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**Vinod Kumar**  
Ph.D. Research Scholar,  
Department of Extension  
Education, Rajasthan College of  
Agriculture, Maharana Pratap  
University of Agriculture and  
Technology, Udaipur,  
Rajasthan, India

**Sonika Sharma**  
Research Scholar, Department of  
Extension Education, Rajasthan  
College of Agriculture, Maharana  
Pratap University of Agriculture  
and Technology, Udaipur,  
Rajasthan, India

**Rajeev Bairathi**  
Professor, Department of  
Extension Education, Rajasthan  
College of Agriculture, Maharana  
Pratap University of Agriculture  
and Technology, Udaipur,  
Rajasthan, India

**Corresponding Author**  
**Vinod Kumar**  
Ph.D. Research Scholar,  
Department of Extension  
Education, Rajasthan College of  
Agriculture, Maharana Pratap  
University of Agriculture and  
Technology, Udaipur,  
Rajasthan, India

## A study on motivational factors for improving job satisfaction of teachers of MPUAT, Udaipur

**Vinod Kumar, Sonika Sharma and Rajeev Bairathi**

### Abstract

The Investigation was conducted in purposely selected state agriculture university MPUAT, Udaipur. Respondents were selected randomly. It was planned to have a sample of 160 teachers for this study. Data were collected through tailor made questionnaire. The study exposes that among factor 'opportunity of achievement' the statement 'I feel comfortable after completion of assigned task by superior' was ranked first, the statement 'I feel my job provides opportunities to develop my knowledge & skill' was ranked first among 'opportunity of initiatives' factor.

**Keywords:** motivational factors, job satisfaction, factors of motivation

### Introduction

The present research was conducted to study the motivational factors for improving job satisfaction of teachers of MPUAT, Udaipur. Motivational factors are drivers of human deeds related to the inherent nature of the job, but not essentially to the adjoining state of affairs or environment. Motivating factors are those aspects of the job that make people want to perform, and provide people with satisfaction. These motivating factors are considered to be intrinsic to the job, or the work carried out. Motivational factors included in the study are opportunity of achievement, opportunity of initiatives.

### Methodology

The present study was conducted in purposely selected state agriculture university MPUAT, Udaipur. A complete list of the in position faculty teachers was prepared for each Colleges, KVKs, ARSs, ARSSs and DFRS from the records available at University. From the list so prepared, Respondents were selected randomly. It was planned to have a sample of 160 teachers for this study. Data were collected through tailor made questionnaire. For working out the motivational factor frequency, percentage and mean score were calculated for each statement and the statements were highlighted by ranking on the basis of mean score of statements score.

### Results and Discussion

#### 1. Opportunity of achievement

The data presented in Table 1 clearly shows that 83 (51.88%) teachers were agreed with the statement 'I feel comfortable after completion of assigned task by superior' to a great extent, 65 (40.63%) teachers agreed to a good extent, 6 (3.75%) teachers agreed to both an average extent and a poor extent and none of them were agreed with 'to a very poor extent'. According to mean score of 3.41, this statement was ranked first. The statement 'get appropriate solutions by superior for day to day problems connected with my job' was agreed to a great extent by 37 (23.13%) teachers, to a good extent by 78 (48.75%) teachers, to an average extent by 39 (24.38%) teachers and 3 (1.88%) teachers were agreed with both to a poor extent and 'to a very poor extent' and with mean score 2.89 (MS), this statement was ranked fifth. Table 1 further indicates that 52 (32.50%) teachers were agreed to a great extent for statement 'achieve important physical targets fixed by department', most of the teachers i.e. 99 (61.88%) marked the statement to a good extent, 6 (3.75%) teachers marked the statement to an average extent, remaining 2 (1.25%) and 1 (0.63%) were agreed to a poor extent and to a very poor extent, respectively. The statement 'achieve important physical targets fixed by department' was accorded third rank with 3.24 mean score (MS). It was observed that the statement 'attain a desired level of co-operation from other department' was agreed to a great extent by 18

(11.25%) teachers and maximum teachers i.e. 108 (67.50%) were agreed to a good extent. About 23 teachers (14.38%) were agreed to an average extent for the statement. Likewise, 10 (6.25%) and 1 (0.63%) teacher marked the statement to a poor extent and to a very poor extent. The mean score of the statement was 2.83 so it was ranked sixth accordingly. ‘Acquire better work skill and technical knowledge than in the past’ was marked to a great extent by a considerable number of teachers i.e. 56 (35.00%). Majority of the teachers (54.09%) were agreed to a good extent. Teachers who marked the statement to an average extent were 11 (6.92%) to a poor extent were 7 (4.38%) and nobody agreed to a very poor extent for this statement. The mean score of this statement was 3.19 and fourth rank was assigned accordingly. Majority of the teachers i.e. 76 (47.50%) were agreed for the statement

‘satisfactions from completion of challenging work’ to a great extent, 72 (45.00%) were agreed to a good extent, 7 (4.38%) were agreed to an average extent and 5 (3.13%) teachers marked to a poor extent for this statement. No one teacher was agreed to a very poor extent regarding above statement. Second rank was assigned to this statement according to 3.37 (MS) mean score. Hence, it may be concluded that ‘I feel comfortable after completion of assigned task by superior’ and ‘satisfaction from completion of challenging work’ were major motivational factors to improve job satisfaction for teachers.

This may be due to the facts that teachers and scientists in university are more likely to do hard work as well as they want to perform their work on scheduled time.

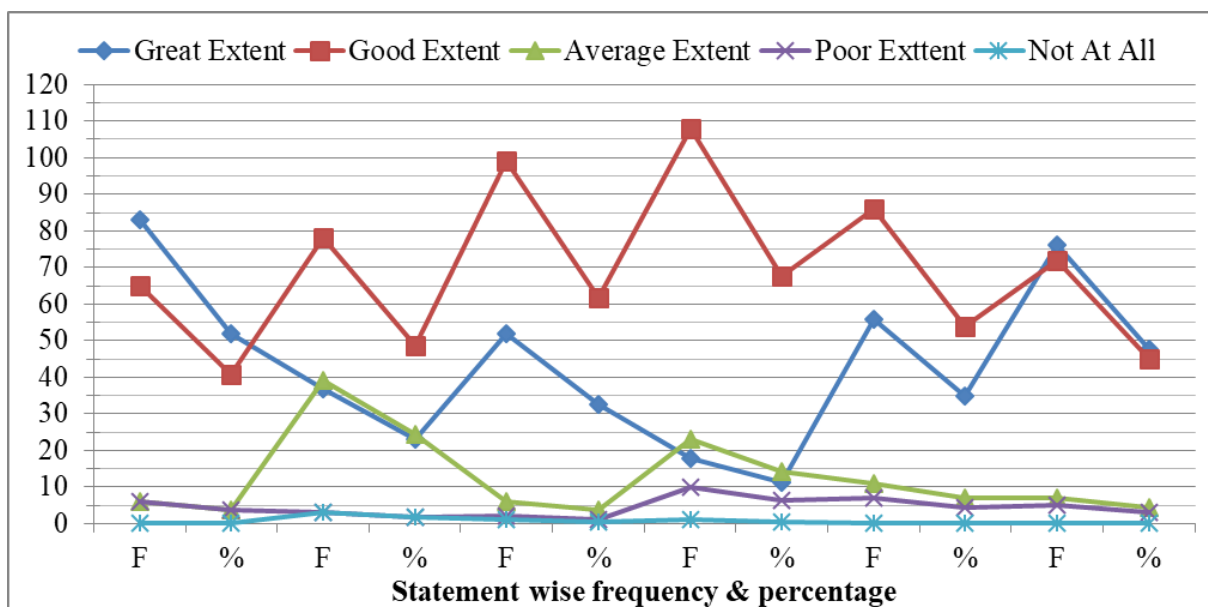


Fig 1: Statement wise allotment of teachers according to the opportunity of achievement

Table 1: Statement wise allotment of teachers according to the opportunity of achievement

S. No.	Factors	To a great extent		To a good extent		To an average extent		To a poor extent		To a very poor extent		Mean ± SE	Rank
		f	%	f	%	f	%	f	%	f	%		
1.	Feels comfortable after completion of assigned task by superior	83	(51.88)	65	(40.63)	6	(3.75)	6	(3.75)	0	(0.00)	3.41 ± 0.06	I
2.	Get appropriate solutions by superior for day to day problems connected with my job	37	(23.13)	78	(48.75)	39	(24.38)	3	(1.88)	3	(1.88)	2.89 ± 0.07	V
3.	Achieve important physical targets fixed by the department	52	(32.50)	99	(61.88)	6	(3.75)	2	(1.25)	1	(0.63)	3.24 ± 0.05	III
4.	Attain a desired level of co-operation from other departments	18	(11.25)	108	(67.50)	23	(14.38)	10	(6.25)	1	(0.63)	2.83 ± 0.06	VI
5.	Acquire better work skill and technical knowledge than in the past	56	(35.00)	86	(54.09)	11	(6.92)	7	(4.38)	0	(0.00)	3.19 ± 0.06	IV
6.	Satisfaction from completion of challenging work	76	(47.50)	72	(45.00)	7	(4.38)	5	(3.13)	0	(0.00)	3.37 ± 0.06	II

F = frequency, % = per cent

n= 160

## 2. Opportunity of initiatives

The data displayed in Table 2 indicates that the statement ‘I feel my job provides opportunities to develop my knowledge & skill’ was ranked first with 3.45 mean score. The second rank was assigned to ‘family support’ with 3.39 mean score, third rank was accorded to ‘adequate infrastructure’ with 2.88 mean score, fourth rank was given to ‘colleagues supportive in completion of tasks’ with mean score of 2.84. Likewise, ‘aspiration of superior to achieve my targets timely’, ‘timely availability of funds for completion of tasks’, ‘easy availability of required facilities’ and ‘subordinate staff support in completion of tasks’ with mean score of 2.70, 2.57, 2.54 and 2.51 were ranked V, VI, VII and VIII, respectively. Further analysis of the data indicates that out of 160 teachers, 84 (52.50%) teachers were agreed to a great extent for ‘I feel my job provides opportunities to develop my knowledge and skill’, 64 (40.00%) and 12 (7.50%) teachers marked the statement to a good extent and to an average extent, respectively. No teacher marked the statement to a poor extent and not at all. A considerable number of 31 (19.38%) teachers agreed to a great extent and majority of the teachers i.e. 88 (55.00%) were agreed to a good extent for ‘colleagues supportive in completion of tasks’. Remaining 26 (16.25%), 14 (8.75%) and 1 (0.63%) teachers were agreed with the statement to an average extent, to a poor extent and not at all. For the statement ‘subordinate staff support in completion of tasks’ 28 (17.50%), 59 (36.88%), 50 (31.25%), 13 (8.13%) and 10 (6.25%) teachers agreed to a great extent, to a good extent, to an average extent, to a poor extent and not at all, respectively. Teachers who agreed to a great extent for ‘timely availability of funds for completion of tasks’ were 26 (16.25%) while 66 (41.25%) teachers were agree with the

statement to a good extent, 47 (29.38%) teachers marked it to an average extent, 15 (9.38%) teachers marked to a poor extent and 6 (3.75%) teachers were not at all agreed. The statement ‘aspiration of superior to achieve my targets timely’ was marked to a great extent by 31 (19.38%) teachers, to a good extent by maximum number of 66 (41.25%) teachers, to an average extent by 47 (29.38%) teachers, to a poor extent by 16 (10.00%) teachers. No one teacher agreed to not at all for this statement. For the statement ‘family support’, 67 (41.88%) and 89 (55.63%) teachers were agreed to a great extent and to a good extent. About 4 (2.50%) teachers marked to an average extent and none of them marked to a poor extent and not at all. For the next statement ‘adequate infrastructure’ 33 (20.63%) teachers agreed to a great extent, 86 (53.75%) teachers agreed to a good extent, 30 (18.75%) to an average extent, 10 (6.25%) to a poor extent and only 1 (0.63%) teacher was agreed to not at all. Whereas, the statement ‘easily availability of required facilities’ was found to marked by 24 (15.00%) teachers to a great extent, 60 (37.50%) teachers to a good extent, majority of 61 (38.13%) teachers to an average extent, 8 (5.00%) teachers to a poor extent and only 7 (4.38%) teachers marked to not at all for the statement. Hence, it may be concluded that ‘I feel my job provides opportunities to develop my knowledge & skill’ and ‘family support’ was major motivational factors for teachers. This may possible due to the fact that teachers in the university are regularly working on new projects in their relevant fields, and university also organize so many national and international level events like conference, seminars, symposium, winter/summer school etc. so teachers and organizer both got updated through these events.

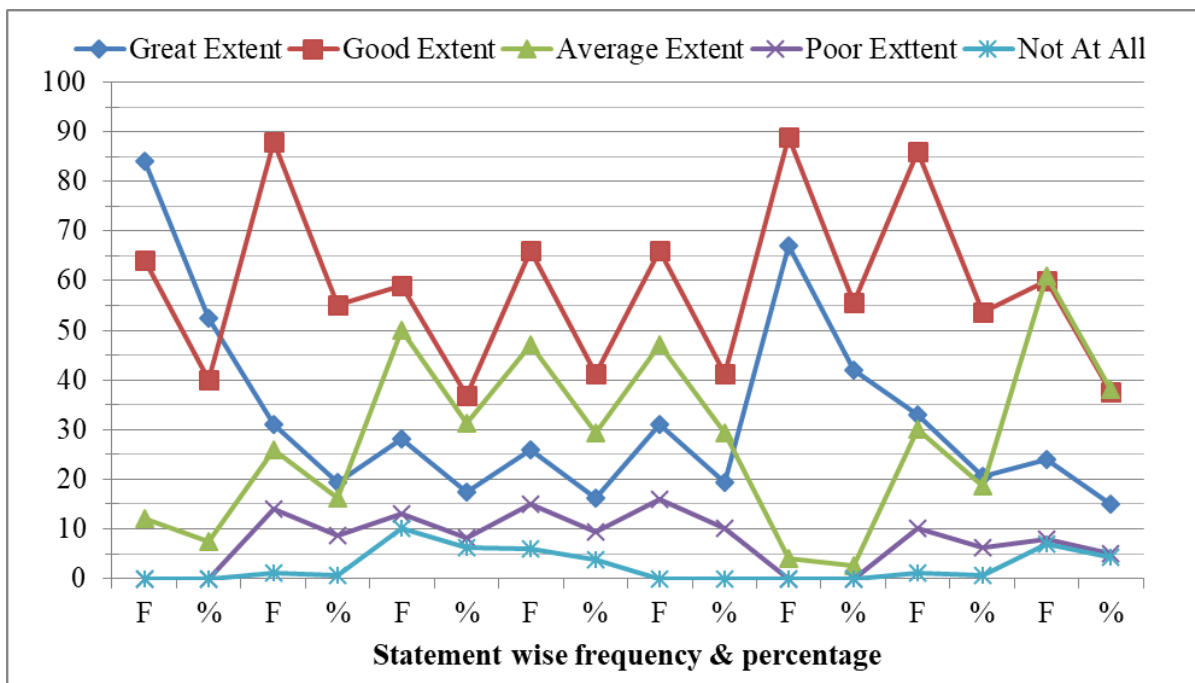


Fig 2: Statement wise allotment of teachers according to the factor opportunity of initiative

**Table 2:** Statement wise allotment of teachers according to the factor opportunity of initiative

n = 160

S. No.	Factors	To a great extent		To a good extent		To an average extent		To a poor extent		Not at all		Mean score	Rank
		f	%	f	%	f	%	f	%	f	%		
1.	Job provides opportunity to develop my knowledge and skill	84	(52.50)	64	(40.00)	12	(7.50)	0	(0.00)	0	(0.00)	3.45	I
2.	Colleagues supportive in completion of tasks	31	(19.38)	88	(55.00)	26	(16.25)	14	(8.75)	1	(0.63)	2.84	IV
3.	Subordinate staff support in completion of tasks	28	(17.50)	59	(36.88)	50	(31.45)	13	(8.13)	10	(6.25)	2.51	VIII
4.	Timely availability of funds for completion of tasks	26	(16.25)	66	(41.25)	47	(29.38)	15	(9.38)	6	(3.75)	2.57	VI
5.	Aspiration of superior to achieve my targets timely	31	(19.38)	66	(41.25)	47	(29.38)	16	(10.00)	0	(0.00)	2.70	V
6.	Family support	67	(41.88)	89	(55.63)	4	(2.50)	0	(0.00)	0	(0.00)	3.39	II
7.	Adequate infrastructure	33	(20.63)	86	(53.75)	30	(18.75)	10	(6.25)	1	(0.63)	2.88	III
8.	Easy availability of required facilities	24	(15.00)	60	(37.50)	61	(38.13)	8	(5.00)	7	(4.38)	2.54	VII

F = frequency, % = Per cent

**Conclusion**

The study exposes that among factor 'opportunity of achievement' the statement 'I feel comfortable after completion of assigned task by superior' was ranked first according to their mean score 3.41. The study specifies that the statement 'I feel my job provides opportunities to develop my knowledge & skill' was ranked first with 3.45 mean score among 'opportunity of initiatives' factor.

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