SCOPE FOR SUSTAINABLE DEVELOPMENT FOR JOB SATISFACTION LEVEL OF LECTURERS WORKING IN UNIVERSITIES AND COLLEGES IN RAJASTHAN

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ABSTRACT
When time passes while in formation of policy of higher education it is generally too late to implement and take the feedback of implication of policy which results in lack of Job Satisfaction and to work on Scope of Sustainable development in Higher education. Lecturers play a key role in the social transformation agenda. This agentic position of the lecturers implicates an agenda for sustainability programmes that position them for this complex responsibility. A qualitative case study research design was employed to obtain the perspectives of lecturers on need of Sustainable Development to improve Job Satisfaction Level of Lecturers working in higher education in India. The researchers followed a semi-structured interview approach to explore lecturer’s broader understanding on causes of job dissatisfaction among them. Data was interpreted through the narrative analysis model. Results indicate that a lack of resources, exploitation by private management, under salary, outdated enrichment policy and lack of modern teaching aids were serious sources of dissatisfaction among lecturers. Administrative issues, lack of recognition by principals also caused dissatisfaction among teachers in this study. It was also indicative that job dissatisfaction caused disengagement of some lecturers with a consequent lack of focus on professional activities and being negative in their job. The study concludes that lecturer’s satisfaction is germane for the sustainability of social transformation. The aim of current study was to examine the Scope of Sustainable Development in policy making to know the job satisfaction level of lecturers working in Government and private universities & Colleges in Rajasthan.

Keywords: Sustainable Development in Higher Education, Job Satisfaction.

INTRODUCTION
Excellence is no longer desirable but imperative. It has to be converted into sustainability for it to be meaningful if not would remain a colorful rainbow on the horizon that we see but cannot reach. What then is sustainability? We will restrict ourselves to the dictionary meaning to sustain or hold up. This paper attempts to provide some practical insights to enable present scenario and need of sustainable development in government policy system to hold up or sustain certain parameters at satisfactory levels to maintain or enhance Job Satisfaction of lecturers working in various universities and colleges in India.

"Job satisfaction is defined as the pleasurable emotional state resulting from the appraisal of one's job as achieving of facilitating the achievement of one's job values." Job satisfaction has its relevance with regard to boosting up the morale of the employees. It increases the efficiency and the work orientation of the employees. It is a general view that job satisfaction increases the motivation of employees and
productivity of the organization. If job satisfaction is existing amongst the employees, it means the management is doing well for the organization in various aspects.

Job satisfaction can lead to behavior by an employee that affects institutional growth and development. In the same vein, it can be a reflection of institutional functioning. More importantly, it implies the extent to which people like their job and satisfied with it. Weiss asserted that job satisfaction is an attitude which indicates to how an individual is contented with his or her job. Job satisfaction is very crucial to the long term growth and development of any institution. It is closely predicts work effectiveness, and it has been identified that many staff lose or fail to develop work effectiveness because they were not stimulated within the institutional settings.

Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs. Sustainable Development positively correlates with lecturer job satisfaction at work place in many situations, although not always enables people to develop knowledge, values and skills to participate in decisions about the way organizations do things, individually and collectively, locally and globally.

Government Policy for lecturers needs to pay attention to the aspirations of lecturers and evolve strategies to constantly unearth their true potential. Strategies to improve Job Satisfaction are automatically thought about to achieve both organizational objectives and satisfy lecturer needs.

Satisfaction and contentment of an individual in both work and off work aspects of life are very important in maintaining overall life balance. Scope and Need of Sustainable Development for Job Satisfaction therefore is an evolved and sensitized way of thinking about people, work and organizations. Accordingly, the thrust is not only on how people can work better but also on how work and all connected with it can motivate them to do better.

OBJECTIVE OF THE STUDY

1. To know the Scope of Sustainable Development Required for Higher Education In Rajasthan.
2. To know the Comparative Satisfaction level of Lecturers with Government Policies in Rajasthan.
3. To Know the Job Satisfaction of Lecturers working in Various Universities and Colleges.

HYPOTHESIS

A hypothesis could be a specific, testable informed prediction. It describes in concrete terms what you expect can happen in a very bound circumstance. A tentative theory or supposition provisionally adopted to elucidate bound facts, and to guide within the investigation of others; therefore, often referred to as a working hypothesis.

The Hypothesis of the study is only one as all the inferences to be drawn out of the study will be around the following:

H1: Lecturers are satisfied with the Current Policies and implementations made by the Government for the growth of higher education.

H2: The lecturers working in Private universities and colleges have higher level of satisfaction as compared to the Government Lecturers.

H3: Lecturers working in Private Universities and Colleges feel that there is a need for Sustainable development revives various Policies by UGC or Dept. of college education, to improve the satisfaction level of Lecturers/teaching staff.

LITERATURE REVIEW

Review of literature In the literature, job satisfaction is typically referred to as an emotional affective response to a job or specific aspects of a job (Locke, 1976; Smith, 1969). Locke (1976) defined lecturer satisfaction as “a pleasurable or positive emotional state resulting from the appraisal of one’s
job or job experience”. Locke noted three “schools” of thought about the causes of lecturer satisfaction: physical economic (physical working conditions), social (supervision and cohesive work groups) and nature of work (mentally challenging tasks and work-related variables). As argued by Spector, lecturer satisfaction can be assessed as a global feeling about the job or as attitudes about various facets of the job. Spector (1985) assessed nine facets: pay, promotion, supervision, fringe benefits, contingent rewards, operating conditions, co-workers, nature of work and communication.

Smith (1969) suggests that “lecturer satisfaction is feelings or affective responses to facets of the situation”. And five facets considered by them are: pay, promotions, co-workers, supervision and the work itself. As argued by Agho et al., (1993), to better understand the factors influencing lecturer satisfaction, one has to study the combined effects of environment, job characteristics and personality variables. Classic theories often emphasize job satisfaction as resulting from congruence between what lecturers want from their jobs and perceptions about what they actually receive (deLeon & Taher, 1996; Emmert & Taher, 1992; Scarpello & Campbell, 1983; Wright & Davis, 2003). Wright & Davis (2003) examined the influence of the public sector work environment on public lecturer workplace experiences and feelings of job satisfaction. They showed that the work environment is made up of two components: job characteristics; as the direct antecedents of lecturer job satisfaction and work context. Their study analyzed the effects of three components of the work context organizational goal conflict, organizational goal specificity, and procedural constraints and four job characteristics job specificity, routineness, feedback, and human resource development (HRD) faced by public lecturers. This study focuses on the job satisfaction of knowledge lecturers in the public sectors; and knowledge lecturers have unique personality characteristics. As argued by Root-Bernstein (1989) knowledge workers who undertake pioneering research typically dislike bureaucracies, resent administration and work most creatively when satisfying their own curiosity. In line with this, Rosenbaum (1991) finds that knowledge workers tend to have high needs for autonomy, significant drives for achievement, stronger identity and affiliation with a profession than a company and a greater sense of self-direction, making them likely to resist the authoritarian imposition of views, rules and structures.

RESEARCH METHODOLOGY

Research Methodology may be defined as a systematic way to solve the analysis problem. When we speak research methodology, we tend to not solely talk about research methods however additionally think about the logic behind the strategies we use within the research study and take a look at to elucidate why we tend to are using a specific methodology or technique and why we tend to don't seem to be using the other, in order that analysis results are evaluated by the investigator himself or by others.

RESEARCH DESIGN:-The research design is a basic research. It is the conceptual structure inside which research analysis is conducted; it constitutes the blueprint for the gathering, measuring and analysis of information.

Type of Research:-This Research is descriptive in nature and has used surveys, fact-findings, and inquiries from different groups.

Research Instrument:-Study has been done on the basis of feedback received through structured closed-end Questionnaire along with personal Interview and feedback from lecturers of various universities and colleges in Rajasthan.

Sources of Data Collection:-The data was collected from the sample for fulfilling research objectives and to verify the research hypotheses with the utilization of tool. The data was collected to measure the job Satisfaction of lecturers working in Government & private Universities and colleges in Rajasthan. The data for the planned study has been collected from the under define following sources.

Primary Data:-The primary data for present study had been collected through Structured questionnaire, observations, Unscheduled Personal Interviews
Secondary Data: In this study the required data was collected from secondary sources like Internet, Websites, Magazines, Newspapers, Periodicals, Published books and literatures, Published reports Journals

SAMPLING DESIGN: A sample design is a definite plan for getting a sample from a given population.

Universe: The Universe is Rajasthan State.

Sampling unit: Keeping in view cost, expenses, time and efforts concerned for the study, it was decided that the analysis of present study will be done in all seven regions of Rajasthan which were Ajmer, Bharatpur, Bikaner, Jaipur, Jodhpur, Kota, and Udaipur for the exploration of job satisfaction factors which affect Lecturers working in various government and private universities and colleges effectively.

Sampling Method: The researcher had selected Non Probability Convenience sampling method for the present study.

Sample size: An optimum sample is one, which is appropriate representative and within the reach of the researcher. In the present research work, the sample size will be of 300 respondents (150 respondents from Government Universities and Colleges and 150 respondents from Private Universities and Colleges of Rajasthan).

MEASUREMENT OF JOB SATISFACTION

Job satisfaction was measured through a five pointer scale. The scale used a five point rating scale with V.S for very satisfied, S for satisfied, D.S for dissatisfied, V.D for very Dissatisfied, N.A for not applicable. The responder was asked to tick the one of these according to his satisfaction level.

STATISTICAL TOOLS AND TECHNIQUES FOR DATA ANALYSIS

Various Tools and Techniques are used like Arithmetic Mean, Frequency Tables, Mann-Whitney U Test, Percentage Analysis, Standard Deviation, The SPSS software package 12.0 version and MS Excel had been used for the purpose of analysis.

FINDINGS

H1: Lecturers are satisfied with the Current Policies and implementations made by the Government for the growth of higher education.

Table 1

<table>
<thead>
<tr>
<th>Are you satisfied with current government policies and implementations for the growth of higher education?</th>
<th>Government</th>
<th>Private</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequency</td>
<td>%</td>
<td>Frequency</td>
</tr>
<tr>
<td>No</td>
<td>85</td>
<td>56.7</td>
</tr>
<tr>
<td>Yes</td>
<td>65</td>
<td>43.3</td>
</tr>
</tbody>
</table>

INTERPRETATION

Researcher observed that 86.7% of majority of Private Lecturers are More Dissatisfied with the current government policies and implementations for the growth of higher education as compared to 85% not Satisfied Government Lecturers. Results show that:

65 (43.3%) Government Lecturers says YES, and 85 (56.7%) Says NO about their Satisfaction Level with current government policies and implementations for the growth of higher education.
13.13% Private Lecturers say YES, and 130 (86.7%) say NO about their Satisfaction Level with current government in Rajasthan policies and implementations for the growth of higher education.

**H2:** The lecturers working in Private universities and colleges have a higher level of satisfaction as compared to the Government Lecturers.

**Graph 1**

**INTERPRETATION**

Researcher observed that Majority of Government Lecturers are Satisfied with their overall Job Satisfaction Compared to Very Less Satisfied Private Lecturers. Result Shows:

- 138 (92%) are Very Satisfied, 12 (8%) are Satisfied, and 0 (0%) are Dissatisfied, Government respondents for Concern of overall level of job satisfaction.
- 31 (20.7%) are Very Satisfied, 80 (53.3%) are Satisfied and 29 (19.3%) are Dissatisfied and 10 (6.7) are Very Dissatisfied Private respondents for Concern of overall level of job satisfaction.

Results show that Government Lecturers have more Job Satisfaction in Comparison to Private Lecturers.

**H3:** Lecturers working in Private Universities and Colleges feel that there is a need for Sustainable development revives various Policies by UGC or Dept. of college education, to improve the satisfaction level of Lecturers/teaching staff.

**Table 2**

<table>
<thead>
<tr>
<th>Need to implement &amp; revive various factors by UGC or Dept. of college education to improve the satisfaction level of Lecturers/teaching staff</th>
<th>Government</th>
<th>Private</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequency</td>
<td>%</td>
<td>Frequency</td>
</tr>
<tr>
<td>No</td>
<td>130</td>
<td>86.7</td>
</tr>
<tr>
<td>Yes</td>
<td>20</td>
<td>13.3</td>
</tr>
</tbody>
</table>

**INTERPRETATION**

The opinion regarding need to implement and revive various factors by UGC or Department of College Education (Rajasthan) to improve the satisfaction level of teaching staff was compared among
government universities and college lecturers, and private universities and college lecturers, by performing Mann-Whitney test.

The private universities and college’s lecturers were highly satisfied with present factors provided for improving job satisfaction level by UGC or Department of College Education in Rajasthan, as compared to the government sector, and were not in favour of implementing and reviving them. There was a significant difference between the two regarding this opinion for need to implement and revive various factors by UGC or Department of College Education (Rajasthan)(U = 1875.000, p = 0.000) (Table 99). Hypothesis H3 is accepted.

Table 3
Opinion regarding need to implement and revive various factors by UGC or Dept. of college education (Rajasthan) to improve the satisfaction level of teaching staff.

<table>
<thead>
<tr>
<th>Variables</th>
<th>Mean Rank</th>
<th>Sum of Ranks</th>
<th>Mann-Whitney U</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government</td>
<td>88.00</td>
<td>13200.00</td>
<td>1875.000</td>
<td>.000</td>
</tr>
<tr>
<td>Private</td>
<td>213.00</td>
<td>31950.00</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This is in accordance with the study conducted by Shafi et al (2016) on the satisfaction level among government college’s teachers in Hyderabad district of Sindh (Pakistan). The study showed that the government college teachers were not satisfied with the policies regarding factor considered for promotion, training and outcomes of training and payment issues, as compared to private college teachers.

CONCLUSION

The main objective of this study was to know the scope of Sustainable Development needed for Job Satisfaction Level of Lecturers working in universities and colleges of Rajasthan. Study shows that there is a Necessary requirement and need of doing Sustainable Development in various Universities and Colleges of Rajasthan to increase the Job Satisfaction Level of lecturers of Rajasthan. The results obtained in this study showed that job satisfaction had a significant positive correlation with Sustainable Development.

The findings indicate that there is a need for doing and Implementing Sustainable Development in the field of Job Satisfaction of Lecturers working in Rajasthan. Especially Work has to be done for Lecturers working in Private Universities and Colleges to improve their Level of Job Satisfaction and Lastly current Policies of Higher education should be updated and revived to satisfy the needs of the lecturers working in Government and Private Universities & Colleges of Rajasthan.

REFERENCES


