Abstract

Introduction:

Education is universally recognized as the most effective instrument of bringing a change towards the social and economical betterment, and cultural transformation of the human societies. The democratic scene and the world outlook, both clearly demonstrate the urgent need for more and better education, which means qualitative and quantitative improvement of education. That is to say developed countries allocate more and more funds for the education. Today, in our country, though the quantitative improvement did not reach to the satisfactory levels, but we are still far behind from developed countries in the qualitative improvement of education. There are various reasons behind this problem, like corruption, increasing population, insincerity and instability of political systems, including ineffective teaching in the classrooms.

In the process of education, teachers play an important role in achieving educational goals. The teacher sets a path for the development of basic skills, understanding, judgment value and adequate personal adjustment of pupils. "Teaching is the task of a teacher which is performed for the development of the students" (Green, 1971). Joyee and Weil (1985) considered teaching as, a process by which teacher and students create a shared environment, including set of values and beliefs which in turn colour
their views of reality. Once Whitehead wrote: “Every thing depends upon teacher, a teacher effect eternity, he can never tell where his influence stops.” Therefore, for making the teaching process effective and all success, it is necessary to think their plight and betterment by providing them every kind of support, orienting them morally and spiritually and reducing their stress and strains, which is an unavoidable reality of this fast changing world.

Significance of the study:

The teacher is the backbone of educational institutions. It is only when the teacher is effective, student’s learning can be sound. Learning is not only restricted to information, but includes knowledge and character building. The effectiveness of the teacher is yet to be explored and investigated from different angles and perspectives. The effect of spiritual orientation, occupational stress and social support on teacher effectiveness have not been explored. Spirituality is an important dimension which constitutes the value dimension of personality. Spirituality has been found to be an indicator of mental health in psychological studies. In this fast changing world the stress and strain become an inconvertible reality for the working persons. Therefore, occupational stress seems to be a potential contributor towards teacher effectiveness. Similarly, a teacher also needs social support, emotional
support in particular, to work effectively. In the knowledge of present researchers, the influence of these factors on teacher effectiveness has not been studied as yet. Therefore, the present study is a humble attempt at establishing the effect of occupational stress, social support and spiritual orientation on teacher effectiveness.

**Objectives:**

The main objectives of the present study are:

1. To determine the contribution of occupational stress to teachers effectiveness.
2. To determine the contribution of social support to teacher effectiveness.
3. To determine the contribution of spiritual orientation to teacher effectiveness.
4. To determine whether the three independent variables i.e. occupational stress, social support and spiritual orientation will differentially effect teacher effectiveness among male and female teachers.
5. To determine whether the three independent variables i.e. occupational stress, social support and spiritual orientation will
differentially effect teacher effectiveness among subject classified on the basis of age.

**Hypotheses:**

The hypotheses are presented below in null form:

1. Occupational stress does not significantly contribute to teacher effectiveness.
2. Social support does not significantly contribute to teacher effectiveness.
3. Spiritual orientation does not significantly contribute to teacher effectiveness.
4. Sex will not differentially effect the contribution of occupational stress, social support and spiritual orientation on teacher effectiveness.
5. Age will not differentially effect the contribution of occupational stress, social support and spiritual orientation on teacher effectiveness.

**Definitions of Key Words:**

1. **Teacher Effectiveness:**

   An effective teacher may be understood as one who helps development of basic skills, understanding, proper work habits,
desirable attitudes, value judgment and adequate personal adjustment of the students. (Ryan, 1969)

2. **Occupational Stress:**

   Occupational stress purports the extent of stress which employees perceive arising from various constituents and conditions of their jobs. (Rizzo, et al. 1970.)

3. **Social Support:**

   It refers to the available social network relationship that objectively may be called upon for help in times of need and that offers stable attachment for social groups. (Bowlby 1969).

4. **Spiritual Orientation:**

   Spiritual which comes from Latin word of spirit meaning “breath of life” is a way of being and experiencing that cause under about through awareness of transcendental dimension and that is characterized certain identified values in regard to self, others, nature life and whatever one considered to be the ultimate

**Sample of the Study:**

The sample for the present study consisted of two hundred and seventy teacher (Lecturers, Readers and Professors), of the various faculties of the Aligarh Muslim University. The number of teaching staff at Aligarh Muslim
University, according to annual report 2004-05 of the university, prepared by the central section, Registrar office, A.M.U., is 1261. Originally three hundred and fifty teachers were randomly selected from the teaching staff list and were personally requested to participate in the research work. Out of three hundreds and fifty teachers only 270 teachers responded to the tests and inventories, which were given to them. Both male and female were included in the sample, 140 teacher among the respondent were Lecturers, 80 were Readers and 50 Professors.

Sex wise break-up of sample

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>200</td>
</tr>
<tr>
<td>Female</td>
<td>70</td>
</tr>
</tbody>
</table>

Age wise break-up of the sample

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 40 years</td>
<td>141</td>
</tr>
<tr>
<td>40 years and above</td>
<td>129</td>
</tr>
</tbody>
</table>

Tools:

The following tools were used in the study.

1. Teacher effectiveness scale by Kumar and Mutha (1974)
2. Occupational stress Index (OSI) by Shrivastava and Sing (1984)
3. Significant other scale (SOS) by power and champion , (1988)
4. Spiritual orientation Inventory by Elkins et al., (1988)
Teacher effectiveness scale aims at measuring eleven teacher categories. Occupational stress index has twelve dimensions. Social support scale has four dimensions. Spiritual orientation inventory has nine dimensions.

**Collection of Data and Analysis:**

Data were collected from the various faculties of A.M.U. teaching staff. The above mentioned four scales were administered on the university teachers to evaluate their effectiveness. First of all Inter correlations among various variables was calculated through product movement correlation method.

Stepwise multiple regression analysis was used as statistical technique to evaluate the effect of occupational stress, social support and spiritual orientation on teachers effectiveness.

**Delimitations:** Following are the delimitations of the study:

1. The study was confined only to the A.M.U. teaching staff.
2. The study was confined to the college teachers.

**Discussion and findings of the Study:**

When we look at the main findings of the study, we find that role ambiguity has emerged as the most powerful contributor to teacher effectiveness (Male sample, Age group below 40 years (20-39) and age group above 40 years). Total score on occupational stress has emerged as the most powerful contributor to teacher effectiveness in the total sample. Referring to the table
of correlation (Table, I), we find all the dimensions of occupational stress to be negatively correlated to teacher effectiveness. Thus we can conclude that occupational stress reduces teacher effectiveness.

Social support has emerged as the second best contributor of teacher effectiveness in total sample. Referring to the table of correlation (Table, I), we find that social support is positively and significantly correlated with teacher effectiveness. However social support did not emerge as a contributor to teacher effectiveness in the break–ups of sample. In other words, social support did not contribute in the male sample, female sample, below 40 years of age and above 40 years of age groups. Probably a larger size of sub groups would have revealed its effect on teacher effectiveness. By dividing the sample into sub groups, the sample size become small and the effect of social support could not be revealed. In the total sample, the effect of social support on teacher effectiveness was revealed.

In the male sample, role ambiguity and unreasonable group political pressures have emerged as the main contributors to teacher effectiveness. Both, the variable are negatively correlated with teacher effectiveness. (Table, I). Both these factors are not contributing to teacher effectiveness in the female sample. But role over-load and role conflict emerged as significant predictors in female sample. It may be argued that female
teacher's dual responsibility, responsibility at home and responsibility at work place, causes role over-load and role conflict which further contributes negatively to their teacher effectiveness. In the female sample, three dimensions of spirituality, namely, idealism, transcendence and awareness of tragic have emerged as the main contributor to the teacher effectiveness. They are positively and significantly correlated with teacher effectiveness. In the third step of Multiple Regression Analysis in this model, Idealism, role over-load and awareness of tragic dimensions emerged as significant contributor of teacher effectiveness.

In the sample, below 40 years (20-39), role ambiguity has emerged as the most powerful negative predictor of teacher effectiveness in the first step. Meaning in life and self transcendence have emerged as predictors of teacher effectiveness along with other dimensions of occupational stress in the third and forth step. Meaning in life, self transcendence are positive contributors to teacher effectiveness.

In the sample above 40 years (40-60) of age, role ambiguity, unreasonable group and political pressure and awareness of tragic have emerged as most powerful predictors of teacher effectiveness. The unreasonable group and political pressure contributes negatively to teacher
effectiveness while awareness of tragic contributes positively to the teacher
effectiveness in the old age.

Educational Implications of the Study:
The present study has several implications for all those who have interest in
research and innovations in the field of teaching.
This study has direct bearing on education and as it emphasizes the need
for making the environment conducive for producing effective teachers. It
is of utmost importance that the stress and strains, particularly role
ambiguity, role over-load, role conflict and unreasonable group and political
pressures, are reduced, as they hamper the effectiveness of teacher. The
teacher should be provided social support and spiritual orientation. Meaning
in life, awareness of tragic and self transcendence will increase the
effectiveness of the teachers.

Suggestions for the further Studies:
Following are some of the suggestions for further researches in the area of
teacher effectiveness. So that generalization can be arrived at.
S1- Considering the fact that the present study has been conducted only on
university teachers, the same may be replicated on other levels.
S2- The study may be replicated in rural settings.
S 3- The study was conducted on a limited sample. A similar study can be
done on a sample larger than the present one.

S 4- Teacher effectiveness of male and female can be studied separately on
a larger sample.

S 5- The effect of spiritual orientation on occupational stress can be further
studied. It is quite possible that spiritual intervention (for example
meditation) can reduce occupational stress, which in turn will improve
teacher effectiveness.