

CHAPTER IV

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CHAPTER IV**ANALYSIS AND INTERPRETATION
OF THE DATA****4.1 INTRODUCTION :**

The present study is a descriptive study of teacher classroom behaviour. The data regarding the classroom managerial behaviour was directly collected from student-teachers about the teacher communicators who taught them Hindi and Marathi methodology at the B. Ed. level. Each of the 26 teacher communicators was assessed by five students. So in all 325 scores were available.

In keeping with the requirements of the stated objectives of this study, the data was collected with the help of the LEQ and TCMBS Data has been analysed in three sections as follows :

Section I -

To fulfill objective number 1 of the present study i. e. to identify effective and non-effective teacher communicators of Hindi and Marathi, the data of the teacher communicators of the 13 B. Ed. colleges in Kolhapur District has been analysed according to their effectiveness in communication separately methodwise - Hindi and Marathi.

Section II -

Analysis based on classroom managerial behaviour of teacher communicators method-wise. Where in the effective and non-effective teacher

communicators of Hindi and Marathi methodology of the 13 B. Ed. Colleges under study has been compared on the basis of their classroom managerial behaviour to fulfill objectives 2, 3 and 4 of the present study.

Section III -

To fulfill objective number 5 of the study profiles of classroom managerial behaviour of effective teacher communicators of Hindi and Marathi methodology was undertaken based on the data collected with the help of the TCMBS.

Analysis of each of the three sections -

4.1 Section I -

f Analysis for identification of effective and non-effective teacher communicators methodwise -

Identification of effective and non-effective teacher communicators-method wise i. e. Hindi and Marathi methodology was done in three phases, namely,

- i) Interview of five student - teachers of each methodology (Hindi and Marathi) from each of the 13 B. Ed. colleges to findout if the teacher-educator was an effective or non-effective teacher communicators.
- ii) The LEQ was administrated to student-teachers to confirm the findings of the interviews.
- iii) Comparison of findings of phase I with those of phase II.

4.1.1 Phase I -

- i) Verbal responses of student - teachers on teacher effectiveness -

Hindi methodology.

ii) Verbal responses of student - teacher on teacher effectiveness -
Marathi methodology.

i) **Verbal responses of student - teachers on teacher effectiveness - Hindi
Methodology.**

Table No. 1

Sr. No.	Students	B. Ed. Colleges												
		1	2	3	4	5	6	7	8	9	10	11	12	13
1	1	✓	×	✓	×	✓	✓	×	×	✓	✓	×	×	✓
2	2	✓	×	×	×	×	✓	✓	✓	✓	✓	×	×	×
3	3	✓	✓	×	×	×	✓	✓	✓	×	✓	✓	×	✓
4	4	✓	×	×	×	✓	✓	✓	×	✓	✓	×	×	✓
5	5	✓	×	×	×	×	✓	✓	×	✓	✓	×	×	✓
	Total	5	1	1	0	2	5	4	2	4	5	1	0	4

✓ = Indicates an effective teacher communicators.

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Table 1 shows the verbal responses of five student-teachers from each of the 13 B. Ed. Colleges under study regarding their Hindi teacher communicators.

Scores of 4 and 5 are treated as score of effective teacher communicators and those below 3 are of non-effective teacher communicators.

Table No. 1 shows teacher communicators of six B. Ed. Colleges i. e. 1,6,7,9,10 and 13 as effective Hindi teacher communicators where as those from seven B. Ed.

Colleges i. e. 2, 3, 4, 5, 8, 11 and 12 as being non effective Hindi teacher communicators.

ii) **Verbal responses of student - teachers on teacher effectiveness - Marathi Methodology.**

Table No. 2

Sr. No.	Students	B. Ed. colleges												
		1	2	3	4	5	6	7	8	9	10	11	12	13
1	1	✓	✓	×	✓	×	×	×	✓	×	✓	×	×	✓
2	2	×	✓	✓	✓	×	✓	×	✓	×	✓	×	✓	✓
3	3	✓	✓	✓	✓	✓	✓	×	✓	✓	✓	×	×	✓
4	4	✓	✓	✓	✓	×	✓	×	✓	×	✓	✓	✓	✓
5	5	✓	✓	✓	✓	×	✓	×	×	×	✓	×	×	✓
	Total	4	5	4	5	1	4	0	4	1	5	1	2	5

✓ = Indicates an effective teacher communicators.

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Table No. 2 shows the verbal responses of five student-teachers from each of the 13 B. Ed. Colleges under study regarding their Marathi teacher communicators.

way? Scores of 4 and 5 are treated as score of effective teacher communicators and those below 3 are of non-effective teacher communicators.

Table No. 2 shows teacher communicators of eight B. Ed. Colleges i. e. 1, 2, 3, 4, 6, 8, 10 and 13 as effective Marathi teacher communicators where as those

from five B. Ed. Colleges i. e. 5, 7, 9, 11 and 12 as being non effective Marathi teacher communicators.

4.1.2 Section I - Phase II

4.1.2.1 - Identification of effective and non-effective teacher communicators - LEQ

The data collected from the student-teachers sample by means of the LEQ has been analysed by comparing effective and non-effective teacher communicators, Hindi and Marathi methodwise.

The scores for effective and non-effective teachers of 13 B. Ed. Colleges under study, Hindi and Marathi methodology have been tabulated separately and compared in table numbers 3 to 8 starting with Hindi methodology so as to verify Hypothesis No. 1 to No. 32.

TABLE NO. 3

Scores For Effective Teacher's Communicators (Hindi)

Student	College 1		College 6		College 7		College 9		College 10		College 13	
	Score	Mean Score	Score	Mean Score	Score	Mean Score						
1	486	7.83	434	7.00	477	7.69	481	7.75	452	7.29	417	6.72
2	469	7.56	490	7.90	463	7.46	485	7.82	348	5.61	479	7.72
3	481	7.75	479	7.72	342	5.51	440	7.09	375	6.04	514	8.29
4	493	7.95	494	7.76	398	6.41	448	7.22	410	6.61	417	7.69
5	488	7.87	470	7.58	490	7.90	490	7.90	425	6.85	431	6.65
6	502	8.09	387	6.24	485	7.82	455	7.33	449	7.24	462	7.45
7	432	6.96	423	6.66	476	7.62	460	7.41	392	6.32	530	8.54
8	483	7.79	411	6.62	465	7.50	465	7.50	388	6.25	459	7.40
9	434	7.00	393	6.33	445	7.17	458	7.38	329	6.91	478	7.70
10	494	7.96	423	6.82	448	7.22	465	7.50	419	6.75	473	7.62
Total		76.76		70.63		72.30		74.90		65.87		76.08
Average		7.676		7.063		7.235		7.490		6.58		7.60

Scores for effective teacher communicators - Hindi -

Table No. 3 spells out the scores given by the students-teachers from 13 B. Ed. Colleges of Education to teachers teaching them Hindi method whom they have rated as being effective communicators. Of the 13 Hindi teacher communicators 6 i. e. 46% have been rated as effective where as 7 i. e. 54 % have been rated by student-teachers as non-effective communicators. Based on the total scores the mean scores have been calculated.

For college No. 1 the mean score varies from 6.96 to 8.09 with an average of 7.67 For college No. 6 it varies from a minimum of 6.24 to 7.90 the average being 7.06. The mean score For college No. 7 varies from 6.41 to 7.90 with an average of 7.23 For college No. 9 it varies from a minimum 7.09 to 7.90 the average being 7.49 For college No. 10 the mean score varies from 5.61 to 7.29 with an average of 6.58 and for college No. 13 it varies from a minimum of 6.65 to maximum of 8.54 the average mean score being 7.60.

TABLE NO. 4

Scores For Non - Effective Teacher's Communicators (Hindi)

Student	College 2		College 3		College 4		College 5		College 8		College 11		College 12	
	Score	Mean Score	Score	Mean Score	Score	Mean Score								
1	127	2.04	182	2.93	202	3.25	159	2.56	154	2.48	123	1.98	171	2.75
2	89	1.43	110	1.77	213	3.43	155	2.50	167	2.69	132	2.12	125	2.01
3	151	2.43	99	1.59	149	2.40	161	2.59	149	2.40	145	2.33	116	1.87
4	105	1.69	149	2.40	145	2.33	148	2.38	136	2.19	161	2.59	130	2.09
5	225	3.62	113	1.82	159	2.56	167	2.69	121	1.95	139	2.24	172	2.77
6	127	2.04	164	2.64	150	2.41	146	2.35	171	2.75	144	2.32	137	2.20
7	165	2.66	169	2.72	180	2.90	187	3.01	148	2.38	138	2.22	145	2.33
8	147	2.37	155	2.50	142	2.29	144	2.32	124	2.00	124	2.00	98	1.58
9	170	2.74	132	2.12	160	2.58	129	2.08	188	3.03	119	1.91	95	1.53
10	150	2.41	142	2.29	143	2.30	168	2.70	144	2.32	148	2.38	93	1.50
Total		23.43		22.78		26.45		25.18		24.19		22.09		20.63
Average		2.34		2.27		2.64		2.51		2.41		2.20		2.06

Scores for non-effective teacher communicators - Hindi

In the table No. 4 the total scores for non-effective communicators in Hindi method given by the students-teachers college wise are seen. From the total scores the mean scores have been calculated.

For college No. 2 the mean score varies from 1.43 to 3.62 with an average of 2.34. For college No. 3, it varies from a minimum of 1.59 to 2.93 the average being 2.27. The mean score for college No. 4 it varies from 2.09 to 3.43 with an average of 2.62 for college No. 5 the mean scores varies from 2.3 to 2.92 with an average of 2.51. For college No. 8, it varies from a minimum of 1.95 to 3.03 the average being 2.41. The mean score for college No. 11 it varies from 1.91 to 2.59 with an average of 2.20 and for college No. 12 it varies from a minimum of 1.50 to maximum of 2.77 the average mean score being 2.06.

Table No. 5

Based on Table No. 3 and 4, the following table is evident regarding the mean scores of effective and non-effective Hindi method communicators of the 13 B. Ed. colleges under study, some Hindi method communicators are effective, while others are found to be non-effective. Table No. 5 shows the details.

Sr. No.	College No.	Effective teacher communicators	Non-effective teacher communicators
1	1	7.67	----
2	2	----	2.34
3	3	----	2.27
4	4	----	2.62
5	5	----	2.51
6	6	7.07	----
7	7	7.23	----
8	8	----	2.41
9	9	7.49	----
10	10	6.58	----
11	11	----	2.20
12	12	----	1.50
13	13	7.60	----
	Total	43.64	15.85
	Average	7.27	2.26

Colleges No. 1, 6, 7, 9, 10 and 13 are found to have effective Hindi teacher communicators, whereas colleges No. 2, 3, 4, 5, 8, 11 and 12 have non-effective Hindi teacher communicators.

Comparison score of effective and non-effective teacher communicators in Hindi Method -

Table No. 5 shows the mean score of effective and non-effective teacher communicators of Hindi.

It is evident from the table that a marked difference exists between the mean score of effective teacher communicators and non-effective teacher communicators, ranging from a maximum mean score of 7.67 to a minimum of 1.50. The average mean score of effective communicators in Hindi methodology is 7.27 whereas that of non-effective communicators is 2.26.

It is seen that there is significant difference between average score of effective teacher communicators and non-effective teacher communicators of Hindi method, making the identification of effective from non effective communicators possible.

TABLE NO. 6

Scores For Effective Teacher's Communicators (Marathi)

Student	College 1 Score Mean Score	College 2 Score Mean Score	College 3 Score Mean Score	College 4 Score Mean Score	College 6 Score Mean Score	College 8 Score Mean Score	College 10 Score Mean Score	College 13 Score Mean Score
1	431 6.95	453 7.30	402 6.48	445 7.17	406 6.54	461 7.43	379 6.11	479 7.72
2	435 7.01	464 7.48	425 6.85	440 7.09	412 6.64	406 6.54	409 6.59	461 7.43
3	429 6.91	446 7.19	422 6.80	452 7.29	397 6.40	417 6.72	394 6.35	454 7.32
4	425 6.85	505 8.14	398 6.41	448 7.22	427 6.88	419 6.75	415 6.69	455 7.33
5	456 7.35	470 7.58	415 6.69	448 7.22	381 6.14	442 7.12	400 6.45	460 7.41
6	432 6.96	490 7.90	429 6.91	455 7.33	400 6.45	444 7.16	409 6.59	478 7.70
7	357 5.75	448 7.22	423 6.82	460 7.41	407 6.56	418 6.74	430 6.93	450 7.25
8	417 6.72	452 7.29	430 6.93	456 7.35	392 6.32	436 7.03	407 6.56	458 7.38
9	420 6.77	460 7.41	448 7.22	440 7.09	407 6.56	428 6.90	404 6.51	453 7.30
10	421 6.79	478 7.70	450 7.25	442 7.12	401 6.46	444 7.16	427 6.88	445 7.17
11	393 6.33	459 7.40	439 7.08	450 7.25	394 6.35	431 6.95	420 6.77	440 7.09
12	428 6.90	465 7.50	452 7.29	456 7.35	387 6.24	424 6.83	398 6.41	480 7.74
13	343 5.53	483 7.79	432 6.96	477 7.69	381 6.14	419 6.75	423 6.82	458 7.38
14	430 6.93	440 7.09	438 7.06	462 7.45	387 6.24	445 7.17	416 6.70	462 7.45
15	454 7.32	458 7.38	468 7.54	445 7.17	397 6.40	417 6.72	374 6.03	468 7.54
Total	101.07	112.37	104.29	109.2	96.42	103.97	98.39	111.21
Average	6.73	7.49	6.95	7.28	6.42	6.93	6.55	7.14

2. Marathi -

The collegewise scores and the mean scores are given in table No. 6.

Scores for effective teacher communicators - Marathi

Table No. 6 spells out the scores given by the student-teachers collegewise of marathi method teachers teaching them whom they have rated as being effective communicators of the 13 Marathi teacher communicator 8 i.e. 61.53% have been rated as effective where as 5 i.e. 38.46% have been rated by student-teachers as non-effective communicators. Based on the total scores the mean scores have been calculated.

For college No. 1 the mean score varies from 5.13 to 7.35 with an average of 6.59. For college No. 2 varies from a minimum of 7.5 to 8.14, the average being 7.49. The mean score for college No. 3 varies from 6.41 to 7.54 with an average of 6.95. For college No. 4 it varies from 7.09 to 7.69 with an average of 7.28. The mean score for college No. 6, it varies from 4.46 to 6.88 with an average of 6.87. For the College No. 10 it varies from 6.03 to 6.93 with an average of 6.55 and for college No. 13 it varies from a minimum of 7.09 to a maximum of 7.74 the average mean score being 7.41.

TABLE NO. 7

Scores For Non - Effective Teacher's Communicators (Marathi)

Student	College 5 Score Mean Score	College 7 Score Mean Score	College 9 Score Mean Score	College 11 Score Mean Score	College 12 Score Mean Score
1	185 2.98	171 2.75	122 1.96	154 2.48	166 2.67
2	181 2.91	144 2.32	179 2.88	143 2.30	139 2.24
3	158 2.54	141 2.27	140 2.25	164 2.64	175 2.82
4	153 2.46	162 2.61	190 3.06	195 3.14	195 3.14
5	157 2.53	171 2.75	136 2.19	155 2.5	200 3.22
6	154 2.48	179 2.88	121 1.95	153 2.46	178 2.87
7	171 2.75	196 3.16	151 2.43	173 2.79	132 2.12
8	139 2.24	195 3.14	169 2.72	170 2.74	185 2.98
9	107 1.72	176 2.83	156 2.51	131 2.11	148 2.38
10	190 3.06	110 1.77	107 1.72	203 3.27	153 2.46
11	117 1.88	111 1.79	99 1.59	154 2.48	202 3.25
12	137 2.20	194 3.12	148 2.38	155 2.5	195 3.14
13	179 2.88	116 1.87	134 2.16	121 1.95	155 2.50
14	150 2.41	162 2.61	116 2.06	178 2.87	110 1.77
15	162 2.61	148 2.38	128 1.87	163 2.62	162 2.61
Total	37.65	38.25	33.72	38.85	40.17
Average	2.51	2.55	2.24	2.59	2.67

Scores of non - effective teacher communicator (Marathi) -

Table No. 7 seen the total scores for non-effective teacher communicators given by the student-teachers college wise for marathi methodology. From the total scores the mean scores have been calculated.

For college No. 5 the mean score varies from 1.72 to 3.06 with an average 2.51. For college No. 7 it varies from a minimum of 1.77 to 3.16, the average being 2.55. The score for college No. 9 it varies from 1.59 to 3.06 with an average of 2.24. The mean score for college No. 11, it varies from 1.95 to 3.27 with an average of 2.59 and for the college No. 12 it varies from a minimum of 1.77 to maximum 3.25, the average mean score being 2.67.

Table No. 8

Based on table No. 6 and 7, the following data is evident regarding the mean scores of effective and non-effective marathi teacher communicators of the 13 B. Ed. Colleges under study-some marathi method communicators are effective, while others are found to be non-effective. Table No. 8 shows the details.

college No.	Effective teacher communicators
1	6.57
2	7.49
3	6.95
4	7.28
5	----
6	6.31
7	----
8	6.87
9	----
10	6.55
11	----
12	----
13	7.14
Total	55.16
Average	6.89

Comparison of mean scores of effective and non-effective teacher communicators - Marathi methodology.

Table No. 8 shows the mean score of effective and non-effective teacher communicator of Marathi methodology. Colleges No. 1, 2, 3, 4, 5, 6, 7, 10 & 13 have effective Marathi teacher communicators, whereas colleges No. 5, 7, 9, 11 & 12 have non-effective Marathi teacher communicators. It is evident from the table from the table that a marked difference exists between the mean score of effective and non-effective teacher communicators ranging from a maximum mean score of 7.49 and minimum of 2.24. The average mean score of effective communicators in Marathi method is 6.89 whereas that of non-effective communicators is 2.51.

It is found that there is significant difference between average score of effective and non-effective teacher communicator of Marathi methodology.

Table No. 9

Mean scores of effective and non-effective Teacher communicators methodwise.

Teacher Communicators	Effective meanscore	Non-effective meanscore	Calculated	Tabled
Hindi	7.27	2.26	23.3410	2.201
Marathi	6.89	2.51	40.2490	2.201

Observation :

In table No. 9, the mean scores of effective and non-effective teacher communicators Hindi and Marathi methodwise is given on which the calculated 't' and tabled 't' is drawn at 0.05 level. ♀

Interpretation :

The mean score of the effective teacher communicators of Hindi is 7.27 and the non-effective teacher communicators mean score is 2.26. The mean score of effective teacher communicators of Marathi is 6.89 and the non-effective teacher communicators mean score is 2.51.

The analysis of LEQ has established that the teachers identified as effective and non-effective by student - teachers of the 13 B. Ed. colleges from their interviews have been found to be significantly accurate.

Conclusion :

There is significant difference between average score of effective teacher communicator and non - effective teacher communicator in Hindi and Marathi methodology.

The analysis of LEQ has established that the teachers identified as effective and non effective by student-teachers of 13 B. Ed. colleges from their interviews have been found to be significantly accurate.

For analysing the managerial behaviours of effective and non-effective Hindi and Marathi teacher communicators, the Chi-Square (X^2) test was used - This focus part II of the present chapter.

4.1.3 Section I, Phase III

Comparison of findings of phase I with those of phase II

Having undertaken to identify effective and non-effective teacher communicators of Hindi and Marathi methodology in phase I (interview) and Phase II (LEQ) - a comparison of the two findings was undertaken to find out if the findings of phase I tally with those of phase II - Tables No. 10. ~~verifies~~ the findings.

Table No. 10
Hindi Teacher Communicator
Comparison of findings of phase I with phase II

Teacher No.	Effective Teacher Communicators		Non-Effective Teacher Communicators	
	Verbal	LEQ	Verbal	LEQ
1	✓	✓	×	×
2	×	×	✓	✓
3	×	×	✓	✓
4	×	×	✓	✓
5	×	×	✓	✓
6	✓	✓	×	×
7	✓	✓	×	×
8	×	×	✓	✓
9	✓	✓	×	×
10	✓	✓	×	×
11	×	×	✓	✓
12	×	×	✓	✓
13	✓	✓	×	×

Table No. 10 shows a comparison of the findings of phase I and phase II of section I regarding effective and non-effective Hindi teacher communicators.

The thirteen Hindi teacher communicators ratings verbally (Phase I) and as per the LEQ ratings (Phase II) are found to be identical for both effective and non-effective teachers.

This indicates that student - teachers evaluation of their teacher communicators verbally and with the help of the LEQ is reliable.

Student - teachers have rated 6 teacher communicators i. e. No. 1, 6, 7, 9, and 13 as effective Hindi teacher communicators and 7 that is No. 2, 3, 4, 5, 8, 11 and 12 as non-effective Hindi teacher communicators.

Table No. 11

**Marathi Teacher Communicator
Comparison of findings of phase I with phase II**

Teacher No.	Effective Teacher Communicators		Non-Effective Teacher Communicators	
	Verbal	LEQ	Verbal	LEQ
1	✓	✓	×	×
2	✓	✓	×	×
3	✓	✓	×	×
4	✓	✓	×	×
5	×	×	✓	✓
6	✓	✓	×	×
7	×	×	✓	✓
8	✓	✓	×	×
9	×	×	✓	✓
10	✓	✓	×	×
11	×	×	✓	✓
12	×	×	✓	✓
13	✓	✓	×	×

Table No. 11 shows a comparison of the findings of Phase I and Phase II of section I regarding effective and non-effective Marathi teacher communicators.

The thirteen Marathi teacher communicators ratings verbally (phase I) and as per the LEQ ratings (phase II) are found to be identical for both effective and non-effective teachers.

This indicates that student-teachers evaluation of these teachers verbally & with the help of the LEQ is reliable.

Student-teachers have rated 8 teachers communicators i. e. No. 1, 2, 3, 4, 6, 8, 10 and 13 as effective Marathi teacher communicators and five that is Nos. 5, 7, 9, 11 & 12 as non-effective Marathi teacher communicators.

The analysis and interpretation of section I, Phase I, II and III is complete. This is followed by Analysis of Section II.

4.2

Section II

Analysis based on *method wise* ; where the effective teacher communicators of the 13 B. Ed. college under study have been compared on the basis of their classroom managerial behaviour.

Hypothesis :

Factor 1 of classroom managerial behaviour i.e. General lecture competencies^{is} unrelated to teacher effectiveness for Hindi methodology.

Table No. 12 : General lecturing competencies.

Teacher	Unfavourable %		Undecided %		Favourable %		Total
Effective	13	21.66	16	26.66	31	51.66	60
Non-effective	34	48.57	14	20.00	22	31.42	70
Total Percentage	47	36.15	30		53		130

Expected values - 21.693 13.8461 24.4615
 25.3076 16.1538 28.5384

Total chi - square value of factor 1 at df 2 = 10.336

Levels of significance at = 0.05 level = 5.991

0.01 level = 9.210.

Observations :

Table No. 12 shows the relationship between general lecturing

competencies and teaching effectiveness.

From table No 12 it is observed that of the 130 responses i. e. 36.15 % are unfavourable, 23.07 % are undecided and 40.76 % are related to favourable.

51.66 % student-teachers have indicated that effective Hindi teacher communicators have general teaching competency, where as 26.66 % are undecided and 21.66 % indicate that they do not have the general lecturing competencies.

It can be seen that 48.57 % student-teacher have indicated that non-effective Hindi communicators do not have the general lecturing competency. However 31.42 % have indicated that they possess this competency and 20.00 % are undecided.

Finding :

Therefore, it is seen that majority student-teachers i. e. 51.60 % have indicated that effective Hindi communicators possess the general lecturing competency where as 48.57 % student-teachers indicate that most non-effective Hindi communicators do not possess this competency.

Therefore, hypothesis no. 1 stated as Factor 1 of classroom managerial behaviour is unrelated to teacher effectiveness is rejected on the above observations.

Hypothesis :

Factor 2 of classroom managerial behaviour i. e. Alert instructive momentum is unrelated to teacher effectiveness for Hindi methodology.

Table No. 13 : Alert instructive momentum.

Teacher	Unfavourable %		Undecided %		Favourable %		Total
Effective	13	21.66	12	20.00	35	58.33	60
Non-effective	33	47.14	10	14.28	27	38.57	70
Total Percentage	46	35.38	22	16.92	62	47.69	130

Expected values - 21.2307 10.1538 28.6153
 24.7692 11.8461 33.3846

Total chi - square value of factor 2 at df 2 = 9.1945

Levels of significance at = 0.05 level = 5.991

0.01 level = 9.210.

Observations :

Table No. 13 shows the relationship between Alert instructive momentum and teacher effectiveness.

From table No. 13 it is observed that 130 responses i. e. 35.38 % are unfavourable, 16.92 % are undecided and 47.69 % are favourable.

58.33 % student-teachers have indicated that effective Hindi teacher

communicators have Alert instructive momentum, where as 20 % are undecided and 21.66 % indicate that they do not have the Alert instructive momentum.

It can be seen that 47.14 student-teachers have indicated that non-effective Hindi communicators do not have the Alert instructive momentum. However 38.57% have indicated that they possess this competency and 14.28 % are undecided.

The total chi-square value is 9.1945 at df 2 which is greater than the tabulated value. It is significant at 0.05 significance level.

Findings :

Therefore, it is seen that majority of the student-teachers i. e. 58.33 % have indicated that effective Hindi teacher communicators possess the Alert instructive momentum where as 47.14 % student-teachers indicated non-effective Hindi teacher communicators do not possess this momentum.

Therefore, hypothesis no. 2 stated as 'Factor 2 of classroom managerial behaviour is unrelated to teacher effectiveness is rejected on the above observations.

Hypothesis :

Factor no 3 of classroom managerial behaviour i. e. Black Board work for organised content pacing is unrelated to teacher effectiveness for Hindi methodology.

Table No. 14 : B. B. work for organised content pacing.

Teacher	Unfavourable %		Undecided %		Favourable %		Total
Effective	14	23.33	12	20.00	34	56.66	60
Non-effective	37	52.85	11	15.71	22	31.42	70
Total Percentage	51	39.23	23	17.69	56	43.07	130

Expected values - 23.5384 10.6153 25.8461
 27.4615 12.3846 30.1538

Total chi - square value of factor 3 at df 2 = 12.2907

Levels of significance at = .05 level = 5.991

.01 level = 9.210.

Observations :

Table No. 14 shows the relationship between Black Board work for organised content pacing and teacher effectiveness.

From table no. 14 it is observed that 130 responses i. e. 39.23 % are unfavourable, 17.69 % are undecided and 43.07 % are favourable.

56.66 % student-teachers have indicated that effective Hindi communicators have B. B. work for organised content pacing, where as 20 % are undecided and 23.33 % indicate that they do not have the B. B. work for organised content pacing.

It can be seen that 52.85 student-teachers have indicated that non-effective Hindi communicators do not have the B. B. work for organised content pacing. However 31.42 % have indicated that they possess this B. B. work and 15.71 % are undecided.

The total chi-square value is 12.29 of df2 which is greater than the tabulated value. It is significant at 0.05 and 0.01 significance level.

Findings :

Therefore, it is seen that majority student-teachers i. e. 56.66 % have indicated that effective Hindi teacher communicator possess the B. B. work for organised content pacing whereas 52.85 % have indicated that most non-effective Hindi communicators do not possess this B. B. work.

Therefore, hypothesis No 3. stated as 'Factor 3 of classroom managerial behaviour is unrelated to teacher effectiveness is rejected on above observation.

Hypothesis :

Factor 4 of classroom managerial behaviour i. e. Teachers non-soliciting behaviour & Reacting to teacher effectiveness for Hindi methodology.

Table No 15 : Teachers non soliciting behaviour and Reacting.

Teacher	Unfavourable %		Undecided %		Favourable %		Total
Effective	26	43.33	12	20.00	22	16.92	60
Non-effective	19	27.14	15	21.42	36	51.42	70
Total Percentage	45	34.61	27	20.76	58	44.61	130

Expected values - 20.7692 12.4615 26.7692
 24.2307 14.5384 31.2307

Total chi - square value of factor 4 at df 2 = 4.0559

Levels of significance at = 0.05 level = 5.991

0.01 level = 9.210.

Observations :

Table No. 15 shows the relationship between teacher's non soliciting behaviour and Reacting and teacher effectiveness.

From table no. 15 it is observed that 130 responses i. e. 34.61 % are unfavourable, 20.76 % are undecided and 44.61 % are favourable.

16.92 % student-teacher have indicated that effective Hindi teacher

communicators have non soliciting behaviour and Reacting, where as 20 % are undecided and 43.33 % indicate that they do not have non soliciting behaviour and Reacting.

It can be seen that 27.14 % student-teachers have indicated that non-effective Hindi communicators do not have the non soliciting behaviour and Reacting. However 51.42 % have indicated that they possess this behaviour and 21.42 % are undecided.

The total chi-square value of factor 4 is 4.0559 at df 2 which is less than the tabulated value. It is significant at 0.05 significance level.

Findings :

It can be seen that 43.33 % student-teachers have indicated that effective Hindi teacher communicators possess non soliciting behaviour and reacting whereas 51.42 % indicate that non effective Hindi teacher communicators possess teachers non soliciting behaviour and Reacting.

Therefore hypothesis No. 4 stated as Factor No. 4 of classroom managerial behaviour is unrelated to teacher effectiveness is accepted on the above observations.

Hypothesis :

Factor 5 of classroom managerial behaviour i. e. Controlled smoothness is unrelated to teacher effectiveness for Hindi methodology.

Table No. 16 : Controlled Smoothness.

Teacher	Unfavourable %		Undecided %		Favourable %		Total
Effective	16	26.66	8	13.33	36	60.00	60
Non-effective	37	52.85	12	17.14	21	30.00	70
Total Percentage	53	40.76	20	15.38	57	43.84	130

Expected values - 24.4615 9.2307 26.3076
 28.5384 10.7692 30.6923

Total chi - square value of factor 5 at df 2 = 12.3719

Levels of significance at = 0.05 level = 5.991
 0.01 level = 9.210.

Observations :

Table No. 16 shows the relationship between controlled smoothness and teacher effectiveness.

From table No. 16 it is observed that 130 responses i. e. 40.76 % are unfavourable, 15.38 % are undecided and 43.84 % are favourable.

60 % student-teacher have indicated that effective Hindi teacher

communicators have controlled smoothness, where as 13.33 % are undecided and 26.66 % indicate that they do not have the controlled smoothness.

It can be seen that 52.85 % student-teachers have indicated that non effective Hindi teacher communicators do not have the controlled smoothness. However 30 % have indicated that they possess controlled smoothness and 13.33% are undecided.

Total chi-square value of factor 5 at df 2 is 12.3719. Which is greater than tabulated value. It is significant at 0.05 significance level.

Findings :

Therefore it is seen that majority student-teachers i. e. 60 % have indicated that effective Hindi teacher communicators possess controlled smoothness whereas 52.85% student-teachers have indicated most that non-effective Hindi teacher communicators do not possess this factor.

Therefore, hypothesis no. 5 stated as factor 5 of classroom managerial behaviour is unrelated to teacher effectiveness is rejected on above observations.

Hypothesis -

Factor 6 of classroom managerial behaviour non-smooth withitness is unrelated to teacher effectiveness.

Table No. 17 : Non-smooth withitness.

Teacher	Unfavourable %		Undecided %		Favourable %		Total
Effective	30	50.00	10	16.66	20	33.33	60
Non-effective	25	35.71	17	24.28	28	40.00	70
Total Percentage	55	42.30	27	20.76	48	36.92	130

Expected values - 25.3846 12.4615 22.1538
 29.6153 14.5384 25.8461

Total chi - square value of factor 6 at df 2 = 2.8505

Levels of significance at = 0.05 level = 5.991
 0.01 level = 9.210.

Observations :

Table No. 17 shows the relationship between Non smooth withitness and teacher effectiveness.

From table No. 17 it is observed that 130 responses i. e. 42.30 % are unfavourable, 20.76 % are undecided and 36.92 % are favourable.

33.33% student-teachers have indicated that effective Hindi teacher communicators have non smooth withitness, whereas 16.66% are undecided and 50% indicate that they do not have non smooth withitness.

It can be seen that 35.71 % student-teachers have indicated that non-effective Hindi teacher communicators do not have non smooth withitness. However 40 % have indicated that they possess non smooth withitness and 24.28% are undecided.

The total chi-square value is 2.8505 at df 2 which is less than the tabulated value. It is not significant at 0.05 significance level.

Findings :

It can be seen that 50 % student-teachers have indicated that effective Hindi teacher communicators possess non smooth withitness whereas 40 % indicate that non-effective Hindi teacher communicators possess non-smooth withitness.

Therefore, Hypothesis No. 6 stated as factor 6 of classroom managerial behaviour is unrelated to teacher effectiveness is accepted on the above observations.

Hypothesis -

Factor 7 of classroom managerial behaviour i.e. teacher's socio emotional permissiveness is unrelated to teacher effectiveness for Hindi methodology.

Table No. 18 : Teacher's Socio emotional permissiveness.

Teacher	Unfavourable %		Undecided %		Favourable %		Total
Effective	12	20.00	10	16.66	38	63.33	60
Non-effective	33	47.14	12	17.14	25	35.71	70
Total Percentage	45	34.61	22	16.92	63	48.46	130

Expected values - 20.7692 10.1538 29.0769
 24.2307 11.8461 33.9230

Total chi - square value of factor 7 at df 2 = 14.4479

Levels of significance at = 0.05 level = 5.991

0.01 level = 9.210.

Observations :

Table No. 18 shows the relationship between Teacher socio emotional permissiveness and teacher effectiveness.

From table No.18 it is observed that 130 responses i. e. 34.61 % are unfavourable, 16.92 % are undecided and 48.46 % are favourable.

63.33% student-teachers have indicated that effective Hindi teacher

communicators have socio emotional permissiveness, whereas 16.66 % are undecided and 20% indicate that they do not have socio emotional permissiveness.

It can be seen that 47.14 % student-teachers have indicated that non-effective Hindi teacher communicators do not have socio emotional permissiveness. However 35.71 % have indicated that they possess this permissiveness and 17.14 % are undecided.

The total chi-square value of factor 7 at df 2 is 14.4479 which is greater than the tabulated value. It is significant at 0.05 significance level.

Findings :

Therefore it is seen that majority student-teachers i.e. 63.66 % have indicated that effective Hindi teacher communicators possess Socio-emotional permissiveness, whereas 47.14 % indicate that most non-effective Hindi teacher communicators do not possess this permissiveness.

Therefore hypothesis No. 7 stated as factor 7 of classroom managerial behaviour is unrelated to teacher effectiveness is rejected on the above observations.

Hypothesis -

Factor 8 of classroom managerial behaviour i.e. Linguistic competency deficiency is unrelated to teacher effectiveness.

Table No. 19 : Linguistic Competency deficiency.

Teacher	Unfavourable %		Undecided %		Favourable %		Total
Effective	28	46.66	10	16.66	22	36.66	60
Non-effective	25	35.71	06	8.57	39	55.71	70
Total Percentage	53	40.76	16	12.30	61	46.92	130

Expected values - 24.4615 7.3846 28.1538
 28.5384 8.6153 32.8461

Total chi - square value of factor 8 at df 2 = 5.1681

Levels of significance at = 0.05 level = 5.991
 0.01 level = 9.210.

Observations :

Table No. 19 shows the relationship between Linguistic competency deficiency and teacher effectiveness.

From table No. 19 it is observed that 130 responses i. e. 40.76 % are unfavourable, 12.30 % are undecided and 46.92 % are favourable.

36.66 % student-teachers have indicated that effective Hindi teacher communicators have Linguistic competency deficiency, whereas 16.66 % are undecided and 46.66 % indicate that they do not have Linguistic competency deficiency.

It can be seen that 35.71 % student-teachers have indicated that non-effective Hindi teacher communicators do not have Linguistic competency deficiency. However 55.71 % have indicated that they possess this deficiency and 8.57 % are undecided.

The total chi-square value of factor 8 at df 2 is 5.1681 which is less than the tabulated value. It is not significant at 0.05 significance level.

Findings :

It can be seen that 46.66 % student-teacher have indicated that effective Hindi teacher communicators possess linguistic competency deficiency, whereas 55.71 % indicate that non effective Hindi teacher communicators possess linguistic competency deficiency.

Therefore hypothesis No. 8 stated as factor 8 of classroom managerial behaviour is unrelated to teacher effectiveness is accepted on the above observations.

Hypothesis -

Factor 9 of classroom managerial behaviour ^{i.e.} Timely use of nonverbal media is unrelated to teacher effectiveness for Hindi methodology.

Table No. 20 : Timely use of nonverbal media.

Teacher	Unfavourable %		Undecided %		Favourable %		Total
Effective	14	23.33	06	10.00	40	66.66	60
Non-effective	40	57.14	12	17.14	18	25.71	70
Total Percentage	54	41.53	18	13.84	58	44.61	130

Expected values - 24.9230 8.3076 26.7692
 29.0769 9.6923 31.2307

Total chi - square value of factor 10 at df 2 = 22.2252

Levels of significance at = 0.05 level = 5.991
 0.01 level = 9.210.

Observations :

Table No. 20 shows the relationship between Timely use of nonverbal media and teacher effectiveness.

From table No. 20 it is observed that 130 responses i. e. 41.53 % are unfavourable, 13.84 % are undecided and 44.61 % are favourable.

66.66 % student-teachers have indicated that effective Hindi teacher communicators have timely use of nonverbal media, whereas 10 % are undecided and 23.33 % indicate that they do not have Timely use of nonverbal media.

It can be seen that 57.14 % student-teachers have indicated that non-effective Hindi teacher communicators do not have timely use of nonverbal media. However 25.71 % have indicated that they possess this media and 17.14 % are undecided.

The total chi-square value of factor 9 at df 2 is 22.2252 which is greater than the tabulated value. It is significant at 0.05 significance level.

Findings :

Therefore, it is seen that majority student-teachers i.e. 66.60 % have indicated that effective Hindi teacher communicators possess the timely use of nonverable media. Whereas 57.14 % student-teachers indicated that most non-effective Hindi teacher communicator do not possess this media.

Therefore hypothesis No. 9 stated as factor 9 of classroom managerial behaviour is unrelated to teacher effectiveness is rejected on the above observations.

Hypothesis -

Factor 10 of classroom managerial behaviour i. e. Strict content building tendency is unrelated to teacher effectiveness for Hindi methodology.

Table No. 21 : Strict content building tendency.

Teacher	Unfavourable %		Undecided %		Favourable %		Total
Effective	13	21.66	10	16.66	37	61.66	60
Non-effective	35	50.00	14	20.00	21	30.00	70
Total Percentage	48	36.92	24	18.46	58	44.61	130

Expected values - 22.1538 11.0769 26.7692
 25.8461 12.9230 31.2307

Total chi - square value of factor 10 at df 2 = 14.4799

Levels of significance at = 0.05 level = 5.991

0.01 level = 9.210.

Observations :

Table No. 21 shows the relationship between Strict content building tendency and teacher effectiveness.

From table No. 21 it is observed that 130 responses i. e. 36.92 % are unfavourable, 18.46 % are undecided and 44.61 % are favourable.

61.66 % student-teachers have indicated that effective Hindi teacher communicators have Strict content building tendency, whereas 16.66 % are undecided and 21.66 % indicate that they do not have Strict content building tendency.

It can be seen that 50.00 % student-teachers have indicated that non-effective Hindi teacher communicators do not have Strict content building tendency. However 30 % have indicated that they possess this tendency and 20 % are undecided.

The total chi-square value of factor 10 at df 2 is 14.4799 which is greater than the tabulated value. It is significant at 0.05 significance level.

Findings :

Therefore, it is seen that majority student-teachers i.e. 61.66 % have indicated that effective Hindi teacher communicators possess the Strict content building tendency. Whereas 50 % student-teachers indicated that most non-effective Hindi teacher communicator do not possess this tendency.

Therefore, hypothesis No. 10 stated as factor 10 of classroom managerial behaviour is unrelated to teacher effectiveness is rejected on the above observations.

60 % student-teachers have indicated that effective Hindi teacher communicators have Teacher's status maintenance, whereas 18.33 % are undecided and 21.66 % indicate that they do not have Teacher's status maintenance.

It can be seen that 50.00 % student-teachers have indicated that non-effective Hindi teacher communicators do not have Teacher's status maintenance. However 30 % have indicated that they possess this maintenance and 20 % are undecided.

The total chi-square value of factor 11 at df 2 is 13.6558 which is greater than the tabulated value. It is significant at 0.05 significance level.

Findings :

Therefore, it is seen that majority student-teachers i.e. 60 % have indicated that effective Hindi teacher communicators possess the Teacher's status maintenance. Whereas 50 % student-teachers indicated that most non-effective Hindi teacher communicator do not possess this tendency.

Therefore, hypothesis No. 11 stated as factor 11 of classroom managerial behaviour is unrelated to teacher effectiveness, is rejected on the above observations.

Hypothesis -

Factor 12 of classroom managerial behaviour i. e. Teacher's purposive physical movement is unrelated to teacher effectiveness for Hindi methodology.

Table No. 23 : Teacher's purposive physical movement.

Teacher	Unfavourable %		Undecided %		Favourable %		Total
Effective	14	23.33	10	16.66	36	60.00	60
Non-effective	36	51.42	13	18.57	21	30.00	70
Total Percentage	50	38.46	23	17.69	57	43.84	130

Expected values - 23.0769 10.6153 26.3076
 26.9230 12.3846 30.6923

Total chi - square value of factor 12 at df 2 = 13.3281

Levels of significance at = 0.05 level = 5.991
 0.01 level = 9.210.

Observations :

Table No. 23 shows the relationship between Teacher's purposive physical movement and teacher effectiveness.

From table No. 23 it is observed that 130 responses i. e. 38.46 % are unfavourable, 17.69 % are undecided and 43.84 % are favourable.

60 % student-teachers have indicated that effective Hindi teacher communicators have Teacher's purposive physical movement, whereas 16.66 % are undecided and 23.33% indicate that they do not have Teacher's purposive physical movement.

It can be seen that 51.42 % student-teachers have indicated that non-effective Hindi teacher communicators do not have Teacher's purposive physical movement. However 30 % have indicated that they possess this movement and 18.57 % are undecided.

The total chi-square value of factor 12 at df 2 is 13.3281 which is greater than the tabulated value. It is significant at 0.05 significance level.

Findings :

Therefore, it is seen that majority student-teachers have indicated that effective Hindi teacher communicators possess the Teacher's purposive physical movement. Whereas most non-effective Hindi teacher communicator do not possess this movement.

Therefore, hypothesis No. 12 stated as factor 12 of classroom managerial behaviour is unrelated to teacher effectiveness, is rejected on the above observations.

Hypothesis -

Factor 13 of classroom managerial behaviour i. e. Lack of acceptable mastery is unrelated to teacher effectiveness for Hindi methodology.

Table No. 24 : Lack of acceptable mastery.

Teacher	Unfavourable %		Undecided %		Favourable %		Total
Effective	30	50.00	10	16.66	20	33.33	60
Non-effective	25	35.71	15	21.42	30	42.85	70
Total Percentage	55	42.38	25	19.23	50	38.46	130

Expected values - 25.3846 11.5384 23.0769
 29.6153 13.4615 26.9230

Total chi - square value of factor 13 at df 2 = 2.2197

Levels of significance at = 0.05 level = 5.991

0.01 level = 9.210.

Observations :

Table No. 24 shows the relationship between Lack of acceptable mastery and teacher effectiveness.

From table No. 24 it is observed that 130 responses i. e. 42.38 % are unfavourable, 19.23 % are undecided and 38.46 % are favourable.

33.33 % student-teachers have indicated that effective Hindi teacher communicators have Lack of acceptable mastery, whereas 16.66 % are undecided and 50 % indicate that they do not have Lack of acceptable mastery.

It can be seen that 35.71 % student-teachers have indicated that non-effective Hindi teacher communicators do not have Teacher's purposive physical movement. However 42.85 % have indicated that they possess this mastery and 21.42 % are undecided.

The total chi-square value of factor 13 at df 2 is 2.2197 which is less than the tabulated value. It is not significant at 0.05 significance level.

Findings :

It can be seen that 50 % student-teachers have indicated that effective Hindi teacher communicators possess Lack of acceptable mastery whereas 42.85% indicate that non-effective Hindi teacher communicators possess Lack of acceptable mastery.

Therefore, hypothesis No. 13 stated as factor 13 of classroom managerial behaviour is unrelated to teacher effectiveness, is accepted on the above observations.

Hypothesis -

Factor 14 of classroom managerial behaviour i. e. Withit Alertness is unrelated to teacher effectiveness for Hindi methodology.

Table No. 25 : Withit Alertness

Teacher	Unfavourable %		Undecided %		Favourable %		Total
Effective	12	20.00	15	45.00	33	55.00	60
Non-effective	35	50.00	15	21.42	20	28.57	70
Total Percentage	47	36.15	30	23.07	53	40.76	130

Expected values - 21.6923 13.8461 24.4615
 25.3076 16.1538 28.5384

Total chi - square value of factor 14 at df 2 = 13.7561

Levels of significance at = 0.05 level = 5.991

0.01 level = 9.210.

Observations :

Table No. 25 shows the relationship between Withit Alertness and teacher effectiveness.

From table No. 25 it is observed that 130 responses i. e. 36.15 % are unfavourable, 23.07 % are undecided and 40.76 % are favourable.

55 % student-teachers have indicated that effective Hindi teacher

communicators have Withit Alertness, whereas 25 % are undecided and 20 % indicate that they do not have Withit Alertness.

It can be seen that 50 % student-teachers have indicated that non-effective Hindi teacher communicators do not have Withit Alertness. However 28.57 % have indicated that they possess this alertness and 21.42 % are undecided.

The total chi-square value of factor 14 at df 2 is 13.7561 which is greater than the tabulated value. It is significant at 0.05 significance level.

Findings :

Therefore, it is seen that majority student-teachers i. e. 55% have indicated that effective Hindi teacher communicators possess withit Alertness whereas, 50 % have indicated that most non-effective Hindi teacher communicators do not possess this alertness.

Therefore, hypothesis No. 14 stated as factor 14 of classroom managerial behaviour is unrelated to teacher effectiveness, is rejected on the above observations.

Hypothesis :

Modulating Gestures and Speech, factor 15 of classroom managerial behaviour is unrelated to teacher effectiveness for Hindi methodology.

Table No. 26 : Mulating Gestures And Speech

Teacher	Unfavourable %		Undecided %		Favourable %		Total
Effective	17	28.33	8	13.33	35	58.33	60
Non-effective	36	51.42	12	17.14	22	31.42	70
Total Percentage	53	40.76	20	15.38	57	43.84	130

Expected Values - 24.4615 9.2307 26.3076
 28.5384 10.7692 30.6923

Total chi - square value of factor 15 at df = **9.865**

Levels of significance of 0.05 level = 5.991

Levels of significance of 0.01 level = 5.210

Observations :

Table no. 26 shows the relationship between modulating gestures and speech and teacher effectiveness.

From table no. 26 it is observed that 130 responses i. e. 40.76 % are unfavourable, 15.38 % are undecided, and 43.84 % are favourable.

58.33 % student-teachers have indicated that effective Hindi teacher

communicators have modulating gestures and speech whereas 28.33 % indicate that they do not have the modulating gestures and speech and 13.33 % are undecided.

It can not seen that 51.42 % student-teachers have indicated that non-effective Hindi teacher communicators do not have monulating gestures and speech. However 31.42% have indicated that they possess this factor and 17.14 % are undecided.

Total chi - square value is 9.865 at df 2 which is greater than tabulated value. It is significance at 0.05 significance level.

Findings :

Therefore, it is seen that majority student-teachers 58.33 % have indicated that effective Hindi teacher communicators possess the modulating gestures and speech whereas 51.42 % indicated that most non-effective Hindi teacher communicators do not possess this modulating gestures and speech.

Therefore, hypothesis no. 15 stated as 'Factor 15 of classroom managerial behaviour is unrelated to teacher effectiveness is re~~ject~~ected on above observations.

Hypothesis :

Teaching how management deficiency factor 16 of classroom managerial behaviour is unrelated to teacher effectiveness for Hindi methodology.

Table No. 27 : Teaching How management deficiency

Teacher	Unfavourable %		Undecided %		Favourable %		Total
Effective	22	36.66	12	20.00	26	43.00	60
Non-effective	19	27.14	15	21.42	36	51.42	70
Total Percentage	41	31.53	27	20.76	62	47.69	130

Expected Values : 18.9230 12.4615 28.6153
 22.0769 14.5384 33.3846

Total chi - square value of factor 16 at df 2 = **1.4045**

Levels of significance at 0.05 level = 5.991

Levels of significance at 0.01 level = 9.210

Observations :

Table No. 27 shows the relationship between teaching flow management deficiency and teacher effectiveness.

From table No. 27 it is observed that 130 responses i. e. 31.53 % are unfavourable, 20.76 % are undecided and 47.69 % are favourable.

43.33 % student-teachers have indicated that effective Hindi teacher

communicators have teaching flow management deficiency, whereas 36.66 % indicate that they do not have teaching flow management deficiency and 20 % are undecided.

It can be seen that 27.14 % student-teachers have indicated that non-effective Hindi teacher communicators do not have teaching flow management deficiency. However 51.42 % have indicated that they possess this deficiency and 21.42 % are undecided.

Total chi - square value is 1.4045 of df 2 which is less than tabulated value.

Findings :

It can be seen that 36.66 % students teachers have indicated that effective Hindi teacher communicators possess teaching flow management deficiency whereas 21.42 % indicated that non - effective Hindi teacher communicators possess teaching flow management deficiency.

Therefore, hypothesis No. 16 stated as factor 16 of classroom managerial behaviour is unrelated to teacher effectiveness is accepted on above observations.

Hypothesis :

General lecturing competencies factor 1, of classroom managerial behaviour is unrelated to teacher effectiveness for Marathi methodology

Table No. 28 : General lecturing competencies

Teacher	Unfavourable %		Undecided %		Favourable %		Total
Effective	40	33.33	15	12.05	65	54.16	120
Non-effective	37	49.33	15	20.00	23	30.66	75
Total Percentage	77	39.48	30	15.38	88	45.12	195

Expected Values : 47.3846 18.4615 54.1538
 29.6153 11.5384 33.8461

Total chi - square value of factor 1 of df 2 = **10.3276**

Levels of significance at 0.05 level = 5.991

Levels of significance at 0.01 level = 9.210

Observations :

Table No. 28 shows the relationship between general lecturing competencies and teacher effectiveness.

From table No. 28 it is observed that 195 responses i. e. 39.48 % are unfavourable, 15.38 % are undecided and 45.12 are favourable.

54.16 % student-teachers have indicated that effective Marathi teacher

communicators have general lecturing competency, where as, 33.33 % indicate that they do not have the general lecturing competency and 12.5 % are undecided.

It can be seen that 49.33 % student-teachers have indicated that non-effective Marathi teacher communicators do not have the general lecturing competency. 30.66 % have indicated that they possess this competency and 20 % are undecided.

Total chi - square value is 10.3276 at df 2 which is greater than tabulated value. It is significant at 0.05 level.

Findings :

Therefore it is seen that majority student-teacher 54.16 % have indicated that effective Marathi teacher communicators possess the general lecturing competency where 49.33 % have indicated that most non - effective Marathi teacher communicators possess this competency.

Therefore the hypothesis No. 17 stated as factor 1 classroom managerial behaviour is unrelated to teacher effectiveness ; is rejected on above observations.

Hypothesis :

Factor 2 of classroom managerial behaviour Alert instructive movement is unrelated to teacher effectiveness for Marathi methodology

Table No. 29 : Alert instructive movement

Teacher	Unfavourable %		Undecided %		Favourable %		Total
Effective	43	35.83	13	10.83	64	53.33	120
Non-effective	38	50.66	14	18.66	23	30.66	75
Total Percentage	81	41.53	27	13.84	87	44.61	195

Expected Values: 49.8461 16.6153 53.5384
 31.1538 10.3846 33.4615

Total chi - square value of factor 2 at df 2 = **9.8048**

Levels of significance at 0.05 level = 5.991

Levels of significance at 0.01 level = 9.210

Observations :

Table No. 29 shows the relationship between alert instructive movement and teacher effectiveness.

From table No. 29 it is observed that 195 responses i. e. 41.53 % are unfavourable, 13.84 % are undecided and 44.61 % are favourable.

53.33 % student-teachers have indicated that effective Marathi teacher

communicators have alert instructive movement, whereas 35.83 % indicate that they do not have alert instructive movement and 10.83 % are undecided.

It can be seen that 50.66 % student-teacher have indicated that non-effective Marathi teacher communicators do not have alert instructive movement, however 30.66 % have indicated that they possess this movement, and 18.66 % are undecided.

Total chi - square value is 9.8048 at df 2 which is greater than tabulated value. It is significant at 0.05 level.

Findings :

Therefore, it is seen that majority student-teachers i. e. 53.33 % have indicated that effective Marathi teacher communicators possess alert instructive movements, whereas 50.66 % have indicated that most non - effective Marathi teacher communicators do not possess this movement.

Therefore, hypothesis No. 18 stated as factor 2 of classroom managerial behaviour is unrelated to teacher effectiveness is rejected on above observations.

Hypothesis :

Factor 3 of classroom managerial behaviour ^{i.e.} Black Board work of organised content pacing is unrelated to teacher effectiveness for Marathi methodology.

Table No. 30 : Black Board work of organised content pacing

Teacher	Unfavourable %		Undecided %		Favourable %		Total
Effective	28	23.33	14	11.66	78	65.00	120
Non-effective	34	45.33	15	20.00	26	34.66	75
Total Percentage	62	31.79	29	14.87	104	53.33	195

Expected Values: 38.1538 17.8461 64
 23.8461 11.1538 40

Total chi - square value of factor 3 of df 2 = **16.5936**

Levels of significance at 0.05 level = 5.991

Levels of significance at 0.01 level = 9.210

Observations :

Table No. 30 shows the relationship between B. B. Work of organised content pacing and teacher effectiveness.

From table No. 30 it is observed that 195 responses i. e. 31.79 % are unfavourable, 14.87 % are undecided and 53.33 % are favourable.

65 % student-teachers have indicated that effective Marathi teacher

communicators have alert instructive movement, whereas 23.33 % indicate that they do not have B. B. Work of organised content pacing and 11.66 % are undecided.

It can be seen that 45.33 % student-teacher have indicated that non-effective Marathi teacher communicators do not have alert instructive movement, however 34.66 % have indicated that they possess this work, and 20 % are undecided.

Total chi - square value is 16.5936 at df 2 which is greater than tabulated value. It is significant at 0.05 level.

Findings :

Therefore, it is seen that majority student-teacher 65 % have indicated that effective Marathi teacher communicators possess the B. B. work organised content pacing, whereas 45.33 % have indicated that most non - effective Marathi teacher communicators do not possess this work.

Therefore, hypothesis No. 19 stated as factor 3 of classroom managerial behaviour is unrelated to teacher effectiveness is rejected on above observations.

Hypothesis :

Factor 4 of classroom managerial behaviour i.e. Teacher's non-soliciting behaviour and Reacting is unrelated to teacher effectiveness for Marathi methodology.

Table No. 31 : Teacher's non soliciting behaviour and Reacting.

Teacher	Unfavourable %		Undecided %		Favourable %		Total
Effective	60	50.00	18	15.00	42	35.00	120
Non-effective	28	37.33	12	16.00	35	46.66	75
Total Percentage	88	45.12	30	15.38	77	39.48	195

Expected Values: 54.1538 18.4615 47.3846
 33.8461 11.5384 29.6153

Total chi - square value of factor 4 at df 2 = **3.2615**

Levels of significance at 0.05 level = 5.991

Levels of significance at 0.01 level = 9.210

Observations :

Table No. 31 shows the relationship between teacher's non soliciting behaviour and Reacting and teacher effectiveness.

From table No. 31 it is observed that 195 responses i. e. 45.12% are unfavourable, 15.38 % are undecided and 39.48 % are favourable.

50 % student-teachers have indicated that effective Marathi teacher communicators do not have Teacher's non soliciting behaviour, whereas 35.00% indicated that they have Teacher's non soliciting behaviour and Reacting and 15% are undecided.

It can be seen that 46.66 % student-teacher have indicated that non-effective Marathi teacher communicators possess teacher's non soliciting behaviour and Reacting , however 37.33 % have indicated that they possess this work, and 16 % are undecided.

Total chi - square value is 3.2615 at df 2 which is less than tabulated value. It is not significant at 0.05 level.

Findings :

It can be seen that 50 % student-teachers have indicated that effective Marathi teacher communicators possess soliciting behaviour and reacting, whereas 46.66 % indicate that most non - effective Marathi teacher communicators possess teacher's non soliciting behaviour and reacting.

Therefore, hypothesis No. 20 stated as factor 4 of classroom managerial behaviour is unrelated to teacher effectiveness is accepted on above observations.

Hypothesis :

Factor 5 of classroom managerial behaviour ^{i.e. controlled smoothness} is unrelated to teacher effectiveness

Table No. 32 : controlled smoothness

Teacher	Unfavourable %		Undecided %		Favourable %		Total
Effective	37	30.83	16	13.33	67	55.83	120
Non-effective	42	56.00	13	17.33	20	26.66	75
Total Percentage	79	40.51	29	14.87	87	44.61	195

Expected Values: 48.6153 17.8461 53.5384
 30.3846 11.1538 33.4615

Total chi - square value of factor 5 of df 2 = **16.512**

Levels of significance at 0.05 level = 5.991

Levels of significance at 0.01 level = 9.210

Observations :

Table No. 32 shows the relationship between controlled smoothness and teacher effectiveness.

From table No. 32 it is observed that 195 responses i. e. 40.51 % are unfavourable, 14.87 % are undecided and 44.61 % are favourable.

55.83 % student-teachers have indicated that effective Marathi teacher

communicators have controlled smoothness whereas 30.38 % indicate that they do not have controlled smoothness and 13.33 % are undecided.

It can be seen that 56 % student-teachers have indicated that non - effective Marathi teacher communicators do not have controlled smoothness. However 26.66% have indicated that they have controlled smoothness and 17.33 % are undecided.

Total chi - square value is 16.512 at df 2 which is greater than tabulated value. It is significant at 0.05 level.

Finding :

Therefore, it is seen that majority of the student-teachers 55.33 % have indicated that effective Marathi teacher communicators possess the controlled smoothness whereas 42 % have indicated that non effective Marathi teacher communicators do not possess controlled smoothness.

Therefore, hypothesis No. 21 stated as factor 5 of classroom managerial behaviour is unrelated to teacher effectiveness is rejected on above observations.

Hypothesis :

Factor 6 of classroom managerial behaviour^{i.e.} non smooth withitness is unrelated to teacher effectiveness for Marathi methodology

Table No. 33 : Non smooth withitness

Teacher	Unfavourable %		Undecided %		Favourable %		Total
Effective	63	52.50	15	12.5	42	35.00	120
Non-effective	30	40.00	12	16.00	33	44.00	75
Total Percentage	93	47.69	27	13.84	75	38.46	195

Expected Values: 52.9230 16.6153 46.1538
 33.0769 10.3846 28.8461

Total chi - square value of factor 6 at df 2 = **2.8921**

Levels of significance at 0.05 level = 5.991

Levels of significance at 0.01 level = 9.210

Observations :

Table No. 33 shows the relationship between non smooth withitness and teacher effectiveness.

From table No. 33 it is observed that 195 responses i. e. 47.69% are related to unfavourable, 13.84 % are related to undecided and 38.46 % are related to favourable.

35 % student-teachers have indicated that effective Marathi teacher communicators have non smooth withitness whereas 52.5 % indicate that they do not have non smooth withitness and 12.5 % are undecided.

It can be seen that 40 % student-teachers have indicated that non - effective Marathi teacher communicators do not have non smooth withitness. However 44% have indicated that they have non smooth withitness and 16 % are undecided.

Total chi - square value is 2.8921 at df 2 which is less than tabulated value. It is not significant at 0.05 level.

Finding :

It can be seen that 52.5 % student-teachers have indicated that effective Marathi teacher communicators possess the non smooth withitness whereas 44% have indicated that non effective Marathi teacher communicators do not possess non smooth withitness.

Therefore, hypothesis No. 22 stated as factor 6 of classroom managerial behaviour is unrelated to teacher effectiveness is accepted on above observations.

Hypothesis :

Factor 7 of classroom managerial behaviour ^{i.e.} teacher's socio emotional permissiveness is unrelated to teacher effectiveness for Marathi methodology

Table No. 34 : Teacher's socio emotional permissiveness

Teacher	Unfavourable %		Undecided %		Favourable %		Total
Effective	30	25.00	14	14.16	73	60.83	120
Non-effective	43	57.33	09	12.00	23	30.66	75
Total Percentage	73	37.43	26	13.33	96	73.84	195

Expected Values: 44.9230 16 59.0769
 28.0769 10 36.9230

Total chi - square value of factor 7 at df 2 = **21.5828**

Levels of significance at 0.05 level = 5.991

Levels of significance at 0.01 level = 9.210

Observations :

Table No. 34 shows the relationship between teacher's socio emotional permissiveness and teacher effectiveness.

From table No. 34 it is observed that 195 responses i. e. 37.43% are unfavourable, 13.33 % are undecided and 49.23 % are favourable.

60.83 % student-teachers have indicated that effective Marathi teacher

communicators have socio emotional permissiveness whereas 25 % indicate that they do not have socio emotional permissiveness and 14.16 % are undecided.

It can be seen that 57.33 % student-teachers have indicated that non-effective Marathi teacher communicators do not have socio emotional permissiveness. However 30.66 % have indicated that they possess this competency and 12 % are undecided.

Total chi - square value is 21.5828 at df 2 which is greater than tabulated value. It is significant at 0.05 level.

Finding :

Therefore it is seen that majority student-teachers i. e. 60.83 % have indicated that Marathi teacher communicators possess the socio emotional permissiveness whereas 57.33 % have indicated that non effective Marathi teacher communicators do not possess socio emotional permissiveness.

Therefore, hypothesis No. 23 stated as factor 7 of classroom managerial behaviour is unrelated to teacher effectiveness is rejected on above observations.

Hypothesis :

Factor 8 of classroom managerial behaviour ^{i.e.} linguistic competency deficiency is unrelated to teacher effectiveness for Marathi methodology

Table No. 35 : Linguistic competency deficiency

Teacher	Unfavourable %		Undecided %		Favourable %		Total
Effective	61	50.83	17	14.16	42	35.00	120
Non-effective	28	37.33	14	18.66	33	44.00	75
Total Percentage	89	45.64	31	15.89	75	38.46	195

Expected Values: 54.7692 19.0769 46.1538
 34.2304 11.9230 28.8461

Total chi - square value of factor 8 at df 2 = **3.4027**

Levels of significance at 0.05 level = 5.991

Levels of significance at 0.01 level = 9.210

Observations :

Table No. 35 shows the relationship between linguistic competency deficiency and teacher effectiveness.

From table No. 35 it is observed that 195 responses i. e. 45.64 % are unfavourable, 15.89 % are undecided and 38.46 % are favourable.

35.00 % student-teachers have indicated that effective Marathi teacher

communicators have linguistic competency deficiency whereas 50.83 % indicate that they do not have linguistic competency deficiency and 14.16 % are undecided.

It can be seen that 44 % student-teachers have indicated that non-effective Marathi teacher communicators possess linguistic competency deficiency . However 37.33 % have indicated that they do not have this deficiency and 18.66 % are undecided.

Total chi - square value is 2.8921 at df 2 which is less than tabulated value. It is significant at 0.05 level.

Finding :

It can be seen that 50.83 % student-teachers have indicated that effective Marathi teacher communicators possess the linguistic competency deficiency whereas 44 % have indicated that non effective Marathi teacher communicators do not possess linguistic competency deficiency .

Therefore, hypothesis No. 24 stated as factor 8 of classroom managerial behaviour is unrelated to teacher effectiveness is accepted on above observations.

Hypothesis :

i.e.

Factor 9 of classroom managerial behaviour, timely use of nonverbal media is unrelated to teacher effectiveness for Marathi methodology

Table No. 36 : Timely use of nonverbal media

Teacher	Unfavourable %		Undecided %		Favourable %		Total
Effective	32	26.66	17	14.16	71	59.16	120
Non-effective	40	53.33	14	18.66	21	28.00	75
Total	72		31		92		195
Percentage	36.92		15.89		47.17		

Expected Values: 44.3076 19.0769 56.6153
 27.6923 11.9230 35.3846

Total chi - square value of factor 9 at df 2 = **18.979**

Levels of significance at 0.05 level = 5.991

Levels of significance at 0.01 level = 9.210

Observations :

Table No. 36 shows the relationship between timely use of nonverbal media and teacher effectiveness.

From table No. 36 it is observed that 195 responses i. e. 36.92 % are unfavourable, 15.89 % are undecided and 47.19 % are favourable.

59.16 % student-teachers have indicated that effective Marathi teacher

communicators have timely use of nonverbal media whereas 26.66 % indicate that they do not have timely use of nonverbal media and 14.16 % are undecided.

It can be seen that 53.33 % student-teachers have indicated that non-effective Marathi teacher communicators do not have timely use of nonverbal media. However, 28 % have indicated that they possess this media and 18.66 % are undecided.

Total chi - square value is 18.979 at df 2 which is greater than tabulated value. It is significant at 0.05 level.

Finding :

Therefore, it is seen that majority student-teachers i.e. 59.16 % have indicated that effective Marathi teacher communicators possess timely use of nonverbal media whereas 53.33 % have indicated that non effective Marathi teacher communicators do not possess this media.

Therefore, hypothesis No. 25 stated as factor 9 of classroom managerial behaviour is unrelated to teacher effectiveness is rejected on above observations.

Hypothesis :

i.e.
Factor 10 of classroom managerial behaviour, strict content building tendency is unrelated to teacher effectiveness for Marathi methodology

Table No. 37 : Strict content building tendency

Teacher	Unfavourable %		Undecided %		Favourable %		Total
Effective	22	18.33	16	13.33	82	68.33	120
Non-effective	33	44.00	14	18.66	28	37.33	75
Total Percentage	55	28.20	30	15.38	110	56.41	195

Expected Values: 33.8461 18.4615 67.6923
 21.1538 11.5384 42.3076

Total chi - square value of factor 10 at df 2 = **19.4958**

Levels of significance at 0.05 level = 5.991

Levels of significance at 0.01 level = 9.210

Observations :

Table No. 37 shows the relationship between strict content building tendency and teacher effectiveness.

From table No. 37 it is observed that 195 responses i. e. 28.20 % are unfavourable, 15.38 % are undecided and 56.46 % are favourable.

68.33 % student-teachers have indicated that effective Marathi teacher

communicators have strict content building tendency whereas 18.33 % indicate that they do not have strict content building tendency and 13.33 % are undecided.

It can be seen that 44 % student-teachers have indicated that non - effective Marathi teacher communicators do not have strict content building tendency. 37.33% have indicated that they possess this tendency and 18.66 % are undecided.

Total chi - square value is 19.4958 at df 2 which is greater than tabulated value. It is significant at 0.05 level.

Finding :

Therefore, it is seen that majority student-teachers i.e. 68.33 % have indicated that effective Marathi teacher communicators possess strict content building tendency whereas 44 % have indicated that non effective Marathi teacher communicators do not possess this tendency.

Therefore, hypothesis No. 26 stated as factor 10 of classroom managerial behaviour is unrelated to teacher effectiveness is rejected on above observations.

Hypothesis :

Factor 11 of classroom managerial behaviour i.e. teacher's status maintenance is unrelated to teacher effectiveness for Marathi methodology

Table No. 38 : Teacher's status maintenance

Teacher	Unfavourable %		Undecided %		Favourable %		Total
Effective	25	20.83	16	13.33	79	65.83	120
Non-effective	34	45.33	17	22.66	24	32.00	75
Total Percentage	59	30.25	33	16.92	103	52.82	195

Expected Values: 36.3076 20.3076 63.3846
 22.6923 12.6923 39.6153

Total chi - square value of factor 11 at df 2 = **21.5340**

Levels of significance at 0.05 level = 5.991

Levels of significance at 0.01 level = 9.210

Observations :

Table No. 38 shows the relationship between teacher's status maintenance and teacher effectiveness.

From table No. 38 it is observed that 195 responses i. e. 30.25 % are unfavourable, 16.92 % are undecided and 52.82 % are favourable.

65.33 % student-teachers have indicated that effective Marathi teacher

communicators have teacher's status maintenance whereas 20.83 % indicate that they do not have teacher's status maintenance.

It can be seen that 45.33 % student-teachers have indicated that non-effective Marathi teacher communicator do not have teacher's status maintenance. However 32 % have indicated that they possess this maintenance and 22.66% are undecided.

Total chi - square value is 21.5340 at df 2 which is greater than tabulated value. It is significant at 0.05 level.

Finding :

Therefore, it is seen that majority student-teachers 65.83 % have indicated that effective Marathi teacher communicators possess teacher's status maintenance whereas 45.33 % have indicated that non effective Marathi teacher communicators do not possess this competency.

Therefore, hypothesis No. 27 stated as factor 11 of classroom managerial behaviour is unrelated to teacher effectiveness is rejected on above observations.

Hypothesis :

Factor 12 of classroom managerial behaviour i.e. teacher's purposive physical movement is unrelated to teacher effectiveness for Marathi methodology.

Table No. 39 : Teacher's purposive physical movement

Teacher	Unfavourable %		Undecided %		Favourable %		Total
Effective	26	21.66	19	15.83	75	62.50	120
Non-effective	41	54.66	09	12.00	25	33.33	75
Total Percentage	67	34.35	28	14.35	100	51.28	195

Expected Values: 41.2307 17.2307 61.5384
 25.7692 10.7692 38.4615

Total chi - square value of factor 12 at df 2 = **22.7567**

Levels of significance at 0.05 level = 5.991

Levels of significance at 0.01 level = 9.210

Observations :

Table No. 39 shows the relationship between teacher's purposive physical movement and teacher effectiveness.

From table No. 39 it is observed that 195 responses i. e. 34.35 % are unfavourable, 14.35 % are undecided and 51.28 % are favourable.

62.5 % student-teachers have indicated that effective Marathi teacher

communicators have teacher's purposive physical movement whereas 21.66 % indicate that they do not have purposive physical movement and 15.83 are undecided.

It can be seen that 54.66 % student-teachers have indicated that non-effective Marathi teacher communicators do not have teacher's purposive physical movement. However, 33.33 % have indicated that they possess this movement and 12 % are undecided.

Total chi - square value is 22.7567 at df 2 which is greater than tabulated value. It is significant at 0.05 level.

Finding :

Therefore, it is seen that majority student-teachers i.e. 62.8 % have indicated that effective Marathi teacher communicators possess teacher's purposive physical movement whereas 54.55 % have indicated that non effective Marathi teacher communicators do not possess this movement.

Therefore, hypothesis No. 28 stated as factor 12 of classroom managerial behaviour is unrelated to teacher effectiveness is rejected on above observations.

Hypothesis :

Factor 13 of classroom managerial behaviour i.e. lack of acceptable mastery is unrelated to teacher effectiveness for Marathi methodology.

Table No. 40 : Lack of acceptable mastery

Teacher	Unfavourable %		Undecided %		Favourable %		Total
Effective	60	50.00	15	12.50	45	37.50	120
Non-effective	30	40.00	12	16.00	33	44.00	75
Total Percentage	90	46.15	27	13.84	78	40.00	195

Expected Values: 55.3846 16.6153 48.0006
 34.6153 10.3846 30.0000

Total chi - square value of factor 13 at df 2 = **1.8956**

Levels of significance at 0.05 level = 5.991

Levels of significance at 0.01 level = 9.210

Observations :

Table No. 40 shows the relationship between lack of acceptable mastery and teacher effectiveness.

From table No. 40 it is observed that 195 responses i. e. 46.15 % are unfavourable, 13.84 % are undecided and 40 % are favourable.

37.5 % student-teachers have indicated that effective Marathi teacher

communicators have lack of acceptable mastery whereas 50 % indicate that they do not have lack of acceptable mastery and 12.5 are undecided.

It can be seen that 40 % student-teachers have indicated that non - effective Marathi teacher communicators do not have lack of acceptable mastery. However, 44 % have indicated that they possess this mastery and 16 % are undecided.

Total chi - square value is 1.8956 at df 2 which is less than tabulated value. It is significant at 0.05 level.

Finding :

Therefore, it is seen that 50 % student-teachers have indicated that effective Marathi teacher communicators possess lack of acceptable mastery whereas 44% have indicated that non effective Marathi teacher communicators do not possess lack of acceptable mastery.

Therefore, hypothesis No. 29 stated as factor 13 of classroom managerial behaviour is unrelated to teacher effectiveness is accepted on above observations.

Hypothesis :

Factor 14 of classroom managerial behaviour i.e. withit alertness is unrelated to teacher effectiveness for Marathi methodology.

Table No. 41 : Withit Alertness

Teacher	Unfavourable %		Undecided %		Favourable %		Total
Effective	42	35.00	10	8.33	68	56.66	120
Non-effective	40	53.33	14	18.66	21	28.00	75
Total Percentage	82	42.05	24	12.30	89	45.64	195

Expected Values: 50.4615 14.7692 54.7692
 31.5384 9.2307 34.2307

Total chi - square value of factor 14 at df 2 = **19.9948**

Levels of significance at 0.05 level = 5.991

Levels of significance at 0.01 level = 9.210

Observations :

Table No. 41 shows the relationship between withit alertness and teacher effectiveness.

From table No. 41 it is observed that 195 responses i. e. 42.05 % are unfavourable, 12.03 % are undecided and 45.64 % are favourable.

56.66 % student-teachers have indicated that effective Marathi teacher

communicators have without alertness whereas 35 % indicate that they do not have without alertness and 8.33 are undecided.

It can be seen that 53.33 % student-teachers have indicated that non-effective Marathi teacher communicators do not have without alertness. However, 28 % have indicated that they possess this alertness and 18.66 % are undecided.

Total chi - square value is 19.9948 at df 2 which is greater than tabulated value. It is significant at 0.05 level.

Finding :

Therefore, it is seen that majority student-teachers i. e. 56.66 % have indicated that effective Marathi teacher communicators possess without alertness whereas 53.33 % have indicated that non effective Marathi teacher communicators do not possess without alertness.

Therefore, hypothesis No. 30 stated as factor 14 of classroom managerial behaviour is unrelated to teacher effectiveness is rejected on above observations.

Hypothesis :

Factor 15 of classroom managerial behaviour i.e. modulating gestures and speech¹⁵ unrelated to teacher effectiveness for Marathi methodology.

Table No. 42 : Modulating gestures and speech

Teacher	Unfavourable %		Undecided %		Favourable %		Total
Effective	48	40.00	12	10.00	60	50.00	120
Non-effective	33	44.00	15	20.00	27	36.00	75
Total Percentage	81	41.53	27	13.84	87	44.61	195

Expected Values: 31.1538 10.3846 33.4615
 49.8461 16.6153 53.5384

Total chi - square value of factor 15 at df 2 = **9.3264**

Levels of significance at 0.05 level = 5.991

Levels of significance at 0.01 level = 9.210

Observations :

Table No. 42 shows the relationship between modulating gestures and speech and teacher effectiveness.

From table No. 42 it is observed that 195 responses i. e. 41.53 % are unfavourable, 13.84 % are undecided and 44.61 % are favourable.

50 % student-teachers have indicated that effective Marathi teacher

communicators have modulating gestures and speech 40 % indicate that they do not have modulating gestures and speech and 10 are undecided.

It can be seen that 44 % student-teachers have indicated that non - effective Marathi teacher communicators do not have modulating gestures and speech. However, 36 % have indicated that they possess modulating gestures and speech and 20 % are undecided.

Total chi - square value is 9.3264 at df 2 which is greater than tabulated value. It is significant at 0.05 level.

Finding :

Therefore, it is seen that majority student-teachers i. e. 50% have indicated that effective Marathi teacher communicators possess modulating gestures and speech whereas 44% have indicated that non effective Marathi teacher communicators do not possess modulating gestures and speech.

Therefore, hypothesis No. 31 stated as factor 15 of classroom managerial behaviour is unrelated to teacher effectiveness is rejected on above observations.

Hypothesis :

Factor 16 of classroom managerial behaviour i.e. teaching flow management deficiency is unrelated to teacher effectiveness for Marathi methodology.

Table No. 43 : Teaching flow management deficiency

Teacher	Unfavourable%		Undecided %		Favourable %		Total
Effective	62	51.66	16	13.33	42	35.00	120
Non-effective	27	36.00	11	14.66	37	49.33	75
Total	89		27		79		195
Percentage	45.64		13.84		40.51		

Expected Values: 54.7692 16.6153 48.6153
 34.2307 10.3846 30.3846

Total chi - square value of factor 16 at df 2 = **4.8814**

Levels of significance at 0.05 level = 5.991

Levels of significance at 0.01 level = 9.210

Observations :

Table No. 43 shows the relationship between teaching flow management deficiency and teacher effectiveness.

From table No. 43 it is observed that 195 responses i. e. 45.64 % are unfavourable, 13.84 % are undecided and 40.51 % are favourable.

35.00 % student-teachers have indicated that effective Marathi teacher communicators have teaching flow management deficiency whereas 51.66 % indicate that they do not have teaching flow management deficiency and 13.33 % are undecided.

It can be seen that 36 % student-teachers have indicated that non - effective Marathi teacher communicators do not have teaching flow management deficiency . However, 49.33 % have indicated that they possess this deficiency and 14.66 % are undecided.

Total chi - square value is 4.8814 at df 2 which is less than tabulated value. It is not significant at 0.05 level.

Findings :

Therefore, it is seen that majority student-teachers i. e. 51.66 % have indicated that effective Marathi teacher communicators possess teaching flow management deficiency whereas 49.33 % have indicated that non effective Marathi teacher communicators do not possess teaching flow management deficiency .

Therefore, hypothesis No. 32 stated as factor 16 of classroom managerial behaviour is unrelated to teacher effectiveness is accepted on above observations.

The factor nos. 4, 6, 8, 13 and 16 are negative factors. Therefore its rating by student-teachers as 'unfavourable' indicates effective classroom managerial behaviour of the teacher.

4.3

Section III

preparation of profiles of classroom managerial behaviours of effective teacher communicators method - wise.

Based on findings from the TCMBS the classroom managerial behaviours of effective teacher communicators for Hindi and Marathi methodology were found out table No. indicates these classroom managerial behaviours.

Profile - Classroom managerial behaviour of effective Hindi and Marathi teacher communicators.

Factor No.	Factor	Effective Hindi teacher communicator	Effective Marathi teacher communicator
1	General Lecturing competency	✓	✓
2	Alert instructive movement	✓	✓
3	Blackboard work for organised content building	✓	✓
4	Teacher's non-soliciting behaviour and reacting	X	X
5	controlled smoothness	✓	✓
6	Non - smooth withitness	X	X
7	Teacher's socio emotional permissiveness	✓	✓

Factor No.	Factor	Effective Hindi teacher communicator	Effective Marathi teacher communicator
8	Linguistic competency deficiency	×	×
9	Timely use of non - verbal media	✓	✓
10	Strict content building tendency	✓	✓
11	Teacher's status maintainance	✓	✓
12	Teacher's purposive physical movement	✓	✓
13	Lack of acceptable mastery	×	×
14	withit alertness	✓	✓
15	Modulating gestures and speech	✓	✓
16	Teaching flow management deficiency	×	×

Nos. 4,6,8,13 and 16 are negative behaviours, therefore their absence is imperative.

The present study has brought out the classroom managerial behaviours of teacher communicators of Hindi and Marathi methodology to be identical.

It may therefore be concluded that effective Hindi and Marathi teacher communicators possess the 16 classroom managerial behaviours. In other words the 16 classroom managerial behaviours are essential for all effective teacher communicators.

The following chapter comprises of the summary, findings, and suggestions for further studies.