CHAPTER – V

Findings, Research Implications, Recommendations and Suggestions
### CHAPTER V

**FINDINGS, RESEARCH IMPLICATIONS, RECOMMENDATIONS AND SUGGESTIONS**

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CHAPTER - V

FINDINGS, RESEARCH IMPLICATIONS, RECOMMENDATIONS AND SUGGESTIONS

5.1. FINDINGS

PART - 1

1. The students doing the B.Ed. degree course in Colleges of Education and university departments in Tamilnadu are only average (61.46%) in their TC. Though the TC seems to be somewhat high (27.41%) in the dimension PPO, they seem to be somewhat low in the dimensions PCM (30.54%) and PP (31.32%).

2. Both male and female B.Ed. students are found to be average in their TC (61.57%; 55.84%). However, a somewhat good percentage of female students (23.38%) are found to be high. Similarly, a fairly good percentage of female students (25.06%) are found to be high in the dimension KSM.

A fairly good percentage of both male and female B.Ed. students are found to be low in the dimension PCM (34.90%; 29.09%) and in the dimension PP (38.04%; 29.09). Though the male students are found to be somewhat high (23.14%) in PPO, the female students are found to be somewhat low (29.09%).

Similarly, while female students are found to be somewhat high (25.06%) in KSM, the male students are found to be somewhat low (27.45%).

3. The female B.Ed. students are found to be far better than their male counterparts in TC and its dimensions KSM, PCM and PP. Only in the dimension PPO, they are found to be the same.

4. The analytical LS is found to be a significant predictor of the TC and its dimensions - PPO, KSM, PCM and PP of the B.Ed. students.

5. The B.Ed. students with global and analytical LS are found to be the same with average level of TC (56.93; 40.91%). However, when students of global LS are predominantly average, the students of analytical LS are found to be somewhat low (36.36%) in their TC.

Irrespective of the dimensions PPO and KSM, though both the categories are average, the students of global LS are found to be somewhat high (27.53%) in PPO; whereas, the students of analytical LS are found to be low (25.76%).
Irrespective of PCM, though both the categories of students are *average*, both of them are found to be *somewhat low* (global - 30.45%; analytical - 31.82%).

In the case of dimension PP, the students with the analytical LS are found to be *low* (42.42%) with a somewhat good percentage of them (39.39%) falling under the *average* category of PP. The students of global LS are found to be *average* (49.01%) in the dimension PP, while a fairly good percentage of them (30.55%) are found to be *low*.

6. When the mean scores of the TC and its dimensions of the students of global and analytical LS are tested for the significance of difference, it is found that both the categories are the *same*.

7. The students of B.Ed. degree course with left, right and integrated Hem. are found to be predominantly *average* in their TC and its dimensions. However, students with left Hem. are found to be *somewhat low* in the dimensions KSM (28.42%), PCM (32.63%) and PP (35.49%).

In the case of students with right Hem., though they are predominantly *average* in all the dimensions, they are found to be *somewhat low* in the dimensions PPO (28.73%), PCM (29.96%) and PP (30.33%). The same is true in the case of the students of integrated Hem. for the dimensions of TC PPO (25.21%), KSM (27.73%), PCM (32.77%) and PP (34.45%).

8. The students of the B.Ed. degree course with left, right and integrated Hem. are found to be the *same* in the TC and its dimensions.

9. The integrated Hem. is found to be a *significant predictor* of the TC and its dimensions – PPO, KSM, PCM and PP of B.Ed. students; whereas the left Hem. is a *major contributive factor* of the TC and its dimensions – KSM and PP.

**PART - II**

**Section – A: Role of Learning Style in Influencing the Teaching Competence of Male Students**

1. Male B.Ed. students with global and analytical LS are found to be predominantly *average* in their TC and its dimensions. However, the male students with global LS are found to be *somewhat low* in the dimensions PCM (34.18%) and PP (36.71%); whereas the male students with the analytical LS are found to be *somewhat low* in the dimension PCM (44.44%) and *high* in the dimension PP (44.44%).
2. The male B.Ed. students with global and analytical LS are found to be the same in the TC and its dimensions PPO, KSM, PCM and PP.

3. The analytical LS is a significant predictor of the TC and its dimensions – PPO, KSM, PCM and PP of male students; whereas, global LS is found a major contributive factor of dimension - PCM.

4. The male UG students doing the B.Ed. degree course are found to be predominantly average in their TC irrespective of LS - global or analytical. However, the students of analytical LS with UG qualification are found to be somewhat low in the dimension KSM and predominantly low in the dimension PP. Moreover, the students of analytical LS with UG qualification are found to be somewhat high in the dimension PP. In the case of PCM, they are found to be equally distributed under low and high categories of TC.

The B.Ed. students of UG qualification with global LS are found to be predominantly average in their TC. They are found to be somewhat high in the dimension PPO (26.85%) and KSM (25.93). However, they are found to be somewhat low in the dimension PCM (30.56%) and in the dimension KSM (33.33%).

5. When the B.Ed. students of UG qualification with global and analytical LS are tested for the significance of difference between the means scores obtained on TC and its dimensions, they are found to be the same.

6. The analytical LS is a significant predictor of the TC and its dimensions – PPO, KSM, PCM and PP of male B.Ed. students with UG qualification; whereas global LS is found to be a major contributive factor for the TC and its dimensions – PPO, KSM and PCM.

7. Male B.Ed. students of PG qualification with global and analytical LS are found to be predominantly average (62.79%; 75%) in their TC.

In the case of the dimension PPO and KSM, though the male B.Ed. students with global and analytical LS are found to be predominantly average, both the categories are found to be somewhat high (global - 34.88%, analytical - 25%) in KSM and the students with global LS are found to be low in the dimension PPO.

The male B.Ed. students with global LS and analytical LS are found to be high in the dimensions PCM and PP. However, the male B.Ed. students with analytical LS are found to be somewhat low (41.67%) in the dimension PCM; whereas the students of global LS are found to be somewhat low both in PCM (37.21%) and PP (39.53%).

8. No significant difference is found between the mean scores obtained on TC and its dimensions of male B.Ed. students of PG qualification with global and analytical LS.
9. The analytical LS is found to be a significant predictor of the TC and its dimensions – PPO, KSM, PCM and PP of the male B.Ed. students of PG qualification.

10. The male B.Ed. students of language optional subject with global and analytical LS are found to be predominantly average in the TC and its dimensions PPO, KSM and PP. The male B.Ed. students of analytical LS are found to be predominantly high in the dimension PCM. Though the students of global and analytical LS are predominantly average in all the dimensions, they are found to be somewhat low in the dimension PP (38.89%) and somewhat high in the dimension PPO (33.33%) and KSM (27.78%). The students of analytical LS are found to be somewhat high in the dimensions PPO (33.33%) and PP (33.33%).

11. The male B.Ed. students of language optional subject with global LS are found to be better than their counterparts with analytical LS in the TC and its dimension KSM. In the dimensions - PPO, PCM and PP, both the category of the students are found to be the same.

12. The analytical LS is a significant predictor of the TC and its dimensions – PPO, KSM, PCM and PP of male B.Ed. students of language optional subject; whereas global LS is found to be a major contributive factor for the TC and its dimensions – PPO, KSM, PCM and PP.

13. The male B.Ed. students of arts optional subject with global and analytical LS are found to be predominantly average in the TC. However, a good percentage of them are found to be high in the TC (25.81%; 33.33%). In the case of the dimension PPO, both the categories of the students are found to be average, whereas a good percentage of the students of analytical category are found to be high (33.33%).

In the case of KSM, the students of global LS are found to be average, while somewhat good percentage of them are high (32.26%). In the case of the students of analytical LS, they are found to be high, whereas a good percentage of them are low (33.33%). In the case of PCM, the students of analytical LS are found to be average. The students of global LS are high in this aspect. However, a good percentage of them are found to be low (45.16%). In the case of PP, the students of global and analytical LS are found to be high; however, in the case of global LS, a somewhat good percentage of them are found to be low (41.94%).

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14. The male B.Ed. students of arts optional subject with analytical LS are found to be better than their counterparts with global LS in TC and its dimensions PPO, KSM and PCM. However, in the case of the dimension PP, both the categories of the students are found to be the same.

15. The analytical LS is a significant predictor of the TC and its dimensions – PPO, KSM, PCM and PP of male B.Ed. students of arts optional subject; whereas global LS is found to be a major contributive factor for the TC and its dimensions – PPO and PP.

16. The male B.Ed. students of science optional subject with global and analytical LS are found to be average in the TC and its dimensions PPO, KSM, PCM and PP. However, in the case of the dimension PCM and PP, the students of analytical LS are found to be somewhat high (33.33%). But, the students of global LS are found to be somewhat low in the dimensions PCM (35.07%) and PP (34.33%).

17. When the mean scores of the male B.Ed. students of science optional subject obtained on TC and its dimensions are tested for the significance of difference between the global and analytical LS, it is found that both the categories of the students are the same as far as the mean scores are concerned.

18. The analytical LS is found to be a significant predictor of the TC and its dimensions – PPO, KSM, PCM and PP of male B.Ed. students of science optional subject.

19. The male B.Ed. students of government colleges irrespective of the LS- global and analytical are found to be average in the TC. Similarly, in the case of the dimensions PPO and KSM, when the students of global LS are predominantly average, the students of analytical LS range from average to high. In the case of PCM, when the students of global LS range from average to low, the students of analytical LS range from average to high.

In the case of PP, the students of global LS oscillate between average (58.67%) and low (26.67%); however, the students of analytical LS are predominantly high in this aspect.

20. On testing the significance of difference between the mean scores of the male B.Ed. students of global and analytical LS of government colleges, it is found that both the categories are same in their TC and its dimensions – PPO, KSM, PCM and PP.

21. The analytical LS is found to be a significant predictor of the TC and its dimensions – PPO, KSM, PCM and PP of male B.Ed. students of government colleges.
22. Irrespective of the differences in the LS - global and analytical, the male students doing the B.Ed. degree course in aided colleges are found to be average in their TC. Similarly, in the case of the dimension - PPO, the students of global and analytical LS are found to be only average.

In the case of KSM, while the students of global LS ranges from average to low, the students of analytical LS are predominantly average.

In the case of PCM, the students of global LS are found to be average. However, a fairly good percentage of them are found to be low. But in the case of analytical LS, they are found to oscillate between average and high.

In the case of the PP, while the students of global LS oscillate between average and low, the students of analytical LS are found to be predominantly average.

23. While testing the significance of difference between the mean scores of the male B.Ed. students in aided colleges with global and analytical LS, it is found that they are same in the TC and its dimensions - PPO, KSM, PCM and PP.

24. The analytical LS is found to be a significant predictor of the TC and its dimensions – PPO, KSM, PCM and PP of male B.Ed. students of aided colleges.

25. The male B.Ed. students studying in self-financing colleges with global and analytical LS are found to be average in their TC, while they are somewhat low (28.57%) and somewhat high (28.57%) in their TC. The students of analytical LS are found to be equally distributed under low, average and high as far as the TC is concerned.

In the case of the dimension PPO, the students of global and analytical LS are ranging from average to high.

In the case of KSM, while the global LS students range from average to high, the students of analytical LS range from average to low.

In the case of PCM, though the students of global LS are average, they are found to be somewhat low as well as somewhat high; but the students of analytical LS are found to be only average.

In the case of PP, the students of global LS are found to be average; however, a somewhat good percentage of them are high. But the students of analytical LS are found to be equally distributed under low, average and high categories.

26. When the male students doing the B.Ed. degree course in self-financing colleges with global and analytical LS are tested for the significance of difference between the mean scores, it is found that they are same in their TC and its dimensions - PPO, KSM, PCM and PP.
27. The analytical LS is found to be a significant predictor of the TC and its dimensions - PPO, KSM, PCM and PP of male B.Ed. students of self-financing colleges.

28. The male B.Ed. students studying in university departments with global LS are predominantly average in their TC. The students of analytical LS are found to be equally distributed under average (50%) and low (50%) of TC.

In the case of the dimensions PPO & KSM, the students of global and analytical LS are found to be average. In the case of PCM, the students of global LS are high; however, a fairly good percentage of them (42.31%) are found to be average. The students of analytical LS are found to be equally distributed under average (50%) and high (50%).

In the case of PP, the students of global LS are high; whereas a fairly good percentage of them (38.46%) are found to be average. The students of analytical LS are predominantly average in PP.

29. The male B.Ed. students studying in university departments with global LS are found to be better than the students of analytical LS in their TC and its dimensions PPO and PP. Both the categories of the students - global and analytical are not found to differ significantly in KSM and PCM.

30. Both the LS are not found to be significant predictors of the TC and its dimensions - PPO, KSM, PCM and PP of male B.Ed. students of university departments.

31. The male B.Ed. students studying in autonomous colleges are only average in the TC.

In the case of the dimension PPO, the students of global LS are average. The students of analytical LS are also average in PPO; however, a fairly good percentage of them are found to be low (26.67%).

In the case of KSM, the students of global LS are predominantly average. The students of analytical LS are also average in KSM; however, a fairly good percentage of them are found to be high (26.67%).

In the case of PCM, the students of global LS are average; whereas a somewhat good percentage of them are found to be low (38.16%). The students of analytical LS are high in PCM; however, a somewhat good percentage of them are found to be average (46.67%).

In the case of PP, the students of global LS are average; however, a fairly good percentage of the students are found to be low (36.61%). The students of analytical
LS are found to be equally distributed under *high* (46.67%) and *average* (46.67%) categories of PP.

32. *No significant difference* is observed between the male students of global and analytical LS in their TC and its dimensions – PPO, KSM, PCM and PP, doing the B.Ed. course in autonomous colleges.

33. The analytical LS is found to be a *significant predictor* of the TC and its dimensions – PPO, KSM, PCM and PP of male B.Ed. students of autonomous colleges.

34. The male students doing the B.Ed. degree course in non-autonomous colleges with global and analytical LS are *average* in their TC; however, a fairly good percentage of the students of analytical LS (33.33%) are found to be *low* in their TC.

In the case of the dimension PPO, the students of global LS are *average* with 26.67% of them recorded *high*. The students of analytical LS are found to be equally distributed under *low, average and high* categories of PPO.

In the case of KSM, the students of global LS are *average*; however, a fairly good percentage of them are found to be *high* (33.33%). The students of analytical LS are found to be equally distributed under *low, average and high* categories of KSM.

In the case of PCM, the students of global LS are predominantly *average*. Though the students of analytical LS are *average*, a fairly good percentage of them are found to be *low* in PCM.

In the case of PP, the students of global LS are *average*. Though the analytical LS students are average in PP, a fairly good percentage of them are found to be *low*.

35. The male B.Ed. students studying in non-autonomous colleges with global and analytical LS are *not* found to differ significantly in their mean scores on TC and its dimensions – PPO, PCM and PP. In the case of the dimension KSM, the students of global LS are found to be *better* than their counterparts with analytical LS.

36. The analytical LS is a *significant predictor* of the TC and its dimensions – PPO, KSM, PCM and PP of male B.Ed. students of non-autonomous colleges; whereas global LS is found to be a *major contributive factor* for the TC and its dimensions – PPO, KSM and PP.

37. The male students doing the B.Ed. degree course in unisex colleges (men) with global LS are predominantly *average* in their TC. The students of analytical LS, though *average* in TC, a fairly good percentage of them are found to be *low* (27.27%).
In the case of PPO, the students of global LS are *average*; however, a fairly good percentage of them are found to be *high* (25.58%). The students of analytical LS are predominantly *average* in PPO.

In the case of KSM, the students of global LS are *average*; however, a fairly good percentage of them are found to be *low* (24.42%). The students of analytical LS are predominantly *average* in KSM.

In the case of PCM, the students of global LS are *average*; however, a fairly good percentage of them are found to be *low* (24.42%) in PCM. The analytical LS students are *high* and a fairly good percentage of them are found to be *average* (45.45%).

In the case of PP, the students of global LS are *average*; however, a good percentage of them are found to be *low* (34.88%). The analytical LS students are found to be equally distributed under *average* and *high* categories of PP.

38. The mean scores obtained on TC and its dimensions PPO, KSM, PCM and PP are *not* found to *differ significantly* in the case of male B.Ed. students studying in unisex colleges (men) who are classified as the students of global and analytical LS.

39. The analytical LS is a *significant predictor* of the TC and its dimensions – PPO, KSM, PCM and PP of male B.Ed. students of unisex colleges (men); whereas global LS is found to be a *major contributive factor* for the TC and its dimensions – PPO, KSM, PCM and PP.

40. The male B.Ed. students in co-education colleges with global LS are predominantly *average* in their TC. The students of analytical LS though *average* in their TC, a fairly good percentage of them are found to be *high* (28.57%).

In the case of the dimension PPO, the students of global LS are *average*; however a fairly good percentage of them are found to be *low* (25.17%). The students of analytical LS are *average* in PPO; however a good percentage of them are found to be equally distributed under *high* and *low* categories of PPO.

In the case of KSM, the students of global LS are predominantly *average*. The students of analytical LS though predominantly *average* in KSM, a fairly good percentage of them are found to be *high* (28.67%) in KSM.

In the case of PCM, the students of global LS are *high*; however a good percentage of them are found to be *average* (37.09%). The students of analytical LS are *high* in PCM; whereas a good percentage of them are found to be *low* (42.86%).
Chart – 5.1: Difference between the Male B.Ed. Students of Global and Analytical Learning Styles in their Teaching Competence

<table>
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<tr>
<td>Teaching Competence in Total</td>
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</table>

- **Significant difference is found**
- **No significant difference is found**
In the case of PP, the students of global LS are *average*; however, a fairly good percentage of them are found to be *low* (37.75%). The students of analytical LS are *average* in PP; however, a good percentage of them are found to be *high* (42.86%).

41. The male B.Ed. students studying in co-educational colleges with global and analytical LS are found to be the *same* in their mean scores on TC and its dimensions PPO, KSM, PCM and PP.

42. The analytical LS is found to be a *significant predictor* of the TC and its dimensions – PPO, KSM, PCM and PP of male B.Ed. students of co-educational colleges.

**Section – B: Role of Learning Style in Influencing the Teaching Competence of Female Students**

1. The female B.Ed. students with global and analytical LS are predominantly *average* in their TC.

   In the case of the dimension PPO, the female students of global LS are *average*; however, a fairly good percentage of them are found to be *high* (28.81%). The students of analytical LS are *average* in PPO, whereas a fairly good percentage of them are found to be *high* (27.08%).

   In the case of KSM, the female students of global and analytical LS are *average*; however, a fairly good percentage of them (Global - 25.48%; Analytical - 27.08%) are found to be *high*.

   In the case of PCM, the female students of global LS and analytical LS are *average*; however, a fairly good percentage of them (Global - 29.22%; Analytical - 27.08%) are found to be *low*.

   In the case of PP, the female students of global and analytical LS are *average*; however, a good percentage of them are *low* (Global - 28.53%; Analytical - 37.50%).

2. The mean scores obtained by the female B.Ed. students on the TC and its dimensions PPO, KSM, PCM and PP are found to be the *same*.

3. The analytical LS is a *significant predictor* of the TC and its dimensions – PPO, KSM, PCM and PP of female students.

4. The female B.Ed. students of UG qualification with global and analytical LS are *average* in the TC.

   In the case of the dimension PPO, the students of global LS are *average*, whereas a fairly good percentage of them are found to be *high* (29.01%). The students of
analytical LS are predominantly average in PPO; however, a fairly good percentage of them are high (25%).

In the case of KSM, the students of global LS and analytical LS are average; however, a fairly good percentage of them are found to be high (Global - 24.57%; Analytical - 25%).

In the case of PCM, the students of global LS are average; however, a good percentage of them are found to be low (31.06%). The students of analytical LS are predominantly high in PCM; however, a fairly good percentage of them are found to be low (29.17%).

In the case of PP, the students of global and analytical LS are average; however, a good percentage of them are found to be low (Global - 31.74%; Analytical - 37.50%).

5. The female B.Ed. students of UG qualification with global and analytical LS are found to be the same in their mean scores obtained on TC and its dimensions PPO, KSM, PCM and PP.

6. The analytical LS is a significant predictor of the TC and its dimensions - PPO, KSM, PCM and PP of female B.Ed. students with UG qualification.

7. The female B.Ed. students of PG qualification with global LS are average in their TC. The students with analytical LS are average in their TC; however, a fairly good percentage of them are found to be high (29.17%).

In the case of the dimension PPO, the female students with global LS and analytical LS are average; however, a fairly good percentage of them (Global-28.67%; Analytical-29.17%) are found to be high.

In the case of the KSM, the female students of global and analytical LS are average; however, a fairly good percentage of them are found to be high (Global - 26.11%; Analytical - 29.17%).

In the case of the PCM, the female students of global and analytical LS are average; however, a fairly good percentage of them are found to be low (Global - 27.97%; Analytical - 25%).

In the case of the PP, the female students of global LS are average; however, a fairly good percentage of them are found to be low (26.34%). The female students of analytical LS are found to be equally distributed under low (37.50%) and average (37.50%); however, a fairly good percentage of them are under high (25%).
8. *No significant difference* is observed between the mean scores of the female B.Ed. students of PG qualification with global and analytical LS obtained on TC and its dimensions PPO, KSM, PCM & PP.

9. The analytical LS is found to be a *significant predictor* of the TC and its dimensions – PPO, KSM, PCM and PP of the female B.Ed. students of PG qualification.

10. The female B.Ed. students of language optional subject with global LS and analytical LS are found to be predominantly *average* in their TC.

   In the case of the dimension PPO, the students of global LS are *average*; however, a fairly good percentage of them are found to be *high* (30.23%). The students of analytical LS are predominantly *average* in PPO.

   In the case of the KSM, the students of global LS and analytical LS are *average*; however, a fairly good percentage of them are found to be *high* (Global - 26.16%; Analytical - 28.57%).

   In the case of the PCM, the students of global LS are *average*; however, a fairly good percentage of them are found to be *low* (26.16%). The students of analytical LS are *high* in PCM; however, a fairly good percentage of them are found to be *low* (42.86%).

   In the case of the PP, the students of global LS are *average*; however, a fairly good percentage of them are found to be *low* (28.49%). The students of analytical LS are *low* in PP; however, a good percentage of them are found to be *average* (35.71%).

11. *No significant difference* is observed between the mean scores obtained by the female B.Ed. students of language optional subject with global and analytical LS on TC and its dimensions PPO, KSM, PCM and PP.

12. The analytical LS is a *significant predictor* of the TC and its dimensions – PPO, KSM, PCM and PP of female B.Ed. students of language optional subject.

13. The female B.Ed. students of arts optional subject with global language style are found to be *average* in their TC. The students of analytical LS are also *average* in their TC; however, a fairly good percentage of them are found to be *low* (25%) and also *high* (25%).

   In the case of the dimension PPO, the students of global LS are *average*; however, a fairly good percentage of them are found to be *high* (28.80%). The students of analytical LS are *high* in PPO; however, a fairly good percentage of them are found to be *low* (25%) and *average* (25%).
In the case of the KSM, the students of global LS and analytical LS are predominantly *average*; however, in both the categories, a fairly good percentage of them are found to be *high* (Global - 24.80%; Analytical - 25%).

In the case of the PCM, the students of global LS are *average*; however, a fairly good percentage of them are found to be *low* (32%) and also *high* (26.40%). The students of analytical LS are predominantly *average* in PCM; however a fairly good percentage of them (25%) are found to be *high*.

In the case of the PP, the students of global LS are *average*; however, a fairly good percentage of them are *low* (29.60%) and also *high* (25.60%). The students of analytical language style are *average* in PP and a fairly good percentage of them are found to be *low* (25%) and *high* (25%).

14. The female B.Ed. students of arts optional subject with global and analytical LS are found to be the *same* as far as the mean scores are concerned with regard to their TC and its dimensions PPO, KSM, PCM and PP.

15. The *analytical* LS is a *significant predictor* of the TC and its dimensions – PPO, KSM, PCM and PP of female B.Ed. students of arts optional subject.

16. The female B.Ed. students of science optional subject with global LS are predominantly *average* in their TC. Similarly, the students of analytical LS are also *average* in their TC; however, a fairly good percentage of them are found to be *high* (26.67%).

In the case of the dimension PPO, the female students global LS are *average*; however, a fairly good percentage of them are found to be *high* (28.24%). Likewise, the students of analytical LS are also *average* in PPO; however, a good percentage of them are found to be *high* (30%).

In the case of the KSM, the students of global LS are *average*; however, a fairly good percentage of them are found to be *high* (25.41%). The students of analytical LS are found to be *average* in KSM.

In the case of the PCM, the students of global LS and analytical LS are *average*; however, a fairly good percentage of global LS students are found to be *low* (29.65%).

In the case of the PP, both the categories of the students are *average*; however, a good percentage of them are found to be *low* (Global - 28.24%; Analytical - 36.67%).
17. The female B.Ed. students of science optional subject with global and analytical LS are found to be the same in their mean scores obtained on TC and its dimensions PPO, KSM, PCM and PP.

18. The analytical LS is found to be a significant predictor of the TC and its dimensions – PPO, KSM, PCM and PP of female B.Ed. students of science optional subject.

19. The female B.Ed. students studying in government colleges with global and analytical LS are predominantly average in their TC; however, in the case of the students of analytical LS, a fairly good percentage of them are found to be low (25%) and high (25%).

   In the case of the dimension PPO, the female students of global LS are average; whereas a fairly good percentage of them are found to be high (29.82%). The students of analytical LS are high in PPO; however a fairly good percentage of them are found to be low (25%) and average (25%).

   In the case of the KSM, the female students of global LS are average; whereas a good percentage of them are found to be high (31.58%). The students of analytical LS are average; however, a fairly good percentage of them are found to be low (25%) and high (25%).

   In the case of the PCM, the students of global LS are average; however, a fairly good percentage of them are found to be low (25.44%). The students of analytical LS are average in PCM, however, a fairly good percentage of them are found to be low (25%) and high (25%).

   In the case of the PP, the students of global LS are average; however, a fairly good percentage of them are found to be high (28.07%). The students of analytical LS are high in PP; however, a fairly good percentage of them are found to be low (25%) and average (25%).

20. No significant difference is observed between the female B.Ed. students of global and analytical LS in government colleges with regard to their mean scores obtained on their TC and its dimensions PPO, KSM, PCM and PP.

21. The analytical LS is found to be a significant predictor of the TC and its dimensions – PPO, KSM, PCM and PP of female B.Ed. students of government colleges.

22. The female B.Ed. students studying in aided colleges with global and analytical LS are predominantly average in their TC.
In the case of the dimension PPO, the students of global LS are average; however, a good percentage of them are found to be high (30.73%). The students of analytical LS are predominantly average.

In the case of the KSM, the students of global language style are average; however, a fairly good percentage of them are found to be high (26.95%). The students of analytical LS are predominantly average in KSM.

In the case of the PCM, the students of global LS are average; however a fairly good percentage of them are found to be high (26.28%) and low (25.61%). The students of analytical LS are predominantly high in PCM.

In the case of the PP, the students of global LS and analytical LS are predominantly average; however a good percentage of them are found to be low (25.84%) and high (35.48%).

23. The female B.Ed, students studying in aided colleges with global and analytical LS are found to be the same in their mean scores obtained on the TC and its dimensions PPO, KSM, PCM and PP.

24. The analytical LS is a significant predictor of the TC and its dimensions - PPO, KSM, PCM and PP of female B.Ed, students of aided colleges; whereas global LS is found to be a major contributive factor of the TC and its dimensions - PPO and PP.

25. The female B.Ed. students studying in self-financing colleges with global and analytical LS are found to be predominantly average in the TC.

In the case of the dimension PPO, the students of global LS are average; however, a fairly good percentage of them are found to be high (27.91%). The students of analytical LS are found to be equally distributed under average (50%) and high (50%) categories of PPO.

In the case of the KSM, the students of global LS are average; however, a good percentage of them are found to be high (33.23%). The students of analytical LS are found to be equally distributed under average (50%) and high (50%) categories of KSM.

In the case of the PCM, the students of global LS are average; however, a good percentage of them are found to be low (36.05%). The students of analytical LS are low in PCM; however, a fairly good percentage of them are found to be average (25%) and high (25%).

In the case of the PP, the students of global LS are high; however, a good percentage of them (31.40%) are found to be low. The students of analytical LS are low;
26. The mean scores obtained on TC as well as its dimensions PPO, KSM, PCM and PP are not found to vary between the female B.Ed. students of global LS and analytical LS studying in self-financing colleges.

27. The analytical LS is found to be a significant predictor of the TC and its dimensions – PPO, KSM, PCM and PP of female B.Ed. students of self-financing colleges.

28. The female B.Ed. students studying in university departments with global LS are predominantly average in the TC. The female students with analytical LS are found to be average in their TC; however, a fairly good percentage of them (33.33%) are found to be high in their TC.

In the case of the dimension PPO, the students with global and analytical LS are found to be predominantly average; however a fairly good percentage of the students with analytical LS are found to be high.

In the case of KSM, students with global and analytical LS are average; however, a fairly good percentage of the students with global LS (31.51%) and students with analytical LS (33.33%) are found to be high.

In the case of PCM, students with global LS are low; however, a fairly good percentage of them (36.99%) are found to be average. The students of analytical LS are average in PCM; however a fairly good percentage of them (33.33%) are found to be low.

In the case of PP, the students with global and analytical LS are low; however, a fairly good percentage of the students of analytical LS (34.25%) and analytical LS (33.33%) are found to be average.

29. The female B.Ed. students studying in university departments with global and analytical LS are found to be the same in the mean scores obtained on TC and its dimensions PPO, KSM, PCM and PP.

30. The analytical LS is a significant predictor of the TC and its dimensions – PPO, KSM, PCM and PP of female B.Ed. students of university departments; whereas global LS is found to be a major contributive factor of TC and its dimensions – KSM and PCM.

31. The female B.Ed. students studying in autonomous colleges with global and analytical LS are found to be predominantly average in the TC.

In the case of the dimension PPO, the students of global LS are average; however, a fairly good percentage of them are found to be high (24.87%). The students of
analytical LS are also average; however a fairly good percentage of them are placed under low (28.21%) and high (28.21%) PPO.

In the case of the KSM, the female students of global LS are average; however, a fairly good percentage of them are found to be high. The students of analytical LS are found to be predominantly average.

In the case of the PCM, the students of global LS and analytical LS are predominantly average; however, a good percentage of the students of global LS (33.62%) and analytical LS (33.33%) are found to be low in PCM.

In the case of the PP, the students of global LS are average; however, a good percentage of them are found to be low (32.76%). The students of analytical LS are predominantly high; however a good percentage of them are found to be average (38.46%) in PP.

32. In spite of the differences in the LS - global and analytical, the female B.Ed. students studying in autonomous colleges have recorded the mean scores on TC and its dimensions PPO, KSM, PCM and PP which are not statistically different.

33. The analytical LS is found to be a significant predictor of the TC and its dimensions - PPO, KSM, PCM and PP of female B.Ed. students of autonomous colleges.

34. The female B.Ed. students studying in non-autonomous colleges with global LS are average; however, a fairly good percentage of them are found to be high (28.78%) in their TC. The students of analytical LS are predominantly average in TC.

In the case of PPO, the female students of global and analytical LS are average and a good percentage of the students of global LS (36.69%) and analytical LS (33.33%) are found to be high.

In the case of the KSM, both the categories of the students are average; however, a fairly good percentage of them are found to be high (Global - 33.09%; Analytical - 33.33%).

In the case of the PCM, the students of global LS are found to be average (46.76%) with almost equal percentage of the students placed under high (48.45%) category. The students of analytical LS are found to be predominantly average in PCM.

In the case of the PP, the female students of global LS and analytical LS are average; however, a fairly good percentage of them are found to be high (Global - 35.97%; Analytical - 33.33%).
35. Irrespective of the differences in the LS - Global and Analytical, the female B.Ed. students studying in non-autonomous colleges have recorded mean scores on TC and its dimensions PPO, KSM, PCM and PP which are not statistically different.

36. The analytical LS is a significant predictor of the TC and its dimensions - PPO, KSM, PCM and PP of female B.Ed. students of non-autonomous colleges.

37. The female B.Ed. students studying in unisex (women) colleges with global and analytical LS are found to be predominantly average in the TC. In the case of the dimension PPO, the students of global LS are average; however, a good percentage of them are found to be high (30.20%). The students of analytical LS are average; however, a fairly good percentage of them are found to be low (25%) and high (25%) in PPO.

In the case of the KSM, the students of global LS are predominantly average. However, a fairly good percentage of them are found to be high in KSM. The students of analytical LS are average; while a fairly good percentage of them are equally distributed under low (25%) and high (25%) KSM.

In the case of the PCM, the students of global LS are average; however, a fairly good percentage of them are found to be high (26.98%). The students of analytical LS are predominantly high; while a fairly good percentage of them are found to be low (28.57%) in PCM.

In the case of the PP, the students of global LS are found to be predominantly average. The students of analytical LS are low; however, a good percentage of them are found to be average (39.29%) PP.

38. The female B.Ed. students studying in unisex (women) colleges on the global and analytical LS are found to be the same in their mean scores obtained on TC and its dimensions - PPO, KSM and PP. In the case of the dimension PCM, the female B.Ed. students of global LS are found to be better than the students of analytical LS.

39. The analytical LS is a significant predictor of the TC and its dimensions – PPO, KSM, PCM and PP of female B.Ed. students of unisex colleges (women).

40. The female B.Ed. students studying in co-educational colleges with global and analytical LS are found to be predominantly average in the TC; however, a fairly good percentage of the students of analytical LS are found to be high (25%) in TC.

In the case of the dimension PPO, the students of global LS are predominantly average; however, a fairly good percentage of them are found to be high (27.04%).
### Chart 5.2: Difference between the Female B.Ed. Students of Global and Analytical Learning Styles in their Teaching Competence

<table>
<thead>
<tr>
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<th>Quali.</th>
<th>Optional Subject</th>
<th>Management</th>
<th>Status</th>
<th>Type</th>
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<tbody>
<tr>
<td>Planning, Preparation and Organisation</td>
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<td>Knowledge of Subject Matter</td>
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<td>Presentation and Classroom Management</td>
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<tr>
<td>Personal Presentability</td>
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<tr>
<td>Teaching Competence in Total</td>
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</tr>
</tbody>
</table>

- **Significant difference is found**
- **No significant difference is found**
The students of analytical LS are average; however, a good percentage of them are found to be high (35%) and 25% of them are placed under low.

In the case of the KSM, the students of global LS are average, while 25.79% are found to be high. The students of analytical LS are found to be predominantly average in KSM.

In the case of the PCM, the students of global LS are average; however a good percentage of them are found to be low (35.85%). The students of analytical LS are also average; however, a fairly good percentage of them are found to be low (25%) and high (25%).

In the case of the PP, both the categories of the students are average; however, a high percentage of the students of global LS are found to be low (60%) and a good percentage of the analytical LS students are also low (30%) in PP.

41. On testing the significance of the difference between the mean scores of TC and its dimensions of the female B.Ed. students in co-educational colleges with global and analytical LS, it is found that they are the same.

42. The analytical LS is found to be a significant predictor of the TC and its dimensions – PPO, KSM, PCM and PP of female B.Ed. students of co-educational colleges; whereas global LS is a major contributive factor of the TC and its dimension – PP.

PART - III

Section - A: Role of Hemisphericity in Influencing the Teaching Competence of Male Students

1. The male B.Ed. students with left, right and integrated Hem. are found to be average in TC.

   In the case of the dimension – PPO, the students of left, right and integrated Hem. are predominantly average; however, a fairly good percentage of the students of integrated Hem. are found to be low (28.13%) and also high (25%).

   In the case of KSM, the students of left Hem. are average, and a good percentage of them are found to be high (34.48%). A fairly good percentage of them (27.59%) are also found to be low in KSM. The students of left, right and integrated Hem. are found to be predominantly average.

   In the case of PCM, the students of left and right Hem. are average; however a good percentage of the students of right Hem. (34.54%) are found to be low. The students
of integrated Hem. are predominantly high in PCM; however, a good percentage of them are found to be low.

In the case of PP, the students of left Hem. are equally distributed under low (44.83%) and average (48.28%) categories. The students of right and integrated Hem. are found to be average in PP; however, a good percentage of the students of right Hem. are found to be low (34.54%) and the students of integrated Hem. are found to be high (46.88%).

2. No significant difference is observed among the male B.Ed. students with left, right and integrated Hem. in their mean scores obtained on TC and its dimensions – PPO, KSM, PCM and PP.

3. The integrated Hem. is a significant predictor of the TC and its dimensions – PPO, KSM, PCM and PP of male students; whereas right Hem. is found to be a major contributive factor of dimension – PP.

4. The male B.Ed. students of UG qualification with left, right and integrated Hem. are found to be predominantly average in their TC.

In the case of PPO, the students of left, right and integrated Hem. are predominantly average; however, a fairly good percentage of the right (25.57%) and integrated (28.57%) Hem. are found to be high in PPO.

In the case of KSM, the students of left, right and integrated Hem. are predominantly average; however, a fairly good percentage (26.37%) of the students of right Hem. are found to be high in KSM.

In the case of PCM, the students of right and integrated Hem. are predominantly average; however, a good percentage of the right (31.87%) and integrated (35.71) Hem. are found to be low in PCM. The students of left Hem. are found to be predominantly high in PCM.

In the case of PP, the students of left Hem. are found to be predominantly high. The students of right Hem. are average in PP and a good percentage of them are found to be low (34.07%). The students of integrated Hem. are found to be equally distributed (50%) under average and high.

5. Irrespective of differences in the Hem. as left, right and integrated, the male B.Ed. students with UG qualification are found to be the same in their mean scores obtained on TC and its dimensions – PPO, KSM, PCM and PP.

6. The integrated Hem. is a significant predictor of the TC and its dimensions – PPO, KSM, PCM and PP of male B.Ed. students with UG qualification.
7. The male B.Ed. students of PG qualification with left, right and integrated Hem. are found to be predominantly average in the TC. In the case of PPO, the students of left Hem. are high with a fairly good percentage of them (35%) placed under average. 55.34%, 66.67% of the students of right and integrated Hem. are average in PPO. In the case of KSM, the students of left, right and integrated Hem. are predominantly average; however a good percentage of the students of left Hem. (30%) are found to be high.

In the case of PCM, the students of left Hem. are found to be high; whereas a fairly good percentage of them are found to be low (35%) in PCM. The students of right Hem. are average in PCM; whereas a good percentage of them are found to be low (36.89%) in PCM. The students of integrated Hem. are found to be high (55.56%); however, a good percentage of them are found to be low in PCM. In the case of PP, the students of left Hem. are average; however, a good percentage of them are found to be high. The students of right Hem. are found to be average in PP; however, a good percentage of them are found to be low (34.95%) in PP. The students of integrated Hem. are found to be average; however, a good percentage of them (44.44%) are high.

8. The male B.Ed. students of PG qualification with left, right and integrated Hem. are found to be the same in the mean scores obtained on TC and its dimensions – PPO, KSM, PCM and PP.

9. The integrated Hem. is found to be a significant predictor of the TC and its dimensions – PPO, KSM, PCM and PP, of the male B.Ed. students of PG qualification; whereas right Hem. is a major contributive factor of the TC and its dimensions – PPO and KSM.

10. The male B.Ed. students of Language optional subject with left, right and integrated Hem. are found to be predominantly average in their TC. However, a good percentage of the students of integrated Hem. are found to be high (30%). In the case of PPO, the students of left Hem. are high; however, a good percentage of them (37.50%) are found to be low in PPO. The students of right Hem. and integrated Hem. are average in PPO; however, a good percentage of right (33.33%) and integrated (30%) are found to be high in PPO.
In the case of KSM, the students of left Hem. are found to be predominantly average. The students of right and integrated Hem. are average in KSM; however, a good percentage of them (right – 30%; integrated – 30%) are found to be high.

In the case of PCM, the students of left Hem. are high; whereas a good percentage of them (37.50%) are found to be low in PCM. The students of right Hem. and integrated Hem. are average; whereas a fairly good percentage of the students of right Hem. (28.33%) are found to be low.

In the case of PP, the students of left Hem. are high; whereas a good percentage of them (37.50%) are found to be low in PP. The students of right Hem. are average; whereas a fairly good percentage of them (38.33%) are found to be low. The students of integrated Hem. are found to be equally distributed between low (40%) and average (40%) of PP.

11. On testing the significance of difference among the mean scores of male B.Ed. students of Language optional subject with left, right and integrated Hem. on TC and its dimension – PPO, KSM, PCM and PP, it is found that the observed differences are not statistically significant.

12. The integrated Hem. is a significant predictor of the TC and its dimensions – PPO, KSM, PCM and PP of male B.Ed. students of language optional subject; whereas left Hem. is found to be a major contributive factor of the TC and its dimensions – PPO, KSM, PCM and PP.

13. The male B.Ed. students of Art optional subject with left Hem. are found to be equally distributed among low (33.33%), average (33.33%) and high (33.33%) categories of TC. The students of right Hem. are average in TC; however, a good percentage of them (30.77%) are found to be high in TC. The students of integrated Hem. are found to be equally distributed in average (40%) and high (40%) categories of TC.

In the case of the dimension PPO, the students left Hem. are predominantly average; however, a good percentage of them (33.33%) are found to be low. The students of right and integrated Hem. are found to be predominantly average in PPO.

In the case of KSM, the students of left Hem. are predominantly average; however, a good percentage of them (33.33%) are found to be high. The students of right Hem. are predominantly average in KSM; however, a fairly good percentage of them (26.92%) are found to be high. The students of integrated Hem. are found to be equally distributed under average (40%) and high (40%).
In the case of PCM, the students of left and right Hem. are predominantly high; however, a good percentage of the left (33.33%) and right (34.62%) Hem. are found to be low in PCM. The students of integrated Hem. are found to be predominantly average in PCM.

In the case of PP, the students of left Hem. are average; however, a good percentage of them are found to be high in PP. The students of right Hem. are average in PP; however, a fairly good percentage of them (26.92%) are found to be low in PP. The students of integrated Hem. are found to be predominantly average in PP.

14. The male B.Ed. students of Arts optional subject with left, right and integrated Hem. are found to be the same in the mean scores of TC and its dimension – KSM and PCM. However, in the case of PPO and PP, the students of right Hem. are found to be lead, the other two categories of students.

15. The integrated Hem. is a significant predictor of the TC and its dimensions – PPO, KSM, PCM and PP of male B.Ed. students of arts optional subject; whereas right Hem. is found to be a major contributive factor of the TC and its dimensions – PPO, KSM, PCM and PP.

16. The male B.Ed. students of Science optional subject with left, right and integrated Hem. are found to be predominantly average in their TC.

In the case of the dimension – PPO, the students of left and right Hem. are predominantly average. The students of integrated Hem. are average in PPO and a fairly good percentage of them (29.41%) are found to be high.

In the case of KSM, the students of left, right and integrated Hem. are found to be predominantly average.

In the case of PCM, the students of left Hem. are high; however, a fairly good percentage of them (27.78%) are found to be low in PCM. The students of right Hem. are average in PCM; however, a good percentage of them (37.96%) are found to be low. The students of integrated Hem. are found to be equally distributed under low (41.18%) and average (41.18%) categories of PCM.

In the case of PP, the students of left Hem. are high; however, a good percentage of them (33.33%) are found to be low. The students of right Hem. are average in PP and a good percentage of them (34.26%) are found to be low. The students of integrated Hem. are high in PP; however, a good percentage of them (41.18%) are found to be average in PP.
17. The mean scores obtained on TC and its dimension – PPO, KSM, PCM and PP, by male B.Ed. students of Science optional subject with left, right and integrated Hem. are found to be statistically the same.

18. The integrated Hem. is found to be a significant predictor of the TC and its dimensions – PPO, KSM, PCM and PP of male B.Ed. students of science optional subject; whereas right Hem. is found to be a major contributive factor of the dimension – PPO.

19. The male B.Ed. students studying in government colleges with left Hem. are found to be predominantly average in the TC. The students of right Hem. are average in TC; however, a fairly good percentage of them (26.23%) are found to be high. The students of integrated Hem. are predominantly average on TC; however, a good percentage of them (30%) are found to be high.

In the case of the dimension – PPO, the students of left and right Hem. are predominantly average. The students of integrated Hem. are found to be equally distributed under average (40%) and high (40%) categories of PPO.

In the case of KSM, the students of left Hem. are average; however, a good percentage of them (33.33%) are found to be high. The students of right Hem. are predominantly average in KSM; however, a good percentage of them (30%) are found to be high.

In the case of PCM, the students of left Hem. are found to be high. The students of right Hem. are average in PCM; however, a good percentage of them (37.70%) are found to be low. The students of integrated Hem. are found to be predominantly average in PCM.

In the case of PP, the students of left Hem. are high; however, a good percentage of them (33.33%) are found to be low. The students of right Hem. and integrated Hem. are predominantly average in PP; however, a good percentage of the students of integrated Hem. are found to be high (30%).

20. No significant difference is observed among the male B.Ed. students of government colleges with left, right and integrated Hem. with regard to their mean scores obtained on TC and its dimensions – PPO, KSM, PCM and PP.

21. The integrated Hem. is found to be a significant predictor of the TC and its dimensions – PPO, KSM, PCM and PP of male B.Ed. students of government colleges.

22. The male B.Ed. students studying in aided colleges with left, right and integrated Hem. are found to be average in their TC.
In the case of PPO, the students of left, right and integrated Hem. are predominantly *average*; however, a fairly good percentage of the students of integrated Hem. are found to be *low* (29.41%).

In the case of KSM, the students of left and right Hem. are found to be predominantly *average*; however, a fairly good percentage of the students of left Hem. (31.25%) are found to be *low* in KSM. The students of integrated Hem. are *low* in KSM; however, a good percentage of them (35.29%) are found to be *average*.

In the case of PCM, the students of left Hem. are found to be predominantly *high*. The students of right Hem. are *average* in PCM; however, a good percentage of them (31.73%) are found to be *low* in PCM. The students of integrated Hem. are *high* in PCM; however, a good percentage of them (47.06%) are found to be *low*.

In the case of PP, the students of left Hem. are *high*; however a good percentage of them (43.75%) are found to be *low*. The students of right Hem. are found to be equally distributed under *low* (40.38%) and *average* (43.27%) categories of PP. The students of integrated Hem. are predominantly *average*; however, a good percentage of them (35.29%) are found to be *high* in PP.

23. On testing the significance of difference among the male B.Ed. students of aided colleges with left, right and integrated Hem. in their mean scores on TC and its dimensions PPO, KSM, PCM and PP, it is found that they are statistically the *same*.

24. The integrated Hem. is a *significant predictor* of the TC and its dimensions – PPO, KSM, PCM and PP of male B.Ed. students of aided colleges.

25. The male B.Ed. students of self-financing colleges with left, right and integrated Hem. are found to be *average* in their TC. However a good percentage of the students of right Hem. are *low* in TC.

In the case of the dimension – PPO, the students of left and integrated Hem. are found to be equally distributed under *average* and *high* categories. The students of right Hem. are also *high* in PPO; however, a good percentage of them (33.33%) are found to be *average* in PPO.

In the case of KSM, the students of left Hem. are found to be predominantly *average*. The students of right Hem. are *average* in KSM; however, a good percentage of them are found to be *low*. The students of integrated Hem. are found to be equally distributed under *average* (50%) and *high* (50%) categories of KSM.

In the case of PCM, the students of left Hem. are found to be equally distributed under *average* (50%) and *high* (50%) categories. The students of right Hem. are found to
be predominantly *average*. The students of integrated Hem. are found to be equally distributed under *low* (50%) and *high* (50%) categories of PCM.

In the case of PP, the students of left and integrated Hem. are found to be equally distributed under *average* (50%) and *high* (50%) categories. The students of right Hem. are *average* in PP; however, a good percentage of them (33.33%) are found to be *high*.

26. The male B.Ed. students of self-financing college with left, right and integrated Hem. are *not found to differ* in their mean scores obtained on TC and its dimensions PPO, KSM, PCM and PP.

27. The integrated Hem. is a *significant predictor* of the TC and its dimensions – PPO, KSM, PCM and PP of male B.Ed. students of self-financing colleges. Left Hem. is found to be a *major contributive factor* of the dimension – PPO, and right Hem. is a *major contributive factor* of the dimension – PP.

28. The male B.Ed. students of university departments with left, right and integrated Hem. are found to be predominantly *average* in their TC; however, a good percentage of the students of integrated Hem. (33.33%) are found to be *high* in TC.

In the case of the dimension – PPO, the students of left Hem. are found to be equally distributed under *average* (50%) and *high* (50%) categories. The students of right and integrated Hem. are predominantly *average*; while a good percentage of the students of integrated Hem. (33.33%) are found to be *high*.

In the case of KSM, the students of left Hem. are found to be equally distributed under *average* (50%) and *high* (50%) categories. The students of right and integrated Hem. are predominantly *average* in KSM; however, a good percentage of the students of integrated Hem. (33.33%) are found to be *high*.

In the case of PCM, the students of left Hem. are found to be predominantly *average*. The students of right Hem. are *high* in PCM; however, a good percentage of them (34.78%) are found to be *average*. The students of integrated Hem. are predominantly *low* in PCM; however, a good percentage of them (33.33%) are found to be *high* in PCM.

In the case of PP, the students of left Hem. are found to be predominantly *average*. The students of right Hem. are *high* in PP; however, a good percentage of them (34.78%) are found to be *average*. The students of integrated Hem. are predominantly *low* in PP; however, a good percentage of them (33.33%) are found to be *high* in PP.
29. Irrespective of the differences in the Hem. as left, right and integrated, of the male B.Ed. students of university departments, they are found to be the same in their mean scores obtained on TC and its dimensions – PPO, KSM, PCM and PP.

30. The integrated Hem. is a significant predictor of the TC and its dimensions – PPO, KSM, PCM and PP of male B.Ed. students of university departments.

31. The male B.Ed. students of autonomous colleges with left, right and integrated Hem. are found to be predominantly average in their TC. In the case of PPO, the students of left and right Hem. are predominantly average; however, a good percentage of the students of left Hem. are found to be low. The students of integrated Hem. are found to be average in PPO; however, a good percentage of them are low (32.14%) and high (28.57%) in their PPO. In the case of KSM, the students of left Hem. are average; however, a good percentage of them are found to be low (30.77%) and high (30.77%). The students of right and integrated Hem. are found to be predominantly average in their KSM. In the case of PCM, the students of left Hem. are found to be predominantly high; however, a good percentage of them are low (30.77%). The students of right Hem. are average in PCM; however, a good percentage of them are found to be low (38.69%). The students of integrated Hem. are high in PCM; however, a good percentage of them are found to be low (42.86%). In the case of PP, the students of left Hem. are found to be equally distributed under average (50%) and high (50%) categories. The students of right Hem. are average in PP; however, a good percentage of them (36.31%) are found to be low. The students of integrated Hem. are average in PP; however, a good percentage of them are found to be high (42.86%).

32. The mean scores obtained by the male B.Ed. students of autonomous colleges with left, right and integrated Hem. on TC and its dimensions – PPO, KSM, PCM and PP are not statistically different.

33. The integrated Hem. is found to be a significant predictor of the TC and its dimensions – PPO, KSM, PCM and PP of male B.Ed. students of autonomous colleges.

34. The male B.Ed. students of non-autonomous colleges with left, right and integrated Hem. are found to be predominantly average in the TC; however, a good percentage of the students of left Hem. (33.33%) are high in the TC. In the case of the dimension – PPO, the students of left and right Hem. are predominantly average; however, a good percentage of them (33.33% and 30.77%)
are found to be *high*. The students of integrated Hem. are found to be predominantly *high* in PPO.

In the case of KSM, the students of left, right and integrated Hem. are predominantly *average*; however, a good percentage of the students of left (33.33%) and right (30.77%) Hem. are found to be *high* in KSM.

In the case of PCM, the students of left Hem. and integrated Hem. are predominantly *high*; however, a good percentage of the students of left Hem. (33.33%) are found to be *low*. The students of right Hem. are found to be predominantly *average* in PCM.

In the case of PP, the students of left Hem. and right Hem. are found to be predominantly *average*; whereas the students of integrated Hem. are predominantly *high*.

35. The male B.Ed. students of non-autonomous colleges with left, right and integrated Hem., when tested for the significance of differences among the mean scores for TC and its dimensions – PPO, KSM, PCM and PP, it is found that they are statistically the same.

36. The integrated Hem. is a *significant predictor* of the TC and its dimensions – PPO, KSM, PCM and PP of male B.Ed. students of non-autonomous colleges; whereas left Hem. is found to be a *major contributive factor* of the dimension – PCM.

37. The male B.Ed. students studying in unisex (men) colleges with left, right and integrated Hem. are found to be *average* in their TC.

In the case of PPO, the students of left, right and integrated Hem. are predominantly *average*; however, a good percentage of the students of integrated Hem. (28.57%) are found to be *low* in PPO.

In the case of KSM, the students of left Hem. are *high*; however, a good percentage of them are found to be *average* (30%). The students of right and integrated Hem. are found to be predominantly *average* in KSM.

In the case of PCM, the students of left Hem. are predominantly *high*; however, a good percentage of them are found to be *low* (30%). The students of right Hem. are found to be predominantly *average* in PCM. Though the students of integrated Hem. are predominantly *high* in PCM; a good percentage of them are found to be *low* (42.86%).

In the case of PP, the students of left Hem. are predominantly *high*; however, a good percentage of them are found to be *low*. The students of right Hem. are *average* in PP; however, a good percentage of them (34.25%) are found to be *low* in PP.
Though the students of integrated Hem. are average in PP, a good percentage of them are found to be high (42.86%).

38. The male B.Ed. students of unisex (men) colleges with left, right and integrated Hem. are found to be the same in the mean scores on TC and its dimensions – PPO, KSM, PCM and PP.

39. The integrated Hem. is a significant predictor of the TC and its dimensions – PPO, KSM, PCM and PP of male B.Ed. students of unisex colleges (men).

40. The male B.Ed. students studying in co-educational colleges with left, right and integrated Hem. are found to be predominantly average in their TC.

In the case of PPO, the students of left Hem. are found to be equally distributed under average (47.37%) and high (47.37%) categories. The students of right and integrated Hem. are predominantly average in PPO; however, 25.62% of the right and 27.78% of the integrated are found to be high in PPO.

In the case of KSM, the students of left, right and integrated Hem. are predominantly average; however, a fairly good percentages of the students of left Hem. are found to be high (26.32%).

In the case of PCM, the students of left Hem. are predominantly high; however, a good percentage of them (31.58%) are low in PCM. The students of right Hem. are low in PCM; however, a good percentage of them (39.67%) are found to be average. The students of integrated Hem. are average (44.44%) in PCM; however, a good percentage of them (38.89%) are found to be low in PCM.

In the case of PP, the students of left Hem. are high; however, a good percentage of them are found to be average (47.37%). The students of right Hem. are average in PP; however, a good percentage of them are found to be low. The students of integrated Hem. are predominantly low in PP; however, a fairly good percentage of them (27.78%) are found to be average.

41. The male B.Ed. students of co-educational colleges with left, right and integrated Hem. are found to be the same in the mean scores on TC and its dimensions – PPO, KSM, PCM and PP.

42. The integrated Hem. is found to be a significant predictor of the TC and its dimensions – PPO, KSM, PCM and PP of male B.Ed. students of co-educational colleges.
Chart 5.3: Difference among the Male B.Ed. Students of Left, Right and Integrated Hemisphericity in their Teaching Competence

<table>
<thead>
<tr>
<th>Planning, Preparation and Organisation</th>
<th>Quali.</th>
<th>Optional Subject</th>
<th>Management</th>
<th>Status</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of Subject Matter</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presentation and Classroom Management</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal Presentability</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching Competence in Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **Significant difference is found**
- **No significant difference is found**
Section – B: Role of Hemisphericity in Influencing the Teaching Competence of Female Students

1. The female students doing the B.Ed. degree course with left, right and integrated Hem. are found to be predominantly average in the TC.
   
   In the case of PPO, the students of left, right and integrated Hem. are predominantly average; however, a fairly good percentage of the right (29.34%) and integrated (27.59%) Hem. are found to be high.
   
   In the case of KSM, the students of left, right and integrated Hem. are predominantly average.
   
   In the case of PCM, the students of left, right and integrated Hem. are average; however, a good percentage of them (33.33%, 28.53% and 29.89%) are found to be low in PCM.
   
   In the case of PP, the students of left, right and integrated Hem. are average; however, a good percentage of them (31.82%, 29.01% and 27.59%) are found to be low in PP.

2. No significant difference is observed among the female B.Ed. students with left, right and integrated Hem. in their mean scores obtained on TC and its dimensions – PPO, KSM, PCM and PP.

3. The integrated Hem. is a significant predictor of the TC and its dimensions – PPO, KSM, PCM and PP of female students. left Hem. is found to be a major contributive factor of the TC and its dimensions – PPO and KSM; whereas right Hem. is a major contributive factor of the dimension – PCM.

4. The female B.Ed. students of UG qualification with left, right and integrated Hem. are found to be predominantly average in their TC.
   
   In the case of PPO, the students of left, right and integrated Hem. are predominantly average; however, a fairly good percentage of the left (26.92%) and right (29.89%) are found to be high.
   
   In the case of KSM, the students of left, right and integrated Hem. are predominantly average; however, a fairly good percentage of the students of left Hem. are found to be high.
   
   In the case of PCM, the students of left and right Hem. are average; however, a good percentage of the students of right (30.62%) are found to be low. The students of integrated Hem. are predominantly high; however, a good percentage of them (39.39%) are found to be low in PCM.
In the case of PP, the students of left and right Hem. are average; however, a fairly good percentage of the students of left (26.92%) and right (31.40%) Hem. are found to be low.

5. Irrespective of differences in the Hem. as left, right and integrated, the female B.Ed. students with UG qualification are found to be the same in their mean scores obtained on TC and its dimensions – PPO, KSM, PCM and PP.

6. The integrated Hem. is a significant predictor of the TC and its dimensions – PPO, KSM, PCM and PP of female B.Ed. students with UG qualification; whereas left Hem. is found to be a major contributive factor of TC and its dimensions – PPO, KSM, PCM and PP.

7. The female B.Ed. students of PG qualification with left, right and integrated Hem. are found to be predominantly average in their TC.

In the case of PPO, the students of left, right and integrated Hem. are found to be average; however, a fairly good percentage of the students of right (28.97%) Hem. are high in PPO.

In the case of KSM, the students of left, right and integrated Hem. are predominantly average; however, a fairly good percentage of the students of left (27.50%) Hem. are found to be high.

In the case of PCM, the students of left Hem. are low; however, a good percentage of them (35%) are found to be average. The students of right Hem. are predominantly average in PCM; however, a good percentage of them (27.02%) are found to low in PCM. The students of integrated Hem. are predominantly average in PCM; however, a fairly good percentage of them (29.63%) are found to be high in PCM.

In the case of PP, the students of left Hem. are found to be average; however, a good percentage of them (35%) are low in PP. The students of right and integrated Hem. are predominantly average in PP; however, a good percentage of the right and integrated are found to be low and high in PP.

8. The female B.Ed. students of PG qualification with left, right and integrated Hem. are found to be the same in the mean scores obtained on TC and its dimensions – PPO, KSM, PCM and PP.

9. The integrated Hem. is found to be a significant predictor of the TC and its dimensions – PPO, KSM, PCM and PP, of the female B.Ed. students of PG qualification; whereas right Hem. is a major contributive factor of the dimension – PCM.
10. The female B.Ed. students of Language optional subject with left, right and integrated Hem. are found to be predominantly *average* in the TC.

In the case of PPO, the students of left, right and integrated Hem. are predominantly *average*; however, a fairly good percentage of the students of right (28.76%) Hem. are found to be *high*.

In the case of KSM, the students of left, right and integrated Hem. are predominantly *average*; however, a fairly good percentage (26.80%) of the students of right Hem. are *high* in KSM.

In the case of PCM, the students of left, right and integrated Hem. are *average*, however; a good percentage of the students of left (37.50%) and integrated (35.29%) Hem. are found to be *high*.

In the case of PP, the students of left Hem. are found to be equally distributed under *low* (50%) and *high* (50%) categories. The students of right and integrated Hem. are *average* in PP; however, a fairly good percentage of the students of right (28.10%) and integrated (29.41%) Hem. are found to be *low* and *high* respectively.

11. On testing the significance of difference among the mean scores of female B.Ed. students of Language optional subject with left, right and integrated Hem. on TC and its dimension – PPO, KSM, PCM and PP, it is found that the observed differences are *not statistically significant*.

12. The integrated Hem. is a *significant predictor* of the TC and its dimensions – PPO, KSM, PCM and PP of female B.Ed. students of language optional subject; whereas left Hem. is found to be a *major contributive factor* of the dimensions –KSM & PP.

13. The female B.Ed. students of Arts optional subject with left, right and integrated Hem. are found to be predominantly *average* in the TC; however, a good percentage (30.77%) of the students of integrated Hem. are *high* in TC.

In the case of PPO, the students of left, right and integrated Hem. are predominantly *average*; however, a good percentage of the students of right (28.85%) and integrated (30.77%) Hem. are found to be *high*.

In the case of KSM, the students of left, right and integrated Hem. are *average*; however, a good percentage of the integrated are found to be *high* (30.77%).

In the case of PCM, the students of left and right Hem. are *average*; however, a good percentage (31.73%) of the right are found to be *low* in PCM. The students of integrated Hem. are *high*; however, a good percentage of them are found to be *low* (30.77%) and *average* (30.77%).

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In the case of PP, the students of left and right Hem. are *average*; however, a fairly good percentage of the right (29.81%) are found to be *low* in PP. The students of integrated Hem. are *average* in PP; however, a good percentage of them are found to be *low* (30.77%) and *high* (30.77%).

14. The female B.Ed. students of Arts optional subject with left, right and integrated Hem. are found to be the *same* in the mean scores of TC and its dimensions – PPO, KSM, PCM and PP.

15. The integrated Hem. is a *significant predictor* of the TC and its dimensions – PPO, KSM, PCM and PP of female B.Ed. students of arts optional subject.

16. The female B.Ed. students of Science optional subject with left, right and integrated Hem. are found to be predominantly *average* in their TC.

In the case of PPO, the students of left, right and integrated Hem. are *average*; however, a fairly good percentage of the integrated are found to be *low* (28.07%) and a fairly good percentage of the left (28.95%) and right (29.72%) are found to be *high*.

In the case of KSM, the students of left, right and integrated Hem. are *average*; however, a good percentage of the left (36.84%) and a fairly good percentage of the integrated (26.32%) are found to be *high* and *low* respectively.

In the case of PCM, the students of left, right and integrated Hem. are *average*; however, a good percentage of the right (29.17%) and integrated (33.33%) are found to be *low* in PCM.

In the case of PP, the students of right and integrated Hem. are *average*; however, a fairly good percentage of the right (29.17%) and integrated (28.07%) are found to be *low*. The students of left Hem. are *average*; however, a fairly good percentage of them are found to be *low* (26.32%) and *high* (28.95%).

17. The mean scores obtained on TC and its dimension – PPO, KSM, PCM and PP, by female B.Ed. students of Science optional subject with left, right and integrated Hem. are found to be statistically the *same*.

18. The integrated Hem. is found to be a *significant predictor* of the TC and its dimensions – PPO, KSM, PCM and PP of female B.Ed. students of science optional subject; whereas right Hem. is a *major contributive factor* of the dimension – PCM.

19. The female B.Ed. students of government colleges with left, right and integrated Hem. are found to be *average* in their TC.
In the case of PPO, the students of left, right and integrated Hem. are predominantly *average*; however, a good percentage of the right (31.18%) and integrated (38.46%) are found to be *high*.

In the case of KSM, the students of left, right and integrated Hem. are predominantly *average*; however, a good percentage of the right (33.33%) and the integrated (30.77%) are found to be *high*.

In the case of PCM, the students of left Hem. are equally distributed under *low* (50%) and *high* (50%). The students of right and integrated Hem. are found to be predominantly *average* in PCM.

In the case of PP, the students of left and integrated Hem. are *average*; however, a good percentage of the left (33.33%) and integrated (30.77%) are found to be *low*. The students of right Hem. are *average* in PP; however, a good percentage of them are found to be *high* in PP.

20. *No significant difference* is observed among the female B.Ed. students of government colleges with left, right and integrated Hem. with regard to their mean scores obtained on TC and its dimensions – PPO, KSM, PCM and PP.

21. The integrated Hem. is found to be a *significant predictor* of the TC and its dimensions – PPO, KSM, PCM and PP of female B.Ed. students of government colleges; whereas the left Hem. is a *major contributive factor* of the TC and its dimensions – KSM and PCM.

22. The female B.Ed. students of aided colleges with left, right and integrated Hem. are found to be predominantly *average* in their TC. However, a fairly good percentage of the students of left Hem. are *high* (27.03%).

In the case of PPO, the students of left, right and integrated Hem. are found to be *average*; however, a good percentage of them (29.73%, 29.97% and 30.60%) are *high* in PPO.

In the case of KSM, the students of left, right and integrated Hem. are found to be predominantly *average*; however, a fairly good percentage of the left (29.73%) are *high* in KSM.

In the case of PCM, the students of right and integrated Hem. are predominantly *average*. However, a good percentage of the integrated (30.36%) are *high* in PCM.

Though the students of left Hem. are found to be *average* in PCM, a good percentage of them are *low* (32.43%) and *high* (29.73%).
In the case of PP, the students of left, right and integrated Hem. are \textit{average}, however, a good percentage of the students of left (32.43\%) and right (26.61\%) Hem. \textit{low}. Whereas, a good percentage of the integrated are \textit{high} (32.14\%).

23. On testing the significance of difference among the female B.Ed. students of aided colleges with left, right and integrated Hem. in their mean scores on TC and its dimensions PPO, KSM, PCM and PP, it is found that they are statistically the \textit{same}.

24. The integrated Hem. is a \textit{significant predictor} of the TC and its dimensions – PPO, KSM, PCM and PP of female B.Ed. students of aided colleges; whereas the right Hem. is found to be a \textit{major contributive factor} of the TC and its dimensions – KSM, PCM and PP.

25. The female B.Ed. students of self-financing colleges with left, right and integrated Hem. are found to be predominantly \textit{average} in TC. The students of left Hem. are found to be predominantly \textit{high} in TC. However, a good percentage of the left Hem. are \textit{average} (33.33\%).

In the case of PPO, the students of left, right and integrated Hem. are found to be \textit{average}; however, a good percentage of the left are \textit{high} (33.33\%) and a fairly good percentage of the right are \textit{low} (26.76\%) and \textit{high} (30.99\%).

In the case of KSM, the students of left, right and integrated Hem. are predominantly \textit{average}. However, a good percentage of the integrated are found to be \textit{high} (30\%).

In the case of PCM, the students of left and right Hem. are \textit{average}. However, a good percentage of the right are found to be \textit{low} (36.62\%). The students of integrated are predominantly \textit{low} in PCM; however, a good percentage of them are found to be \textit{high} (40\%).

In the case of PP, the students of left and right Hem. are predominantly \textit{average} in TC; however, a good percentage of the right are found to be \textit{low} (33.80\%). The students of integrated, though predominantly \textit{high} in PP, a fairly good percentage of them are found to be \textit{low}.

26. The female B.Ed. students of self-financing college with left, right and integrated Hem. are not found to differ in their mean scores obtained on TC and its dimensions PPO, KSM, PCM and PP.

27. The integrated Hem. is a \textit{significant predictor} of the TC and its dimensions – PPO, KSM, PCM and PP of female B.Ed. students of self-financing colleges; whereas right Hem. is a \textit{major contributive factor} of the TC and its dimensions – PPO and PP.
28. The female B.Ed. students of university departments with left, right and integrated Hem. are found to be predominantly *average* in TC.

In the case of PPO, the students of left and right Hem. are found to be predominantly *average*; however, the students of integrated Hem. are found to be predominantly *high*.

In the case of KSM, the students of left and integrated Hem. are found to be predominantly *high*. The students of the right Hem., though *average* in KSM; a good percentage of them are found to be *high* (36.36%).

In the case of PCM, the students of left and integrated Hem. are found to be predominantly *average*. However, a good percentage of the left and a good percentage of the integrated are found to be *low* and *high* respectively in PCM. The students of the right are predominantly *low* in PCM; however, a good percentage of them are found to be *average*.

In the case of PP, the students of the left and right Hem. are predominantly *low*; however, a good percentage of the right Hem. are found to be *average* (34.85%) in PP. The students of integrated Hem. are found to be equally distributed under *average* (50%) and *high* (50%).

29. Irrespective of the differences in the Hem. as left, right and integrated, of the female B.Ed. students of university departments, they are found to be the *same* in their mean scores obtained on TC and its dimensions – PPO, KSM, PCM and PP.

30. The integrated Hem. is a *significant predictor* of the TC and its dimensions – PPO, KSM, PCM and PP of female B.Ed. students of university departments.

31. The female B.Ed. students in autonomous colleges with left, right and integrated Hem. are found to be predominantly *average* in TC.

In the case of PPO, the students of left, right and integrated Hem. are found to be predominantly *average*; however, a fairly good percentage of the integrated are found to be *low* in PPO.

In the case of KSM, the students of left, right and integrated Hem. are found to predominantly *average*.

In the case of PCM, the students of left and right Hem. are found to be *average*. However, a good percentage of them are *low* (left – 34.48%; right – 31.62%). The students of integrated are found to be predominantly *high* in PCM. However, a good percentage of them (41.38%) are *low*. 

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In the case of PP, the students of left and right Hem. are found to be average; however, a good percentage of them are low (L – 32.76%; right – 32.81%). The students of integrated are found to be predominantly high; whereas a good percentage of them are found to be low (37.93%).

32. The mean scores obtained by the female B.Ed. students of autonomous colleges with left, right and integrated Hem. on TC and its dimensions – PPO, KSM, PCM and PP are not statistically different.

33. The integrated Hem. is found to be a significant predictor of the TC and its dimensions – PPO, KSM, PCM and PP of female B.Ed. students of autonomous colleges; whereas the right Hem. is a major contributive factor of the dimension – PCM.

34. The female B.Ed. students studying in non-autonomous colleges with left, right and integrated Hem. are found to be average in TC. However a good percentage of them (37.50%, 29.73% and 34.48%) are found to be high in TC.

In the case of PPO, the students of left Hem. are found to be equally distributed under average (37.50%) and high (37.50%) categories. The students of right Hem. are found to be predominantly average and a good percentage of them are found to be high. The students of integrated Hem. are found to be high in PPO; however, a good percentage of them are found to be average.

In the case of KSM, the students of left and right Hem. (37.50% and 29.73%) are found to be high. The students of integrated are high in KSM; whereas a good percentage of them (37.93%) are average.

In the case of PCM, the students of left and right Hem. are found to be average; however, a good percentage of them (37.50% and 36.94%) are high. The students of integrated are found to be predominantly high in PCM; however, a good percentage of them (37.93%) are found to be average.

In the case of PP, the students of left and right Hem. are predominantly average; whereas a good percentage of right (33.33%) are found to be high. The students of the integrated are predominantly high; whereas a good percentage of them are found to be average.

35. The female B.Ed. students of non-autonomous colleges with left, right and integrated Hem., when tested for the significance of differences among the mean scores for TC and its dimensions – PPO, KSM, PCM and PP, it is found that they are statistically the same.
36. The integrated Hem. is a significant predictor of the TC and its dimensions – PPO, KSM, PCM and PP of female B.Ed. students of non-autonomous colleges. Right Hem. is found to be a major contributive factor of the dimension – PPO, and left Hem. is a major contributive factor of the dimension – KSM.

37. The female B.Ed. students in unisex colleges (women) with left, right and integrated Hem. are found to be predominantly average in their TC.

In the case of PPO, the students of left, right and integrated Hem. are predominantly average; however, a good percentage of the right Hem. are high (29.71%).

In the case of KSM, the students of left, right and integrated Hem. are predominantly average; whereas a good percentage of integrated are high (30.51%).

In the case of PCM, the students of left and right Hem. are found to be average. However, a good percentage of the left are found to be high (30.30%). The students of integrated Hem., though found to be average, a good percentage of them are high (32.20%).

In the case of PP, the students of left, right and integrated Hem. are found to be average, however a good percentage of integrated Hem. are high.

38. The female B.Ed. students of unisex (women) colleges with left, right and integrated Hem. are found to be the same in the mean scores on TC and its dimensions – PPO, KSM, PCM and PP.

39. The integrated Hem. is a significant predictor of the TC and its dimensions – PPO, KSM, PCM and PP of female B.Ed. students of unisex colleges (women). Left Hem. is found to be a major contributive factor of the TC and its dimensions – PPO and KSM; whereas, right Hem. is a major contributive factor of the dimensions – PCM and PP.

40. The female B.Ed. students in co-educational colleges with left, right and integrated Hem. are predominantly average in their TC.

In the case of PPO, the students of left, right and integrated Hem. are predominantly average; however, a good percentage of right Hem. (28.88%) are found to be high.

In the case of KSM, the students of left, right and integrated Hem. are predominantly average, however, a good percentage of the left are high.

In the case of PCM, the students of left are found to be low; whereas a good percentage of them (36.36%) are average. The students of the right are average; however, a good percentage of them are low (33.94%). The students of integrated are found to be predominantly high; however, a good percentage of them (35.71%) are low.
### Chart 5.4: Difference among the Female B.Ed. Students of Left, Right and Integrated Hemisphericity in their Teaching Competence

<table>
<thead>
<tr>
<th>Quali.</th>
<th>Optional Subject</th>
<th>Management</th>
<th>Status</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning, Preparation and Organisation</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Knowledge of Subject Matter</td>
<td></td>
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<tr>
<td>Presentation and Classroom Management</td>
<td></td>
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<tr>
<td>Personal Presentability</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Teaching Competence in Total</td>
<td></td>
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</tr>
</tbody>
</table>

- **Green** indicates a significant difference is found.
- **Red** indicates no significant difference is found.
In the case of PP, the students of left Hem. are low; whereas a good percentage of them are average (27.27%) and high (27.27%). The students of right Hem. are average; however, a good percentage of them are found to be low (32.85%). The students of integrated Hem. are high in PP; however, a good percentage of them (32.14%) are low.

41. The female B.Ed. students of co-educational colleges with left, right and integrated Hem. are found to be the same in the mean scores on TC and its dimensions – PPO, KSM, PCM and PP.

42. The integrated Hem. is found to be a significant predictor of the TC and its dimensions – PPO, KSM, PCM and PP of female B.Ed. students of co-educational colleges.

5.2. IMPLICATIONS

Neither a clap of appreciation nor a word of reproach is possible when one happens to look at the major findings of the present study which reports that the teaching competence of the students doing the B.Ed. degree course in Colleges of Education and University Departments in Tamilnadu are only average. That is, 61.46% of the sample falls under the average category of teaching competence. Though one may support this finding from the point of view of the normal distribution of the ability among the selected population, it goes contrary to the sole aim of teacher education programme being offered in Colleges of Education and University Departments. Following the expectations and need of the society, the teacher education programme aims at producing competent teachers who in turn could impart effective learning in children entrusted to their care. As the future India is being shaped in the classrooms, the teachers are expected to be highly competent and devoted. Therefore, mediocre city in teacher behaviour especially in teaching competence is highly deplorable. As such the present finding with regard to the teaching competence of the present set of student teachers in Colleges of Education and University Departments tells upon the nature of teacher education programme intended for producing B.Ed. teachers who are eligible to teach from 6th standard to 12th standard. Thus, it warns the educationists in Tamilnadu and the faculty and administrators of Colleges of Education and University Departments, of the impending problem in teacher education and the urgency to elevate the status of the B.Ed. course of study.
Since, 61.46% of the sample falls under average category of teaching competence, only a small percentage may fall under high category of teaching competence. The dimension-wise analysis of teaching competence reveals that only 27.41% of the sample is high in the dimension Preparation, Planning and Organization (PPO). It shows that the teachers’ input with regard to teaching and teaching related skills is of satisfactory in nature. However, when the individual teacher trainee comes to perform in the classroom, it seems he or she fails. The study shows that 30.54% of the sample is low in the dimension Presentation and Classroom Management (PCM). Similarly, the psycho-socio characteristics of the individual are also not very conducive for executing what he or she has prepared. 31.32% of the sample is found to be low in Personal Presentability (PP). Therefore, it may be interpreted that the individuals who are drawn into teacher education programme for undergoing the B.Ed. course of study do not seem to have a conducive behaviour which could help them materialize what the faculty members have offered for effective teaching. The infrastructure facilities and the teaching related inputs given by competent faculty members seem to go waste when the selection for admission to the B.Ed. degree course does not take into consideration the required aptitude, attitude and personality of the aspiring candidates.

The gender-wise analysis also reveals that both male and female B.Ed. students are average in their teaching competence. However, the female students seem to have an edge over their male counterparts because a good percentage of them are found to be high (23.38%) in their teaching competence. Moreover, the female students are found to be far more better than their male counterparts in teaching competence and its dimension - Knowledge of Subject Matter (KSM), Presentation and Classroom Management (PCM) and Personal Presentability (PP). From this, it may be concluded that the female teacher trainees are sure to come out with B.Ed. degree having more flair for teaching and teaching related activities than their male counterparts. The directives of Government of Tamilnadu to appoint female teachers in lower classes is very much supported by this finding. Moreover, it also reveals the fact that they are more competent in general in teaching at the higher levels also, due to their strength in Knowledge of Subject Matter (KSM), Presentation and Classroom Management (PCM) and Personal Presentability (PP).

When teaching competence of male B.Ed. students is studied in terms of their learning style, it is reported that students with global learning style are found to be
somewhat low in the dimension Presentation and Classroom Management (34.90%) and Personal Presentability (38.04%). From this, it may be understood that the reported deficiency in Presentation and Classroom Management (PCM) and Personal Presentability (PP) of male B.Ed. students may be due to their global learning style. Similarly, the analytical learning style is also found to be responsible for low Presentation and Classroom Management (PCM). These differences are noted only in the levels of Presentation and Classroom Management (PCM) and Personal Presentability (PP). When the differences in Planning, Preparation and Organisation (PPO), Knowledge of Subject Matter (KSM), Presentation and Classroom Management (PCM) and Personal Presentability (PP) are studied in terms of the mean scores, no significant difference is observed between the students of global and analytical learning styles. However, analytical learning style is found to be a significant predictor of teaching competence and its dimensions - Planning, Preparation and Organisation (PPO), Knowledge of Subject Matter (KSM), Presentation and Classroom Management (PCM) and Personal Presentability (PP). The same trend is found to exist even in findings relating the learning styles and the teaching competence and its dimensions of male B.Ed. students who are categorised on the basis of educational qualification - UG and PG; optional subjects - Language, Arts and Science; Management of College - Government, Aided, Self-financing and University Departments; Status of College - Autonomous and Non-autonomous; Type of College - Unisex (men / women) and Coeducation. It drives home the fact that, the learning styles - global and analytical are influential in male B.Ed. students in altering their levels of teaching competence and its dimensions. As such, the study has also shown that in the case of male B.Ed. students, analytical learning style is a significant predictor of teaching competence and its dimensions. The influence of the learning styles seems to manifest only in the levels of teaching competence and its dimensions. Therefore, it may be interpreted that the learning style also plays a significant role in influencing the level of teaching competence and its dimensions - Planning, Preparation and Organisation (PPO), Knowledge of Subject Matter (KSM), Presentation and Classroom Management (PCM) and Personal Presentability (PP). The more is analytical orientedness, the higher will be the teaching competence.

The female B.Ed. students irrespective of their global and analytical learning styles are found to be predominantly average in teaching competence and its dimensions.
However, in the case of the students of global learning style, a good percentage of them is found to be high in Planning, Preparation and Organisation (28.81%) and Presentation and Classroom Management (29.22%). In the case of students of analytical learning style, they are found to be high in Knowledge of Subject Matter (KSM) and Personal Presentability (PP). In spite of these differences in the levels, both the categories of the students are found to be the same in their mean scores on teaching competence and its dimensions. However, the more influencing nature of analytical learning style is established by the fact that it has been reported as the significant predictor of teaching competence and its dimensions.

Moreover, when the female population classified on the basis of educational qualification - UG and PG; optional subjects - Language, Arts and Science; Management of College - Government, Aided, Self-financing and University Departments; Status of College - Autonomous and Non-autonomous; Type of College - Unisex (men / women) and Coeducation is studied in terms of global and analytical learning styles pertaining to teaching competence and its dimensions, it has been shown that the learning styles are of no significant influence over the mean scores of teaching competence and its dimensions. However, changes in the levels of dimension is noted due to global and analytical learning styles, though in toto the teaching competence of female B.Ed. students is average. Moreover, in all the stratification of the sample, it is observed that the analytical learning style is a significant predictor of teaching competence and its dimensions. It confirms the strong positive influence of the analytical learning style over the teaching competence and its dimensions of female B.Ed. students.

It may be inferred from the findings relating gender and teaching competence in respect of learning styles that the female B.Ed. students are somewhat more influenced by analytical learning style than their male counterparts in manifesting teaching competence and its dimensions.

Irrespective of the nature of hemisphericity - Left or Right or Integrated, the male B.Ed. students are found to be predominantly average in teaching competence. However, when they are studied in terms of dimensions, it is found that a good percentage of the students of integrated hemisphericity are high in Planning, Preparation and Organisation (PPO), Knowledge of Subject Matter (KSM), Presentation and Classroom Management (PCM) and Personal Presentability (PP). But when the mean scores on teaching competence and its dimensions are studied in terms of hemisphericity,
no significant difference is noted. However, the integrated hemisphericity is found to be a significant predictor of teaching competence and its dimensions. From this, it may be inferred that integrated hemisphericity is of more influential in nature than the left or right in the case of the male counterparts. Though, a significant difference is not observed among these three types of male B.Ed. students with regard to teaching competence and its dimensions, its inherent influence in altering the levels of the dimensions of teaching competence is explicit.

As in the case of male student teachers, the female student teachers are also found to be predominantly average in their teaching competence irrespective of left, right or integrated hemisphericity. Only in the case of the dimension - Planning, Preparation and Organisation (PPO), the female students of right hemisphericity (29.34%) and integrated hemisphericity (27.59%) are found to be somewhat high.

From the study of the level of teaching competence and its dimensions of female B.Ed. students with regard to hemisphericity, the influence of integrated hemisphericity is not much felt as in the case of the male students. On closer comparison, it is found that the impact of hemisphericity on teaching competence of female B.Ed. students is not very distinct. Though, it is confirmed by the differential analysis, the integrated hemisphericity is reported to be a significant predictor of teaching competence and its dimensions - Planning, Preparation and Organisation (PPO), Knowledge of Subject Matter (KSM), Presentation and Classroom Management (PCM) and Personal Presentability (PP).

When the female B.Ed. students of different hemisphericity are studied with regard to educational qualification - UG and PG; optional subjects - Language, Arts and Science; Management of College - Government, Aided, Self-financing and University Departments; Status of College - Autonomous and Non-autonomous; Type of College - Unisex (men / women) and Coeducation in terms of teaching competence and its dimensions, the distinct influence of integrated hemisphericity is not established rather the left or right orientedness seems to influence the teaching competence and its dimensions of female B.Ed. students of different background characteristics. From this, it may be interpreted that female B.Ed. students are either strong in left hemisphericity or right hemisphericity which are responsible for objective thinking and creative thinking respectively, but not prominent in integrated hemisphericity, wherein the amalgamation of the two types of activities of left and right being taken care of.
5.3. RECOMMENDATIONS

1. There are number of studies to show that the female teachers do have a psychological make up more conducive for effective teaching than their male counterparts. While globally, it is favoured to have women teachers in schools as much as possible, the Government of Tamilnadu has categorically come down with a provision to appoint only women teachers in lower classes, i.e., from 1st to 5th standard. In tune to this, the present study has reported that female teacher trainees doing B.Ed. degree course as a preparatory programme for teaching in high schools and higher secondary schools are as good as the male counterparts in teaching competence. However on closer analysis, it is found that the female student teachers do manifest a higher level competence in Knowledge of Subject Matter (KSM) and Presentation and Classroom Management (PCM). Though, no significant difference is observed in the mean scores, the female students seem to be distinctly high in teaching related activities over and above the male students.

Therefore, it may be recommended that a higher level quota may be fixed for women teachers even at high school level for teaching different subjects. Since, the Government is bent on promoting quality in education at all levels, the foundation for better learning is to be laid in the primary and high school classes.

2. The present study has reported that the female teacher trainees are more oriented towards analytical learning style than the global one. Such a behavioural disposition could help the teacher trainees to critically examine and solve problems that may crop up during classroom teachings aimed at imparting learning content and content oriented skills. Therefore, at the time of selecting the students for B.Ed. degree course, the female students may be given more preference than the male students. While undergoing the training programme, the female students may be given tasks which call for analytical learning style. By this, the investigator feels that the female B.Ed. students may be able to acquire all necessary teaching skills and become highly competent to teach their subjects. In the wake of self-financing Colleges of Education, a little more encouragement by the Government and the College Managements would go a long way in turning out really good and competent female teachers capable of shouldering responsibilities in educational institutions.
3. The male graduates and postgraduates who aspire for becoming teachers, at the entry point itself, their aptitude for teaching and basic abilities needed for teaching may be assessed. The present study also shows that the male teacher trainees of different categories do not seem to follow a definite learning style and adopt a particular hemisphericity. They are so scattered that almost equal percentage of them comes under different learning styles and different hemisphericity. Therefore, it is recommended that the institutions should offer varied programmes in the beginning of the academic year itself to male teacher trainees so as to help them adopt learning styles and hemisphericity suitable for different tasks according to their nature. After dealing with such varied activities, systematically offered during the course of study, the male students may develop a suitable internal mechanism for easy acquisition of different teaching related skills.

5.4. SUGGESTIONS FOR FURTHER RESEARCH

Though quite a large number of studies have been done on teaching competence of working teachers as well as teacher trainees, still, there is a lot of scope in this area of research to understand the intricacies of teaching and learning process. The present study provides an answer to the question - what would be the status of teaching competence developed by teacher trainees in Colleges of Education in Tamilnadu? The variables are cognitive oriented ones with special reference to Gender. In order to understand the role of teachers in imparting teaching skills to teacher trainees, a subtle area requiring an in-depth research, the following problem may be stated in the form of a research topic as.

An Investigation into the Nature of Input related to Classroom Teaching given to Teacher Trainees studying in Colleges of Education in Tamilnadu

Since teaching is a complex process, over and above the cognitive characteristics, the affective and psychomotor aspects may also be influential enough to alter one's teaching competence. Therefore, the following topic may be considered to have a wholesome understanding of teaching competence:

The Role of Cognitive Style, Achievement Motivation and Language Fluency in Influencing the Teaching Competence of Students in Colleges of Education
In practical life, the quality of teaching is largely based on time factor, the physical and mental well being of the teacher and varied environmental factors. Therefore, an attempt can be made to study the teaching competence of certain typical candidates at regular intervals in varied situations. Therefore, the following topic is suggested for an in-depth study:

A Case Study of Teachers who are highly favoured and not at all favoured in terms of Teaching Competence and Personality Characteristics

To study the process of development or otherwise in teaching competence of teachers just entered into teaching profession, a longitudinal study may be undertaken. The topic of research may be as follows:

A Longitudinal Study on Teaching Competence of Teacher Trainees for a period of 3 years from Pre-service to In-service period with reference to Learning Style and Hemisphericity

5.5. CONCLUSION

On taking up a task of teaching, one is required to undergo a lot of changes in his or her internal as well as external behaviour. From early days, an individual may be accustomed to using a particular form or forms of learning style. Likewise, the part or parts of brain being used for thinking, feeling, acting etc. may differ from individual to individual of certain psycho-socio make up. The present study did make an attempt to relate learning styles and hemisphericity with teaching competence. Since a specific population was taken, not much differences were noted in learning styles and hemisphericity among the sub samples taken from the population. The gender-wise analysis revealed the presence of small variations in learning styles and hemisphericity of teacher trainees of different gender. Therefore, the major outcome of the present study calls for introducing curricular and co-curricular activities which are helpful for strengthening different learning styles which go a long way in forming suitable teacher behaviour. Similarly, the left or right or integrated brain oriented tasks may help the teacher trainees to develop essential, critical and creative skills. It is certain that the findings of the present study would open up new vistas in the field of Teacher Education.