

A STUDY CO-RRELATIONSHP BETWEEN PROFESSIONAL PLEASUREAND ITS DIMENSIONS AMONG SECONDARY SCHOOL TEACHERS

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Abstract

In this study an attempt had been made to study the professional pleasure and its dimensions among secondary school teachers. Standardized professional pleasure tool had been used for the study. The sample inciuded 200 school teachers for the survey and 50 teachers for the experiment from different talukas of sangli district. The study reveals that the number of teachers having average level professional pleasure high and there is significant correlation between total professional pleasure and its dimensions.



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Education is considered as an effective tool for nation's development. As said rightly destiny of a country is being shaped in its classroom (Kothari commission 1964-66). Importance of education can be explained as above.

In this educational process educating student and all-round development of student is important.

The secondary school education in India is reformed timely. Present secondary school education is divided into higher secondary education and secondary education. The teacher of this stage has many responsibilities and functions to do. The secondary school teacher's shapes the future of country is right, it was said by Kothari commission (1964-66), 'The future of India shape in classroom' and these classrooms are controlled by teachers.

- As the role of secondary school teacher is very important for the development of country. Now a days these teachers face many challenges as reforms in education ,Curriculum change., Use of modern technology for teaching, new methods of evaluation, Security of job. All these all challenges secondary teacher faces in this era. Even this he/she should be effective for survival of job and taking this burden secondary teacher should produce good citizens. For this they need to have pleasure and happiness. Teaching profession has majority of the characteristics of profession so it is called as teaching profession.

Teaching profession and Professional pleasure we think together

‘Professional Pleasure, thought to be synonymous to job satisfaction is not exactly an equivalent to it. It really occupies a more elevated hierarchical order.

Statements like ‘my joy knows no bounds’; ‘I got really elated and excited’. ‘My heart bounces with joy’ are not equivalent to ‘I am satisfied with my work’ and ‘my teacher performance is satisfaction’ and both the types cannot be equated.’ says Dr. NVS Suryanarayana in his research paper titled ‘Stress and Professional Pleasure of Engineering Teachers’.

According to Robbins and Sanghi (2006) “ Job satisfaction is collection of feelings that an individual holds toward his or her job.” The same was contributed by MasudIbn Rahman (2008). Again Mobey and Lockey(1970) expressed as an opinion that “Job satisfaction and dissatisfaction are function of the perceived relationship between what one expects and obtains from one’s job and how much importance or value one attributes to it.”. According to Spector (1997) job dissatisfaction refers to the degree to which employees dislike their works.

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 an employee which relate to the job and are concerned with several specific job aspects.

The teacher who has all competences of teaching must get pleasure from work. Professional pleasure gives happiness success and efficiency in one’s Professional activity Professional pleasure is a complex phenomenon, as described by U.N.Rao (1970) having multiple inter-co- related casual factors; personal, social, cultural and economic.

Professional pleasure is generally defined as effective responses to discriminate characteristic facts of the task and work environment.

Objectives

1. To study the professional pleasure among secondary school teachers
- 2 To study the correlation between dimensions of professional pleasure.
- 3 To study the correlation between dimensions of professional pleasure and total professional pleasure.

Method

The survey method was used to find out the professional pleasure and its dimensions among secondary school teachers. Standardized Professional pleasure measurement tool was used to find professional pleasure. The tool consists of this tool was constructed, standardized and made use of by Dr. D.T. Reddy. This measuring tool consists of 35 items measuring four different dimensions of professional pleasure i.e. This tool consists of four areas viz., Personal aspects (10 items), Intellectual aspects (9 items), Professional aspects (11 items) and Social aspects (05 items). Tool is provided with five alternatives viz., Strongly Agree (SA), Agree (A), Neutral (N), and Disagree (DA) and Strongly Disagree (SDA). For Professional Pleasure all the positive items scores from 5 to 1 for five responses viz., Strongly Agree (SA)-1, Agree (A)-2, Neutral (N)-3, Disagree (DA)-4 and Strongly Disagree (SDA)-5 respectively are given for all negative items the tool was administered on 200 secondary school teachers of sangli districts. The purposive random sampling method was used for the selection of talukas and simple random sampling method was used for the selection of teachers.

Result and Discussion

The mean, Standard Deviation and coefficient of correlation had been calculated to find out the professional pleasure and the relation between its dimensions. The number of teachers having average level of professional pleasure is more.

The co-efficient of correlation had been calculated to find out the relationship between dimension of professional pleasure and total professional pleasure. It was found to be 0.824 and it is significant at .01 level.(Table-1)Hence it was concluded that there is a significant relationship between dimension of professional pleasure and total professional pleasure.

The p value had been calculated to find out the significant co-relationship between dimensions of professional pleasure and total professional pleasure.

Significance of ‘r’ among Personal dimension of Professional Pleasure and Total Professional Pleasure.

Table No1 Correlation between dimensions of professional pleasure and total professional pleasure

Sr. No.	Dimensions	N	d.f.	r value	p - value
1	Total Professional pleasure Personal Dimension	50	49	0.824	<0.001

The co-efficient of correlation had been calculated to find out the relationship between total score of professional pleasure and the score of its intellectual dimension. It was found to be 0.935 with df 49 and corresponding p value was less than the value 0.001 and it is significant at .01 level (Table-2). Hence it was concluded that there is a significant co-relationship between dimension of professional pleasure and total professional pleasure.

The p value had been calculated to find out the significant difference between professional pleasure and its intellectual dimension.

Significance of ‘r’ among Intellectual dimension of Professional Pleasure and Total Professional Pleasure.

Table No.2 Correlation between total score of professional pleasure and score of its Intellectual dimension

Sr. No.	Dimensions	N	d.f.	r value	p - value
1	Total Professional pleasure Intellectual Dimension	50	49	0.935	<0.001

The co-efficient of correlation had been calculated to find out the relationship between total score of professional pleasure and the score of its professional dimension. It was found to be 0.949 with df 49 and corresponding p value was less than the value 0.001 and it is significant at .01 level (Table-3). Hence it was concluded that there is a significant co-relationship between total score of professional pleasure and the score of its professional dimension.

The p value had been calculated to find out the significant difference between total score of professional pleasure and the score of its professional dimension.

Table No.3 Correlation between total score of professional pleasure and score of its professional dimension

Sr. No.	Dimensions	N	d.f.	r value	p - value
1	Total Professional pleasure Professional Dimension	50	49	0.949	< 0.001

The co-efficient of correlation had been calculated to find out the relationship between total score of professional pleasure and the score of its social dimension. It was found to be 0.629 with df 49 and corresponding p value was less than the value 0.001 and it is significant at .01 level (Table-4). Hence it was concluded that there is a significant co-relationship between total score of professional pleasure and the score of its social dimension.

The p value had been calculated to find out the significant difference between total score of professional pleasure and the score of its social dimension.

Table No.4 Correlation between total score of professional pleasure and score of its

		Social dimension			
Dimensions		N	d.f.	r value	p - value
4	Total Professional pleasure Social Dimension	50	49	0.629	<0.001

Results

- 1) The number of teachers having average level of professional pleasure is more.
- 2) There is a significant correlation between total score of professional pleasure and its personal dimension. (Table - 1)
- 3) There is a significant correlation between total score of professional pleasure and its intellectual dimension. (Table -2)
- 4) There is a significant correlation between total score of professional pleasure and its professional dimension. (Table-3)
- 5) There is a significant correlation between total score of professional pleasure and its social dimension. (Table -4)

Conclusion

The present study revealed that the teachers having average level professional pleasure is more. There was significant co-relationship between the scores of total professional pleasure and the scores of its dimensions.

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