

Faculty Opinion Regarding Job Satisfaction and Motivation in Medical & Dental Colleges of Islamabad; A Cross-sectional Survey

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ABSTRACT

Objectives: To identify the factors affecting job satisfaction and motivation among the faculty and its relationship between faculty engagement, job satisfaction, and motivation in medical and dental colleges in Islamabad.

Methodology: A cross-sectional descriptive study in which faculty of medical and dental colleges in Islamabad participated from June 2023 till September 2023. Data was collected through an online questionnaire from the faculty using a purposive sampling technique.

Results: A total of 314 faculty members participated in this survey. 50.3% were female and 49.7% were male with an age range from 25 years-75 years, having work experience from 2-15 years and more. The majority of respondents expressed satisfaction with their job duties ($Mean \pm SD = 3.05 \pm 1.12$) and a sense of camaraderie within their workplace institution ($Mean \pm SD = 2.96 \pm 1.10$), indicating positive attitudes in several areas. Furthermore, a sizable percentage obtains enjoyment from research activities ($Mean \pm SD = 3.35 \pm 1.15$) and feels valued at work ($Mean \pm SD = 2.93 \pm 1.26$). On the other hand, results of this study also reveal negative attitudes towards factors, such as high levels of stress ($Mean \pm SD = 2.15 \pm 1.16$), burnout while at work ($Mean \pm SD = 2.49 \pm 1.26$), and a sense of being ignored at work ($Mean \pm SD = 2.42 \pm 1.19$). Moreover, the respondents frequently report having difficulty juggling their personal and work lives ($Mean \pm SD = 2.19 \pm 1.05$).

Conclusion: The findings of this study imply that a supportive institutional culture, professional development opportunities, workload management, and the nature of the work itself all have a big impact on faculty satisfaction. On the other hand, factors that lead to unhappiness include inadequate pay, lack of recognition, and an unbalanced work-life schedule. Institutions must have a thorough understanding of these elements to design and implement programs that support faculty well-being and foster a happier workplace.

Keywords: Job satisfaction, Medical and Dental Faculty, Work environment.

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Introduction

Employees are the essential facets and are vital for the success of an organization. One of the most frequently debated topics in organizational behavior, personnel, and human resource management is job satisfaction. It is generally considered to be the primary variable by which the effectiveness of human resources is evaluated. Due to the rapid development of higher education and the expansion of enrollment in universities and colleges, competition has become increasingly intense.¹ many

intrinsic and extrinsic factors play a crucial role in job satisfaction. The intrinsic includes how people feel about the nature of the job tasks such as work activity, ability utilization, and sense of achievement. While the extrinsic may refer to people's feelings about working policies, human relations, and work compensation.² Human resource management is to motivate employees with job satisfaction by creating favorable attitudes or emotions.³

With increasing recognition of the value of positive organizational behavior, there must be faculty retention,

which is only possible with motivation and satisfaction. Here the concept of job fulfillment is not broadly applicable and often linked to motivation, while having many personal variations.⁴

Think of job satisfaction as an internal feeling, an attitude one holds towards one's work. It can be fueled by a sense of accomplishment, both in achieving specific goals and contributing meaningfully. Simply, it refers to how satisfied one is with their work. Certain characteristics of the healthcare workforce are unavoidable and can cause significant issues. These issues include a diversity of the workforce (needs to be overseen) and the monetary relationship between people and their system (doctors/dentists, patients, hospitals).⁵ can only be tackled by developing job satisfaction.

Academic staff members consider job satisfaction as a crucial element of their motivation, representing their fundamental internal sentiment towards their work and the extent to which they feel personally pleased in their roles.⁶ This study aims to explore the factors affecting job satisfaction and motivation among the faculty and its relationship, in medical and dental colleges of Islamabad.

Methodology

This descriptive cross-sectional study was conducted from June 2023 to Sep 2023 at medical and dental colleges of the federal capital area. In the first phase a thorough literature review was conducted, of those elements that influence motivation and job satisfaction were studied. A research questionnaire was developed having 30 items. In the second phase, to validate the contents of the questionnaire an expert validation with Delphi was performed among seven experts. The questionnaire was reviewed and corrected by expert medical educationists, who examined a research-based questionnaire for content validity, clarity, representativeness, and relevance. They selected 24 items' and deleted 6 on above mentioned base. In the third phase, we proceeded to the factorial validation of the instrument. The questionnaire was pilot-tested with a sample of 10 medical and dental faculty members to test the reliability and validity of the questions asked. Faculty members who took part in the pilot test were excluded from the formal study. After measuring reliability and validity which was acceptable range, the final questionnaire was used for the survey.

Ethical approval was obtained from all colleges before conducting a survey and also approved by the Institutional Review Board of HBS Medical and Dental

College. (the researcher's organization). Faculty with at least 6 months of teaching experience were included in the study. The questionnaire had two sections, the first section had demographic details and section two consisted of questions based on a five-point Likert scale (1=strongly disagree—5=strongly agree). A formal introduction about the survey was done and informed consent was obtained. The participants of the study were given a timeline to complete the survey after which the data gathered was compiled. Out of 400 participants, 314 faculty members agreed to participate hence the response rate was 78.5 %. They were 158 female and 156 male participants aged between 25-75 years.

Data were analyzed using SPSS version 20.0. Frequency distribution, percentages, and a chi-square test to check the association between these variables. Exploratory Principal Component Analysis and Varimax Rotation were employed to find the factors.(7) One-way analysis of variance was used to compare the mean on item scores between demographic variables. Cronbach's alpha coefficient was used to assess the internal consistency and reliability. The result was 0.76, which is considered satisfactory. The institutional head granted permission to use the questionnaire for this survey.

Results

Demographic Profile of Respondents: Table I presents an overview of the respondents' demographic characteristics, including age, gender, education level, and years of experience. The majority of participants belong to the 25-34 age group, with a balanced gender distribution. Most respondents hold a bachelor's degree, and a significant portion has 5-10 years of work experience.

Table I: Demographic information of the participants.

| Variables | Categories | (N) | (%) |
|--------------------|--------------------|-----|------|
| Gender | Female | 158 | 50.3 |
| | Male | 156 | 49.7 |
| Marital Status | Married | 225 | 71.7 |
| | Unmarried | 89 | 28.3 |
| Age (Years) | 25-35 | 47 | 15 |
| | 36-45 | 130 | 41.4 |
| | 46-55 | 60 | 19.1 |
| | 56-65 | 65 | 20.7 |
| | 66-75 | 12 | 3.8 |
| | 2-5 | 32 | 10.2 |
| Experience (Years) | 5-10 | 108 | 34.4 |
| | 10-15 | 104 | 33.1 |
| Salary (PKR) | More than 15 years | 70 | 22.3 |
| | less than 50,000 | 50 | 15.9 |
| | 50,000-1,00,000 | 49 | 15.6 |
| | 1,00,000-2,00,000 | 102 | 32.5 |
| | 2,00,000-3,00,000 | 87 | 27.7 |

| | | | |
|-------------------|--------------------|-----|------|
| | more than 300k | 26 | 8.3 |
| Teaching Audience | Both undergraduate | 74 | 23.6 |
| | Undergraduate | 240 | 76.4 |
| | No Publications | 31 | 9.9 |
| Articles | 1-2 | 56 | 17.8 |
| | 2-5 | 69 | 22 |
| | 5-10 | 88 | 28 |
| | more than 10 | 70 | 22.3 |

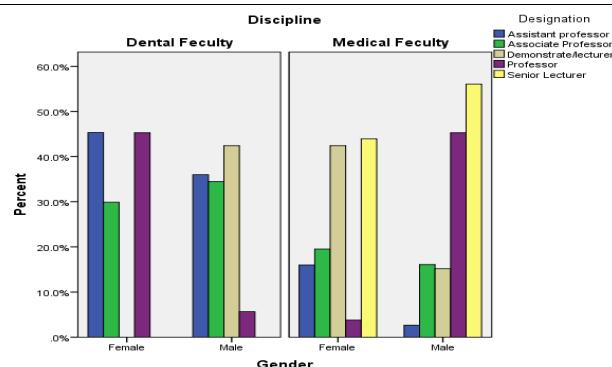


Figure 1. Distribution of Designation for both Dental and Medical Faculty over Gender.

Figure 1 illustrates the gender distribution of academic designations in dental and medical faculties, showing a

relatively balanced representation across positions and indicating progress toward gender equality in academia.

Factors Influencing Job Satisfaction: Table II outlines key factors affecting job satisfaction, categorized into intrinsic and extrinsic motivators. Major influences include salary, work-life balance, job security, and professional growth opportunities. The findings indicate that while financial incentives play a crucial role, non-monetary factors such as recognition and a positive work environment significantly impact job satisfaction levels.

The association analysis between work satisfaction and demographic characteristics indicates varied degrees of significance, as Table 1.3 illustrates. While work happiness is positively correlated with marital status, designation, experience, remuneration, and the number of published articles, it is not correlated with gender or discipline. Particularly, based on their low p-values and comparatively high chi-square values, the following variables show significant associations with job satisfaction: marital status (Chi-Square = 28.58, p =

Table II: Frequency and Percentages of Factors on Job Satisfaction.

| Items | Mean \pm SD | Strongly disagree | Disagree | Neutral | Agree | Strongly Agree |
|--|-----------------|-------------------|----------|----------|----------|----------------|
| I enjoy my work responsibility | 3.05 \pm 1.12 | 25(0.08%) | 81(26%) | 95(30%) | 79(25%) | 34(11%) |
| I have a sense of bonding at my workplace Institution | 2.96 \pm 1.10 | 30(10%) | 83(26%) | 91(29%) | 88(28%) | 22(7%) |
| I feel appreciated at my workplace | 2.93 \pm 1.26 | 70(22%) | 31(10%) | 86(27%) | 106(34%) | 21(7%) |
| I am presently content with my pay scale | 2.13 \pm 1.12 | 116(37%) | 96(31%) | 58(18%) | 34(11%) | 10(3%) |
| I have a high stress level at my workplace | 2.15 \pm 1.16 | 119(38%) | 87(28%) | 62(20%) | 33(11%) | 13(4%) |
| I feel burnout during working hours | 2.49 \pm 1.26 | 94(30%) | 70(22%) | 70(22%) | 63(20%) | 17(5%) |
| I feel unnoticed at my workplace | 2.42 \pm 1.19 | 74(24%) | 121(39%) | 53(17%) | 44(14%) | 22(7%) |
| My college recognizes and awards high-quality teaching | 2.97 \pm 1.18 | 36(11%) | 84(27%) | 76(24%) | 88(28%) | 30(10%) |
| My college recognizes and awards clinical excellence | 2.74 \pm 1.28 | 70(22%) | 70(22%) | 74(24%) | 71(23%) | 29(9%) |
| I find my departmental environment conducive | 2.43 \pm 1.12 | 75(24%) | 98(31%) | 84(27%) | 44(14%) | 13(4%) |
| My Office space is adequate | 2.77 \pm 0.87 | 14(4%) | 103(33%) | 153(49%) | 28(9%) | 16(5%) |
| I find the college timing feasible | 2.29 \pm 1.29 | 119(38%) | 76(24%) | 47(15%) | 54(17%) | 18(6%) |
| I think my workplace provides a strong job security | 2.82 \pm 1.05 | 51(16%) | 39(12%) | 153(49%) | 57(18%) | 14(4%) |
| I consider alternatives for employment | 1.88 \pm 1.26 | 192(61%) | 28(9%) | 51(16%) | 25(8%) | 18(6%) |
| I consider leaving my academic career for this job | 1.85 \pm 1.21 | 185(59%) | 49(16%) | 36(11%) | 31(10%) | 13(4%) |
| I have difficulty in balancing my family and professional life | 2.19 \pm 1.05 | 85(27%) | 133(42%) | 62(20%) | 19(6%) | 15(5%) |
| My academic career progress is satisfactory in my institution | 2.21 \pm 1.08 | 80(25%) | 148(47%) | 42(13%) | 28(9%) | 16(5%) |
| In my opinion faculty involvement in extra-academic activities is burdensome | 2.18 \pm 1.11 | 95(30%) | 128(41%) | 45(14%) | 32(10%) | 14(4%) |
| I think there is an equal distribution of the workload | 2.59 \pm 0.99 | 37(12%) | 117(37%) | 111(35%) | 35(11%) | 14(4%) |
| The workload is manageable | 2.43 \pm 1.03 | 50(16%) | 145(46%) | 67(21%) | 39(12%) | 13(4%) |
| My institute has significantly contributed to enhancing my subject knowledge | 2.59 \pm 1.11 | 62(20%) | 82(26%) | 106(34%) | 50(16%) | 14(4%) |
| I have attended a faculty development workshop to enhance my teaching skills | 3.00 \pm 0.95 | 9(3%) | 91(29%) | 126(40%) | 66(21%) | 22(7%) |
| I contribute with my best work performance | 2.80 \pm 1.12 | 29(9%) | 120(38%) | 76(24%) | 63(20%) | 26(8%) |
| I achieve satisfaction from research | 3.35 \pm 1.15 | 24(8%) | 48(15%) | 88(28%) | 102(32%) | 51(16%) |

0.018), designation (Chi-Square = 83.75, p = 0.023), experience (Chi-Square = 62.77, p = 0.041), salary (Chi-Square = 86.29, p = 0.015), and the number of article

Table III: Association Analysis Between Demographic Factors and Job Satisfaction.

| Factors | Chi-Square Value | P-value | Conclusion |
|---|------------------|---------|-----------------|
| Gender and Job Satisfaction | 25.72 | 0.041 | Non-significant |
| Marital Status and Job Satisfaction | 28.58 | 0.018 | Significant |
| Age and Job Satisfaction | 63.20 | 0.364 | Non-Significant |
| Discipline and Job Satisfaction | 23.75 | 0.070 | Non-Significant |
| Designation and Job Satisfaction | 83.75 | 0.023 | Significant |
| Experience and Job Satisfaction | 62.77 | 0.041 | Significant |
| Salary and Job Satisfaction | 86.29 | 0.015 | Significant |
| Teaching Audience and Job Satisfaction | 19.86 | 0.178 | Non-Significant |
| No of Article Publications and Job Satisfaction | 85.81 | 0.016 | Significant |

publications (Chi-Square = 85.81, p = 0.016). On the other hand, p-values over the 0.05 level indicate non-significant relationships between age, teaching audience, and work satisfaction. These results imply that, in the investigated setting, work satisfaction is highly influenced by marital status, designation, experience, pay, and academic production, but that it is less influenced by age and the teaching audience. Table III

Key Components of Job Satisfaction Exploratory factor analysis identified nine key components shaping faculty job satisfaction (KMO = 0.70, Bartlett's test = 669.30, p = 0.000). These include Recognition at Work, Workplace Environment and Bonding, Workload Management, Career Development, Stress and Professional Decisions, Work-Life Balance, Research Satisfaction, Faculty Growth, and Work Performance. Each component highlights critical aspects such as fulfillment, institutional support, workload balance, and personal well-being, offering insights for fostering a supportive academic environment. (Table IV)

Table IV: Factor Loadings for Components Identified in Faculty Job Satisfaction Survey.

| Items | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | Component |
|--|-------|------|------|------|------|-------|-------|------|-------|-----------|
| I enjoy my work responsibility | .246 | | | .659 | | | | | | |
| I have a sense of bonding at my workplace Institution | | | | .672 | | | | | | |
| I feel appreciated at my workplace | | | | | | | .591 | | .302 | |
| I am presently content with my pay scale | | | | .298 | | | | .526 | | .245 |
| I have a high stress level at my workplace | | | | | | | | | | .815 |
| I feel burnout during working hours | | | | | .236 | -.346 | -.492 | | | .240 |
| I feel unnoticed at my workplace | .245 | .512 | | | | | | | | |
| My college recognizes and awards high quality teaching | | | .496 | | | | | | .341 | |
| My college recognizes and awards clinical excellence | | | | | | | .649 | | -.312 | |
| I find my departmental environment conducive | | | | | | .805 | | | | |
| My Office space is adequate | | | | .547 | .241 | | | | | |
| I find the college timing feasible | | | | .761 | | | | | | |
| I think my workplace provides a strong job security | | | .696 | | | | | | | |
| I consider alternatives for employment | | | | .316 | | | | .622 | | |
| I consider leaving my academic career for this job | | | | | | | | | .682 | |
| I have difficulty in balancing my family and professional life | .566 | .297 | | | | .225 | | | | |
| My academic career progress is satisfactory in my institution | | | | .244 | | | .500 | | | .299 |
| In my opinion faculty involvement in extra academic activities is burdensome | -.241 | .591 | | | | | | | | |
| I think there is an equal distribution of workload | .371 | | | | | .297 | | | | |
| The workload is manageable | .338 | | | .572 | | | | | | |
| My institute has significantly contributed to enhancing my subject knowledge | .653 | | | | .299 | | | | | |
| I have attended faculty development workshop to enhance my teaching skills | .322 | | | | | .234 | | .335 | -.558 | |
| I contribute with my best work performance | .518 | | | | | | | .346 | | |
| I achieve satisfaction from research | | | | | | .424 | .535 | | | |

Discussion

The "Job satisfaction" is a global and multifaceted construct, which concentrates on safeguarding human existential dimensions in the context of preserving their productivity and well-being at work.¹ Academic job satisfaction has an impact on the future of the health education system since faculty members function as mentors and inspire the next generation of healthcare practitioners. In our study, the respondents had a mixed opinion of job satisfaction at their workplace. While some elicited positive feedback, others raised concerns. The finding revealed faculty dissatisfaction with balancing work and family life, salary, extracurricular activities, and a sense of recognition and satisfaction with having a sense of commitment, a supportive work environment, professional growth, and publishing research papers.

The majority of the respondents of this study seemed dissatisfied with their current salaries and incentives, which is one the most dominating factors for job satisfaction. According to one of the studies, more than half of practitioners were unhappy with their pay scale and were looking for career opportunities overseas, they were dissatisfied with their working conditions and opportunities for advancement.⁸ In an Iranian study, financial compensation, acknowledging faculty potential and participating in decision-making increase job happiness.⁹ Other studies conducted overseas found that one of the biggest determinants of work satisfaction was salary and benefits.¹⁰ In Pakistan, academic factors particularly inadequate compensation and recognition of faculty members appeared to be their second most common source of stress.¹¹ The respondents have a high stress level, exhaustion, and feeling of being unnoticed which seems that they are dealing with anxiety, burnout, and sometimes a sense of being forgotten at work. In another study, the healthcare workers have a general sense of being invisible and unappreciated by the authorities at the workplace, which may have weakened their sense of self as professionals.¹² Some respondents of this study view teacher's participation in extracurricular activities as onerous. Many of the respondents are unhappy with the long working hours and want to switch their jobs, although they feel secure with their current job. According to the American Dental Education Association (ADEA) report healthcare institutions are facing a severe shortage of full-time faculty and low teacher-to-student ratios as a result of several faculty members leaving their academic positions

in search of better prospects.¹³ Most of the respondents of this study appear to struggle to balance work and family life. They consider extracurricular activities to be burdensome. The results highlight the necessity for educational institutions to tackle issues about stress, acknowledgment, and work-life equilibrium. Individuals who work in stressful environments perform less academically, experience more anxiety and hesitation, and eventually burnout.¹⁴ Studies have revealed that it is very important to keep a work-life balance.¹⁵

On the other hand, respondents are satisfied in terms of professional growth through faculty development programs to improve their ability to teach. Faculty morale may be further increased by recognizing their efforts. They recognize that college has provided a platform where they can learn and enhance their teaching and learning skills via faculty development programs and workshops. To achieve the best results, an institution should pay particular attention to developing a work environment that inspires individuals to be more creative. Improving working conditions in an institution is important for management authorities to enhance employee satisfaction in the face of demanding working conditions.¹⁶ Up to some extent the faculty seems satisfied with teaching and quality of clinical work at their workplace. There is a mixed perception of the working environment as in faculty most of them are satisfied with their departmental environment and they are quite pleased with the office space. A supportive working environment contributes to a comfortable and productive work atmosphere. Faculty work conditions do affect their academic performance. Dissatisfaction at educational institutions is caused by dirty and broken windows, inadequate lighting, and unclean restrooms.¹⁷

Respondents with more work experience seemed more satisfied with their career growth than those who were less experienced. The learning environment is critical to enhancing knowledge and skills in any job. There is always room for development in clinical skills, despite limited resources.¹⁸ A significant percentage of respondents reported that the tasks are manageable and the faculty takes pride in research activities. The healthcare sector is changing rapidly and frequently, which is why there is a growing need for more motivating healthcare practitioners and staff.¹⁹ The key component of job contentment is meeting the needs and fulfilling the goals of the organization and the employee. This is important for management since it is connected with an improvement in the caliber of services rendered.²⁰

Conclusion

According to the study's findings, faculty members' opinions about their job satisfaction were diverse. Our findings imply that a supportive institutional culture, professional development opportunities, workload management, and the nature of the work itself all have a big impact on faculty satisfaction. On the other hand, factors that lead to unhappiness include inadequate pay, lack of recognition, and an unbalanced work-life schedule. Institutions must have a thorough understanding of these elements to design and implement programs that support faculty well-being and foster a happier workplace.

Limitation of Study: This was a cross-sectional study and data was collected through quantitative methods. Using qualitative or mixed-method research can get deeper insight and a better understanding of the factors related to job satisfaction.

Recommendations: The institutions must improve their plans to retain faculty members. They must develop a faculty retention policy and should concentrate on the areas that are necessary for faculty satisfaction at the workplace including; increments and salary raises, productivity, promoting equality, giving academics a suitable and private space, streamlining the administrative and supervisory structure, and enhancing recreational and welfare facilities. It would be beneficial for future studies to focus on creating work dynamics that increase job satisfaction and reduce faculty attrition and academic career desertion.

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