of college, and Subject discipline, and Father’s education, with respect to their Academic performance. And remaining personal variables do not differ significantly.
18. There is no significant difference between Place of locality, Type of family, Student community, Birth orders, Religions with respect to dependent and independent variables.

19. The correlation for the entire sample of Teaching effectiveness is positive with respect to their Teaching aptitude, Hemisphericity, systematic style, intuitive style and Academic performance. And negative correlation for the remaining independent variable (cognitive style).

20. The correlation for the entire sample of Teaching aptitude is positive with respect to their Hemisphericity, Cognitive style, and Academic performance; and negative correlation for remaining two independent variables (systematic and intuitive styles).

21. The correlation for the entire sample of Hemisphericity is positive with respect to their Academic performance. And negative correlation for other three independent variables (Cognitive style, systematic and intuitive style).

22. The correlation for the entire sample of cognitive style is positive with respect to their systematic, intuitive style and Academic performance.

23. The correlation for the entire sample of systematic style is positive with respect to their intuitive style.

24. The correlation for the entire sample of Academic performance is positive with respect to their systematic and intuitive style.

25. In the case of whole samples it is found that only 74.8 percent of the contribution in teaching effectiveness is due to the independent variables namely, Teaching aptitude, Style of learning and thinking style, Cognitive style, Systematic style, Overall Academic performance, Type of
management among the independent variables. Contributions more. Remaining 25.2 (1-R²) percent variance is to be counted for the other factors. Reveal that ‘F’ value is 402.085 significantly high 0.01 level. The R value is 0.865 that the correlation among the variables is positive and significant.

**26. Discrimenent function**

1) 88.5 percentage of the grouped teaching effectiveness classified in to high teaching effectiveness, moderate effectiveness, and low teaching effectiveness.

2) Style of learning and thinking (0.800), teaching aptitude (0.619) and Academic performance (0.631) are the variables ordered by function 1 (high teaching effectiveness in one groups and other in second groups) with largest absolute correlation between research variable and discriminately function on this study.

3) Cognitive style (0.277) and Father’s Education (-0.085) variables ordered by the function 2 (low teaching effectiveness in one group and another in second groups) with largest absolute correlation between discriminate function in this study.

4) 97.6 percentages of the group variability were attributed to the first linear combination of variable scores of this high effectiveness, influence greater than average and low teaching effectiveness.
5.10 EDUCATIONAL IMPLICATION

1. The present study was conducted is the investigator to find out the positive and negative aspect of Tamilnadu graduate teacher training program from 2009-2014. Effective teachers can do wonders in the classroom. Teaching effectiveness of B. Ed student teachers are assessed in terms of their preparation and planning of teaching, classroom management, and knowledge of subject matter, personal characteristics, and interpersonal relationship. A teacher is perceived by his student to be successful and effective or otherwise, only during the term of quality of his classroom teaching. In the present study both terms ‘teacher effectiveness’ and ‘teaching effectiveness’ are considered to be synonymous though some researchers view them differently. One of the findings revealed by the study is that majority of the student teachers found to have average scores of teaching effectiveness. It is found that the student teachers with teaching effectiveness have average mean scores with respect to Gender, subject discipline, types of management, educational qualification, types of college, place of residence, nature of institution, place of locality, medium of instruction, marital status, birth orders, father’s occupation, father’s income, father’s education, mother’s education, age groups, community, religion, type of family. Therefore it is recommended that the necessary integration knowledge programme, and academic creative activity are to be provide to enhance self-concept and self confidence of student teachers on teaching effectiveness.

2. Teaching aptitude is assessed based on the aspect of student teachers and found to be below average mean scores with respect to their Gender, subject discipline, types of management, educational qualification, types of college, place of residence, nature of institution, place of locality, medium of instruction, marital status, birth orders, father’s occupation, father’s income, father’s education, mother’s education, age groups, community, religion, type of family, student teachers got below average teaching aptitude. Therefore, it is recommended that it is necessary improving the specific ability, interest, job satisfaction and fitness
of teaching profession, An entrance examination should be conducted before the entry to the courses. The entry behaviour of would be teachers and their levels of desired aptitude and attitude for the profession need to be assessed (suitable instrument yet to be developed ). The management should provide adequate ICT facilities and funds to effectively implement teaching-learning programs so that quality human engineers are formed.

3. In this study Brain hemisphericity referred to the brain dominance of the respondent assessed by using the hemispheric dominance questionnaire to classify into left brain, right brain, whole brain, Dominance SOLAT tool is used to get the final hemispheric dominance scores of graduate student teachers to classify them as high, average, and low. The obtained scores are converted into Sten scores. On the other hand student teachers assessed are found to have average scores in SOLAT with respect to their Gender, subject discipline, types of management, educational qualification, types of college, place of residence, nature of institution, place of locality, medium of instruction, marital status, birth orders, father’s occupation, father’s income, father’s education, mother’s education, age groups, community, religion, type of family, student teachers got average scores of style of thinking and learning. Therefore it is recommended to provided learning experience in whole brain activities to increase thinking and psychomotor skills. This result shows that there is a need for developing different approaches of learning and thinking style. Programmes and techniques of teaching conductive to whole-brain learning (different style of learning).

4. Cognitive style on the aspect of categories are field dependent and field independent . cognitive style is nothing but information
processing. In the present study the entire sample of B.Ed student teachers is generally field-dependent in respect of Gender, subject discipline, types of management, educational qualification, types of college, place of residence, nature of institution, place of locality, medium of instruction, marital status, birth orders, father’s occupation, father’s income, father’s education, mother’s education, age groups, community, religion, type of family. This result shows that there is a need for developing self-concept, readiness to face the problems. It is concluded that the practical activities are to be included to bring about physical, social, moral, spiritual, aesthetic, intellectual, emotional, communicational, and building team spirit (different groups are formed for various occasions student camps, tour, sports day, college days, cultural and competitions)

5. Systematic style and intuitive style of entire sample is minimum low mean scores with respect to their Gender, subject discipline, types of management, educational qualification, types of college, place of residence, nature of institution, place of locality, medium of instruction, marital status, birth orders, father’s occupation, father’s income, father’s education, mother’s education, age groups, community, religion, type of family. It is recommended that the learning through smart class helped children to use modern technology. Mata-cognition( learn to learn). There is a need for the student develop flexible learning style to cope up with multidimensional task, through Vedio-graphing of classroom teaching feedback.

6. In the present study of academic performance there are only 22.7 percentage of high achievers. The remaining ones are moderate and low achievers. This finding indicates the most acute problem facing the educational today. Moderate and low achievers are great concern. This state of affairs is highly deplorable. B.Ed programme had made the student teachers a little bit tense and
frustrated also. The sign of tension and frustration may be attributed to the less duration of the course and responsibility to accomplish many task of the programme. Too much of watching various T.V programmes, frequent visit to cinema theaters, easily available internet centers are constant sources of distraction for the student teachers. It is recommended that the Linkages with colleges, teacher preparation institutions, research centers, and NGO, for improving the, teaching learning and research of the prospective teachers. (Interaction with foreign students and teacher educators)

7. It is concluded that Autonomous and Non-autonomous college student teacher differs significantly in their teaching effectiveness and style of learning and thinking style. Autonomous college students got high scores in teaching effectiveness and style of learning and thinking. Therefore it is recommended that non-autonomous college student teachers are to be encouraged and motivated to have better self-study, utilizing modern technology classroom, emails, e-books, e-library, foreign journals, national and international current affairs. Regular programmes for developing communicative English and computer skills to be conducted.

8. It is concluded that Tamil medium and English medium student teachers differ significantly in their teaching effectiveness, and academic performance. Tamil medium student have got high scores in their teaching effectiveness and academic performance. Therefore, it is recommended that English medium student teachers are to be encouraged and motivated to have writing and reading practice, short period of time conduct the revised examination, to continue to improve the language proficiency, rule of language, better understanding the grammar, pronunciation, promotion and cooperation and peer teaching-learning (sharing of ideas, discussion on subjects group works, improving the spoken English)
9. It is concluded that married and unmarried student teachers differ significantly in their teaching effectiveness, teaching aptitude, style of learning and thinking, systematic style. The unmarried student teachers have got high scores of teaching effectiveness, teaching aptitude, style of learning and thinking, systematic style. Married student teachers dependent on her husband and aged parents, and children. This role expectation may be responsible of Hindu culture. Therefore, it is recommended to have child care centers, nearby hospitals and medical facilities. Joint family system, daily activity programmes should be well planned. As well as decent salary, and Facilitating campus interview and placement, Disseminating information about education loans, financial aids, scholarships etc.,

10. It is concluded that male and female student teachers differ significantly in their field-dependent and field independent, and systematic style and intuitive style. Female student teachers got a high score in cognitive style, intuitive and systematic style. Therefore it is recommended that male students should prepare the daily and weekly planning, remember the previous lesson, and summarization, students who adopted self learning backages, should prepare the instructional material files, conduct the curricular and co-curricular activities. SWOT analysis of every student teachers and its effective utilization (updating student profile) accomplishment with personal and academic guidance and counseling periodic and personal interview and mentoring by the faculty and principal must effectively take place.

11. It is concluded that graduate and post graduate student teachers differ significantly in the cognitive style. Post graduate student teachers got high scores of cognitive style. It is concluded that a graduate student has less scope of environmental awareness. Most of the student teachers who are successful in B.Ed programme undergo the course in order to enter married life, family sentiment, social
recognition at this stage. It is recommended to have the alumni association (homecoming and other activities) meeting every year.

12. It is concluded that among government colleges, government aided colleges, self-financing colleges differ significantly in their teaching effectiveness, teaching aptitude, style of learning and thinking style, systematic style and intuitive style and academic performance. Government colleges Student teachers got high mean scores of different groups of teaching effectiveness, teaching aptitude, style of learning and thinking, systematic and intuitive style and academic performance. Therefore, it is recommended that the government aided and self-financing colleges should conduct state level common entrance examination to select the students on merit basis. In this response, reducing the tuition fees, providing hostel facility, monthly honoring and rewards may be helped. State level and national level competition, both for academic and administration be conducted for the post of teacher educators.

13. Therefore, concluded that among Boys, Girls, and co-education college student teachers differ significantly in their teaching effectiveness, teaching aptitude, SOLAT, hemispheric dominance learning style, cognitive style, systematic style, intuitive style, academic performance. Girls college student teachers got to have high mean scores of teaching effectiveness, teaching aptitude, style of learning and thinking style, cognitive style, systematic style, intuitive style, academic performance. Therefore, it is recommended that the boys and coeducation college student teachers encouraged to have continuous motivation, self-confidence, interpersonal relationship training, leadership training, management grid. Personality development programmes, achievement motivation programme should be supervised frequently and special training should be arranged for the student teachers.

14. It is concluded that among those who belong to different optional subjects Tamil, English, Mathematics, Physical science, Biological
science, humanities, and computer science subjects differ significantly in their style of learning and thinking style, cognitive style, and systematic style, intuitive style, academic performance. Those Tamil and English have got high mean scores different groups. Therefore it is recommended that the student teachers need more orientation programmes to be organized for them in training colleges, i.e. vedic mathematics formulas, science exhibition, education expo, cultural activities, Role model of national leaders birthday celebration, quiz programme, subjects wise unit test and week end examination,

15. It is concluded that among age group below25, between 26to30, above 31 differ significantly teaching effectiveness, teaching aptitude, cognitive style, systematic, style, intuitive style, overall academic performance. Those 26 to 30 years student teachers have got high mean scores of teaching effectiveness, teaching aptitude, academic performance. Those 31 above aged student teachers high means scores of cognitive style and systematic style and intuitive style. Therefore, it is recommended that the student teachers with age groups 26 to 30, and above 31 years should be encouraged and motivated to have better teaching effectiveness and teaching aptitude. Therefore, it is recommended that the age group below 25, between 26 to30 age group student teachers improve the practical orientation programs, self-esteem, self-concept should be improved.

16. It is concluded that among the student teachers with father’s income rupees 10,000 and below, between 10,001 to25, 000, and 25001 and above differ significantly hemispheric dominance. Above 10,001 to 25000 parent income of student teachers have got high means scores. Therefore, it is recommended that decent salary, yearly increment, developed empowerment training programs, community training center, productive, improving skills, information about educational loans, financial aids, Government scholarships act 2011 to provided.
17. It is concluded that among illiterate, school education, college education, of their father education differ significantly of their cognitive style, systematic style and intuitive style. College education parents got have high means score of cognitive style, systematic style and intuitive style. Therefore it is recommended that the prospective student teachers must develop sensitivity to needs and development of local community (extension service like a blood donation, medical camp and creative awareness programme, literacy programmes, community work training, self-help groups, self-ownership training, organ donation and on various social evils. Involvement of the faculty and student teachers in extension activities and services must be encouraged and appreciated and their social responsibilities should be sharpened.

18. It is concluded that among student teachers with father’s occupation unskilled worker, semi skilled worker, skilled worker, clerical worker, professional worker, high professional worker differ significantly in teaching effectiveness, cognitive style. The semiskilled worker, and skilled worker have got high means score of teaching effectiveness and cognitive style. In the middle class family have got more preferable got teaching professional, professional and high professional parent background of social economical condition as well as very well. It is recommended that the various activities for developing soft-skills, enhancing self – concept and self-confidence of the prospective student teachers (workshop, time management, help for resume preparation, note taking, note making and demonstration on how to face an interview).

19. It is concluded that among the illiterate, school education, and college education of mother’s education differs significantly in their field dependent and field independent. School education mother have got high mean scores of cognitive style. The illiterate mothers mostly dependent family members. Graduate education mother working women are independent.
20. It is concluded that among the dimension of teaching effectiveness different groups of preparing and planning of teaching, classroom management, knowledge of subject matter, teacher characterizes, interpersonal relationship differ high significantly and positive correlation.

21. It is concluded that among the dimension of teaching aptitude different groups of the teaching profession, interest towards student, social contact, innovation regarding school activities, professional ethics, teaching potentiality and current knowledge differ highly significant positive correlation in their teaching aptitude.

22. It is concluded that among the different groups of independent variables with respect to the teaching aptitude, hemispheric dominance learning style, style of learning and thinking style, systematic style, intuitive style, academic performance differ high and significantly positive correlation of teaching effectiveness.

23. It is concluded that among the different groups of independent variables with respect to the hemispheric dominance learning style, style of learning and thinking style, cognitive style, Academic performance differ significantly positive and correlation of teaching aptitude.

24. It is concluded that among the different groups of independent variables with respect to their hemispheric dominance learning style and academic performance have high differ significantly positive correlation of SOLAT.

25. It is concluded that among the different groups of independent variables of the field dependent and independent student teachers with respect to systematic style and intuitive style and academic performance high significantly positive correlations.

26. It is concluded that systematic style with respect to intuitive style differ significantly positive correlation.
27. It is concluded that multiple regression analysis R² values is 0.748 reveal that the 74.8 percentage of variance in the B. Ed student teachers of teaching effectiveness scores are accounted for by their teaching aptitude, style of learning and thinking style, cognitive style, systematic style, intuitive style, academic performance, and types of management scores. Remaining 25.2 (1-R²) percent variance is to be counted for the other factors. reveal that ‘F’value is 402.085 significantly high 0.01 level. The R value is 0.865 that the correlation among the variables is positive and significant.

28. It is concluded that discriminant analysis, among that standardized canonical discrimination function. Style of learning and thinking (0.800) and Teaching aptitude (0.631) academic performance (0.619) function one is concerned with high teaching effectiveness groups are variables ordered from the function one with largest absolute correlation between each variable any discriminate function. It indicates that style of learning styles and thinking and teaching aptitude scores highly discriminate the high teaching effectiveness from the other two groups. Discriminant function two is concerned with low teaching effectiveness as one group and other second group cognitive style (-0.282) Father’s education (-0.085) are ordered by the function with largest absolute correlation between each variables any discriminant function. It indicates low teaching effectiveness are discriminated other two groups by academic performance, cognitive style, systematic style and intuitive style
5.11 RECOMMENDATIONS

1. The present study reveals that overall teaching effectiveness and teaching aptitude of the entire sample are average. Hence, more integration knowledge programs and academic activities are to be conducted to enhance self-concept and self-confidence of student teachers for teaching effectiveness. It is recommended that the need the adapt efficient mechanism to recruitment and select quality faculty. Who will role models to the prospective teachers well planned appropriate induction and orientation programme will help the formaters.

2. This study reveals that teaching aptitude, academic performance and other independent variables have a significant effect on the teaching effectiveness. Hence the student teachers with positive correlated and significantly related need to be selected for teacher education programme. Besides content-cum-methodology, courses may be given importance and more time the practicing in real teaching situation. Micro Teaching skill, need to be properly developed before sending for internship in teaching programme. And proper feedback may be given by the teacher educators proper enrichment programme should be given for development of B.Ed student teachers. Facilitating campus interview and placement services.

3. It is recommended that the during internship programme student teachers teaching may be evaluated continuously by teacher
educators. Occasional observation of the class found to be less effective. Feedback from the teacher educators and co-operating teachers and peers are essential for helping student teachers develop professional skills. The programme should be activities orientated and child centered method to be practiced.

4. SWOT analysis of every student, teacher and its effective utilization (updating student profile) accomplishment with personal and academic guidance and counseling – periodic personal interview and mentoring by the faculty and principal must effectively take place. It is recommended that the feedback of the diagnostic survey should be provided to the participants.

5. It is recommended that the assessment of student teachers should be a continuous process spread over the whole year. Regular staff meeting and meeting of student teachers for planning, organizing, and evaluating different activities will creative a climate of leaning.

6. The institution practices a realistic and transparent admission policy to first generation of learners, divorcees, rural and marginalized student. It is recommended that the all types of student teachers should avoid monotonous teaching should be avoided.

7. It is recommended that the new knowledge of the student teachers should be correlated with the previous knowledge so that students will have synthesis and continuity in their knowledge structure.

8. It is recommended that the student teachers develop a self interest as a mean and not an end. Interest should be considered as a mean and not as an end. For the student teachers interest are means to an end. Set up an effective communication system at all levels.

9. It is recommended that the Seminar such as Right of children of free and compulsory Education act 2009, samachir kalvi, CCE, ALM, ABL, and Right to information (RTI) act are organized and challenges the staff and student with innovation educational values.
Student teachers should enhance and maintain good health, and balance diet, sufficient physical exercise, yoga, Pranayam, meditation, adjustment problems, readiness to face the problems, joy of knowledge, sufficient rest and sleep,

10. Periodically review and redesign of the programs based on feedback from academic experts, teacher educators, student teachers, and administrators of educational institutions is recommended. Enhance to inter college competition, and have a common contact center. Students, teacher educators preparing the teaching material, package of micro teaching, lesson plan, power point, self-package material. On the spot preparing multimedia lesson plans for effective teaching.

11. It is recommended that programs that period of internship or practice teaching should be extended. Student teachers get enough time to participate in curricular and co-curricular activities if the schools and should be in a position to mingle with staff, parents, and administrators.

12. It is recommended that the quality improvement in teacher education programs can be implemented on transnational strategy methods.

13. It is recommended that the quality pre-service and in-service teacher education programs require specialized handling NACC and UGC, foreign university handling experienced teacher educators at the highest level of excellence.

14. The present reveals study that the teaching aptitude of entire of B. Ed student teachers is below average. Hence the theoretical and practical orientation program and differential aptitude test, training program of personality development and communicative English, career guidance program are to be conducted to enhance teaching aptitude.
15. It is recommended that the student teachers preparing the Question bank covers all units, and school current syllabus, methodology, aptitude, attitude, teaching ability, teaching interest, enhance the government job opportunity of TET( teacher eligibility test), TRB (teacher requirement Board) post of graduate teaching and post graduate teaching, SLET, (state level eligibility test), Foreign studies TOFEL, AND GMAT, and master of science (MS) etc.

16. It is recommended that the present study academic performance of the entire sample of B. Ed student teachers moderates achiever. Hence the conducting the model examination, Quiz program and continuous formative and summative evaluation are to be conducted to enhance the academic performance.

17. They reduce the exam anxiety, preparing and planning of the learning activities is recommended.

18. It is recommended that the planning of learning activities “those who fail to plan, plan to fail” After having reserved adequate time for college time management, micro teaching practice atleast eight micro skills training, link lesson techniques, classroom teaching, personal work, assignment, attend the seminar, workshop, camp activities, blood donation, social service, first aids, participated cultural programme, student prepare daily and weekly planning implement them.

19. It is recommended that the student teachers continue to exercise of various gestures, such as drawing, painting, reading, writing and labeling them draw geometric figures, solving sums, committing equation from physics and chemistry, mathematics, and abstract objects. Study and learning depend on reading ability as well. It includes period for reading, reading speed and ability for reading comprehension. On the whole, study and learning encompass a variety of activities, students should undertake those activities, read the instructional materials for better comprehension and registration.

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on the memory system. Learning style and mediation on the
object's contents and finally take notes with point and sub points.

20. It is recommended the writing practice to the carried out throughout
the academic year. Generally writing practice tests are used for
measuring academic achievement of students. It is common that
all tests are based on memory factors. It is generally understood
that duration for responding to written tests falls short as compared
to the amount of learning and the known. Students should
remember that quality answer written in readable hand writing can
get high scores.

21. It is recommended that the Learning helps children with dyslexia,
dysgraphia and dyscalculia.

22. It is recommended to Establish curricular experiences that help
students learn to how to learn.

23. Inventories of learning style and other process can be to make
students aware of their own preference and strengths’. Help should
also be given to student to develop strategies for succeeding in
courses through ways that are incongruent with their primary
learning abilities.

24. Modern technology places increasing value on the student’s
abilities to read and write well. To reason in numerals, to
manipulate the computer keyboard to their critically to be creative,
and to be solve problems. Therefore, there is a need for student
developable flexible learning style to cope with the
multidimensional tasks. To those who teach there is a need to
recognize the fact that there are two equal valid method of
perceiving and processing information. There is a need to cultivate
both hemispheric modes to use them in a complementary fashion
towards whole brain function.
25. The students improve the self writing practice and development of self-confidence,

26. It is recommended to avoid colleges run the irregular course of teacher education programme. Government and the university vigilance committee secretly visit the college and take spot action, withdrawn of affiliation to their erring colleges.

27. It is recommended that compulsory NACC accreditation of teacher education programs implemented

28. It is recommended that the model exam paper can be developed by subjects exhibited in the showcases and Xerox copies of the same should be supplied to the students.

29. It is recommended that the week end examination should be conducted with practice for solving model question paper, and signature of parents to forward and kept in feedback files. For this practice true spirit of examination should be maintains weekend days (on Saturdays).

30. It is recommended that the diagnostic test should be administered to the low achievers and remedial teaching should be conducted for them.

31. It is recommended that the financial resources and other resources should be placed at the disposal of Department heads or project teams.

32. It is recommended that the student teachers placed in a locality of rural areas should be supervised frequently and special training program should be arranged for the academic performance.

33. It is recommended that the present study of male and female student teachers most of them field dependent they need more self actualization, self-concept, creativity works, won writing an episode of lesson plans, mingle to peer team work activity.
34. It is recommended that the married student teachers should be encouraged and internal motivation enhances awareness of employment opportunity in different types of management.

35. It is recommended that daily morning prayer includes thought of the day, Role model of the national leader, and International leaders.

36. It is recommended that the newly married and pregnancy student teachers should not be allowed to get admitted in B. Ed programs.

5.12 CONCLUSION:

It is concluded that the one can say that the teacher education program would take into account structural changes in the system of education. It should enhance entry qualification, entrance exam aptitude test, expanding duration, modifying curriculum, and practice innovative teaching techniques, changing instructional arrangement, besides schools, community, teacher education colleges and university system have to more collaboration towards building a shared commitment for a paradigm shift in teacher education. It should ensure efficient and effective implementation of teacher education programs.

5.13 SUGGESTION FOR FURTHER RESEARCH

1. This study could be extended to other subjects like mathematics, science and technology, engineering, Agricultural, medical, lawyer and other professional departments

2. The relationship between all personality variables attitude, self-concept, concept formation, memory, intelligence, motivation, achievement motivation, emotional intelligence, self-esteem, academic interest, personality trait and type, mental health, special education could be done.

3. This study could be extended to cover teacher training institute have two years B. Ed course, Regional college, DIET, four year integrated course of B. A Ed. B.Sc. ed, Navodaya schools, Army training colleges, Deemed university, CBSE schools,

4. This study could be extended cover to nation wide.
5. To similar study can be undertaken at the state level of generalize the result.

6. A similar research work may be undertaken to include micro teaching, teaching methods, teaching evaluation, teaching style, teaching competency, model of teaching, may be undertaken with student teachers

7. Research may be conducted to cover student teachers studying in tribal and remote areas special schools, community colleges.