
PROFESSIONAL PLEASURE OF SECONDARY TEACHERS IN RELATION WITH DEMOGRAPHIC VARIABLES

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ABSTRACT:

Professional pleasure refers to a collection of attitudes that employees have about their job. The present study was conducted to investigate the difference within gender, age and locality of secondary school teachers about their professional pleasure. Study was descriptive in nature and Professional Pleasure Measuring Tool (PPMT) was used to collect data from a sample of 500 in Visakhapatnam district. The findings were drawn after the descriptive and inferential analysis, Means, Standard Deviation and 't' test was run to test the hypotheses. The findings say that gender and locality do not influence professional pleasure. Age fails to possess any influence over professional pleasure.

Keywords: Professional Pleasure, Attitude, PPMT, Descriptive and Inferential Analysis.

Introduction

A more comprehensive approach to the problem of professional pleasure requires that many additional factors, physical, social, temperamental and personality factors are included for correct assessment (Blum and Naylor, 1966). They believed that professional pleasure is the result of the various attitudes possessed by the employee which relate to the job and are concerned with several specific job aspects. Although a few people teach because it is the only way they can earn a living while engaging in their true love like painting or carrying on research, most teachers teach because it gives them the deepest sort of satisfaction. And this is how it should be. It is difficult to imagine effective teachers who do not have an abiding fascination with their subjects, who do not love being among students, and who do not gain fulfilment from nourishing others' minds and lives. Most people who teach also do so in part because it involves plain good fun, laughter, humour, and wit. Teaching, that is, ought to bring and give pleasure of many kinds, it should be play as well as work. The situational factors like the type of school and the conditions of school are also important factors on which the level of professional pleasure and teaching success evidently depend on.

Dimensions of Teacher Professional Pleasure

Out of many dimensions of professional pleasure, the four dimensions 1) personal factor 2) professional factor 3) academic factor and 4) co-curricular factor are considered to be very important.

The personal factor refers to job security, leisure and vacations, prestige in the society, appreciation from others and respect from students, interest in teaching, teaching skills and others. The professional factor refers to command over subject, successfully teaching even the difficult aspects, learning while teaching, creative talent, teaching skill, novel strategies in teaching, considering job as a joyous journey, inculcating interest among students and others. The academic factor refers to nurturing the youth, arousing enthusiasm, successfully handling problematic children, successful class management, being friendly and cordial with students, successful attainments of students, getting appreciation from inspecting personnel and others. The co-curricular factor refers to participation in cultural programmes, active involvement in social welfare activities, willingly participating in health programmes, social activities and others.

Objectives of the Study

1. To study the inter-correlations among the dimensions of teacher professional pleasure, and between dimensions of teacher professional pleasure and total professional pleasure.
2. To study the dimensions of teacher professional pleasure among secondary school teachers and find out the relationship of them with the three demographic variables : sex, locality and age.

Hypotheses of the Study

1. There will be no significant relationship among the four dimensions of professional pleasure, and between dimensions of professional pleasure and total professional pleasure among the selected secondary school teachers.
2. There is no significant difference within the gender (male and female), locality (urban and rural) and age group (below and above 40 years of age) of secondary school teachers in possession of teacher professional pleasure.

Sample of the Study

For the study, a stratified random sample of 500 secondary school teachers out of 700 sample data collected from different organizations was taken. In order to have a representative sample of the secondary school teachers, the investigator took necessary care to include teachers belonging to different demographic variables like sex, locality and age in the present sample. The present investigation comes under the category of ‘time-specific’ proximal research.

Tool used for the Study - Professional Pleasure Measuring Tool (PPMT)

The investigator selected and made use of Professional Pleasure Measuring Tool (PPMT) for measuring the prevailing professional pleasure among the selected secondary school teachers. It was constructed, standardised and made use of by Dr.Udayagiri Nageswara Rao (1996). This measuring tool comprises of 35 positive items with four alternatives - not important, slightly important, moderately important and extremely important. Its reliability is 0.81 and validity is 0.90.

Design of the Study

S.No.	Variable	Description	Category	Sample	Total
01.	Demographic Variable - I	Gender	Male	299	500
			Female	201	
02.	Demographic Variable - II	Locality	Urban	325	500
			Rural	175	
03.	Demographic Variable - III	Age	< 40 years	222	500
			> 40 years	278	

Nature & Distribution of Scores - Professional Pleasure

Skewness of distribution of dimensions of Professional Pleasure Measuring Tool (PPMT)

S.No.	Dimensions of PPMT	AM	Median	SD	SK	Ku
01.	Personal factor	31.9	31	4.76	0.22	0.76
02.	Professional factor	27.1	27	4.15	-0.34	1.57
03.	Academic factor	33.4	34	5.90	-0.25	0.97
04.	Co-curricular factor	12.6	13	2.60	0.73	1.01

Regarding personal factor and co-curricular factor, they are positively skewed and the magnitude is negligible. Regarding professional factor and academic factor they are negatively

skewed and the magnitude is negligible. It can be considered that the present distribution approaches normality.

Verification of First Hypothesis & Interpretation

The first hypothesis is “there will be no significant relationship among the four dimensions of professional pleasure and between dimensions of professional pleasure and total professional pleasure among the selected secondary school teachers.”

This hypothesis is tested and relationship was established among the dimensions of professional pleasure and between various dimensions of professional pleasure and total professional pleasure.

Significance of ‘ r ’ among dimensions of Professional Pleasure

S.No.	Dimensions	N	df	r - value	Sig.
01.	Personal factor	500	498	0.506	0.000*
	Professional factor				
02.	Personal factor	500	498	0.672	0.000*
	Academic factor				
03.	Personal factor	500	498	0.528	0.000*
	Co-curricular factor				
04.	Professional factor	500	498	0.624	0.000*
	Academic factor				
05.	Professional factor	500	498	0.536	0.000*
	Co-curricular factor				
06.	Academic factor	500	498	0.613	0.000*
	Co-curricular factor				

*Significant at 0.01 level.

There is a significant positive relationship between any two dimensions of teacher professional pleasure and hence, the hypothesis is rejected.

To testify the hypothesis regarding the relationship among the four dimensions of professional pleasure and total professional pleasure, statistical details are mentioned here in the following table.

Significance of ‘ r ’ between dimensions of Professional Pleasure & Total Professional Pleasure

S.No.	Dimension	N	df	r - value	Sig.
01.	Personal factor	500	498	0.762	0.000*
	Total Professional pleasure				
02.	Professional factor	500	498	0.781	0.000*
	Total Professional pleasure				
03.	Academic factor	500	498	0.960	0.000*
	Total Professional pleasure				
04.	Co-curricular factor	500	498	0.728	0.000*
	Total Professional pleasure				

* Significant at 0.01 level.

There is a significant, positive high relationship between the dimensions of teacher professional pleasure and total professional pleasure.

It is found that there are substantial and significant inter-correlations between the dimensions of professional pleasure as assessed by secondary school teachers. Hence, the four dimensions – academic factor, professional factor, personal factor and finally co-curricular factor in hierarchical order will definitely have ‘a say’ on professional pleasure.

Verification of Second Hypothesis & Interpretation

The second hypothesis says that “there is no significant difference within the gender (male and female), locality (urban and rural) and age group (below and above 40 years of age) of secondary school teachers in possession of teacher professional pleasure.” This hypothesis is verified and shown in the following table.

Significance of difference of Means within Gender, Locality and Age of Teachers in possession of Professional Pleasure

S.No.	Variable	Category	AM	SD	N	df	t-value	Sig.
01.	Gender	Male	103.46	14.28	299	498	1.686	0.093*
		Female	101.17	12.49	201			
02.	Locality	Urban	101.44	12.64	325	498	1.190	0.236*
		Rural	103.12	14.10	175			
03.	Age	< 40 yrs	102.97	13.13	222	498	0.647	0.518*
		> 40 yrs	102.08	14.10	278			

*Not significant.

The t-value is found to be insignificant between male and female teachers, urban and rural teachers and teachers with different age groups, part of the second hypothesis is accepted.

This second hypothesis is further split into four parts for the convenience of verification in respect of all the four dimensions of professional pleasure-personal factor, professional factor, academic factor and co-curricular factor. The t-values for the four dimensions of professional pleasure with respect to demographic variables are shown in the following table.

Values of ‘t’ between Male and Female Teachers in possession of Professional Pleasure – dimension wise

S.No.	Dimensions	Category	AM	SD	N	df	t-value	Sig.
01.	Personal factor	Male	31.39	4.49	299	498	1.330	0.185*
		Female	30.84	3.68	201			
		Urban	31.04	4.14	325	498	0.484	0.629*
		Rural	31.26	4.25	175			
		< 40yrs	31.07	3.87	222	498	0.514	0.608*
		> 40yrs	31.28	4.47	278			
02.	Professional factor	Male	26.61	4.10	299	498	1.250	0.211*
		Female	26.12	3.60	201			
		Urban	26.08	3.78	325	498	1.210	0.227*
		Rural	26.58	3.99	175			
		< 40yrs	26.36	3.83	222	498	0.274	0.785*
		> 40yrs	26.46	4.01	278			
03.	Academic factor	Male	33.15	5.53	299	498	1.800	0.072*
		Female	32.16	5.16	201			
		Urban	32.35	5.06	325	498	1.100	0.270*
		Rural	32.97	5.57	175			
		< 40yrs	32.49	5.27	222	498	0.891	0.373*
		> 40yrs	32.98	5.53	278			
04.	Co-curricular factor	Male	12.30	2.26	249	498	1.170	0.242*
		Female	12.03	2.19	201			
		Urban	11.96	1.99	325	498	1.480	0.138*
		Rural	12.30	2.33	175			
		< 40yrs	12.16	2.16	222	498	0.891	0.373*
		> 40yrs	12.24	2.30	278			

*Not significant.

The t-values are found to be insignificant within the gender, locality and age group of teachers with regard to personal factor, professional factor, academic factor and co-curricular factor. As the t-values are not significant, part of the second hypothesis is accepted.

Padmanabhaiah reported that sex and locality do not influence professional pleasure. Baruah Dharma Prabha concluded that age fails to possess any influence over professional pleasure. Srivastava Shoba concluded that female teachers possess more professional pleasure

than male teachers, urban teachers compared to rural teachers are significantly higher in professional pleasure and young teachers as compared to old teachers are found to be more satisfied in their job.

The present research findings are contradicting the research findings of Srivastava Shobha. The present research findings are in conformity with the research findings of Padmanabhaiah and Baruah Dharma Prabha.

Conclusions:

Sex and locality do not influence professional pleasure. Age fails to possess any influence over professional pleasure. So, to feel the pleasure in teaching, gender-locality-age are not the variables that affect the teachers' pleasure.

Satisfied teachers tended to stay in teaching and dissatisfied teachers tend to leave the job. Thus on one hand the professional pleasure influences the productivity a task performance measures and on the other hand it is influenced by job factors, personal demographic variables and personality characteristics of workers. The class room should be a place where knowledge is fastened to desire and where the passion for understanding is satisfied.

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