

# A Study on Work Motivation of Post Graduate Teachers in Relation to Their Teaching Aptitude

Dr. T. Sivasakthi Rajammal

*Assistant Professor, Department of Educational Psychology, Tamil Nadu Teachers Education University, Chennai-97, India*

**Abstract:** The success of the teaching learning process largely depends on the teacher's level of motivation and their aptitude for teaching. This study explores the relationship between work motivation and teaching aptitude among post graduate teachers. Work motivation as a psychological factor, influences a teacher's commitment, effectiveness and enthusiasm in carrying out professional responsibilities, while teaching aptitude reflects the natural ability, skill and attitude required for effective teaching. To study on work motivation in relation to their teaching aptitude and its different levels among post graduate Teachers for total sample. Normative survey method was adopted and a sample of 800 post graduate teachers' government, government aided and private post graduate teachers was selected following the random sampling technique. Work Motivation Scale (WMS) by K.G. Agarwal (2013) and Teaching Aptitude Scale by Shamim Karim & Ashok Kumar Dixit (2010) Standardized tools were used. The formulated hypotheses and objectives were tested using appropriate statistical technique 't' test, F Value (ANOVA) and P Value (Correlation Analysis).

**Keywords:** Work Motivation, Skills, Attitudes, Classroom, Teaching Aptitude and Post-Graduate Teachers.

## 1. INTRODUCTION

Education is a dynamic process in which teachers play a pivotal role in shaping the intellectual and personal growth of learners. Motivation at work drives teachers to remain committed, enthusiastic and productive in their profession, while teaching aptitude reflects the natural abilities, skills and attitudes required for effective classroom interaction and student learning. A motivated teacher with strong teaching aptitude is more likely to adopt innovative teaching strategies, manage classrooms effectively and foster positive learning environments. Conversely, lack of motivation or weak teaching aptitude may hinder teaching

effectiveness, leading to diminished learning outcomes.

## 2. NEED OF THE STUDY

Teachers are the cornerstone of any educational system and their effectiveness directly influences the academic achievement, character development and future success of students. In the present study of globalization, technological advancement and competitive learning environments, the role of teachers particularly post graduate teachers has become more demanding. These teachers not only impart advanced subject knowledge but also serve as mentors and facilitators for higher order thinking, creativity and research skills among learners. And so, the need is felt by the investigator to do this research entitled, "A Study on Work Motivation of Post-graduate teachers in relation to their Teaching Aptitude".

## 3. REVIEW OF RELATED LITERATURE

Bijender and et.al (2023) examined on Aging, personality, and teaching aptitude in school grade physical education teachers. An intentional sampling with a survey group size of 283 physical education teachers (28.6% Female) including Trained Graduate Teachers (26.5%) and Post Graduate Teachers (73.5%) respectively. Hierarchical Regression shows that gender has not explained significant variation among teaching aptitude after controlling the effects of personality traits and age ( $R^2$  square changes =.004). However, personality has partial mediating effects on the direct relationship between age and teaching aptitude. Conclusions Teaching aptitude decreases with age in both genders. The decreasing teaching aptitude with age has significant implications on the education system. However, the personality traits of the teachers also changed with age. Teachers

gained more neuroticism as aged. It is essential to identify the factors contributing to this phenomenon and develop strategies to mitigate its effects.

Gupta Madhu G M(2013) investigated on Job Satisfaction and Work Motivation of Secondary School Teachers in Relation to some Demographic Variables: A Comparative Study. The investigators, Job Satisfaction Scale (JSS) by Dixit (1993) and Employees Motivation Schedule (EMS) by Srivastava (1988) were used for the collection of data. The obtained data was analyzed using means, S. D's and t-test. The findings of the study revealed: i) No significant difference was found in the job satisfaction and work motivation of male and female teachers ii) There were significant differences among teachers working in government and private schools; more experienced and less experienced teachers with respect to job satisfaction and work motivation iii) Significant difference was reported in the work motivation of teachers having graduate and post-graduate qualifications.

#### 4. OBJECTIVES

- To find out whether there is any significant difference in work motivation of post graduate teachers in relation to their teaching aptitude in respect to
  - Gender
  - Locality
  - Age
- To find out whether there is any significant relation between work motivation and teaching aptitude of post graduate teachers.

#### 7. TESTING OF HYPOTHESIS

Hypothesis - 1: There is no significant difference between Gender identity of post graduate teachers with respect to their work motivation and teaching aptitude.

Table 1 Details of t-Test Result for Gender						
Variables	Gender	N	Mean	SD	t-Value	LOS
Work Motivation	MALE	375	106.72	12.77	1.35	Not Significant
	FEMALE	425	105.49	13		

\*LOS- Level of Significance.

Table 1 indicates that the obtained t-value is 1.35. It is less than the table value of 1.96 at 0.05 level of significance. It is inferred from these results ( $t = 1.35 < 1.96$ ), Therefore, the null hypothesis, that there is no significant difference between male and female post graduate teachers with respect to their work motivation is accepted.

#### 5. HYPOTHESES OF THE STUDY

- There is no significant difference between (Gender) male and female post graduate teachers with respect to their work motivation and teaching aptitude.
- There is no significant difference between rural and urban post graduate teachers with respect to their work motivation and teaching aptitude.
- There is no significant difference between post graduate teachers belonging to different age (below 30-Years, 30-50 Years and above 50 Years) with respect to their work motivation and teaching aptitude.
- There is no significant relation between work motivation and teaching aptitude of post graduate teachers.

#### 6. METHODOLOGY

The research design is normative survey method, used for sampling technique study from the random technique. Keeping in view the aim of study 800 post graduate teachers was randomly selected. The investigator used a Work Motivation Scale (WMS) constructed & validated by K.G.Agarwal (2013) and Teaching Aptitude Scale (TAS) constructed & validated by Shamim Karim & Ashok Kumar Dixit (2010) for collecting details of Post Graduate Teachers. A Personal Data Sheet was also created by the investigator. The formulated hypotheses and objectives were tested using appropriate statistical technique t-test and F-Test Analysis of Variance (ANOVA) and Correlation Coefficient analysis.

Table 2 Details of t-Test Result for Gender						
Variables	Gender	N	Mean	SD	t-Value	LOS
Teaching Aptitude	MALE	375	204.39	26.08	1.55	Not Significant
	FEMALE	425	207.03	21.21		

\*LOS- Level of Significance.

Table 2 indicates that the obtained t-value is 1.55. It is less than the table value of 1.96 at 0.05 level of significance. It is inferred from these results ( $t = 1.55 < 1.96$ ), Therefore, the null hypothesis, that there is no significant difference between male and female post graduate teachers with respect to their teaching aptitude is accepted.

Hypothesis - 2: There is no significant difference between rural and urban post graduate teachers with respect to their work motivation and teaching aptitude.

Table 3 Details of t-Test Result for Locality						
Variables	Gender	N	Mean	SD	t-Value	LOS
Work Motivation	RURAL	388	102.57	15.18	7.59	Significant
	URBAN	412	109.36	9.17		

\*LOS- Level of Significance.

Table 3 indicates that the obtained t-value is 7.59. It is greater than the table value of 1.96 at 0.05 level of significance. These results suggest that there is significant difference in postgraduate instructors' work motivation between rural and urban areas ( $t = 7.59 > 1.96$ ). Therefore, the null hypothesis is not accepted.

Table 4 Details of t-Test Result for Locality						
Variables	Gender	N	Mean	SD	t-Value	LOS
Teaching Aptitude	RURAL	388	208.43	26.16	3.05	Significant
	URBAN	412	203.31	20.72		

\*LOS- Level of Significance.

Table 4 indicates that the obtained t-value is 3.05. It is greater than the table value of 1.96 at 0.05 level of significance. It is inferred from these results ( $t = 3.05 > 1.96$ ), Therefore, the null hypothesis, that there is no significant difference between rural and urban post graduate teachers with respect to their teaching aptitude is not accepted.

Hypothesis - 3: There is no significant difference between post graduate teachers belonging to different age (below 30-Years, 30-50 Years and above 50 Years) with respect to their work motivation and teaching aptitude.

Table 5 Details of F-ratio Result for Age Group

Variables	Age Group	Sum of Squares	Mean	Df	F-ratio	LOS
Work Motivation	Between Groups	307.614	153.807	799	0.92	Not Significant
	Within Groups	132688.7	166.485			

\*LOS- Level of Significance.

As shown in the Table 5 indicates that the obtained F-value is 0.92; it is less than the Table Value of 3.00 at 0.05 level of significant. It is inferred from this result  $F = 3.00 > 0.92$ . Hence, the formulated hypothesis that there will be no significant difference between age group below 30-Years, 30-50 Years and above 50 Years post graduate teachers in respect of their work motivation is accepted.

Table 6- Details of F-ratio Result for Age Group

Variables	Age Group	Sum of Squares	Mean	Df	F-ratio	LOS
Teaching Aptitude	Between Groups	10526.957	5263.479	799	9.62	Significant
	Within Groups	436084.6	547.158			

\*LOS- Level of Significance.

As shown in the Table 5 indicates that the obtained F-value is 9.62; it is greater than the Table Value of 3.00 at 0.05 level of significant. It is inferred from this result  $F = 9.62 > 3.00$ . Hence, the formulated hypothesis that there will be no significant difference between age group below 30-Years, 30-50 Years and above 50 Years post graduate teachers in respect of their teaching aptitude is not accepted.

Hypothesis - 4: There is no significant relationship between work motivation and teaching aptitude of post graduate teachers.

Table 7 Details of Correlation Coefficient Result for relationship between work motivation and teaching aptitude of post graduate teachers

Variables	N	Correlation Coefficient	LOS
Work Motivation and Teaching Aptitude	800	0.139	Significant

\*LOS- Level of Significance.

Based on the computed correlation coefficient value in Table 7, and examination of the table above that the correlation value is 0.139 which is significant at the 0.05 level. Therefore, the null hypothesis is not accepted. Thus, the work motivation and teaching aptitude of post graduate teachers are positively correlated.

### 8. EDUCATIONAL IMPLICATIONS

- Teacher Training and Professional Development - The study emphasizes the need to design training programs that not only enhance teaching aptitude but also strengthen teachers work motivation. Workshops, refresher cores and orientation programs can focus on both skill-building and motivational strategies.
- Improving Teaching-Learning Practices – Institutions can encourage motivated teachers with strong teaching aptitude to adopt innovative pedagogical practices, which in turn improve student engagement, critical thinking and academic achievement.
- Institutional Support Systems – The study highlights the need for institutions to create supportive environments by reducing unnecessary workload, ensuring fair evaluation systems and fostering a positive organizational climate that nurtures both motivation and aptitude.

### 9. CONCLUSION

The conclusions further emphasize the importance of teacher education programs, in-service training and supportive institutional polices that nurture both aptitude and motivation. By fostering these qualities, higher education institutions can ensure that post graduate teachers not only deliver knowledge effectively but also inspire learners to achieve academic and personal growth.

### REFERENCE

- [1] Bijender, Nara K, Kuma P. (2023). Aging, personality, and teaching aptitude in school grade physical education teachers. *Pedagogy of Physical Culture and Sports*, 2023;27(4):297–304.  
<https://doi.org/10.15561/26649837.2023.0405>.
- [2] Aneet Kumar (2017). “Work Motivation among Secondary School Teachers”. *IRA-International Journal of Education & Multidisciplinary Studies*. 07(02), 166-173.
- [3] Benkat Krishna Bharti (2017). “Job involvement and Work Motivation: A study of male and female teachers of CBSE affiliated +2 school with reference to Patna Bihar”. *International Journal of Human Resources & Industrial Research*, 4(1), 19-23.
- [4] Bhattacharya G.C (2013). Relationship between Attitude and Aptitude for Teaching. *Vetri Education, Quarterly Journal* (ISSN-0973 - 8614), 8(4), 2013, 13-21.
- [5] Dragana Bjekic, Milica (Vucetic) Stojkovic and Lidija Zlaticc (2014). “Teacher Work Motivation Context of In-Service Education Changes”, *Procedia – Social and Behavioral Science*, 116, 557-562.
- [6] EmadMhammadJamil AI-Salameh (2014). “Teacher motivation: A study of work motivation of the primary stage teachers in Jorda”. *American Journal of Applied Psychology*,3(3), 57-61.
- [7] Kuldeep Singh Chandel & Dr. Raj Kumar Dhman (2013). *Teaching Aptitude among Prospective Teachers*. Academic Discourse, An International Journal.