CHAPTER – IV

ANALYSIS AND INTERPRETATION OF DATA

Section - 1

4.1 Comparison among Different Groups of Secondary School Teachers on Teacher Effectiveness, Teaching Competency and Spiritual Intelligence

In order to find out the difference among different groups on teacher effectiveness, teaching competency and spiritual intelligence, the significance of difference between mean scores of different groups is calculated as given below:

Part - A

4.1.1 Comparison among Different Groups of Teacher Effectiveness

This part has been devoted to locate the significant differences, if any, in the teacher effectiveness of secondary school teachers with respect to type of school, gender, locality and teaching experience.

Table 4.1: Difference between Mean Scores of Government and Private Secondary School Teachers with Regard to Teacher Effectiveness along with its Various Dimensions

S. No.	Group of teachers	Dimensions of teacher effectiveness	Mean	S. D.	t-value	Significance at 0.05 level
1	Government	Planning and preparation	74.87	7.26	6.86	Significant
	Private		69.89	6.52		
2	Government	Classroom management	92.77	6.80	7.48	Significant
	Private		88.22	5.62		
3	Government	Subject matter	60.89	5.79	2.45	Significant
	Private		62.56	9.01		
4	Government	Teacher characteristics	107.56	8.90	5.59	Significant
	Private		103.59	6.23		
5	Government	Inter-personal relations	72.73	6.52	3.61	Significant
	Private		72.72	6.70		
6	Government	Total teacher effectiveness	408.81	21.50	9.12	Significant
	Private		394.98	21.05		

Government $N_1 = 200$
Private $N_2 = 200$

Planning and preparation : It can be observed from table 4.1 that mean scores of planning and preparation of government and private secondary school teachers are 74.87 and 69.89 with the respective standard deviations 7.26 and 6.52. The t- value is 6.86 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in planning and preparation of government and private secondary school teachers' is rejected.

Classroom management : It can be observed from table 4.1 that mean scores of class room management of government and private secondary school teachers are 92.77 and 88.22 with the respective standard deviations 6.80 and 5.62. The t- value is 7.48 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in classroom management of government and private secondary school teachers' is rejected.

Subject matter : It can be observed from table 4.1 that mean scores of subject matter of government and private secondary school teachers are 60.89 and 62.56 with the respective standard deviations 5.79 and 9.01. The t- value is 2.45 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in subject matter of government and private secondary school teachers' is rejected.

Teacher characteristics : It can be observed from table 4.1 that mean scores of Teacher characteristics of government and private secondary school teachers are 107.56 and 103.59 with the respective standard deviations 8.90 and 6.23. The t- value is 5.59 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in teacher characteristics of government and private secondary school teachers' is rejected.

Inter-personal relations : It can be observed from table 4.1 that mean scores of Inter-personal relations of government and private secondary school teachers are 72.73 and 72.72 with the respective standard deviations 6.52 and 6.70. The t- value is 3.61 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in Inter-personal relations of government and private secondary school teachers' is rejected.

Total teacher effectiveness : It can be observed from table 4.1 that mean scores of Total teacher effectiveness of government and private secondary school teachers are 408.81 and 394.98 with the respective standard deviations 21.50 and 21.05. The t- value is 9.12 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in total teacher effectiveness of government and private secondary school teachers' is rejected.

It may be concluded that teacher effectiveness along with its all five dimensions have a significant difference between government and private secondary school teachers. The mean scores of government secondary school teachers for all dimensions except subject matter was higher which shows that government secondary school teachers are more effective as compared to private secondary school teachers. It is also found that the mean score of private secondary school teachers for subject matter is higher than government secondary school teachers, which means that private secondary school teachers are more effective in subject matter.

Table 4.2: Difference between mean scores of male and female secondary school teachers with regard to teacher effectiveness along with its various dimensions

Sr. No.	Group of teachers	Dimensions of teacher effectiveness	Mean	S. D.	t- value	Significance at 0.05 level
1	Male	Planning and preparation	72.33	8.15	0.15	Not Significant
	Female		72.44	8.45		
2	Male	Classroom management	90.19	6.42	0.96	Not Significant
	Female		90.80	6.15		
3	Male	Subject matter	62.71	8.36	2.89	Significant
	Female		60.74	6.65		
4	Male	Teacher characteristics	106.14	7.74	1.56	Not Significant
	Female		105.02	8.09		
5	Male	Inter-personal relations	72.39	7.13	2.18	Significant
	Female		71.06	6.14		
6	Male	Total teacher effectiveness	403.75	21.84	2.47	Significant
	Female		400.05	22.74		

Male $N_1 = 200$
Female $N_2 = 200$

Planning and preparation : It can be observed from table 4.2 that mean scores of planning and preparation of male and female secondary school teachers are 72.33 and 72.44 with the respective standard deviations 8.15 and 8.45. The t- value is 0.15 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in planning and preparation of male and female secondary school teachers' is accepted.

Classroom management : It can be observed from table 4.2 that mean scores of class room management of male and female secondary school teachers are 90.19 and 90.80 with

the respective standard deviations 6.42and 6.15. The t- value is 0.96 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in classroom management of male and female secondary school teachers' is accepted.

Subject matter : It can be observed from table 4.2 that mean scores of subject matter of male and female secondary school teachers are 62.71 and 60.74 with the respective standard deviations 8.36 and 6.65. The t- value is 2.89 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in subject matter of male and female secondary school teachers' is rejected.

Teacher characteristics : It can be observed from table 4.2 that mean scores of Teacher characteristics of male and female secondary school teachers are 106.14 and 105.02 with the respective standard deviations 7.74 and 8.09. The t- value is 1.56 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in teacher characteristics of male and female secondary school teachers' is accepted.

Inter-personal relations : It can be observed from table 4.2 that mean scores of Inter-personal relations of male and female secondary school teachers are 72.39 and 71.06 with the respective standard deviations 7.13 and 6.14. The t- value is 2.18 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in Inter-personal relations of male and female secondary school teachers' is rejected.

Total teacher effectiveness : It can be observed from table 4.2 that mean scores of Total teacher effectiveness of male and female secondary school teachers are 403.75 and 400.05 with the respective standard deviations 21.84 and 22.74. The t- value is 2.47 which is

significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in total teacher effectiveness of male and female secondary school teachers' is rejected.

It may be concluded that out of five components of teacher effectiveness, there is a significant difference between male and female secondary school teachers in the subject matter and inter-personal relation whereas there is no significant difference in the planning and preparation, classroom management and teacher characteristics. It is also found that male secondary school teachers are more effective in subject matter and inter-personal relations as compared to female teachers.

Table 4.3: Difference between mean scores of rural and urban secondary school teachers with regard to teacher effectiveness along with its various dimensions

Sr. No.	Group of teachers	Dimensions of teacher effectiveness	Mean	S. D.	t-value	Significance at 0.05 level
1	Rural	Planning and preparation	71.12	9.98	3.47	Significant
	Urban		73.64	5.91		
2	Rural	Classroom management	89.65	5.93	2.91	Significant
	Urban		91.33	7.18		
3	Rural	Subject matter	62.94	8.73	3.92	Significant
	Urban		60.50	6.06		
4	Rural	Teacher characteristics	105.82	7.24	0.71	Not Significant
	Urban		105.34	8.56		
5	Rural	Inter-personal relations	71.09	6.61	2.13	Significant
	Urban		72.35	6.69		
6	Rural	Total teacher effectiveness	400.63	22.44	1.75	Not Significant
	Urban		403.16	22.22		

Rural $N_1 = 200$
Urban $N_2 = 200$

Planning and preparation : It can be observed from table 4.3 that mean scores of planning and preparation of rural and urban secondary school teachers are 71.12 and 73.64 with the respective standard deviations 9.98 and 5.91. The t- value is 3.47 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in planning and preparation of rural and urban secondary school teachers' is rejected.

Classroom management : It can be observed from table 4.3 that mean scores of class room management of rural and urban secondary school teachers are 89.65 and 91.33 with the respective standard deviations 5.93 and 7.18. The t- value is 2.91 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in classroom management of rural and urban secondary school teachers' is rejected.

Subject matter : It can be observed from table 4.3 that mean scores of subject matter of rural and urban secondary school teachers are 62.94 and 60.50 with the respective standard deviations 8.73 and 6.06. The t- value is 3.92 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in subject matter of rural and urban secondary school teachers' is rejected.

Teacher characteristics : It can be observed from table 4.3 that mean scores of Teacher characteristics of rural and urban secondary school teachers are 105.82 and 105.34 with the respective standard deviations 7.24 and 8.56. The t- value is 0.72 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in teacher characteristics of rural and urban secondary school teachers' is accepted.

Inter-personal relations : It can be observed from table 4.3 that mean scores of Inter-personal relations of rural and urban secondary school teachers are 71.09 and 72.35 with the respective standard deviations 6.61 and 6.69. The t- value is 2.13 which is significant

at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in Inter-personal relations of rural and urban secondary school teachers' is rejected.

Total teacher effectiveness : It can be observed from table 4.3 that mean scores of Total teacher effectiveness of rural and urban secondary school teachers are 406.63 and 403.16 with the respective standard deviations 22.44 and 22.22. The t- value is 1.75 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in total teacher effectiveness of rural and urban secondary school teachers' is accepted.

It may be concluded that out of five components of teacher effectiveness there is a significant difference between rural and urban secondary school teachers in the planning and preparation, classroom management, subject matter and inter-personal relation whereas there is no significant difference in teacher characteristics. It is also found that rural secondary school teachers are more effective in subject matter as compared to urban secondary school teachers whereas urban teachers are more effective in planning and preparation, classroom management, and inter - personal relations.

Table 4.4 (a): Difference between mean scores of teacher effectiveness of secondary school teachers having less than 5, 5-10, 10-15 and more than 15 years of teaching experience

S. No.	Teaching experience in years	Number of teachers	Mean	S.D.
1	less than 5	131	383.21	13.59
2	5-10	112	399.53	17.20
3	10-15	68	410.84	17.69
4	more than 15	89	425.54	15.01

Table 4.4 (b): Significance of mean difference in teacher effectiveness among secondary school teachers with regard to teaching experience

Source of variation	df	SS	MS	F	Significance at 0.05 level
Between groups	3	101540.32	33846.77	137.21	Significant
Within groups	396	97687.27	246.68		

It can be observed from table 4.4 (a) that the mean scores and standard deviation values of the teachers according to teaching experience are 383.21, 13.59 for (less than 5), 399.53, 17.20 for (5-10), 410.84, 17.69 for (10-15) and 425.54, 15.01 for (more than 15) respectively.

It can also be observed from table 4.4 (b) that the values of sum of squares of between groups and within groups are 101540.32 and 9768.27 with respective mean square values 33846.77 and 246.68. The calculated F ratio is 137.21 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e., 'there is no significant difference in teacher effectiveness of secondary school teachers having less than 5, 5-10, 10-15 and more than 15 years of experience' is rejected.

It may be concluded from the data that there is a significant difference in teacher effectiveness of secondary school teachers having teaching experience of less than 5, 5-10, 10-15 and more than 15 years. It is also observed from the data that the teacher effectiveness increases with increase in teaching experience as a result the secondary school teachers having more than 15 years teaching experience are found most effective as compared to other groups.

Table 4.5: Difference between mean scores of government and private secondary school teachers having teaching experience of less than 5 years with regard to teacher effectiveness along with its various dimensions

Sr. No.	Group of teachers	Dimensions of teacher effectiveness	Mean	S. D.	t-value	Significance at 0.05 level
1	Government	Planning and preparation	69.88	7.38	2.52	Significant
	Private		65.54	10.03		
2	Government	Classroom management	88.44	4.60	1.91	Not significant
	Private		86.71	4.95		
3	Government	Subject matter	56.79	6.69	1.52	Not significant
	Private		59.12	8.87		
4	Government	Teacher characteristics	102.84	10.14	0.40	Not significant
	Private		102.39	5.90		
5	Government	Inter-personal relations	69.91	5.75	0.20	Not significant
	Private		68.15	6.65		
6	Government	Total teacher effectiveness	385.86	11.87	1.56	Not significant
	Private		381.92	14.25		

Government $N_1 = 43$
Private $N_2 = 88$

Planning and preparation : It can be observed from table 4.5 that mean scores of planning and preparation of government and private secondary school teachers are 69.88 and 65.54 with the respective standard deviations 7.38 and 10.03. The t- value is 2.52 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in planning and preparation of government and private secondary school teachers having less than 5 years of teaching experience' is rejected.

Classroom management : It can be observed from table 4.5 that mean scores of class room management of government and private secondary school teachers are 88.44 and 86.71 with the respective standard deviations 4.60 and 4.95. The t- value is 1.91 which is not

significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in classroom management of government and private secondary school teachers having less than 5 years of teaching experience' is accepted.

Subject matter : It can be observed from table 4.5 that mean scores of subject matter of government and private secondary school teachers are 56.79 and 59.12 with the respective standard deviations 6.69 and 8.87. The t- value is 1.52 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in subject matter of government and private secondary school teachers having less than 5 years of teaching experience' is accepted.

Teacher characteristics : It can be observed from table 4.5 that mean scores of Teacher characteristics of government and private secondary school teachers are 102.84 and 102.39 with the respective standard deviations 10.14 and 5.90. The t- value is 0.40 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in teacher characteristics of government and private secondary school teachers having less than 5 years of teaching experience' is accepted.

Inter-personal relations : It can be observed from table 4.5 that mean scores of Inter-personal relations of government and private secondary school teachers are 69.91and 68.15 with the respective standard deviations 5.75 and 6.65. The t- value is 0.20 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in Inter-personal relations of government and private secondary school teachers having less than 5 years of teaching experience' is accepted.

Total teacher effectiveness : It can be observed from table 4.5 that mean scores of Total teacher effectiveness of government and private secondary school teachers are 385.86 and 381.92 with the respective standard deviations 11.87 and 14.25. The t- value is 1.56 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there

is no significant difference in total teacher effectiveness of government and private secondary school teachers having less than 5 years of teaching experience' is accepted.

It may be concluded that teacher effectiveness along with its all five dimensions except planning and preparation does not differ significantly. It is also found that there is a significant difference between government and private secondary school teachers with regard to planning and preparation. The mean score of government secondary school teacher for planning and preparation is higher than private secondary school teachers, which means that government secondary school teachers are more effective in planning and preparation but in overall as we can observe from the table 4.5, there is no significant difference in teacher effectiveness of government and private secondary school teachers having less than 5 years of teaching experience.

Table 4.6: Difference between mean scores of government and private secondary school teachers having 5-10 years of teaching experience with regard to teacher effectiveness along with its various dimensions

Sr. No.	Group of teachers	Dimensions of teacher effectiveness	Mean	S. D.	t-value	Significance at 0.05 level
1	Government	Planning and preparation	74.59	6.95	2.16	Significant
	Private		72.15	4.99		
2	Government	Classroom management	92.61	7.22	3.36	Significant
	Private		84.42	5.91		
3	Government	Subject matter	59.54	3.98	2.94	Significant
	Private		63.30	8.01		
4	Government	Teacher characteristics	104.71	9.04	0.99	Not Significant
	Private		103.28	6.10		
5	Government	Inter-personal relations	69.98	8.36	1.02	Not Significant
	Private		71.03	8.42		
6	Government	Total teacher effectiveness	401.43	15.52	0.97	Not Significant
	Private		398.20	18.27		

Government $N_1 = 46$
Private $N_2 = 66$

Planning and preparation : It can be observed from table 4.6 that mean scores of planning and preparation of government and private secondary school teachers are 74.59 and 72.15 with the respective standard deviations 6.95 and 4.99. The t- value is 2.16 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in planning and preparation of government and private secondary school teachers having 5-10 years of teaching experience' is rejected.

Classroom management : It can be observed from table 4.6 that mean scores of class room management of government and private secondary school teachers are 92.61 and 84.02 with the respective standard deviations 7.22 and 5.91. The t- value is 3.36 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in classroom management of government and private secondary school teachers having 5-10 years of teaching experience' is rejected.

Subject matter : It can be observed from table 4.6 that mean scores of subject matter of government and private secondary school teachers are 59.54 and 63.30 with the respective standard deviations 3.98 and 8.01. The t- value is 2.94 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in subject matter of government and private secondary school teachers having 5-10 years of teaching experience' is rejected.

Teacher characteristics : It can be observed from table 4.6 that mean scores of Teacher characteristics of government and private secondary school teachers are 104.71 and 103.28 with the respective standard deviations 9.04 and 6.10. The t- value is 0.99 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no

significant difference in teacher characteristics of government and private secondary school teachers having 5-10 years of teaching experience' is accepted.

Inter-personal relations : It can be observed from table 4.6 that mean scores of Inter-personal relations of government and private secondary school teachers are 69.98 and 71.03 with the respective standard deviations 8.36 and 8.42. The t- value is 1.02 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in Inter-personal relations of government and private secondary school teachers having 5-10 years of teaching experience' is accepted.

Total teacher effectiveness : It can be observed from table 4.6 that mean scores of Total teacher effectiveness of government and private secondary school teachers are 401.43 and 398.20 with the respective standard deviations 15.52 and 18.27. The t- value is 0.97 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in total teacher effectiveness of government and private secondary school teachers having 5-10 years of teaching experience' is accepted.

It may be concluded that teacher effectiveness of secondary school teachers having 5-10 years of teaching experience differs significantly for its three dimensions. Government secondary school teachers are more effective in planning and preparation; and classroom management whereas private secondary school teachers are more effective in subject matter. It is also found that there is no significant difference between government and private secondary school teachers in teacher characteristics and inter-personal relations and in overall as we can observe from the table 4.6 that there is no significant difference in teacher effectiveness of government and private secondary school teachers having less than 5 years of teaching experience.

Table 4.7: Difference between mean scores of government and private secondary school teachers having 10-15 years of teaching experience with regard to teacher effectiveness along with its various dimensions

Sr. No.	Group of teachers	Dimensions of teacher effectiveness	Mean	S. D.	t-value	Significance at 0.05 level
1	Government	Planning and preparation	73.33	6.80	1.06	Not Significant
	Private		74.84	4.45		
2	Government	Classroom management	92.47	6.88	1.26	Not Significant
	Private		90.53	5.63		
3	Government	Subject matter	61.80	5.37	3.38	Significant
	Private		67.53	8.39		
4	Government	Teacher characteristics	106.08	6.48	0.48	Not Significant
	Private		106.84	6.56		
5	Government	Inter-personal relations	73.94	7.03	0.45	Not Significant
	Private		74.68	6.43		
6	Government	Total teacher effectiveness	407.63	20.19	1.59	Not Significant
	Private		414.43	20.00		

Government $N_1 = 36$
Private $N_2 = 32$

Planning and preparation : It can be observed from table 4.7 that mean scores of planning and preparation of government and private secondary school teachers are 73.33 and 74.84 with the respective standard deviations 6.80 and 4.45. The t- value is 1.06 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in planning and preparation of government and private secondary school teachers having 10-15 years of teaching experience' is accepted.

Classroom management : It can be observed from table 4.7 that mean scores of class room management of government and private secondary school teachers are 92.47 and 90.53. with the respective standard deviations 6.88 and 5.63. The t- value is 1.26 which is not

significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in classroom management of government and private secondary school teachers having 10-15 years of teaching experience' is accepted.

Subject matter : It can be observed from table 4.7 that mean scores of subject matter of government and private secondary school teachers are 61.80and 67.53 with the respective standard deviations 5.37 and 8.39. The t- value is 3.38 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in subject matter of government and private secondary school teachers having 10-15 years of teaching experience' is rejected.

Teacher characteristics : It can be observed from table 4.7 that mean scores of Teacher characteristics of government and private secondary school teachers are 106.08 and 106.84 with the respective standard deviations 6.48 and 6.56. The t- value is 0.48 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in teacher characteristics of government and private secondary school teachers having 10-15 years of teaching experience' is accepted.

Inter-personal relations : It can be observed from table 4.7 that mean scores of Inter-personal relations of government and private secondary school teachers are 73.94 and 74.68 with the respective standard deviations 7.03 and 6.43. The t- value is 0.45 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in Inter-personal relations of government and private secondary school teachers having 10-15years of teaching experience' is accepted.

Total teacher effectiveness : It can be observed from table 4.7 that mean scores of Total teacher effectiveness of government and private secondary school teachers are 407.63 and 414.43 with the respective standard deviations 20.19 and 20.00. The t- value is 1.59 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there

is no significant difference in total teacher effectiveness of government and private secondary school teachers having 10-15 years of teaching experience' is accepted.

It may be concluded that teacher effectiveness along with its all five dimensions except subject matter does not differ significantly. It is also found that there is a significant difference in subject matter of government and private teachers. The mean score of private secondary school teachers for subject matter is higher than government secondary school teachers, which means that the private secondary school teachers are more effective in subject matter but in overall as we can observe from the table 4.7 that there is no significant difference in teacher effectiveness of government and private secondary school teachers having 10-15 years of teaching experience.

Table 4.8: Difference between mean scores of government and private secondary school teachers having more than 15 years of teaching experience with regard to teacher effectiveness along with its various dimensions

Sr. No.	Group of teachers	Dimensions of teacher effectiveness	Mean	S. D.	t-value	Significance at 0.05 level
1	Government	Planning and preparation	78.64	5.42	2.18	Significant
	Private		75.28	4.39		
2	Government	Classroom management	95.48	6.33	2.28	Significant
	Private		91.35	5.30		
3	Government	Subject matter	63.62	4.75	3.89	Significant
	Private		69.21	5.87		
4	Government	Teacher characteristics	112.72	8.64	3.11	Significant
	Private		105.21	5.84		
5	Government	Inter-personal relations	76.59	8.75	0.16	Not Significant
	Private		76.35	4.16		
6	Government	Total teacher effectiveness	427.05	15.26	2.25	Significant
	Private		417.42	10.71		

Government $N_1 = 75$
Private $N_2 = 14$

Planning and preparation : It can be observed from table 4.8 that mean scores of planning and preparation of government and private secondary school teachers are 78.64 and 75.28 with the respective standard deviations 5.42 and 4.39. The t- value is 2.18 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in planning and preparation of government and private secondary school teachers having more than 15 years of teaching experience' is rejected.

Classroom management : It can be observed from table 4.8 that mean scores of class room management of government and private secondary school teachers are 95.48 and 91.35 with the respective standard deviations 6.33 and 5.30. The t- value is 2.28 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in classroom management of government and private secondary school teachers having more than 15 years of teaching experience' is rejected.

Subject matter : It can be observed from table 4.8 that mean scores of subject matter of government and private secondary school teachers are 63.62 and 69.21 with the respective standard deviations 4.75 and 5.87. The t- value is 3.89 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in subject matter of government and private secondary school teachers having more than 15 years of teaching experience' is rejected.

Teacher characteristics : It can be observed from table 4.8 that mean scores of Teacher characteristics of government and private secondary school teachers are 112.72 and 105.21 with the respective standard deviations 8.64 and 5.84. The t- value is 3.11 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in teacher characteristics of government and private secondary school teachers having more than 15 years of teaching experience' is rejected.

Inter-personal relations : It can be observed from table 4.8 that mean scores of Inter-personal relations of government and private secondary school teachers are 76.59 and 76.35 with the respective standard deviations 8.75 and 4.16. The t- value is 0.16 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in Inter-personal relations of government and private secondary school teachers having more than 15 years of teaching experience' is accepted.

Total teacher effectiveness : It can be observed from table 4.8 that mean scores of Total teacher effectiveness of government and private secondary school teachers are 427.05 and 417.42 with the respective standard deviations 15.26 and 10.71. The t- value is 2.25 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in total teacher effectiveness of government and private secondary school teachers having more than 15 years of teaching experience' is rejected.

It may be concluded that teacher effectiveness along with its all five dimensions except inter-personal relations differ significantly. The mean scores of government secondary school teacher for planning and preparation, classroom management, teacher characteristics are higher than private secondary school teachers, which mean the government secondary school teachers are more effective in planning and preparation, classroom management and teacher characteristics but in subject matter private teachers are more effective. It is observed from the data that there is a significant difference in teacher effectiveness of government and private secondary school teachers having more than 15 years of teaching experience.

Further, from the analysis of teacher effectiveness of government and private secondary school teachers it is found that teaching experience of less than 5, 5-10 and 10-15 years has no affect on teacher effectiveness. It is also found that teaching experience of more than 15 years affect the teacher effectiveness significantly.

Table 4.9: Difference between mean scores of male and female secondary school teachers having teaching experience of less than 5 years with regard to teacher effectiveness along with its various dimensions

Sr. No.	Group of teachers	Dimensions of teacher effectiveness	Mean	S. D.	t- value	Significance at 0.05 level
1	Male	Planning and preparation	66.77	9.57	0.21	Not Significant
	Female		67.12	9.41		
2	Male	Classroom management	88.25	5.06	1.97	Not Significant
	Female		86.56	4.65		
3	Male	Subject matter	58.50	9.57	0.16	Not Significant
	Female		58.25	7.20		
4	Male	Teacher characteristics	103.50	5.70	1.59	Not Significant
	Female		101.81	6.17		
5	Male	Inter-personal relations	68.16	6.02	0.14	Not Significant
	Female		68.00	6.57		
6	Male	Total teacher effectiveness	385.17	12.99	1.43	Not Significant
	Female		381.74	13.93		

Male $N_1 = 56$
Female $N_2 = 75$

Planning and preparation : It can be observed from table 4.9 that mean scores of planning and preparation of male and female secondary school teachers are 66.77 and 67.12 with the respective standard deviations 9.57 and 9.41. The t- value is 0.21 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in planning and preparation of male and female secondary school teachers having less than 5 years of teaching experience' is accepted.

Classroom management : It can be observed from table 4.9 that mean scores of class room management of male and female secondary school teachers are 88.25 and 86.56 with the respective standard deviations 5.06 and 4.65. The t- value is 1.97 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in classroom management of male and female secondary school teachers having less than 5 years of teaching experience' is accepted.

Subject matter : It can be observed from table 4.9 that mean scores of subject matter of male and female secondary school teachers are 58.50 and 58.25 with the respective standard deviations 9.57 and 7.20. The t- value is 0.16 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in subject matter of male and female secondary school teachers having less than 5 years of teaching experience' is accepted.

Teacher characteristics : It can be observed from table 4.9 that mean scores of Teacher characteristics of male and female secondary school teachers are 103.50 and 101.81 with the respective standard deviations 5.70 and 6.17. The t- value is 1.59 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in teacher characteristics of male and female secondary school teachers having less than 5 years of teaching experience' is accepted.

Inter-personal relations : It can be observed from table 4.9 that mean scores of Inter-personal relations of male and female secondary school teachers are 68.16 and 68.00 with the respective standard deviations 6.02 and 6.57. The t- value is 0.14 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in Inter-personal relations of male and female secondary school teachers having less than 5 years of teaching experience' is accepted.

Total teacher effectiveness : It can be observed from table 4.9 that mean scores of Total teacher effectiveness of male and female secondary school teachers are 385.17 and

381.74 with the respective standard deviations 12.99 and 13.93. The t- value is 1.43 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in total teacher effectiveness of male and female secondary school teachers having less than 5 years of teaching experience' is accepted.

It is observed from the table 4.9 that there is no significant difference in teacher effectiveness of male and female secondary school teachers having less than 5 years of teaching experience.

Table 4.10: Difference between mean scores of male and female secondary school teachers having 5-10 years of teaching experience with regard to teacher effectiveness along with its various dimensions

Sr. No.	Group of teachers	Dimensions of teacher effectiveness	Mean	S. D.	t-value	Significance at 0.05 level
1	Male	Planning and preparation	72.81	6.28	0.57	Not Significant
	Female		73.47	5.69		
2	Male	Classroom management	88.25	6.12	2.99	Significant
	Female		91.96	6.92		
3	Male	Subject matter	63.00	8.01	1.89	Not Significant
	Female		60.56	5.40		
4	Male	Teacher characteristics	103.80	7.03	0.10	Not Significant
	Female		103.94	7.89		
5	Male	Inter-personal relations	70.36	5.99	0.45	Not Significant
	Female		70.82	4.63		
6	Male	Total teacher effectiveness	398.23	18.32	0.77	Not Significant
	Female		400.77	16.10		

Male $N_1 = 55$
Female $N_2 = 57$

Planning and preparation : It can be observed from table 4.10 that mean scores of planning and preparation of male and female secondary school teachers are 72.81 and 73.47 with the respective standard deviations 6.28 and 5.69. The t- value is 0.57 which is not

significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in planning and preparation of male and female secondary school teachers having 5-10 years of teaching experience' is accepted.

Classroom management : It can be observed from table 4.10 that mean scores of class room management of male and female secondary school teachers are 88.25 and 91.96 with the respective standard deviations 6.12 and 6.92. The t- value is 2.99 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in classroom management of male and female secondary school teachers having 5-10 years of teaching experience' is rejected.

Subject matter : It can be observed from table 4.10 that mean scores of subject matter of male and female secondary school teachers are 63.00 and 60.56 with the respective standard deviations 8.01 and 5.40. The t- value is 1.89 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in subject matter of male and female secondary school teachers having 5-10 years of teaching experience' is accepted.

Teacher characteristics : It can be observed from table 4.10 that mean scores of Teacher characteristics of male and female secondary school teachers are 103.80 and 103.94 with the respective standard deviations 7.03 and 7.89. The t- value is 0.10 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in teacher characteristics of male and female secondary school teachers having 5-10 years of teaching experience' is accepted.

Inter-personal relations : It can be observed from table 4.10 that mean scores of Inter-personal relations of male and female secondary school teachers are 70.36 and 70.82 with the respective standard deviations 5.99 and 4.63. The t- value is 0.45 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in Inter-personal relations of male and female secondary school teachers having 5-10 years of teaching experience' is accepted.

Total teacher effectiveness : It can be observed from table 4.10 that mean scores of Total teacher effectiveness of male and female secondary school teachers are 398.23 and 400.77 with the respective standard deviations 18.32 and 16.10. The t- value is 0.77 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in total teacher effectiveness of male and female secondary school teachers having 5-10 years of teaching experience' is accepted.

It is observed from the table 4.10 that females are more effective in classroom management than males as there is a significant difference is noticed for it. Further, the table reveals that there is no significance difference between teacher effectiveness of male and female secondary school teachers having 5-10 years of teaching experience.

Table 4.11: Difference between mean scores of male and female secondary school teachers having 10-15 years of experience with regard to teacher effectiveness along with its various dimensions

Sr. No.	Group of teachers	Dimensions of teacher effectiveness	Mean	S. D.	t-value	Significance at 0.05 level
1	Male	Planning and preparation	73.88	5.77	0.30	Not Significant
	Female		74.33	6.03		
2	Male	Classroom management	90.79	5.46	1.34	Not Significant
	Female		92.95	7.66		
3	Male	Subject matter	65.88	8.09	2.12	Significant
	Female		61.95	5.51		
4	Male	Teacher characteristics	106.93	5.87	0.84	Not Significant
	Female		105.54	7.51		
5	Male	Inter-personal relations	75.25	7.26	1.60	Not Significant
	Female		72.54	5.27		
6	Male	Total teacher effectiveness	412.75	16.52	1.21	Not Significant
	Female		407.33	19.53		

Male $N_1 = 44$
Female $N_2 = 24$

Planning and preparation : It can be observed from table 4.11 that mean scores of planning and preparation of male and female secondary school teachers are 73.88 and 74.33 with the respective standard deviations 5.77 and 6.03. The t- value is 0.30 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in planning and preparation of male and female secondary school teachers having 10-15 years of teaching experience' is accepted.

Classroom management : It can be observed from table 4.11 that mean scores of class room management of male and female secondary school teachers are 90.79 and 92.95 with the respective standard deviations 5.46 and 7.66. The t- value is 1.34 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in classroom management of male and female secondary school teachers having 10-15 years of teaching experience' is accepted.

Subject matter : It can be observed from table 4.11 that mean scores of subject matter of male and female secondary school teachers are 65.88 and 61.95 with the respective standard deviations 8.09 and 5.51. The t- value is 2.12 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in subject matter of male and female secondary school teachers having 10-15 years of teaching experience' is rejected..

Teacher characteristics : It can be observed from table 4.11 that mean scores of Teacher characteristics of male and female secondary school teachers are 106.93 and 105.54 with the respective standard deviations 5.87 and 7.51. The t- value is 0.84 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no

significant difference in teacher characteristics of male and female secondary school teachers having 10-15 years of teaching experience' is accepted.

Inter-personal relations : It can be observed from table 4.11 that mean scores of Inter-personal relations of male and female secondary school teachers are 75.25 and 72.54 with the respective standard deviations 7.26 and 5.27. The t- value is 1.60 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in Inter-personal relations of male and female secondary school teachers having 10-15 years of teaching experience' is accepted.

Total teacher effectiveness : It can be observed from table 4.11 that mean scores of Total teacher effectiveness of male and female secondary school teachers are 412.75 and 407.33 with the respective standard deviations 16.52 and 19.53. The t- value is 1.21 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in total teacher effectiveness of male and female secondary school teachers having 10-15 years of teaching experience' is accepted.

It is observed from the table 4.11 that mean value of male teachers for subject matter is higher showing that the males are more effective in subject matter than females as there is a significant difference noticed for subject matter. Further, the table shows that there is no significant difference in teacher effectiveness of male and female secondary school teachers having 10-15 years of teaching experience.

Table 4.12: Difference between mean scores of male and female secondary school teachers having more than 15 years of experience with regard to teacher effectiveness along with its various dimensions

Sr. No.	Group of teachers	Dimensions of teacher effectiveness	Mean	S. D.	t- value	Significance at 0.05 level
1	Male	Planning and preparation	77.22	6.04	1.73	Not Significant
	Female		79.20	4.30		
2	Male	Classroom management	93.95	7.10	1.44	Not Significant
	Female		95.90	5.14		
3	Male	Subject matter	64.67	5.15	0.32	Not Significant
	Female		64.30	5.57		
4	Male	Teacher characteristics	111.40	9.16	0.15	Not Significant
	Female		111.70	8.16		
5	Male	Inter-personal relations	77.06	5.23	1.12	Not Significant
	Female		75.92	4.08		
6	Male	Total teacher effectiveness	424.32	15.90	0.84	Not Significant
	Female		427.02	13.80		

Male $N_1 = 49$
Female $N_2 = 40$

Planning and preparation : It can be observed from table 4.12 that mean scores of planning and preparation of male and female secondary school teachers are 77.22 and 79.20 with the respective standard deviations 6.04 and 4.30. The t- value is 1.73 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in planning and preparation of male and female secondary school teachers having more thaN15 years of teaching experience' is accepted.

Classroom management : It can be observed from table 4.12 that mean scores of class room management of male and female secondary school teachers are 93.95 and 95.90 with the respective standard deviations 7.10 and 5.14. The t- value is 1.44 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in classroom management of male and female secondary school teachers having more than 15 years of teaching experience' is accepted.

Subject matter : It can be observed from table 4.12 that mean scores of subject matter of male and female secondary school teachers are 64.67 and 64.30 with the respective standard deviations 5.15 and 5.57. The t- value is 0.32 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in subject matter of male and female secondary school teachers having more than 15 years of teaching experience' is accepted..

Teacher characteristics : It can be observed from table 4.12 that mean scores of Teacher characteristics of male and female secondary school teachers are 111.40 and 111.70 with the respective standard deviations 9.16 and 8.16. The t- value is 0.15 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in teacher characteristics of male and female secondary school teachers having more than 15 years of teaching experience' is accepted.

Inter-personal relations : It can be observed from table 4.12 that mean scores of Inter-personal relations of male and female secondary school teachers are 77.06 and 75.92 with the respective standard deviations 5.23 and 4.08. The t- value is 1.12 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in Inter-personal relations of male and female secondary school teachers having more than 15 years of teaching experience' is accepted.

Total teacher effectiveness : It can be observed from table 4.12 that mean scores of total teacher effectiveness of male and female secondary school teachers are 424.32 and

427.02 with the respective standard deviations 15.90 and 13.80. The t - value is 0.84 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in total teacher effectiveness of male and female secondary school teachers having more than 15 years of teaching experience' is accepted. It may be concluded that there is no significance difference in teacher effectiveness of male and female secondary school teachers having more than 15 years of teaching experience.

The research shows that there is no significant difference in teacher effectiveness of male and female secondary school teachers having less than 5, 5-10, 10-15 and more than 15 years of teaching experience.

Table 4.13: Difference between mean scores of rural and urban secondary school teachers having less than 5 years of experience with regard to teacher effectiveness along with its various dimensions

Sr. No.	Group of teachers	Dimensions of teacher effectiveness	Mean	S. D.	t-value	Significance at 0.05 level
1	Rural	Planning and preparation	65.30	10.96	2.72	Significant
	Urban		69.85	4.85		
2	Rural	Classroom management	87.32	4.71	0.13	Not Significant
	Urban		87.20	5.23		
3	Rural	Subject matter	59.32	9.19	1.77	Not Significant
	Urban		56.68	6.10		
4	Rural	Teacher characteristics	103.26	6.30	1.84	Not Significant
	Urban		101.27	5.31		
5	Rural	Inter-personal relations	68.39	6.50	0.78	Not Significant
	Urban		67.50	6.02		
6	Rural	Total teacher effectiveness	383.61	13.85	0.44	Not Significant
	Urban		382.52	13.26		

Rural $N_1 = 83$
Urban $N_2 = 48$

Planning and preparation : It can be observed from table 4.13 that mean scores of planning and preparation of rural and urban secondary school teachers are 65.30 and 69.85 with the respective standard deviations 10.96 and 4.85. The t- value is 2.72 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in planning and preparation of rural and urban secondary school teachers having less than 5 years of teaching experience' is rejected.

Classroom management : It can be observed from table 4.13 that mean scores of class room management of rural and urban secondary school teachers are 87.32 and 87.20 with the respective standard deviations 4.71 and 5.23. The t- value is 0.13 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in classroom management of rural and urban secondary school teachers having less than 5 years of teaching experience' is accepted.

Subject matter : It can be observed from table 4.13 that mean scores of subject matter of rural and urban secondary school teachers are 59.32 and 56.68 with the respective standard deviations 9.19 and 6.10. The t- value is 1.77 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in subject matter of rural and urban secondary school teachers having less than 5 years of teaching experience' is accepted.

Teacher characteristics : It can be observed from table 4.13 that mean scores of Teacher characteristics of rural and urban secondary school teachers are 103.26 and 101.27 with the respective standard deviations 6.30 and 5.31. The t- value is 1.84 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no

significant difference in Teacher characteristics of rural and urban secondary school teachers having less than 5 years of teaching experience' is accepted.

Inter-personal relations : It can be observed from table 4.13 that mean scores of Inter-personal relations of rural and urban secondary school teachers are 68.39 and 67.50 with the respective standard deviations 6.50 and 6.02. The t- value is 0.78 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in Inter-personal relations of rural and urban secondary school teachers having less than 5 years of teaching experience' is accepted.

Total teacher effectiveness : It can be observed from table 4.13 that mean scores of Total teacher effectiveness of rural and urban secondary school teachers are 383.61 and 382.52 with the respective standard deviations 13.85 and 13.26. The t- value is 0.44 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in total teacher effectiveness of rural and urban secondary school teachers having less than 5 years of teaching experience' is accepted.

It is observed from the table 4.13 that there is a significant difference in planning and preparation for rural and urban secondary school teachers. The urban secondary school teachers are more effective in planning and preparation as compared to rural secondary school teachers. It is also observed that there is no significance difference in teacher effectiveness of rural and urban secondary school teachers having less than 5 years of teaching experience.

Table 4.14: Difference between mean scores of rural land urban secondary school teachers having 5-10 years of experience with regard to teacher effectiveness along with its various dimensions

Sr. No.	Group of teachers	Dimensions of teacher effectiveness	Mean	S. D.	t-value	Significance at 0.05 level
1	Rural	Planning and preparation	73.49	6.26	0.56	Not Significant
	Urban		72.84	5.74		
2	Rural	Classroom management	90.03	6.09	0.15	Not Significant
	Urban		90.23	7.38		
3	Rural	Subject matter	63.09	6.66	1.96	Not Significant
	Urban		60.55	6.91		
4	Rural	Teacher characteristics	103.71	6.71	0.21	Not Significant
	Urban		104.01	8.10		
5	Rural	Inter-personal relations	70.39	5.76	0.37	Not Significant
	Urban		70.78	4.94		
6	Rural	Total teacher effectiveness	400.73	15.93	0.70	Not Significant
	Urban		398.44	18.33		

Rural $N_1 = 53$
Urban $N_2 = 59$

Planning and preparation : It can be observed from table 4.14 that mean scores of planning and preparation of rural and urban secondary school teachers are 73.49 and 72.84 with the respective standard deviations 6.26 and 5.74. The t- value is 0.56 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in planning and preparation of rural and urban secondary school teachers having 5-10 years of teaching experience' is accepted.

Classroom management : It can be observed from table 4.14 that mean scores of class room management of rural and urban secondary school teachers are 90.03 and 90.23 with the respective standard deviations 6.09 and 7.38. The t- value is 0.15 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in classroom management of rural and urban secondary school teachers having 5-10 years of teaching experience' is accepted.

Subject matter : It can be observed from table 4.14 that mean scores of subject matter of rural and urban secondary school teachers are 63.09 and 60.55 with the respective standard deviations 6.66 and 6.91. The t- value is 1.96 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in subject matter of rural and urban secondary school teachers having 5-10 years of teaching experience' is accepted.

Teacher characteristics : It can be observed from table 4.14 that mean scores of Teacher characteristics of rural and urban secondary school teachers are 103.71 and 104.01 with the respective standard deviations 6.71 and 8.10. The t- value is 0.21 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in teacher characteristics of rural and urban secondary school teachers having 5-10 years of teaching experience' is accepted.

Inter-personal relations : It can be observed from table 4.14 that mean scores of Inter-personal relations of rural and urban secondary school teachers are 70.39 and 70.78 with the respective standard deviations 5.76 and 4.94. The t- value is 0.37 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in inter-personal relations of rural and urban secondary school teachers having 5-10 years of teaching experience' is accepted.

Total teacher effectiveness : It can be observed from table 4.14 that mean scores of Total teacher effectiveness of rural and urban secondary school teachers are 400.73 and 398.44 with the respective standard deviations 15.93 and 18.33. The t- value is 0.70 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in total teacher effectiveness of rural and urban secondary school teachers having 5-10 years of teaching experience' is accepted.

It is observed from the table 4.14 that there is no significance difference in teacher effectiveness of rural and urban secondary school teachers having 5-10 years of teaching experience.

Table 4.15: Difference between mean scores of rural land urban secondary school teachers having 10-15 years of experience with regard to teacher effectiveness along with its various dimensions

Sr. No.	Group of teachers	Dimensions of teacher effectiveness	Mean	S. D.	t-value	Significance at 0.05 level
1	Rural	Planning and preparation	74.57	7.35	0.62	Not Significant
	Urban		73.67	4.53		
2	Rural	Classroom management	89.92	4.81	4.79	Significant
	Urban		92.70	7.07		
3	Rural	Subject matter	68.21	9.04	3.74	Significant
	Urban		61.90	4.77		
4	Rural	Teacher characteristics	109.85	6.24	4.02	Significant
	Urban		104.05	5.55		
5	Rural	Inter-personal relations	73.92	5.04	0.37	Not Significant
	Urban		74.55	7.73		
6	Rural	Total teacher effectiveness	416.50	16.29	2.27	Significant
	Urban		406.87	17.70		

Rural $N_1 = 53$
Urban $N_2 = 59$

Planning and preparation : It can be observed from table 4.15that mean scores of planning and preparation of rural and urban secondary school teachers are 74.57 and 73.67 with the respective standard deviations 7.35 and 4.53. The t- value is 0.62 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in planning and preparation of rural and urban secondary school teachers having 10-15 years of teaching experience' is accepted.

Classroom management : It can be observed from table 4.15 that mean scores of class room management of rural and urban secondary school teachers are 89.92 and 92.70 with the respective standard deviations 4.81 and 7.07. The t- value is 4.79 which not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in classroom management of rural and urban secondary school teachers having 10-15 years of teaching experience' is rejected.

Subject matter : It can be observed from table 4.15 that mean scores of subject matter of rural and urban secondary school teachers are 68.21 and 61.90 with the respective standard deviations 9.04 and 4.77. The t- value is 3.74 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in subject matter of rural and urban secondary school teachers having 10-15 years of teaching experience' is rejected.

Teacher characteristics : It can be observed from table 4.15 that mean scores of Teacher characteristics of rural and urban secondary school teachers are 109.85 and 104.05 with the respective standard deviations 6.24 and 5.55. The t- value is 4.02 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant

difference in teacher characteristics of rural and urban secondary school teachers having 10-15 years of teaching experience' is rejected.

Inter-personal relations : It can be observed from table 4.15 that mean scores of Inter-personal relations of rural and urban secondary school teachers are 73.92 and 74.55 with the respective standard deviations 5.04 and 7.73. The t- value is 0.37 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in inter-personal relations of rural and urban secondary school teachers having 10-15 years of teaching experience' is accepted.

Total teacher effectiveness : It can be observed from table 4. 15 that mean scores of Total teacher effectiveness of rural and urban secondary school teachers are 416.50 and 406.87 with the respective standard deviations 16.29 and 17.70. The t- value is 2.27 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in total teacher effectiveness of rural and urban secondary school teachers having 10-15 years of teaching experience' is rejected.

It is observed from the data that planning and preparation; and inter-personal relations do not differ significantly for rural and urban secondary school teachers. It is also observed from the data that there is a significant difference in classroom management, subject matter and teacher characteristics. Rural teachers are found more effective in subject matter and teacher characteristics whereas urban teacher are found effective in classroom management. Further, it is found from the analysis that teacher effectiveness of rural secondary school teachers is higher as compared to urban secondary school teachers having 10-15 years of teaching experience.

Table 4.16: Difference between mean scores of rural land urban secondary school teachers having more than 15 years of experience with regard to teacher effectiveness along with its various dimensions

Sr. No.	Group of teachers	Dimensions of teacher effectiveness	Mean	S. D.	t- value	Significance at 0.05 level
1	Rural	Planning and preparation	78.38	5.66	0.39	Not Significant
	Urban		77.92	5.25		
2	Rural	Classroom management	94.22	6.36	0.74	Not Significant
	Urban		95.24	6.35		
3	Rural	Subject matter	66.97	6.09	3.88	Significant
	Urban		62.83	3.99		
4	Rural	Teacher characteristics	111.63	6.17	0.08	Not Significant
	Urban		111.47	10.09		
5	Rural	Inter-personal relations	76.13	5.48	0.66	Not Significant
	Urban		76.83	4.23		
6	Rural	Total teacher effectiveness	427.36	14.50	0.94	Not Significant
	Urban		424.60	15.35		

Rural $N_1 = 36$
Urban $N_2 = 53$

Planning and preparation : It can be observed from table 4.16 that mean scores of planning and preparation of rural and urban secondary school teachers are 78.38 and 77.92 with the respective standard deviations 5.66 and 5.25. The t- value is 0.39 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in planning and preparation of rural and urban secondary school teachers having more than 15 years of teaching experience' is accepted.

Classroom management : It can be observed from table 4.16 that mean scores of class room management of rural and urban secondary school teachers are 94.22 and 95.24 with the respective standard deviations 6.36 and 6.35. The t- value is 0.74 which is not

significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in classroom management of rural and urban secondary school teachers having more than 15 years of teaching experience' is accepted.

Subject matter : It can be observed from table 4.16 that mean scores of subject matter of rural and urban secondary school teachers are 66.97 and 62.83 with the respective standard deviations 6.09 and 3.99. The t- value is 3.88 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in subject matter of rural and urban secondary school teachers having more than 15 years of teaching experience' is rejected.

Teacher characteristics : It can be observed from table 4.16 that mean scores of teacher characteristics of rural and urban secondary school teachers are 111.63 and 111.47 with the respective standard deviations 6.17 and 10.09. The t- value is 0.08 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in teacher characteristics of rural and urban secondary school teachers having more than 15 years of teaching experience' is accepted.

Inter-personal relations : It can be observed from table 4.16 that mean scores of inter-personal relations of rural and urban secondary school teachers are 76.13 and 76.83 with the respective standard deviations 5.48 and 4.23. The t- value is 0.66 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in Inter-personal relations of rural and urban secondary school teachers having more than 15 years of teaching experience' is accepted.

Total teacher effectiveness : It can be observed from table 4.16 that mean scores of total teacher effectiveness of rural and urban secondary school teachers are 427.36 and 424.60 with the respective standard deviations 14.50 and 15.35. The t- value is 0.94 which is

not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in total teacher effectiveness of rural and urban secondary school teachers having more than 15 years of teaching experience' is accepted.

It is observed from the table 4.16 that there is a significant difference in subject matter for rural and urban secondary school teachers. The rural secondary school teachers are more effective in subject matter as compared to urban secondary school teachers. It is also observed that there is no significance difference in teacher effectiveness of rural and urban secondary school teachers having more than 15 years of teaching experience.

Further, the research shows that teaching experience of less than 5, 5-10 and more than 15 years has no affect on teacher effectiveness whereas teacher effectiveness of rural and urban secondary school teachers having 10-15 years of teaching experience differs significantly.

Part - B

4.1.2 Comparison between Different Groups of Teaching Competency

This part has been devoted to locate the significant differences, if any, in the teaching competency of secondary school teachers with respect to type of school, gender, locality and teaching experience.

Table 4.17: Difference between mean scores of government and private secondary school teachers with regard to teaching competency along with its various dimensions

Sr. No.	Group of teachers	Dimensions of Teaching competency	Mean	S. D.	t- value	Significance at 0.05 level
1	Government	Planning (pre-instructional)	18.03	2.08	15.29	Significant
	Private		14.29	3.29		
2	Government	Presentation (Instructional)	48.69	6.34	9.04	Significant
	Private		44.19	5.47		
3	Government	Closing	9.72	1.79	6.13	Significant
	Private		8.70	1.54		
4	Government	Evaluation	9.6	1.82	6.22	Significant
	Private		8.57	1.46		
5	Government	Managerial	9.52	1.51	7.67	Significant
	Private		8.57	1.28		
6	Government	Total Teaching competency	95.57	9.84	13.99	Significant
	Private		84.33	9.80		

Government $N_1 = 200$
Private $N_2 = 200$

Planning (pre-instructional) : It can be observed from table 4.17 that mean scores of planning (pre-instructional) of government and private secondary school teachers are 18.03 and 14.29 with the respective standard deviations 2.08 and 3.29. The t- value is 15.29 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no

significant difference in planning (pre-instructional) of government and private secondary school teachers' is rejected.

Presentation (instructional) : It can be observed from table 4.17 that mean scores of planning (instructional) of government and private secondary school teachers are 48.69 and 44.19 with the respective standard deviations 6.34 and 5.47. The t- value is 9.04 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in presentation (instructional) of government and private secondary school teachers' is rejected.

Closing : It can be observed from table 4.17 that mean scores of closing of government and private secondary school teachers are 9.72 and 8.70 with the respective standard deviations 1.79 and 1.54. The t- value is 6.13 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in closing of government and private secondary school teachers' is rejected.

Evaluation : It can be observed from table 4.17 that mean scores of Teacher characteristics of government and private secondary school teachers are 9.6 and 8.57 with the respective standard deviations 1.82 and 1.46. The t- value is 6.22 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in evaluation of government and private secondary school teachers' is rejected.

Managerial : It can be observed from table 4.17 that mean scores of managerial of government and private secondary school teachers are 9.52 and 8.57 with the respective standard deviations 1.51 and 1.28. The t- value is 7.67 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in managerial of government and private secondary school teachers' is rejected.

Total teaching competency : It can be observed from table 4.17 that mean scores of Total teaching competency of government and private secondary school teachers are 95.57

and 84.33 with the respective standard deviations 9.84 and 9.80. The t- value is 13.99 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in total teaching competency of government and private secondary school teachers' is rejected.

It may be concluded that teaching competency along with its all five dimensions have a significant difference between government and private secondary school teachers. The mean scores of total teaching competency and all of its dimensions were high for government secondary school teachers which show that government secondary school teachers are more competent as compared to private secondary school teachers.

Table 4.18: Difference between mean scores of male and female secondary school teachers with regard to teaching competency along with its various dimensions

Sr. No.	Group of teachers	Dimensions of Teaching competency	Mean	S. D.	t-value	Significance at 0.05 level
1	Male	Planning (pre-instructional)	16.65	2.73	3.73	Significant
	Female		15.67	3.78		
2	Male	Presentation (Instructional)	47.14	6.56	2.85	Significant
	Female		45.75	6.02		
3	Male	Closing	9.33	1.71	1.48	Not Significant
	Female		9.09	1.77		
4	Male	Evaluation	9.33	1.74	2.89	Significant
	Female		8.84	1.69		
5	Male	Managerial	9.20	1.40	2.42	Significant
	Female		8.89	1.54		
6	Male	Total Teaching competency	91.65	10.76	4.24	Significant
	Female		88.25	11.61		

Male $N_1 = 200$
Female $N_2 = 200$

Planning (pre-instructional) : It can be observed from table 4.18 that mean scores of planning (pre-instructional) of male and female secondary school teachers are 16.65 and 15.67 with the respective standard deviations 2.73 and 3.78. The t- value is 3.73 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in planning (pre-instructional) of male and female secondary school teachers' is rejected.

Presentation (instructional) : It can be observed from table 4.18 that mean scores of planning (instructional) of male and female secondary school teachers are 47.14 and 45.75 with the respective standard deviations 6.56 and 6.02. The t- value is 2.85 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in presentation (instructional) of male and female secondary school teachers' is rejected.

Closing : It can be observed from table 4.18 that mean scores of closing of male and female secondary school teachers are 9.33 and 9.09 with the respective standard deviations 1.71 and 1.77. The t- value is 1.48 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in closing of male and female secondary school teachers' is accepted.

Evaluation : It can be observed from table 4.18 that mean scores of Teacher characteristics of male and female secondary school teachers are 9.33 and 8.84 with the respective standard deviations 1.74 and 1.69. The t- value is 2.89 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in evaluation of male and female secondary school teachers' is rejected.

Managerial : It can be observed from table 4.18 that mean scores of managerial of male and female secondary school teachers are 9.20 and 8.89 with the respective standard deviations 1.40 and 1.54. The t- value is 2.42 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in managerial of male and female secondary school teachers' is rejected.

Total teaching competency : It can be observed from table 4.18 that mean scores of Total teaching competency of male and female secondary school teachers are 91.65 and 88.25 with the respective standard deviations 10.76 and 11.61. The t- value is 4.24 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in total teaching competency of male and female secondary school teachers' is rejected.

It may be concluded that teaching competency along with its all five dimensions except closing have a significant difference in teaching competency between male and female secondary school teachers. The mean score of male teachers for all significant dimensions was higher which shows that male teachers are more competent as compared to female secondary school teachers. It is also found that teaching competency of male and female for closing does not differs significantly.

Table 4.19: Difference between mean scores of rural and urban secondary school teachers with regard to teaching competency along with its various dimensions

Sr. No.	Group of teachers	Dimensions of Teaching competency	Mean	S. D.	t-value	Significance at 0.05 level
1	Rural	Planning (pre-instructional)	16.4	2.81	1.90	Not Significant
	Urban		15.92	3.78		
2	Rural	Presentation (Instructional)	45.06	5.80	6.12	Significant
	Urban		47.83	6.54		
3	Rural	Closing	9.44	1.75	3.06	Significant
	Urban		8.98	1.71		
4	Rural	Evaluation	9.17	1.83	1.22	Not Significant
	Urban		9	1.61		
5	Rural	Managerial	9.17	1.52	1.88	Not Significant
	Urban		8.92	1.42		
6	Rural	Total Teaching competency	89.25	10.96	1.96	Not Significant
	Urban		90.66	11.62		

Rural $N_1 = 200$
Urban $N_2 = 200$

Planning (pre-instructional) : It can be observed from table 4.19 that mean scores of planning (pre-instructional) of rural and urban secondary school teachers are 16.4 and 15.92 with the respective standard deviations 2.81 and 3.78. The t- value is 1.90 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in planning (pre-instructional) of rural and urban secondary school teachers' is accepted.

Presentation (instructional) : It can be observed from table 4.19 that mean scores of planning (instructional) of rural and urban secondary school teachers are 45.06 and 47.83 with the respective standard deviations 5.80 and 6.54. The t- value is 6.12 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant

difference in presentation(instructional) of rural and urban secondary school teachers' is rejected.

Closing : It can be observed from table 4.19 that mean scores of closing of rural and urban secondary school teachers are 9.44 and 8.98 with the respective standard deviations 1.75 and 1.71. The t- value is 3.06 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in closing of rural and urban secondary school teachers' is rejected.

Evaluation : It can be observed from table 4.19 that mean scores of Teacher characteristics of rural and urban secondary school teachers are 9.17 and 9 with the respective standard deviations 1.83 and 1.61. The t- value is 1.22 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in evaluation of rural and urban secondary school teachers' is accepted.

Managerial : It can be observed from table 4.19 that mean scores of managerial of rural and urban secondary school teachers are 9.17 and 8.92 with the respective standard deviations 1.52 and 1.42. The t- value is 1.88 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in managerial of rural and urban secondary school teachers' is accepted.

Total teaching competency : It can be observed from table 4.19 that mean scores of Total teaching competency of rural and urban secondary school teachers are 89.25 and 90.66 with the respective standard deviations 10.96 and 11.62. The t- value is 1.96 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in total teaching competency of rural and urban secondary school teachers' is accepted.

It may be concluded that teaching competency of rural and urban secondary school teachers along with its all five dimensions except presentation (instructional) and closing does not differ significantly. It was also found that there is a significant difference in

presentation (instructional); and closing of rural and urban secondary school teachers. The mean score of urban teachers is higher for presentation (instructional) and lower for closing which indicates that urban teachers are more competent in presentation (instructional) and less competent in closing as compared to rural teachers.

Table 4.20 (a): Difference between mean scores of teaching competency of secondary school teachers having less than 5, 5-10, 10-15 and more than 15 years of teaching experience

S. No.	Teaching experience in years	Number of teachers	Mean	S.D.
1	less than 5	131	81.01	7.42
2	5-10	112	88.21	7.68
3	10-15	68	96.79	9.04
4	more than 15	89	100.08	9.93

Table 4.20 (b): Significance of mean difference in teaching competency among secondary school teachers with regard to teaching experience

Source of Variation	df	SS	MS	F	Significance at 0.05 level
Between groups	3	23148.94	7716.31	109.57	Significant
Within groups	396	27888.25	70.42		

It can be observed from table 4.20 (a) that the mean scores and standard deviation values of the teachers according to different teaching experience are as 81.01, 7.42 for (less than 5), 88.21, 7.68 for (5-10), 96.79, 9.04 for (10-15), 100.08, 9.93 for (more than 15) respectively.

It can also be observed from table 4.20 (b) that the values of sum of squares of between groups and within groups are 23148.94 and 27888.25 with respective mean square values 7716.31 and 70.42. The calculated F ratio is 109.57 which is significant at 0.05 level

of significance. therefore, the null hypothesis i.e., 'there is no significant difference in teaching competency of secondary school teachers having less than 5, 5-10, 10-15 and more than 15 years of teaching experience' is rejected.

It may be concluded from the data that there is a significant difference in teaching competency of secondary school teachers having less than 5, 5-10, 10-15 and more than 15 years of teaching experience. It was also observed from the data that the teaching competency increases with increase in teaching experience as a result the secondary school teachers having more than 15 years teaching experience are found most competent as compared to other groups.

Table 4.21: Difference between mean scores of government and private secondary school teachers having less than 5 years of experience with regard to teaching competency along with its various dimensions

Sr. No.	Group of teachers	Dimensions of Teaching competency	Mean	S. D.	t- value	Significance at 0.05 level
1	Government	Planning (pre-instructional)	16.83	1.25	8.69	Significant
	Private		12.90	2.82		
2	Government	Presentation (Instructional)	43.04	4.19	2.01	Significant
	Private		41.48	4.12		
3	Government	Closing	8.90	1.50	4.07	Significant
	Private		7.94	1.13		
4	Government	Evaluation	9.02	1.47	5.25	Significant
	Private		7.84	1.06		
5	Government	Managerial	8.90	1.41	3.96	Significant
	Private		8.03	1.05		
6	Government	Total Teaching competency	86.72	5.73	7.28	Significant
	Private		78.21	6.51		

Government $N_1 = 43$
Private $N_1 = 88$

Planning (pre-instructional) : It can be observed from table 4.21 that mean scores of planning (pre-instructional) of government and private secondary school teachers are 16.83 and 12.90 with the respective standard deviations 1.25 and 2.82. The t- value is 8.69 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in planning (pre-instructional) of government and private secondary school teachers having less than 5 years of experience' is rejected.

Presentation (instructional) : It can be observed from table 4.21 that mean scores of planning (instructional) of government and private secondary school teachers are 43.04 and 41.48 with the respective standard deviations 4.19 and 4.12. The t- value is 2.01 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in presentation (instructional)of government and private secondary school teachers having less than 5 years of teaching experience' is rejected.

Closing : It can be observed from table 4.21 that mean scores of closing of government and private secondary school teachers are 8.90 and 7.94 with the respective standard deviations 1.50 and 1.13. The t- value is 4.07 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in closing of government and private secondary school teachers having less than 5 years of teaching experience' is rejected.

Evaluation : It can be observed from table 4.21 that mean scores of Teacher characteristics of government and private secondary school teachers are 9.02 and 7.84 with the respective standard deviations 1.47 and 1.06. The t- value is 5.25 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference

in evaluation of government and private secondary school teachers having less than 5 years of teaching experience' is rejected.

Managerial : It can be observed from table 4.21 that mean scores of managerial of government and private secondary school teachers are 8.90 and 8.03 with the respective standard deviations 1.41 and 1.05. The t- value is 3.96 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in managerial of government and private secondary school teachers having less than 5 years of teaching experience' is rejected.

Total teaching competency : It can be observed from table 4.21 that mean scores of Total teaching competency of government and private secondary school teachers are 86.72 and 78.21 with the respective standard deviations 5.73 and 6.51. The t- value is 7.28 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in total teaching competency of government and private secondary school teachers having less than 5 years of teaching experience' is rejected.

It may be concluded that teaching competency along with its all five dimensions have a significant difference between government and private secondary school teachers having less than 5 years of teaching experience. The mean scores of total teaching competency and all of its dimensions were high for government secondary school teachers which show that government secondary school teachers are more competent as compared to private secondary school teachers.

Table 4.22: Difference between mean scores of government and private secondary school teachers having 5-10 years of experience with regard to teaching competency along with its various dimensions

Sr. No.	Group of teachers	Dimensions of Teaching competency	Mean	S. D.	t-value	Significance at 0.05 level
1	Government	Planning (pre-instructional)	17.23	2.29	4.20	Significant
	Private		14.95	3.14		
2	Government	Presentation (Instructional)	45.47	6.74	0.42	Not Significant
	Private		45.10	4.33		
3	Government	Closing	9.39	1.78	1.76	Not Significant
	Private		8.84	1.45		
4	Government	Evaluation	9.28	1.83	1.45	Not Significant
	Private		8.83	1.43		
5	Government	Managerial	9.21	1.53	1.56	Not Significant
	Private		8.80	1.25		
6	Government	Total Teaching competency	90.60	7.43	2.83	Significant
	Private		86.54	7.47		

Government $N_1 = 46$
Private $N_2 = 66$

Planning (pre-instructional) : It can be observed from table 4.22 that mean scores of planning (pre-instructional) of government and private secondary school teachers are 17.23 and 14.95 with the respective standard deviations 2.29 and 3.14. The t- value is 4.20 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in planning (pre-instructional) of government and private secondary school teachers having 5-10 years of experience' is rejected.

Presentation (instructional) : It can be observed from table 4.22 that mean scores of planning (instructional) of government and private secondary school teachers are 45.47 and

45.10 with the respective standard deviations 6.74 and 4.33. The t- value is 0.42 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in presentation (instructional)of government and private secondary school teachers having 5-10 years of teaching experience' is accepted.

Closing : It can be observed from table 4.22 that mean scores of closing of government and private secondary school teachers are 9.39 and 8.84 with the respective standard deviations 1.78 and 1.45. The t- value is 1.76 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in closing of government and private secondary school teachers having 5-10 years of teaching experience' is accepted.

Evaluation : It can be observed from table 4.22 that mean scores of Teacher characteristics of government and private secondary school teachers are 9.28 and 8.83 with the respective standard deviations 1.83 and 1.43. The t- value is 1.45 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in evaluation of government and private secondary school teachers having 5-10 years of teaching experience' is accepted.

Managerial : It can be observed from table 4.22 that mean scores of managerial of government and private secondary school teachers are 9.21 and 8.80 with the respective standard deviations 1.53 and 1.25. The t- value is 1.56 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in managerial of government and private secondary school teachers having 5-10 years of teaching experience' is accepted.

Total teaching competency : It can be observed from table 4.22 that mean scores of Total teaching competency of government and private secondary school teachers are 90.60 and 86.54 with the respective standard deviations 7.43 and 7.47. The t- value is 2.83 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no

significant difference in total teaching competency of government and private secondary school teachers having 5-10 years of teaching experience' is rejected.

It may be observed from the data that there is no significant difference in presentation (instructional), closing, evaluation and managerial for government and private secondary school teachers having 5-10 years of teaching experience. It is also found that planning (pre-instructional) differs for government and private teachers showing that government teachers are more competent. Further, it was found that government teachers are more competent than private teachers as a significant difference is found between government and private secondary school teachers having 5-10 years of teaching experience.

Table 4.23: Difference between mean scores of government and private secondary school teachers having 10-15 years of experience with regard to teaching competency along with its various dimensions

Sr. No.	Group of teachers	Dimensions of Teaching competency	Mean	S. D.	t-value	Significance at 0.05 level
1	Government	Planning (pre-instructional)	18.58	1.50	4.71	Significant
	Private		15.87	3.05		
2	Government	Presentation (Instructional)	51.47	5.53	2.35	Significant
	Private		48.31	5.51		
3	Government	Closing	10.47	1.71	1.72	Not Significant
	Private		9.84	1.22		
4	Government	Evaluation	10.05	1.92	1.26	Not Significant
	Private		9.53	1.41		
5	Government	Managerial	9.80	1.14	2.14	Significant
	Private		9.18	1.22		
6	Government	Total Teaching competency	100.38	8.12	3.81	Significant
	Private		92.75	8.39		

Government $N_1 = 36$
Private $N_2 = 32$

Planning (pre-instructional) : It can be observed from table 4.23 that mean scores of planning (pre-instructional) of government and private secondary school teachers are 18..58 and 15.87 with the respective standard deviations 1.50 and 3.05. The t- value is 4.71 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in planning (pre-instructional) of government and private secondary school teachers having 10-15 years of experience' is rejected.

Presentation (instructional) : It can be observed from table 4.23 that mean scores of planning (instructional) of government and private secondary school teachers are 51.47 and 48.31 with the respective standard deviations 5.53 and 5.51. The t- value is 2.35 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in presentation (instructional) of government and private secondary school teachers having 10-15years of teaching experience' is rejected.

Closing : It can be observed from table 4.23 that mean scores of closing of government and private secondary school teachers are 10.47 and 9.84 with the respective standard deviations 1.71 and 1.22. The t- value is 1.72 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in closing of government and private secondary school teachers having 10-15 years of teaching experience' is accepted.

Evaluation : It can be observed from table 4.23 that mean scores of Teacher characteristics of government and private secondary school teachers are 10.05 and 9.53 with the respective standard deviations 1.92 and 1.41. The t- value is 1.26 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant

difference in evaluation of government and private secondary school teachers having 10-15 years of teaching experience' is accepted.

Managerial : It can be observed from table 4.23 that mean scores of managerial of government and private secondary school teachers are 9.80 and 9.18 with the respective standard deviations 1.14 and 1.22. The t- value is 2.14 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in managerial of government and private secondary school teachers having 10-15years of teaching experience' is rejected.

Total teaching competency : It can be observed from table 4.23 that mean scores of Total teaching competency of government and private secondary school teachers are 100.38 and 92.75 with the respective standard deviations 8.12 and 8.39. The t- value is 3.81 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in total teaching competency of government and private secondary school teachers having 10-15 years of teaching experience' is rejected.

It may be observed from the data that there is no significant difference in closing; and evaluation between government and private secondary school teachers having 10-15 years of teaching experience. It is also found that planning (pre-instructional), presentation (instructional) and managerial differs for government and private teachers showing that government teachers are more competent in respective dimensions. Further it was found that there is a significant difference in teaching competency of government and private secondary school teachers having 10-15 years of teaching experience.

Table 4.24: Difference between mean scores of government and private secondary school teachers having more than 15 years of experience with regard to teaching competency along with its various dimensions

Sr. No.	Group of teachers	Dimensions of Teaching competency	Mean	S. D.	t- value	Significance at 0.05 level
1	Government	Planning (pre-instructional)	18.94	2.07	3.84	Significant
	Private		16.21	3.92		
2	Government	Presentation (Instructional)	52.57	5.11	3.05	Significant
	Private		47.5	8.34		
3	Government	Closing	10.02	1.79	0.35	Not Significant
	Private		10.21	1.92		
4	Government	Evaluation	9.90	1.86	0.22	Not Significant
	Private		9.78	1.52		
5	Government	Managerial	9.93	1.57	1.11	Not Significant
	Private		9.42	1.50		
6	Government	Total Teaching competency	101.38	8.40	2.97	Significant
	Private		93.14	14.29		

Government $N_1 = 75$
Private $N_2 = 14$

Planning (pre-instructional) : It can be observed from table 4.24 that mean scores of planning (pre-instructional) of government and private secondary school teachers are 18.94 and 16.21 with the respective standard deviations 2.07 and 3.92. The t- value is 3.84 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in planning (pre-instructional) of government and private secondary school teachers having more than 15 years of experience' is rejected.

Presentation (instructional) : It can be observed from table 4.24 that mean scores of planning (instructional) of government and private secondary school teachers are 52.57 and 47.50 with the respective standard deviations 5.11 and 8.34. The t- value is 3.05 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in presentation (instructional)of government and private secondary school teachers having more than 15years of teaching experience' is rejected.

Closing : It can be observed from table 4.24 that mean scores of closing of government and private secondary school teachers are 10.02 and 10.21 with the respective standard deviations 1.79 and 1.92. The t- value is 0.35 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in closing of government and private secondary school teachers having more than 15 years of teaching experience' is accepted.

Evaluation : It can be observed from table 4.24 that mean scores of Teacher characteristics of government and private secondary school teachers are 9.90 and 9.78 with the respective standard deviations 1.86 and 1.52. The t- value is 0.22 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in evaluation of government and private secondary school teachers having more than 15 years of teaching experience' is accepted.

Managerial : It can be observed from table 4.24 that mean scores of managerial of government and private secondary school teachers are 9.93 and 9.42 with the respective standard deviations 1.57 and 1.50. The t- value is 1.11 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in

managerial of government and private secondary school teachers having more than 15years of teaching experience' is accepted.

Total teaching competency : It can be observed from table 4.24 that mean scores of Total teaching competency of government and private secondary school teachers are 101.38 and 93.14 with the respective standard deviations 8.40 and 14.29. The t- value is 2.97 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in total teaching competency of government and private secondary school teachers having more than 15 years of teaching experience' is rejected.

It may be observed from the data that there is no significant difference in closing, evaluation and managerial for government and private secondary school teachers having more than 15 years of teaching experience. It is also found that planning (pre-instructional) and presentation (instructional) differs for government and private teachers showing that government teachers are more competent in respective dimensions. Further it was found that there is a significant difference in teaching competency of government and private secondary school teachers having more than 15 years of teaching experience.

Further, from analysis of teaching competencies of government and private secondary school teachers having less than 5, 5-10, 10-15 and more than 15 years of teaching experience it is found that all groups has a significant difference in teaching competencies and the government teachers are more competent at all levels of experience.

Table 4.25: Difference between mean scores of male and female secondary school teachers having less than 5 years of experience with regard to teaching competency along with its various dimensions

Sr. No.	Group of teachers	Dimensions of Teaching competency	Mean	S. D.	t-value	Significance at 0.05 level
1	Male	Planning (pre-instructional)	15.32	1.97	3.83	Significant
	Female		13.36	3.42		
2	Male	Presentation (Instructional)	42.12	3.97	0.29	Not Significant
	Female		41.90	4.38		
3	Male	Closing	8.46	1.14	1.51	Not Significant
	Female		8.10	1.46		
4	Male	Evaluation	8.16	1.21	0.50	Not Significant
	Female		8.28	1.41		
5	Male	Managerial	8.41	1.10	0.71	Not Significant
	Female		8.25	1.34		
6	Male	Total Teaching competency	82.48	5.65	1.98	Significant
	Female		79.90	8.37		

Male $N_1 = 56$
Female $N_2 = 75$

Planning (pre-instructional) : It can be observed from table 4.25 that mean scores of planning (pre-instructional) of male and female secondary school teachers are 15.32 and 13.36 with the respective standard deviations 1.97 and 3.42. The t- value is 3.83 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in planning (pre-instructional) of male and female secondary school teachers having less than 5 years of experience' is rejected.

Presentation (instructional) : It can be observed from table 4.25 that mean scores of planning (instructional) of male and female secondary school teachers are 42.12and 41.90 with the respective standard deviations 3.97 and 4.38. The t- value is 0.29 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no

significant difference in presentation (instructional)of male and female secondary school teachers having less than 5 years of teaching experience' is accepted.

Closing : It can be observed from table 4.25 that mean scores of closing of male and female secondary school teachers are 8.46 and 8.10 with the respective standard deviations 1.14 and 1.46. The t- value is 1.51 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in closing of male and female secondary school teachers having less than 5 years of teaching experience' is accepted.

Evaluation : It can be observed from table 4.25 that mean scores of Teacher characteristics of male and female secondary school teachers are 8.16 and 8.28 with the respective standard deviations 1.21 and 1.41. The t- value is 0.50 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in evaluation of male and female secondary school teachers having less than 5 years of teaching experience' is accepted.

Managerial : It can be observed from table 4.25 that mean scores of managerial of male and female secondary school teachers are 8.41 and 8.25 with the respective standard deviations 1.10 and 1.34. The t- value is 0.71 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in managerial of male and female secondary school teachers having less than 5 years of teaching experience' is accepted.

Total teaching competency : It can be observed from table 4.25 that mean scores of Total teaching competency of male and female secondary school teachers are 82.48 and 79.90 with the respective standard deviations 5.65 and 8.37. The t- value is1.98 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in total teaching competency of male and female secondary school teachers having less than 5 years of teaching experience' is rejected.

It may be observed from the data that there is no significant difference in presentation (instructional), closing, evaluation and managerial for male and female secondary school teachers having less than 5 years of teaching experience. It is also found that planning (pre-instructional) differs for male and female teachers showing that male teachers are more competent in this dimension. Further it is found that there is a significant difference in teaching competency of male and female secondary school teachers having less than 5 years of teaching experience.

Table 4.26: Difference between mean scores of male and female secondary school teachers having 5-10 years of experience with regard to teaching competency along with its various dimensions

Sr. No.	Group of teachers	Dimensions of Teaching competency	Mean	S. D.	t- value	Significance at 0.05 level
1	Male	Planning (pre-instructional)	16.03	2.91	0.48	Not Significant
	Female		15.75	3.16		
2	Male	Presentation (Instructional)	45.2	4.62	0.13	Not Significant
	Female		45.31	4.40		
3	Male	Closing	9.14	1.50	0.47	Not Significant
	Female		9	1.72		
4	Male	Evaluation	9.32	1.49	2.01	Significant
	Female		8.71	1.68		
5	Male	Managerial	9.07	1.31	0.74	Not Significant
	Female		8.87	1.45		
6	Male	Total Teaching competency	88.78	7.48	0.76	Not Significant
	Female		87.66	7.91		

Male $N_1 = 55$
Female $N_2 = 57$

Planning (pre-instructional) : It can be observed from table 4.26 that mean scores of planning (pre-instructional) of male and female secondary school teachers are 16.03 and 15.75 with the respective standard deviations 2.91 and 3.16. The t- value is 0.48 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in planning (pre-instructional) of male and female secondary school teachers having 5-10 years of experience' is accepted.

Presentation (instructional) : It can be observed from table 4.26 that mean scores of planning (instructional) of male and female secondary school teachers are 45.20and 45.31 with the respective standard deviations 4.62 and 4.40. The t- value is 0.13 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in presentation (instructional)of male and female secondary school teachers having 5-10 years of teaching experience' is accepted.

Closing : It can be observed from table 4.26 that mean scores of closing of male and female secondary school teachers are 9.14 and 9.00 with the respective standard deviations 1.50 and 1.72. The t- value is 0.47 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in closing of male and female secondary school teachers having 5-10 years of teaching experience' is accepted.

Evaluation : It can be observed from table 4.26 that mean scores of Teacher characteristics of male and female secondary school teachers are 9.32 and 8.71 with the respective standard deviations 1.49 and 1.68. The t- value is 2.01 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in evaluation of male and female secondary school teachers having 5-10 years of teaching experience' is rejected.

Managerial : It can be observed from table 4.26 that mean scores of managerial of male and female secondary school teachers are 9.07 and 8.87 with the respective standard deviations 1.31 and 1.45. The t- value is 0.74 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in managerial of male and female secondary school teachers having 5-10 years of teaching experience' is accepted.

Total teaching competency : It can be observed from table 4.26 that mean scores of Total teaching competency of male and female secondary school teachers are 88.78 and 87.66 with the respective standard deviations 7.48 and 7.91. The t- value is 0.76 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in total teaching competency of male and female secondary school teachers having 5-10 years of teaching experience' is accepted.

It is found that evaluation differs for male and female teachers showing that male teachers are more competent in this dimension. It may also be observed from the data that there is no significant difference in planning (pre-instructional), presentation (instructional), closing and managerial for male and female secondary school teachers. Further it was found that there is no significant difference in teaching competency of male and female secondary school teachers having 5-10 years of teaching experience.

Table 4.27: Difference between mean scores of male and female secondary school teachers having 10-15 years of experience with regard to teaching competency along with its various dimensions

Sr. No.	Group of teachers	Dimensions of Teaching competency	Mean	S. D.	t- value	Significance at 0.05 level
1	Male	Planning (pre-instructional)	17.45	2.64	0.59	Not Significant
	Female		17.04	2.86		
2	Male	Presentation (Instructional)	49.75	6.58	0.45	Not Significant
	Female		50.41	3.69		
3	Male	Closing	10.09	1.59	0.62	Not Significant
	Female		10.33	1.40		
4	Male	Evaluation	10.02	1.74	1.40	Not Significant
	Female		9.41	1.61		
5	Male	Managerial	9.61	1.16	0.90	Not Significant
	Female		9.33	1.30		
6	Male	Total Teaching competency	96.93	10.05	0.16	Not Significant
	Female		96.54	7.02		

Male $N_1 = 44$
Female $N_2 = 24$

Planning (pre-instructional) : It can be observed from table 4.27 that mean scores of planning (pre-instructional) of male and female secondary school teachers are 17.45 and 17.04 with the respective standard deviations 2.64 and 2.86. The t- value is 0.59 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in planning (pre-instructional) of male and female secondary school teachers having 10-15 years of experience' is accepted.

Presentation (instructional) : It can be observed from table 4.27 that mean scores of planning (instructional) of male and female secondary school teachers are 49.75and 50.41 with the respective standard deviations 6.58 and 3.69. The t- value is 0.45 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in presentation (instructional)of male and female secondary school teachers having 10-15 years of teaching experience' is accepted.

Closing : It can be observed from table 4.27 that mean scores of closing of male and female secondary school teachers are 10.09 and 10.33 with the respective standard deviations 1.59 and 140. The t- value is 0.62 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in closing of male and female secondary school teachers having 10-15 years of teaching experience' is accepted.

Evaluation : It can be observed from table 4.27 that mean scores of Teacher characteristics of male and female secondary school teachers are 10.02 and 9.41 with the respective standard deviations 1.74 and 1.61. The t- value is 1.40 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in evaluation of male and female secondary school teachers having 10-15 years of teaching experience' is accepted.

Managerial : It can be observed from table 4.27 that mean scores of managerial of male and female secondary school teachers are 9.61 and 9.33 with the respective standard deviations 1.16 and 1.30. The t- value is 0.90 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in managerial of male and female secondary school teachers having 10-15 years of teaching experience' is accepted.

Total teaching competency : It can be observed from table 4.27 that mean scores of Total teaching competency of male and female secondary school teachers are 96.93 and 96.54 with the respective standard deviations 10.05 and 7.02. The t- value is0.16 which is not

significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in total teaching competency of male and female secondary school teachers having 10-15 years of teaching experience' is accepted.

It can be observed from the data that there is no significant difference in teaching competency along with all of its dimensions of male and female secondary school teachers having 10-15 years of teaching experience.

Table 4.28: Difference between mean scores of male and female secondary school teachers having more than 15 years of experience with regard to teaching competency along with its various dimensions

Sr. No.	Group of teachers	Dimensions of Teaching competency	Mean	S. D.	t-value	Significance at 0.05 level
1	Male	Planning (pre-instructional)	18.22	2.31	1.16	Not Significant
	Female		18.87	2.95		
2	Male	Presentation (Instructional)	52.38	5.69	1.07	Not Significant
	Female		51.02	6.28		
3	Male	Closing	9.85	2.04	1.15	Not Significant
	Female		10.3	1.45		
4	Male	Evaluation	10.04	1.79	0.88	Not Significant
	Female		9.7	1.82		
5	Male	Managerial	9.91	1.51	0.42	Not Significant
	Female		9.77	1.64		
6	Male	Total Teaching competency	100.42	9.07	0.35	Not Significant
	Female		99.67	10.99		

Male $N_1 = 49$
Female $N_2 = 40$

Planning (pre-instructional) : It can be observed from table 4.28 that mean scores of planning (pre-instructional) of male and female secondary school teachers are 18.22 and

18.87 with the respective standard deviations 2.31 and 2.95. The t- value is 1.16 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in planning (pre-instructional) of male and female secondary school teachers having more than 15 years of teaching experience' is accepted.

Presentation (instructional) : It can be observed from table 4.28 that mean scores of planning (instructional) of male and female secondary school teachers are 52.38 and 51.02 with the respective standard deviations 5.69 and 6.28. The t- value is 1.07 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in presentation (instructional)of male and female secondary school teachers having more than 15 years of teaching experience' is accepted.

Closing : It can be observed from table 4.28 that mean scores of closing of male and female secondary school teachers are 9.85 and 10.30 with the respective standard deviations 2.04 and 1.45. The t- value is 1.15 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in closing of male and female secondary school teachers having more than 15 years of teaching experience' is accepted.

Evaluation : It can be observed from table 4.28 that mean scores of Teacher characteristics of male and female secondary school teachers are 10.04 and 9.70 with the respective standard deviations 1.79 and 1.82. The t- value is 0.88 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in evaluation of male and female secondary school teachers having more than 15 years of teaching experience' is accepted.

Managerial : It can be observed from table 4.28 that mean scores of managerial of male and female secondary school teachers are 9.91 and 9.77 with the respective standard deviations 1.51 and 1.64. The t- value is 0.42 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in managerial of male and female secondary school teachers having more than 15 years of teaching experience' is accepted.

Total teaching competency : It can be observed from table 4.28 that mean scores of Total teaching competency of male and female secondary school teachers are 100.42 and 99.67 with the respective standard deviations 9.07 and 10.99. The t- value is 0.35 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in total teaching competency of male and female secondary school teachers having more than 15 years of teaching experience' is accepted. It can be observed from the data that there is no significant difference in teaching competency of male and female secondary school teachers having more than 15 years of teaching experience.

Further, the research shows that teaching experience of 5-10, 10-15 and more than 15 years has no affect on teaching competency whereas teaching competency of male and female secondary school teachers having less than 5 years teaching experience differs significantly.

Table 4.29: Difference between mean scores of rural and urban secondary school teachers having less than 5 years of experience with regard to teaching competency along with its various dimensions

Sr. No.	Group of teachers	Dimensions of Teaching competency	Mean	S. D.	t-value	Significance at 0.05 level
1	Rural	Planning (pre-instructional)	14.90	2.45	3.64	Significant
	Urban		12.97	3.56		
2	Rural	Presentation (Instructional)	41	3.68	3.76	Significant
	Urban		43.72	4.50		
3	Rural	Closing	8.48	1.20	2.54	Significant
	Urban		7.87	1.49		
4	Rural	Evaluation	8.34	1.41	1.36	Not Significant
	Urban		8.02	1.13		
5	Rural	Managerial	8.45	1.12	1.66	Not Significant
	Urban		8.08	1.41		
6	Rural	Total Teaching competency	81.19	6.96	0.37	Not Significant
	Urban		80.68	8.23		

Rural $N_1 = 83$
Urban $N_2 = 48$

Planning (pre-instructional) : It can be observed from table 4.29 that mean scores of planning (pre-instructional) of rural and urban secondary school teachers are 14.90 and 12.97 with the respective standard deviations 2.45 and 3.56. The t- value is 3.64 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in planning (pre-instructional) of rural and urban secondary school teachers having less than 5 years of teaching experience' is rejected.

Presentation (instructional) : It can be observed from table 4.29 that mean scores of planning (instructional) of rural and urban secondary school teachers are 41.00 and 43.72 with the respective standard deviations 3.68 and 4.50. The t- value is 3.76 which is significant

at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in presentation(instructional) of rural and urban secondary school teachers having less than 5 years of teaching experience' is rejected.

Closing : It can be observed from table 4.29 that mean scores of closing of rural and urban secondary school teachers are 8.48 and 7.87 with the respective standard deviations 1.20 and 1.49. The t- value is 2.54 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in closing of rural and urban secondary school teachers having less than 5 years of teaching experience' is rejected.

Evaluation : It can be observed from table 4.29 that mean scores of Teacher characteristics of rural and urban secondary school teachers are 8.34 and 8.02 with the respective standard deviations 1.41 and 1.13. The t- value is 1.36 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in evaluation of rural and urban secondary school teachers having less than 5 years of teaching experience' is accepted.

Managerial : It can be observed from table 4.29 that mean scores of managerial of rural and urban secondary school teachers are 8.45 and 8.08 with the respective standard deviations 1.12 and 1.41. The t- value is 1.66 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in managerial of rural and urban secondary school teachers having less than 5 years of teaching experience' is accepted.

Total teaching competency : It can be observed from table 4.29 that mean scores of Total teaching competency of rural and urban secondary school teachers are 81.19 and 80.68 with the respective standard deviations 6.96 and 8.23. The t- value is 0.37 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in total teaching competency of rural and urban secondary school teachers having less than 5 years of teaching experience' is accepted.

It is found that planning (pre-instructional), presentation (instructional) and closing differs for rural and urban teachers having less than 5 years of teaching experience showing that rural teachers are more competent in planning (pre-instructional) and closing and urban teachers are more competent in presentation (instructional). It may also be observed from the data that there is no significant difference in evaluation and managerial for rural and urban secondary school teachers. Further it was found that there is no significant difference in teaching competency of rural and urban secondary school teachers having less than 5 years of teaching experience.

Table 4.30: Difference between mean scores of rural and urban secondary school teachers having 5-10 years of experience with regard to teaching competency along with its various dimensions

Sr. No.	Group of teachers	Dimensions of Teaching competency	Mean	S. D.	t-value	Significance at 0.05 level
1	Rural	Planning (pre-instructional)	16.39	2.66	1.67	Not Significant
	Urban		15.44	3.28		
2	Rural	Presentation (Instructional)	45.33	4.60	0.17	Not Significant
	Urban		45.18	4.42		
3	Rural	Closing	9.28	1.60	1.31	Not Significant
	Urban		8.88	1.60		
4	Rural	Evaluation	9.18	1.80	1.06	Not Significant
	Urban		8.86	1.41		
5	Rural	Managerial	9.32	1.61	2.58	Significant
	Urban		8.66	1.06		
6	Rural	Total Teaching competency	89.52	7.87	1.72	Not Significant
	Urban		87.03	7.38		

Rural $N_1 = 83$
Urban $N_2 = 48$

Planning (pre-instructional) : It can be observed from table 4.30 that mean scores of planning (pre-instructional) of rural and urban secondary school teachers are 16.39 and 15.44 with the respective standard deviations 2.66 and 3.28. The t- value is 1.67 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in planning (pre-instructional) of rural and urban secondary school teachers having 5-10 years of teaching experience' is accepted.

Presentation (instructional) : It can be observed from table 4.30 that mean scores of planning (instructional) of rural and urban secondary school teachers are 45.33 and 45.18 with the respective standard deviations 4.60 and 4.42. The t- value is 0.17 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in presentation (instructional) of rural and urban secondary school teachers having 5-10 years of teaching experience' is accepted.

Closing : It can be observed from table 4.30 that mean scores of closing of rural and urban secondary school teachers are 9.28 and 8.88 with the respective standard deviations 1.60 and 1.60. The t- value is 1.31 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in closing of rural and urban secondary school teachers having 5-10 years of teaching experience' is accepted.

Evaluation : It can be observed from table 4.30 that mean scores of Teacher characteristics of rural and urban secondary school teachers are 9.18 and 8.86 with the respective standard deviations 1.80 and 1.41. The t- value is 1.06 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in evaluation of rural and urban secondary school teachers having 5-10 years of teaching experience' is accepted.

Managerial : It can be observed from table 4.30 that mean scores of managerial of rural and urban secondary school teachers are 9.32 and 8.66 with the respective standard deviations 1.61 and 1.06. The t- value is 2.58 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in managerial of rural and urban secondary school teachers having 5-10 years of teaching experience' is rejected.

Total teaching competency : It can be observed from table 4.30 that mean scores of Total teaching competency of rural and urban secondary school teachers are 89.52 and 87.03 with the respective standard deviations 7.87 and 7.38. The t- value is 1.72 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in total teaching competency of rural and urban secondary school teachers having 5-10 years of teaching experience' is accepted.

It is found that managerial differs for rural and urban teachers showing that rural teachers are more competent in managerial. It may also be observed from the data that there is no significant difference in planning (pre-instructional), presentation (instructional), closing and evaluation for rural and urban secondary school teachers having 5-10 years of teaching experience. Further it was found that there is no significant difference in teaching competency of rural and urban secondary school teachers having 5-10 years of teaching experience.

Table 4.31: Difference between mean scores of rural and urban secondary school teachers having 10-15 years of experience with regard to teaching competency along with its various dimensions

Sr. No.	Group of teachers	Dimensions of Teaching competency	Mean	S. D.	t-value	Significance at 0.05 level
1	Rural	Planning (pre-instructional)	17.75	1.77	1.12	Not Significant
	Urban		17	3.19		
2	Rural	Presentation (Instructional)	48.67	4.14	1.59	Not Significant
	Urban		50.9	6.47		
3	Rural	Closing	10.67	1.51	2.34	Significant
	Urban		9.82	1.44		
4	Rural	Evaluation	10.03	1.50	0.91	Not Significant
	Urban		9.65	1.84		
5	Rural	Managerial	9.46	1.03	0.28	Not Significant
	Urban		9.55	1.33		
6	Rural	Total Teaching competency	96.60	6.39	0.14	Not Significant
	Urban		96.92	10.59		

Rural $N_1 = 28$
Urban $N_2 = 40$

Planning (pre-instructional) : It can be observed from table 4.31 that mean scores of planning (pre-instructional) of rural and urban secondary school teachers are 17.75 and 17.00 with the respective standard deviations 1.77 and 3.19. The t- value is 1.12 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in planning (pre-instructional) of rural and urban secondary school teachers having 10-15 years of teaching experience' is accepted.

Presentation (instructional) : It can be observed from table 4.31 that mean scores of planning (instructional) of rural and urban secondary school teachers are 48.67 and 50.90

with the respective standard deviations 4.14 and 6.47. The t- value is 1.59 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in presentation(instructional) of rural and urban secondary school teachers having 10-15 years of teaching experience' is accepted.

Closing : It can be observed from table 4.31 that mean scores of closing of rural and urban secondary school teachers are 10.67 and 9.82 with the respective standard deviations 1.51 and 1.44. The t- value is 2.34 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in closing of rural and urban secondary school teachers having 10-15 years of teaching experience' is rejected.

Evaluation : It can be observed from table 4.31 that mean scores of Teacher characteristics of rural and urban secondary school teachers are 10.03 and 9.65 with the respective standard deviations 1.50 and 1.84. The t- value is 0.91 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in evaluation of rural and urban secondary school teachers having 10-15 years of teaching experience' is accepted.

Managerial : It can be observed from table 4.31 that mean scores of managerial of rural and urban secondary school teachers are 9.46 and 9.55 with the respective standard deviations 1.03 and 1.33. The t- value is 0.28 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in managerial of rural and urban secondary school teachers having 10-15 years of teaching experience' is accepted.

Total teaching competency : It can be observed from table 4.31 that mean scores of Total teaching competency of rural and urban secondary school teachers are 96.60 and 96.92 with the respective standard deviations 6.39 and 10.59. The t- value is 0.14 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no

significant difference in total teaching competency of rural and urban secondary school teachers having 10-15 years of teaching experience' is accepted.

It is found that closing differs for rural and urban teachers showing that rural teachers are more competent in closing. It may also be observed from the data that there is no significant difference in planning (pre-instructional), presentation (instructional), evaluation and managerial for rural and urban secondary school teachers. Further it was found that there is no significant difference in teaching competency of rural and urban secondary school teachers having 10-15 years of teaching experience.

Table 4.32: Difference between mean scores of rural and urban secondary school teachers having more than 15 years of experience with regard to teaching competency along with its various dimensions

Sr. No.	Group of teachers	Dimensions of Teaching competency	Mean	S. D.	t-value	Significance at 0.05 level
1	Rural	Planning (pre-instructional)	18.80	2.22	0.85	Not Significant
	Urban		18.32	2.86		
2	Rural	Presentation (Instructional)	51.19	5.13	0.75	Not Significant
	Urban		52.16	6.50		
3	Rural	Closing	10.94	1.62	4.16	Significant
	Urban		9.45	1.68		
4	Rural	Evaluation	10.38	2.01	2.20	Significant
	Urban		9.54	1.57		
5	Rural	Managerial	10.36	1.64	2.60	Significant
	Urban		9.50	1.42		
6	Rural	Total Teaching competency	101.69	9.48	1.26	Not Significant
	Urban		99	10.16		

Government $N_1 = 36$
Private $N_2 = 53$

Planning (pre-instructional) : It can be observed from table 4.32 that mean scores of planning (pre-instructional) of rural and urban secondary school teachers are 18.80 and 18.32 with the respective standard deviations 2.22 and 2.86. The t- value is 0.85 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in planning (pre-instructional) of rural and urban secondary school teachers having more than 15 years of teaching experience' is accepted.

Presentation (instructional) : It can be observed from table 4.32 that mean scores of planning (instructional) of rural and urban secondary school teachers are 51.19 and 52.16 with the respective standard deviations 5.13 and 6.50. The t- value is 0.75 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in presentation(instructional) of rural and urban secondary school teachers having more than 15 years of teaching experience' is accepted.

Closing : It can be observed from table 4.32 that mean scores of closing of rural and urban secondary school teachers are 10.94 and 9.45 with the respective standard deviations 1.62 and 1.68. The t- value is 4.16 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in closing of rural and urban secondary school teachers having more than 15 years of teaching experience' is rejected.

Evaluation : It can be observed from table 4.32 that mean scores of Teacher characteristics of rural and urban secondary school teachers are 10.38 and 9.54 with the respective standard deviations 2.01 and 1.57. The t- value is 2.20 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in evaluation of rural and urban secondary school teachers having more than 15 years of teaching experience' is rejected.

Managerial : It can be observed from table 4.32 that mean scores of managerial of rural and urban secondary school teachers are 10.36 and 9.50 with the respective standard deviations 1.64 and 1.42. The t- value is 2.60 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in managerial of rural and urban secondary school teachers having more than 15 years of teaching experience' is rejected.

Total teaching competency : It can be observed from table 4.32 that mean scores of Total teaching competency of rural and urban secondary school teachers are 101.69 and 99.00 with the respective standard deviations 9.48 and 10.16. The t- value is 1.26 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in total teaching competency of rural and urban secondary school teachers having more than 15 years of teaching experience' is accepted.

It is found that closing, evaluation and managerial differs for rural and urban teachers showing that rural teachers are more competent in respective dimensions. It may also be observed from the data that there is no significant difference in planning (pre-instructional) and presentation (instructional) for rural and urban secondary school teachers. Further it was found that there is no significant difference in teaching competency of rural and urban secondary school teachers having more than 15 years of teaching experience.

Further, from analysis of teaching competencies of rural and urban secondary school teachers having less than 5, 5-10, 10-15 and more than 15 years of teaching experience it is found that there is no significant difference in teaching competencies at any levels of experience.

Part - C

4.1.3 Comparison among Different Groups of Spiritual Intelligence

This part has been devoted to locate the significant differences, if any, in the spiritual intelligence of secondary school teachers with respect to type of school, gender, locality and teaching experience.

Table 4.33: Difference between mean scores of government and private secondary school teachers with regard to spiritual intelligence along with its various dimensions

Sr. No.	Group of teachers	Dimensions of spiritual intelligence	Mean	S. D.	t-value	Significance at 0.05 level
1	Government	Critical thinking	14.25	3.95	5.117	Significant
	Private		12.42	3.15		
2	Government	Personal meaning	12.21	3.34	7.49	Significant
	Private		9.91	3.14		
3	Government	Transcendental awareness	13.37	4.31	4.02	Significant
	Private		11.96	2.90		
4	Government	Conscious status	11.86	3.60	6.93	Significant
	Private		9.72	3.05		
5	Government	Total spiritual intelligence	51.69	12.03	8.00	Significant
	Private		44.03	8.97		

Government $N_1 = 200$
Private $N_2 = 200$

Critical thinking : It can be observed from table 4.33 that mean scores of critical thinking of government and private secondary school teachers are 14.25 and 12.42 with the respective standard deviations 3.95 and 3.15. The t- value is 5.11 which is significant at 0.05

level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in critical thinking of government and private secondary school teachers’ is rejected.

Personal meaning : It can be observed from table 4.33 that mean scores of personal meaning of government and private secondary school teachers are 12.21 and 9.91 with the respective standard deviations 3.34 and 3.14. The t- value is 7.49 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in personal meaning of government and private secondary school teachers’ is rejected.

Transcendental awareness : It can be observed from table 4.33 that mean scores of transcendental awareness of government and private secondary school teachers are 13.37 and 11.96 with the respective standard deviations 4.31 and 2.90. The t- value is 4.02 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in transcendental awareness of government and private secondary school teachers’ is rejected.

Conscious state : It can be observed from table 4.33 that mean scores of Conscious state of government and private secondary school teachers are 11.86 and 9.72 with the respective standard deviations 3.60 and 3.05. The t- value is 6.93 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in conscious state of government and private secondary school teachers’ is rejected.

Total spiritual intelligence : It can be observed from table 4.33 that mean scores of total spiritual intelligence of government and private secondary school teachers are 51.69 and 44.03 with the respective standard deviations 12.03 and 8.97. The t- value is 8.00 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in total spiritual intelligence of government and private secondary school teachers’ is rejected.

It may be concluded that total spiritual intelligence along with its all four dimensions have a significant difference between government and private secondary school teachers. The mean score of government teachers in total and for all dimensions is higher which shows that government teachers have more spiritual intelligence as compared to private secondary school teachers.

Table 4.34: Difference between mean scores of male and female secondary school teachers with regard to spiritual intelligence along with its various dimensions

Sr. No.	Group of teachers	Dimensions of spiritual intelligence	Mean	S. D.	t- value	Significance at 0.05 level
1	Male	Critical thinking	13.66	3.59	1.99	Significant
	Female		13.01	3.75		
2	Male	Personal meaning	11.52	3.36	2.97	Significant
	Female		10.60	3.46		
3	Male	Transcendental awareness	13.39	3.91	4.24	Significant
	Female		11.94	3.42		
4	Male	Conscious status	11.28	3.39	3.18	Significant
	Female		10.30	3.55		
5	Male	Total spiritual intelligence	49.85	11.15	4.34	Significant
	Female		45.87	11.06		

Male $N_1 = 200$
Female $N_2 = 200$

Critical thinking : It can be observed from table 4.34 that mean scores of critical thinking of male and female secondary school teachers are 13.66 and 13.01 with the respective standard deviations 3.59 and 3.75. The t- value is 1.99 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in critical thinking of male and female secondary school teachers' is rejected.

Personal meaning : It can be observed from table 4.34 that mean scores of personal meaning of male and female secondary school teachers are 11.52 and 10.60 with the respective standard deviations 3.36 and 3.46. The t- value is 2.97 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in personal meaning of male and female secondary school teachers' is rejected.

Transcendental awareness : It can be observed from table 4.34 that mean scores of Transcendental awareness of male and female secondary school teachers are 13.39 and 11.94 with the respective standard deviations 3.91 and 3.42. The t- value is 4.24 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in transcendental awareness of male and female secondary school teachers' is rejected.

Conscious state : It can be observed from table 4.34 that mean scores of Conscious state of male and female secondary school teachers are 11.28 and 10.30 with the respective standard deviations 3.39 and 3.55. The t- value is 3.18 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in conscious state of male and female secondary school teachers' is rejected.

Total spiritual intelligence : It can be observed from table 4.34 that mean scores of total spiritual intelligence of male and female secondary school teachers are 49.85 and 45.87 with the respective standard deviations 11.15 and 11.06. The t- value is 4.34 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in total spiritual intelligence of male and female secondary school teachers' is rejected.

It may be concluded that total spiritual intelligence along with its all four dimensions have a significant difference between male and female secondary school teachers. The mean

score of male teachers in total and for all dimensions was higher which shows that male teachers have more spiritual intelligence as compared to female secondary school teachers.

Table 4.35: Difference between mean scores of rural and urban secondary school teachers with regard to spiritual intelligence along with its various dimensions

Sr. No.	Group of teachers	Dimensions of spiritual intelligence	Mean	S. D.	t-value	Significance at 0.05 level
1	Rural	Critical thinking	13.73	3.90	2.25	Significant
	Urban		12.94	3.41		
2	Rural	Personal meaning	11.55	3.56	3.22	Significant
	Urban		10.57	3.24		
3	Rural	Transcendental awareness	13.22	3.77	3.18	Significant
	Urban		12.11	3.63		
4	Rural	Conscious status	11.18	3.59	2.44	Significant
	Urban		10.4	3.38		
5	Rural	Total spiritual intelligence	49.7	11.53	3.79	Significant
	Urban		46.02	10.72		

Rural $N_1 = 200$
Urban $N_2 = 200$

Critical thinking : It can be observed from table 4.35 that mean scores of critical thinking of rural and urban secondary school teachers are 13.73 and 12.94 with the respective standard deviations 3.90 and 3.41. The t- value is 2.25 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in critical thinking of rural and urban secondary school teachers' is rejected.

Personal meaning : It can be observed from table 4.35 that mean scores of personal meaning of rural and urban secondary school teachers are 11.55 and 10.57 with the respective standard deviations 3.56 and 3.24. The t- value is 3.22 which is significant at 0.05 level of

significance. Therefore, the null hypothesis i.e. 'there is no significant difference in personal meaning of rural and urban secondary school teachers' is rejected.

Transcendental awareness : It can be observed from table 4.35 that mean scores of Transcendental awareness of rural and urban secondary school teachers are 13.22 and 12.11 with the respective standard deviations 3.77 and 3.63. The t- value is 3.18 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in transcendental awareness of rural and urban secondary school teachers' is rejected.

Conscious state : It can be observed from table 4.35 that mean scores of Conscious state of rural and urban secondary school teachers are 11.18 and 10.4 with the respective standard deviations 3.59 and 3.38. The t- value is 2.44 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in conscious state of rural and urban secondary school teachers' is rejected.

Total spiritual intelligence : It can be observed from table 4.35 that mean scores of total spiritual intelligence of rural and urban secondary school teachers are 49.70 and 46.02 with the respective standard deviations 11.53 and 0.72. The t- value is 3.79 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in total spiritual intelligence of rural and urban secondary school teachers' is rejected.

It may be concluded that total spiritual intelligence along with its all four dimensions have a significant difference between rural and urban secondary school teachers. The mean score of rural teachers in total and for all dimensions was higher which shows that rural teachers have more spiritual intelligence as compared to urban secondary school teachers.

Table 4.36 (a): Difference between mean scores of spiritual intelligence of secondary school teachers having less than 5, 5-10, 10-15 and more than 15 years of teaching experience

S. No.	Teaching experience in years	Number of teachers	Mean	S.D.
1	less than 5	131	42.74	9.32
2	5-10	112	46.61	9.96
3	10-15	68	51.33	8.90
4	more than 15	89	54.30	13.03

Table 4.36 (b): Significance of mean difference in spiritual intelligence among secondary school teachers with regards to teaching experience

Source of variation	df	SS	MS	F	Significance at 0.05 level
Between groups	3	8114.22	2704.74	25.14	Significant
Within groups	396	42601.20	107.57		

It can be observed from table 4.36 (a) that the mean scores and standard deviation values of the teachers according to different teaching experience are as 42.74, 9.32 for (less than 5), 46.61, 9.96 for (5-10), 51.33, 8.90 for (10-15) and 54.30, 13.03 for (more than 15) respectively.

It can also be observed from table 4.36 (b) that the values of sum of squares of between groups and within groups are 8114.22 and 42601.20 with respective mean square values 2704.74 and 107.57. The calculated F ratio is 25.14, which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e., 'there is no significant difference in spiritual intelligence of secondary school teachers having less than 5, 5-10, 10-15 and more than 15 years of teaching experience' is rejected.

It may be concluded from the data that there is a significant difference in spiritual intelligence of secondary school teachers having less than 5, 5-10, 10-15 and more than 15 years of teaching experience. It was also observed from the data that the spiritual intelligence

increases with increase in teaching experience as a result the secondary school teachers having more than 15 years teaching experience have highest value of spiritual intelligence as compared to other groups.

Table 4.37: Difference between mean scores of government and private secondary school teachers having less than 5 years of experience with regard to spiritual intelligence along with its various dimensions

Sr. No.	Group of teachers	Dimensions of spiritual intelligence	Mean	S. D.	t-value	Significance at 0.05 level
1	Government	Critical thinking	13.37	3.33	4.40	Significant
	Private		11.03	2.58		
2	Government	Personal meaning	12.37	3.38	6.55	Significant
	Private		8.77	2.71		
3	Government	Transcendental awareness	12.97	3.75	3.81	Significant
	Private		10.81	2.61		
4	Government	Conscious status	11.55	3.80	5.81	Significant
	Private		8.44	2.30		
5	Government	Total spiritual intelligence	50.27	10.44	7.81	Significant
	Private		39.06	5.96		

Government $N_1 = 43$
Private $N_2 = 88$

Critical thinking : It can be observed from table 4.37 that mean scores of critical thinking of government and private secondary school teachers are 13.37 and 11.03 with the respective standard deviations 3.33 and 2.58. The t- value is 4.40 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in critical thinking of government and private secondary school teachers having less than 5 years of teaching experience' is rejected.

Personal meaning : It can be observed from table 4.37 that mean scores of personal meaning of government and private secondary school teachers are 12.37 and 8.77 with the respective standard deviations 3.38 and 2.71. The t- value is 6.55 which is significant at 0.05

level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in personal meaning of government and private secondary school teachers having less than 5 years of teaching experience' is rejected.

Transcendental awareness : It can be observed from table 4.37 that mean scores of transcendental awareness of government and private secondary school teachers are 12.97 and 10.81 with the respective standard deviations 3.75 and 2.61. The t- value is 3.81 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in transcendental awareness of government and private secondary school teachers having less than 5 years of teaching experience' is rejected.

Conscious state : It can be observed from table 4.37 that mean scores of Conscious state of government and private secondary school teachers are 11.55 and 8.44 with the respective standard deviations 3.80and 2.30. The t- value is 5.81 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in conscious state of government and private secondary school teachers having less than 5 years of teaching experience' is rejected.

Total spiritual intelligence : It can be observed from table 4.37 that mean scores of total spiritual intelligence of government and private secondary school teachers are 50.27 and 39.06 with the respective standard deviations 10.44 and 5.96. The t- value is 7.81 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in total spiritual intelligence of government and private secondary school teachers having less than 5 years of teaching experience' is rejected.

It is found that there is a significant difference in total spiritual intelligence along with all its four dimensions viz. critical thinking, personal meaning, transcendental awareness and conscious state. It is also observed from the data that government teachers possess more

spiritual intelligence than private secondary school teachers in less than 5 teaching experience group.

Table 4.38: Difference between mean scores of government and private secondary school teachers having 5-10 years of experience with regard to spiritual intelligence along with its various dimensions

Sr. No.	Group of teachers	Dimensions of spiritual intelligence	Mean	S. D.	t- value	Significance at 0.05 level
1	Government	Critical thinking	13.89	3.99	0.93	Not Significant
	Private		13.24	3.32		
2	Government	Personal meaning	11.21	2.93	1.47	Not Significant
	Private		10.31	3.33		
3	Government	Transcendental awareness	11.86	3.96	0.11	Not Significant
	Private		11.93	2.60		
4	Government	Conscious status	11.10	3.50	1.64	Not Significant
	Private		10.09	3.00		
5	Government	Total spiritual intelligence	48.08	10.92	1.30	Not Significant
	Private		45.59	9.17		

Government $N_1 = 46$
Private $N_2 = 66$

Critical thinking : It can be observed from table 4.38 that mean scores of critical thinking of government and private secondary school teachers are 13.89 and 13.24 with the respective standard deviations 3.99 and 3.32. The t- value is 0.93 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in critical thinking of government and private secondary school teachers having 5-10 years of teaching experience' is accepted.

Personal meaning : It can be observed from table 4.38 that mean scores of personal meaning of government and private secondary school teachers are 11.21 and 10.31 with the

respective standard deviations 2.93 and 3.33. The t- value is 1.47 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in personal meaning of government and private secondary school teachers having 5-10 years of teaching experience' is accepted.

Transcendental awareness : It can be observed from table 4.38 that mean scores of transcendental awareness of government and private secondary school teachers are 11.86 and 11.93 with the respective standard deviations 3.96 and 2.60. The t- value is 0.11 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in transcendental awareness of government and private secondary school teachers having 5-10 years of teaching experience' is accepted.

Conscious state : It can be observed from table 4.38 that mean scores of Conscious state of government and private secondary school teachers are 11.10 and 10.09 with the respective standard deviations 3.50 and 3.00. The t- value is 1.64 which not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in conscious state of government and private secondary school teachers having 5-10 years of teaching experience' is accepted.

Total spiritual intelligence : It can be observed from table 4.38 that mean scores of total spiritual intelligence of government and private secondary school teachers are 48.08 and 45.59 with the respective standard deviations 10.92 and 9.17. The t- value is 1.30 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in total spiritual intelligence of government and private secondary school teachers having 5-10 years of teaching experience' is accepted.

It is observed from the data that there is no significant difference in spiritual intelligence along with all of tits dimensions of government and private secondary school teachers having 5-10 years of teaching experience.

Table 4.39: Difference between mean scores of government and private secondary school teachers having 10-15 years of experience with regard to spiritual intelligence along with its various dimensions

Sr. No.	Group of teachers	Dimensions of spiritual intelligence	Mean	S. D.	t- value	Significance at 0.05 level
1	Government	Critical thinking	14.11	3.48	0.18	Not Significant
	Private		13.96	2.93		
2	Government	Personal meaning	11.44	2.55	0.37	Not Significant
	Private		11.18	3.06		
3	Government	Transcendental awareness	14.13	4.06	0.24	Not Significant
	Private		14.34	2.74		
4	Government	Conscious status	12.05	3.47	0.84	Not Significant
	Private		11.37	3.37		
5	Government	Total spiritual intelligence	51.75	9.82	0.40	Not Significant
	Private		50.87	7.88		

Government $N_1 = 36$
Private $N_2 = 32$

Critical thinking : It can be observed from table 4.39 that mean scores of critical thinking of government and private secondary school teachers are 14.11 and 13.96 with the respective standard deviations 3.48 and 2.93. The t- value is 0.18 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in critical thinking of government and private secondary school teachers having 10-15 years of teaching experience' is accepted.

Personal meaning : It can be observed from table 4.39 that mean scores of personal meaning of government and private secondary school teachers are 11.44 and 11.18 with the respective standard deviations 2.55 and 3.06. The t- value is 0.37 which is not significant at

0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in personal meaning of government and private secondary school teachers having 10-15 years of teaching experience' is accepted.

Transcendental awareness : It can be observed from table 4.39 that mean scores of transcendental awareness of government and private secondary school teachers are 14.13 and 14.34 with the respective standard deviations 4.06 and 2.74. The t- value is 0.24 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in transcendental awareness of government and private secondary school teachers having 10-15 years of teaching experience' is accepted.

Conscious state : It can be observed from table 4.39 that mean scores of Conscious state of government and private secondary school teachers are 12.05 and 11.37 with the respective standard deviations 3.47 and 3.37. The t- value is 0.84 which not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in conscious state of government and private secondary school teachers having 10-15 years of teaching experience' is accepted.

Total spiritual intelligence : It can be observed from table 4.39 that mean scores of total spiritual intelligence of government and private secondary school teachers are 51.75 and 50.87 with the respective standard deviations 9.82 and 7.88. The t- value is 0.40 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in total spiritual intelligence of government and private secondary school teachers having 10-15 years of teaching experience' is accepted.

It is observed from the data that there is no significant difference in spiritual intelligence along with all of its dimensions of government and private secondary school teachers having 10-15 years of teaching experience.

Table 4.40: Difference between mean scores of government and private secondary school teachers having more than 15 years of experience with regard to spiritual intelligence along with its various dimensions

Sr. No.	Group of teachers	Dimensions of spiritual intelligence	Mean	S. D.	t- value	Significance at 0.05 level
1	Government	Critical thinking	15.05	4.36	1.04	Not Significant
	Private		13.78	2.75		
2	Government	Personal meaning	13.09	3.68	0.79	Not Significant
	Private		12.28	2.16		
3	Government	Transcendental awareness	14.14	4.73	0.22	Not Significant
	Private		13.85	2.28		
4	Government	Conscious status	12.40	3.72	0.10	Not Significant
	Private		12.28	2.78		
5	Government	Total spiritual intelligence	54.69	13.81	0.65	Not Significant
	Private		52.21	7.67		

Government $N_1 = 75$

Private $N_2 = 14$

Critical thinking : It can be observed from table 4.40 that mean scores of critical thinking of government and private secondary school teachers are 15.05 and 13.78 with the respective standard deviations 4.36 and 2.75. The t- value is 1.04 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in critical thinking of government and private secondary school teachers having more than 15 years of teaching experience' is accepted.

Personal meaning : It can be observed from table 4.40 that mean scores of personal meaning of government and private secondary school teachers are 13.09 and 12.28 with the respective standard deviations 3.68 and 2.16. The t- value is 0.79 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference

in personal meaning of government and private secondary school teachers having more than 15 years of teaching experience' is accepted.

Transcendental awareness : It can be observed from table 4.40 that mean scores of transcendental awareness of government and private secondary school teachers are 14.14 and 13.85 with the respective standard deviations 4.73 and 2.28. The t- value is 0.22 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in transcendental awareness of government and private secondary school teachers having more than 15 years of teaching experience' is accepted.

Conscious state : It can be observed from table 4.40 that mean scores of Conscious state of government and private secondary school teachers are 12.40 and 12.28 with the respective standard deviations 3.72 and 2.78. The t- value is 0.10 which not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in conscious state of government and private secondary school teachers having more than 15 years of teaching experience' is accepted.

Total spiritual intelligence : It can be observed from table 4.40 that mean scores of total spiritual intelligence of government and private secondary school teachers are 54.69 and 52.21 with the respective standard deviations 13.81 and 7.67. The t- value is 0.65 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in total spiritual intelligence of government and private secondary school teachers having more than 15 years of teaching experience' is accepted. It is observed from the data that there is no significant difference in spiritual intelligence along with all of its dimensions of government and private secondary school teachers having more than 15 years of teaching experience.

Further, from the analysis of spiritual intelligence of government and private secondary school teachers it was found that teaching experience of 5-10, 10-15 and more than

15 years has no affect on spiritual intelligence. It is also found that teaching experience of less than 5 years affect the spiritual intelligence significantly.

Table 4.41: Difference between mean scores of male and female secondary school teachers having less than 5 years of experience with regard to spiritual intelligence along with its various dimensions

Sr. No.	Group of teachers	Dimensions of spiritual intelligence	Mean	S. D.	t- value	Significance at 0.05 level
1	Male	Critical thinking	11.85	2.80	0.17	Not Significant
	Female		11.76	3.23		
2	Male	Personal meaning	10.46	3.00	1.49	Not Significant
	Female		9.57	3.63		
3	Male	Transcendental awareness	12.12	3.34	1.87	Not Significant
	Female		11.08	3.02		
4	Male	Conscious status	9.85	3.21	1.20	Not Significant
	Female		9.17	3.21		
5	Male	Total spiritual intelligence	44.30	9.22	1.66	Not Significant
	Female		41.58	9.29		

Male $N_1 = 56$

Female $N_2 = 75$

Critical thinking : It can be observed from table 4.41 that mean scores of critical thinking of male and female secondary school teachers are 11.85 and 11.76 with the respective standard deviations 2.80 and 3.23. The t- value is 0.17 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in critical thinking of male and female secondary school teachers having less than 5 years of teaching experience' is accepted.

Personal meaning : It can be observed from table 4.41 that mean scores of personal meaning of male and female secondary school teachers are 10.46 and 9.57 with the respective standard deviations 3.00 and 3.63. The t- value is 1.49 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in personal meaning of male and female secondary school teachers having less than 5 years of teaching experience' is accepted.

Transcendental awareness : It can be observed from table 4.41 that mean scores of transcendental awareness of male and female secondary school teachers are 12.12 and 11.08 with the respective standard deviations 3.34 and 3.02. The t- value is 1.87 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in transcendental awareness of male and female secondary school teachers having less than 5 years of teaching experience' is accepted.

Conscious state : It can be observed from table 4.41 that mean scores of Conscious state of male and female secondary school teachers are 9.85 and 9.17 with the respective standard deviations 3.21 and 3.21. The t- value is 1.20 which not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in conscious state of male and female secondary school teachers having less than 5 years of teaching experience' is accepted.

Total spiritual intelligence : It can be observed from table 4.41 that mean scores of total spiritual intelligence of male and female secondary school teachers are 44.30 and 41.58 with the respective standard deviations 9.22 and 9.29. The t- value is 1.66 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in total spiritual intelligence of male and female secondary school teachers having less than 5 years of teaching experience' is accepted.

It is observed from the data that there is no significant difference in spiritual intelligence along with all of its dimensions of male and female secondary school teachers having less than 5 years of teaching experience.

Table 4.42: Difference between mean scores of male and female secondary school teachers having 5-10 years of experience with regard to spiritual intelligence along with its various dimensions

Sr. No.	Group of teachers	Dimensions of spiritual intelligence	Mean	S. D.	t- value	Significance at 0.05 level
1	Male	Critical thinking	13.50	3.49	0.0004	Not Significant
	Female		13.50	3.75		
2	Male	Personal meaning	10.60	3.24	0.28	Not Significant
	Female		10.77	3.17		
3	Male	Transcendental awareness	11.83	3.29	0.23	Not Significant
	Female		11.98	3.15		
4	Male	Conscious status	10.58	2.85	0.23	Not Significant
	Female		10.43	3.60		
5	Male	Total spiritual intelligence	46.52	9.40	0.09	Not Significant
	Female		46.70	10.55		

Male $N_1 = 56$

Female $N_2 = 75$

Critical thinking : It can be observed from table 4.42 that mean scores of critical thinking of male and female secondary school teachers are 13.50 and 13.50 with the respective standard deviations 3.49 and 3.75. The t- value is 0.0004 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in critical thinking of male and female secondary school teachers having 5-10 years of teaching experience' is accepted.

Personal meaning : It can be observed from table 4.42 that mean scores of personal meaning of male and female secondary school teachers are 10.60 and 10.77 with the respective standard deviations 3.24 and 3.17. The t- value is 0.28 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in personal meaning of male and female secondary school teachers having 5-10 years of teaching experience' is accepted.

Transcendental awareness : It can be observed from table 4.42 that mean scores of transcendental awareness of male and female secondary school teachers are 11.83 and 11.98 with the respective standard deviations 3.29 and 3.15. The t- value is 0.23 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in transcendental awareness of male and female secondary school teachers having 5-10 years of teaching experience' is accepted.

Conscious state : It can be observed from table 4.42 that the mean scores of Conscious state of male and female secondary school teachers are 10.58 and 10.43 with the respective standard deviations 2.85 and 3.60. The t- value is 0.23 which not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in conscious state of male and female secondary school teachers having 5-10 years of teaching experience' is accepted.

Total spiritual intelligence : It can be observed from table 4.42 that mean scores of total spiritual intelligence of male and female secondary school teachers are 46.52 and 46.70 with the respective standard deviations 9.40 and 10.55. The t- value is 0.09 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in total spiritual intelligence of male and female secondary school teachers having 5-10 years of teaching experience' is accepted.

It is observed from the data that there is no significant difference in spiritual intelligence along with all of its dimensions of male and female secondary school teachers having 5-10 years of teaching experience.

Table 4.43: Difference between mean scores of male and female secondary school teachers having 10-15 years of experience with regard to spiritual intelligence along with its various dimensions

Sr. No.	Group of teachers	Dimensions of spiritual intelligence	Mean	S. D.	t- value	Significance at 0.05 level
1	Male	Critical thinking	14.25	3.05	0.62	Not Significant
	Female		13.75	3.47		
2	Male	Personal meaning	11.25	2.64	0.25	Not Significant
	Female		11.42	3.02		
3	Male	Transcendental awareness	15.02	3.26	2.30	Significant
	Female		13.10	3.53		
4	Male	Conscious status	11.52	3.19	0.62	Not Significant
	Female		12.03	3.52		
5	Male	Total spiritual intelligence	52.05	7.88	0.78	Not Significant
	Female		50.32	10.26		

Male $N_1 = 40$

Female $N_2 = 28$

Critical thinking : It can be observed from table 4.43 that mean scores of critical thinking of male and female secondary school teachers are 14.25 and 13.75 with the respective standard deviations 3.05 and 3.47. The t- value is 0.62 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in critical thinking of male and female secondary school teachers having 10-15 years of teaching experience' is accepted.

Personal meaning : It can be observed from table 4.43 that mean scores of personal meaning of male and female secondary school teachers are 11.25 and 11.42 with the respective standard deviations 2.64 and 3.02. The t- value is 0.25 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in personal meaning of male and female secondary school teachers having 10-15 years of teaching experience' is accepted.

Transcendental awareness : It can be observed from table 4.43 that mean scores of transcendental awareness of male and female secondary school teachers are 15.02 and 13.10 with the respective standard deviations 3.26 and 3.53. The t- value is 2.30 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in transcendental awareness of male and female secondary school teachers having 10-15 years of teaching experience' is rejected.

Conscious state : It can be observed from table 4.43 that mean scores of Conscious state of male and female secondary school teachers are 11.52 and 12.03 with the respective standard deviations 3.19 and 3.52. The t- value is 0.62 which not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in conscious state of male and female secondary school teachers having 10-15 years of teaching experience' is accepted.

Total spiritual intelligence : It can be observed from table 4.43 that mean scores of total spiritual intelligence of male and female secondary school teachers are 52.05 and 50.32 with the respective standard deviations 7.88 and 10.26. The t- value is 0.78 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in total spiritual intelligence of male and female secondary school teachers having 10-15 years of teaching experience' is accepted.

It is found that transcendental awareness differs significantly for male and female secondary school teachers showing that males have a higher transcendental awareness. It is also observed from the data that there is no significant difference in critical thinking, personal mining and conscious state of male and females. Further it is found that there is no significant difference in spiritual intelligence of male and female secondary school teachers having 10-15 years of teaching experience.

Table 4.44: Difference between mean scores of male and female secondary school teachers having more than 15 years of experience with regard to spiritual intelligence along with its various dimensions

Sr. No.	Group of teachers	Dimensions of spiritual intelligence	Mean	S. D.	t- value	Significance at 0.05 level
1	Male	Critical thinking	15.42	4.01	1.45	Not Significant
	Female		14.15	4.28		
2	Male	Personal meaning	13.97	3.26	3.18	Significant
	Female		11.72	3.38		
3	Male	Transcendental awareness	15.24	4.43	2.79	Significant
	Female		12.70	4.05		
4	Male	Conscious status	13.48	3.26	3.42	Significant
	Female		11.02	3.51		
5	Male	Total spiritual intelligence	58.14	12.07	3.23	Significant
	Female		49.60	12.76		

Male $N_1 = 49$
Female $N_2 = 40$

Critical thinking : It can be observed from table 4.44 that mean scores of critical thinking of male and female secondary school teachers are 15.42 and 14.15 with the respective standard deviations 4.01 and 4.28. The t- value is 1.45 which is not significant at

0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in critical thinking of male and female secondary school teachers having more than 15 years of teaching experience' is accepted.

Personal meaning : It can be observed from table 4.44 that mean scores of personal meaning of male and female secondary school teachers are 13.97 and 11.72 with the respective standard deviations 3.26 and 3.38. The t- value is 3.18 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in personal meaning of male and female secondary school teachers having more than 15 years of teaching experience' is rejected.

Transcendental awareness : It can be observed from table 4.44 that mean scores of transcendental awareness of male and female secondary school teachers are 15.24 and 12.70 with the respective standard deviations 4.43 and 4.05. The t- value is 2.79 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in transcendental awareness of male and female secondary school teachers having more than 15 years of teaching experience' is rejected.

Conscious state : It can be observed from table 4.44 that the mean scores of Conscious state of male and female secondary school teachers are 13.48 and 11.02 with the respective standard deviations 3.26 and 3.51. The t- value is 3.42 which significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in conscious state of male and female secondary school teachers having more than 15 years of teaching experience' is rejected.

Total spiritual intelligence : It can be observed from table 4.44 that mean scores of total spiritual intelligence of male and female secondary school teachers are 58.14 and 49.60 with the respective standard deviations 12.07 and 12.76. The t- value is 3.23 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in total spiritual intelligence of male and female secondary school teachers having more than 15 years of teaching experience' is rejected.

It is found that critical thinking does not differs significantly for male and female secondary school teachers having more than 15 years of teaching experience. It is also observed from the data that personal mining, transcendental awareness and conscious state differs significantly for male and female teachers showing that male teachers have a higher level of spiritual intelligence. Further, it was found that there is a significant difference in spiritual intelligence of male and female secondary school teachers having more than 15 years of teaching experience.

Further, from the analysis of spiritual intelligence of male and female secondary school teachers it was found that teaching experience of less than 5, 5-10 and 10-15 years has no affect on spiritual intelligence. It is also found that teaching experience of more than 15 years affect the spiritual intelligence significantly.

Table 4.45: Difference between mean scores of rural and urban secondary school teachers having less than 5 years of experience with regard to spiritual intelligence along with its various dimensions

Sr. No.	Group of teachers	Dimensions of spiritual intelligence	Mean	S. D.	t- value	Significance at 0.05 level
1	Rural	Critical thinking	11.90	3.36	0.50	Not Significant
	Urban		11.62	2.42		
2	Rural	Personal meaning	10.53	3.28	2.61	Significant
	Urban		8.95	3.38		
3	Rural	Transcendental awareness	11.55	3.27	0.12	Not Significant
	Urban		11.47	3.08		
4	Rural	Conscious status	9.92	3.34	2.18	Significant
	Urban		8.66	2.85		
5	Rural	Total spiritual intelligence	43.91	10.04	1.90	Not Significant
	Urban		40.72	7.60		

Rural $N_1 = 83$
Urban $N_2 = 48$

Critical thinking : It can be observed from table 4.45 that mean scores of critical thinking of rural and urban secondary school teachers are 11.90 and 11.62 with the respective standard deviations 3.36 and 2.42. The t- value is 0.50 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in critical thinking of rural and urban secondary school teachers having less than 5 years of teaching experience' is accepted.

Personal meaning : It can be observed from table 4.45 that mean scores of personal meaning of rural and urban secondary school teachers are 10.53 and 8.95 with the respective standard deviations 3.28 and 3.38. The t- value is 2.61 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in personal meaning of rural and urban secondary school teachers having less than 5 years of teaching experience' is rejected.

Transcendental awareness : It can be observed from table 4.45 that the mean scores of transcendental awareness of rural and urban secondary school teachers are 11.55 and 11.47 with the respective standard deviations 3.27 and 3.08. The t- value is 0.12 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in transcendental awareness of rural and urban secondary school teachers having less than 5 years of teaching experience' is accepted.

Conscious state : It can be observed from table 4.45 that the mean scores of Conscious state of rural and urban secondary school teachers are 9.92 and 8.66 with the respective standard deviations 3.34 and 2.85. The t- value is 2.18 which significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in conscious state of rural and urban secondary school teachers having less than 5 years of teaching experience' is rejected.

Total spiritual intelligence : It can be observed from table 4.45 that the mean scores of total spiritual intelligence of rural and urban secondary school teachers are 43.91 and 40.72

with the respective standard deviations 10.04 and 7.60. The t- value is 1.90 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in total spiritual intelligence of rural and urban secondary school teachers having less than 5 years of teaching experience' is accepted.

It is found that personal meaning and conscious state differs significantly for rural and urban secondary school teachers showing that rural teachers are higher in respective dimensions. It is also observed from the data that there is no significant difference in critical thinking and transcendental awareness of rural and urban secondary school teachers. Further it was found that there is no significant difference in spiritual intelligence of rural and urban secondary school teachers having less than 5 years of teaching experience.

Table 4.46: Difference between mean scores of rural and urban secondary school teachers having 5-10 years of experience with regard to spiritual intelligence along with its various dimensions

Sr. No.	Group of teachers	Dimensions of spiritual intelligence	Mean	S. D.	t- value	Significance at 0.05 level
1	Rural	Critical thinking	14.50	3.87	2.86	Significant
	Urban		12.61	3.12		
2	Rural	Personal meaning	11.26	3.59	1.82	Not Significant
	Urban		10.16	2.72		
3	Rural	Transcendental awareness	13.26	3.53	4.58	Significant
	Urban		10.69	2.32		
4	Rural	Conscious status	11.33	3.45	2.63	Significant
	Urban		9.76	2.87		
5	Rural	Total spiritual intelligence	50.37	10.90	4.03	Significant
	Urban		43.23	7.67		

Rural $N_1 = 53$
Urban $N_2 = 59$

Critical thinking : It can be observed from table 4.46 that mean scores of critical thinking of rural and urban secondary school teachers are 14.50 and 12.61 with the respective

standard deviations 3.87 and 3.12. The t- value is 2.86 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in critical thinking of rural and urban secondary school teachers having 5-10 years of teaching experience' is rejected.

Personal meaning : It can be observed from table 4.46 that mean scores of personal meaning of rural and urban secondary school teachers are 11.26 and 10.16 with the respective standard deviations 3.59 and 2.72. The t- value is 1.82 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in personal meaning of rural and urban secondary school teachers having 5-10 years of teaching experience' is accepted.

Transcendental awareness : It can be observed from table 4.46 that the mean scores of transcendental awareness of rural and urban secondary school teachers are 13.26 and 10.69 with the respective standard deviations 3.53 and 2.32. The t- value is 4.58 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in transcendental awareness of rural and urban secondary school teachers having 5-10 years of teaching experience' is rejected.

Conscious state : It can be observed from table 4.46 that the mean scores of Conscious state of rural and urban secondary school teachers are 11.33 and 9.76 with the respective standard deviations 3.45 and 2.87. The t- value is 2.63 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in conscious state of rural and urban secondary school teachers having 5-10 years of teaching experience' is rejected.

Total spiritual intelligence : It can be observed from table 4.46 that the mean scores of total spiritual intelligence of rural and urban secondary school teachers are 50.37 and 43.23 with the respective standard deviations 10.90 and 7.67. The t- value is 4.03 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in total spiritual intelligence of rural and urban secondary school teachers having 5-10 years of teaching experience' is rejected.

It is found that personal meaning does not differs significantly for rural and urban secondary school teachers. It is also observed from the data that critical thinking, transcendental awareness and conscious state differ significantly for rural and urban teachers

showing that rural teachers have a higher level of spiritual intelligence. Further, it was found that there is a significant difference in spiritual intelligence of rural and urban secondary school teachers having 5-10 years of teaching experience.

Table 4.47: Difference between mean scores of rural and urban secondary school teachers having 10-15 years of experience with regard to spiritual intelligence along with its various dimensions

Sr. No.	Group of teachers	Dimensions of spiritual intelligence	Mean	S. D.	t- value	Significance at 0.05 level
1	Rural	Critical thinking	15.39	3.17	3.07	Significant
	Urban		13.10	2.92		
2	Rural	Personal meaning	11.78	3.23	1.14	Not Significant
	Urban		11.00	2.41		
3	Rural	Transcendental awareness	15.35	3.16	2.29	Significant
	Urban		13.45	3.51		
4	Rural	Conscious status	12.46	3.73	1.53	Not Significant
	Urban		11.22	2.93		
5	Rural	Total spiritual intelligence	55.00	8.19	3.00	Significant
	Urban		48.77	8.57		

Rural $N_1 = 28$

Urban $N_2 = 40$

Critical thinking : It can be observed from table 4.47 that mean scores of critical thinking of rural and urban secondary school teachers are 15.39 and 13.10 with the respective standard deviations 3.17 and 2.92. The t- value is 3.07 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in critical thinking of rural and urban secondary school teachers having 10-15 years of teaching experience' is rejected.

Personal meaning : It can be observed from table 4.47 that mean scores of personal meaning of rural and urban secondary school teachers are 11.78 and 11.00 with the respective standard deviations 3.23 and 2.41. The t- value is 1.14 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in personal meaning of rural and urban secondary school teachers having 10-15 years of teaching experience' is accepted.

Transcendental awareness : It can be observed from table 4.47 that the mean scores of transcendental awareness of rural and urban secondary school teachers are 15.35 and 13.45 with the respective standard deviations 3.16 and 3.51. The t- value is 2.29 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in transcendental awareness of rural and urban secondary school teachers having 10-15 years of teaching experience' is rejected.

Conscious state : It can be observed from table 4.47 that the mean scores of Conscious state of rural and urban secondary school teachers are 12.46 and 11.22 with the respective standard deviations 3.73 and 2.93. The t- value is 1.53 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in conscious state of rural and urban secondary school teachers having 10-15 years of teaching experience' is accepted.

Total spiritual intelligence : It can be observed from table 4.47 that the mean scores of total spiritual intelligence of rural and urban secondary school teachers are 55.00 and 48.77 with the respective standard deviations 8.19 and 8.57. The t- value is 3.00 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in total spiritual intelligence of rural and urban secondary school teachers having 10-15 years of teaching experience' is rejected.

It is found that personal meaning and conscious state does not differs significantly for rural and urban secondary school teachers. It is also observed from the data that critical thinking and transcendental awareness differ significantly for rural and urban teachers showing that rural teachers have a higher level of spiritual intelligence for respective dimensions. Further it was found that there is a significant difference in spiritual intelligence of rural and urban secondary school teachers having 10-15 years of teaching experience.

Table 4.48: Difference between mean scores of rural and urban secondary school teachers having more than 15 years of experience with regard to spiritual intelligence along with its various dimensions

Sr. No.	Group of teachers	Dimensions of spiritual intelligence	Mean	S. D.	t- value	Significance at 0.05 level
1	Rural	Critical thinking	15.52	3.99	1.26	Not Significant
	Urban		14.39	4.24		
2	Rural	Personal meaning	14.16	3.18	2.77	Significant
	Urban		12.15	3.47		
3	Rural	Transcendental awareness	15.36	3.86	2.26	Significant
	Urban		13.24	4.61		
4	Rural	Conscious status	12.86	3.25	1.04	Not Significant
	Urban		12.05	3.77		
5	Rural	Total spiritual intelligence	57.91	10.95	2.20	Significant
	Urban		51.84	13.84		

Rural $N_1 = 36$

Urban $N_2 = 53$

Critical thinking : It can be observed from table 4.48 that mean scores of critical thinking of rural and urban secondary school teachers are 15.52 and 14.39 with the respective standard deviations 3.99 and 4.24. The t- value is 1.26 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. ‘there is no significant difference in critical

thinking of rural and urban secondary school teachers having more than 15 years of teaching experience' is accepted.

Personal meaning : It can be observed from table 4.48 that mean scores of personal meaning of rural and urban secondary school teachers are 14.16 and 12.15 with the respective standard deviations 3.18 and 3.47. The t- value is 2.77 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in personal meaning of rural and urban secondary school teachers having more than 15 years of teaching experience' is rejected.

Transcendental awareness : It can be observed from table 4.48 that the mean scores of transcendental awareness of rural and urban secondary school teachers are 15.36 and 13.24 with the respective standard deviations 3.86 and 4.61. The t- value is 2.26 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in transcendental awareness of rural and urban secondary school teachers having more than 15 years of teaching experience' is rejected.

Conscious state : It can be observed from table 4.48 that the mean scores of Conscious state of rural and urban secondary school teachers are 12.86 and 12.05 with the respective standard deviations 3.25 and 3.77. The t- value is 1.04 which is not significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no significant difference in conscious state of rural and urban secondary school teachers having more than 15 years of teaching experience' is accepted.

Total spiritual intelligence : It can be observed from table 4.48 that the mean scores of total spiritual intelligence of rural and urban secondary school teachers are 57.91 and 51.84 with the respective standard deviations 10.95 and 13.84. The t- value is 2.20 which is significant at 0.05 level of significance. Therefore, the null hypothesis i.e. 'there is no

significant difference in total spiritual intelligence of rural and urban secondary school teachers having more than 15 years of teaching experience' is rejected.

It is found that critical thinking and conscious state does not differs significantly for rural and urban secondary school teachers. It is also observed from the data that personal meaning and transcendental awareness differ significantly for rural and urban teachers showing that rural teachers have a higher level of spiritual intelligence for respective dimensions. It is found that there is a significant difference in spiritual intelligence of rural and urban secondary school teachers having more than 15 years of teaching experience. Rural teachers are found more spiritual.

Further, from the analysis of spiritual intelligence of male and female secondary school teachers it is found that teaching experience of less than 5 years has no affect on spiritual intelligence. It is also found that teaching experience of 5-10, 10-15 and more than 15 years affect the spiritual intelligence significantly.

Section - 2

4.2 Coefficient of Correlation between Teacher Effectiveness and Teaching Competency; and Teacher Effectiveness and Spiritual Intelligence

In this section, product moment method of coefficient correlation was used to see the relationship between teacher effectiveness and teaching competency; and teacher effectiveness and spiritual intelligence of secondary school teachers.

Table 4.49: Coefficient of correlation (r) between teacher effectiveness (along with its dimensions) and teaching competency of secondary school teachers (N=400)

S. No.	Variable	Coefficient of correlation (r)	Significance at 0.05 level
1	Planning and preparation and teaching competency	0.37	Significant
2	Classroom management and teaching competency	0.37	Significant
3	Subject matter and teaching competency	0.20	Significant
4	Teacher characteristics and teaching competency	0.31	Significant
5	Inter-personal relations and teaching competency	0.38	Significant
6	Total teacher effectiveness and teaching competency	0.54	Significant

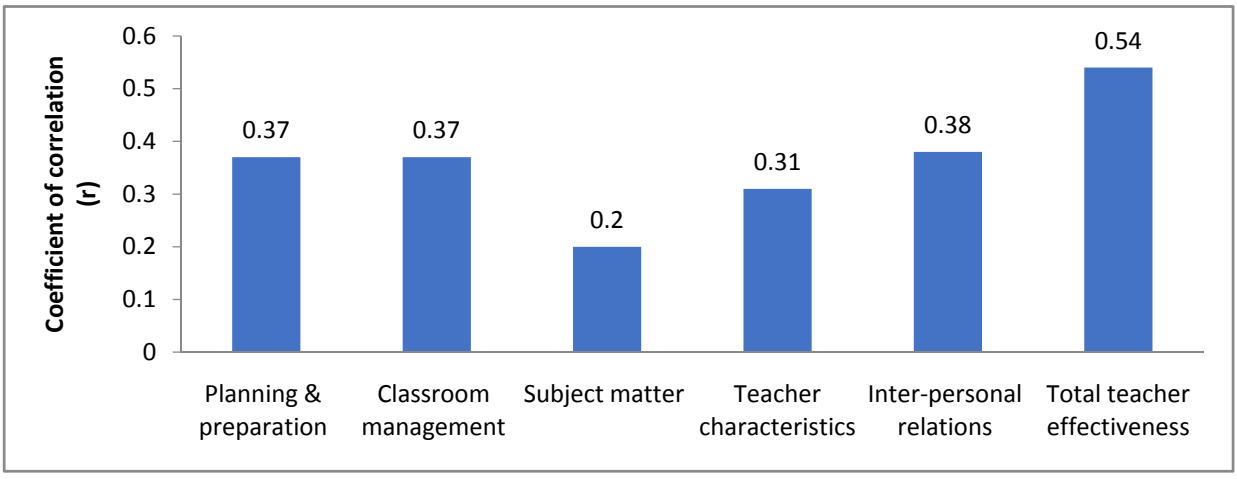

Figure: 4.1 Coefficient of Correlation (r) between Teacher Effectiveness along with its Dimensions of Teacher Effectiveness and Teaching Competency of Secondary School Teachers (N = 400)

Table 4.49 and figure 4.1 shows the coefficients of correlation (r) of total teacher effectiveness along with its all five dimensions viz. planning and preparation, classroom management, subject matter, teacher characteristics and inter-personal relations with teaching competency. It is also observed from the table that all the values of coefficient of correlation (r) are positive and exceed table value at 0.05 level of significance and 398 degree of freedom. Therefore, the null hypothesis i.e. 'there is no significant correlation between teacher effectiveness and teaching competency of secondary school teachers' is rejected. This implies that the relationship of teaching competency with all the five dimensions of teacher effectiveness as well as total teacher effectiveness is positive and significant. It implies that a teacher having higher level of teaching competency is likely to be more effective.

Table 4.50: Coefficient of correlation (r) between teacher effectiveness along with its dimensions and spiritual intelligence of secondary school teachers (N=400)

S. No.	Variable	Coefficient of correlation (r)	Significance at 0.05 level
1	Planning and preparation and spiritual intelligence	0.32	Significant
2	Classroom management and spiritual intelligence	0.32	Significant
3	Subject matter and spiritual intelligence	0.31	Significant
4	Teacher characteristics and spiritual intelligence	0.36	Significant
5	Inter-personal relations and spiritual intelligence	0.34	Significant
6	Total teacher effectiveness and spiritual intelligence	0.55	Significant

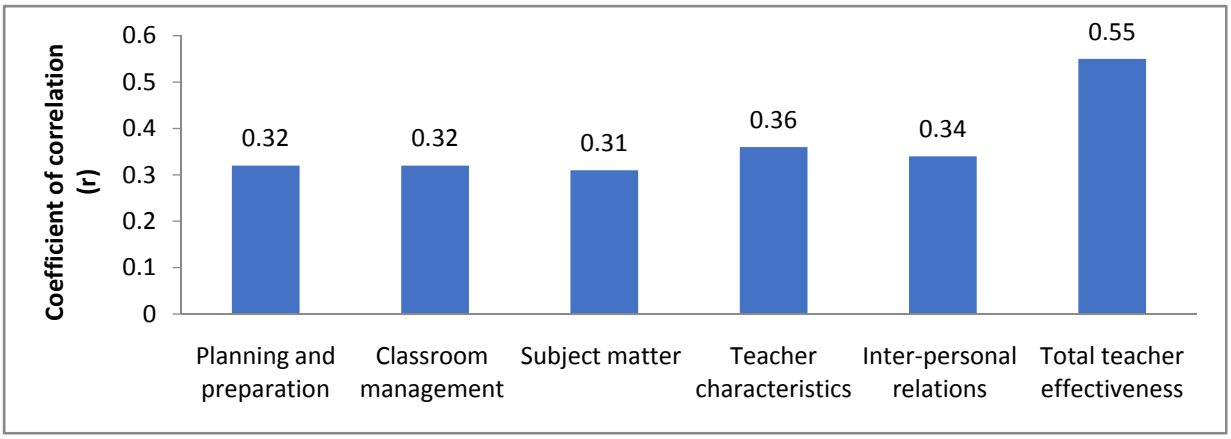

Figure: 4.2 Coefficient of Correlation (r) between teacher effectiveness along with its Dimensions and Spiritual Intelligence of Secondary School Teachers (N = 400)

Table 4.50 and figure 4.2 shows the coefficients of correlation (r) of total teacher effectiveness along with all its five dimensions viz. planning and preparation, classroom management, subject matter, teacher characteristics and inter-personal relations with spiritual intelligence. It is observed from the table that all the values of coefficient of correlation (r) are positive and exceed table value of at 0.05 level of significance and 398 degree of freedom. Therefore, the null hypothesis i.e. 'there is no significant correlation between teacher effectiveness and spiritual intelligence of secondary school teachers' is rejected. This implies that the relationship of spiritual intelligence with all the five dimensions of teacher effectiveness as well as total teacher effectiveness is positive and significant. It implies that a teacher having higher level of spiritual intelligence is likely to be more effective.

4.3 Conclusion

The collected data was analyzed and interpreted with respect to type of school, gender; locality and teaching experience for the three variables of present study i.e. Teacher Effectiveness, Teaching Competency and Spiritual Intelligence.

By comparing teacher effectiveness of secondary school teachers on the basis of type of school, gender, locality and teaching experience, it was found that type of school and

gender affects the teacher effectiveness of secondary school teachers. Government secondary school teachers were found to be more effective than private secondary school teachers; and male secondary schools teachers were found to be more effective than female secondary school teachers. It is also observed that locality does not affect the teacher effectiveness of secondary school teachers. The secondary school teachers having teaching experience of more than 15 years were more effective than other secondary school teachers.

By comparing teaching competency of secondary school teachers on the basis of type of school, gender, locality and teaching experience, it was found that government secondary school teachers were more competent than private secondary school teachers and male secondary schools teachers were more competent than female secondary school teachers whereas, locality does not affect the teaching competency of secondary school teacher. The secondary school teachers having teaching experience of more than 15 years were more competent than other groups of secondary school teachers.

By comparing spiritual intelligence of secondary school teachers on the basis of type of school, gender, locality and teaching experience, it was found that government secondary school teachers possess higher spiritual intelligence as compared to private secondary school teachers and spiritual intelligence of male secondary schools teachers were found higher as compared to female secondary school teachers. Among rural and urban secondary school teachers, rural secondary school teachers were found with a higher level of spiritual intelligence as compared to urban secondary school teachers. The spiritual intelligence of teachers having more than 15 years of teaching experience was more as compared to other groups of secondary school teachers.

From the correlation study it was found that teaching competency and spiritual intelligence affects teacher effectiveness and all its dimensions positively and significantly.