

The Transformative Role of Education in Socio-Economic Development and Nation Building

Vidya Eknath Pawale

Research Scholar, Department of Management, University of Technology, Jaipur.

Dr. Sunita Dhakne

Department of Management, University of Technology, Jaipur.

Email: rajvidya1718@gmail.com

ABSTRACT

Education plays a pivotal role in shaping a developing society by enhancing individual capabilities, promoting socio-economic mobility, and fostering sustainable employment. Recognized as a fundamental human right in the Universal Declaration of Human Rights (1948), education serves not only as a tool for personal development but also as a catalyst for national economic growth. Theories such as intrinsic growth emphasize knowledge as a core contributor to development. Formal and informal learning methods, self-education, and dynamic teaching practices are crucial for meaningful educational experiences. As India undergoes socio-economic transformation, the demand for higher education increases, especially among marginalized communities. For these students, education is seen as an investment in their future rather than mere consumption. Faculty members play a central role in delivering education, but effective teaching is difficult to define uniformly due to variations in discipline, context, and learning environments. The success of education relies on the synergy between educators, learners, and institutional support systems. Research on college education, particularly since the 1970s, underscores the importance of tailored learning environments, interactive pedagogy, and adequate resources to ensure positive outcomes. Thus, education must be holistic, inclusive, and adaptable to changing societal needs.

Keywords: *Higher Education, Socio-Economic Development, Teaching Effectiveness.*

1. Introduction

Knowledge is the most critical element for a developing society. This can be accomplished by developing their capacities and skills and by providing equity with sustainable job prospects and socio-economic relations. In the Universal Declaration of Human Rights of 1948 (Garcia Escobar, 2022), the right to education is deemed a basic human right. The theory of intrinsic growth claims

that information is an important contribution to economic development (Nazneen & Dhawan, 2018). The phase of building awareness is enabled by schooling, thus eventually improving the mutual degree of economic and social well-being. Education, however has multifaceted ramifications, like personal and social goals. It will help individuals, by improved understanding and facts, make informed decisions regarding their lives. Education applies to the act or method of common sense giving or studying, improving logic or judgment, and generally planning for a mature existence for oneself or others. A wealth of information accumulated by a person after understanding a specific subject or experiencing a path of existence that understands a specific thing. Education requires input from personal or compositional literature of any kind. Through years of school study, including research on several topics, the most popular modes of curriculum come from. Education is the method of welcoming reality and possibilities, fostering and allowing time to discover, as we know here. As John Dewey (John Dewey, 1916) said, this is a relational continuum, "a process of life, not a preparation for future life." Educators ought to communicate with persons, not with others in this view. Their task is to teach to explore or create possibilities (in connection with the Greek educational concept). We're discovering, and maybe we did not realize it had happened. Learning is both a mechanism and a product. As a process, it is part of life in the world and part of the way our bodies work. As a result, it is a new understanding or perception of something. Therefore, educators need to focus on learning environments and building relationships, rather than trying to delve into people's knowledge. This method is often referred to as self-education or self-learning. There are two primary forms of schooling. Formal and informal schooling (Groobman et al., 1976). This is what we term "formal education" typically. First the community can be very specific on what they want to do but second, teaching has to accomplish what they want in informal learning. This isn't the primary objective. "Accidental learning" of this type is not a coincidence. People realize that there is something they ought to learn, but they do not have to state it in advance. This kind of learning practice is carried out predominantly by conversation. Dialogue is prone to unexpected shifts.

1.1 Education and Opportunity

The demand for higher education stems from the country's ongoing socio-economic transformation. The spread of basic education will lead to the spread of secondary schools, and the spread of secondary schools will lead to the corresponding increase in higher education. In terms of providing higher education institutions, the school district's focus is on developing, setting, and implementing goals to create a better educational environment for students and a wider service community. The success of the educational environment depends on student performance that can only be achieved through the joint efforts of everyone in the community. When planning future higher education, it is very important to understand the current state of the student in education. Students believe that education is a means of improving their well-being and economy, not a means of cultural satisfaction. With the expansion of primary and secondary education (Lewin, 2011), many of the students entering the higher education portal belong to families who have lived at a minimum standard of living for several generations. For them, defining higher education as "consumption" rather than "investment" is irrelevant and unimaginable. Income increases with each level of education. Therefore, everyone in the region has the opportunity to receive higher education, which

promotes personal and regional economic growth. In a developing country like India, the goal of higher education should be as Schultz said. "Education is a consumer activity that satisfies some educated people, but it is mainly an investment activity. As a production agency, we acquire the ability to satisfy the future or increase the individual's future income. A teacher is defined as a faculty member who guides a student to learn, provide knowledge, and provide guidance in a separate class, course, or classroom setting (Benor, 2000). In general, the appointment of faculty and staff is vice president, director, vice president, principal, professor and equivalent, associate professor, reader, lecturer (selection), assistant professor, lecturer (advanced), lecturer, lecturer, and demonstrator, Part-time teachers, temporary teachers, temporary teachers, contract teachers, visiting teachers (Gilbert, 2012).

Faculty participants include educators actively interested with the school, such as instructors in the classroom, teachers in special education, laboratories, whole classrooms, resource areas, and other pupils in normal classrooms that provide one-on-one lessons. The faculty also involves the director of the department, whose duties include certain teaching, but also non-professionals who support instructors, such as teacher assistants and other assistant professionals, to offer instruction to students. Teachers are people who are actively interested with teaching, including teachers in the school, instructors in special education, and even teachers who deal with the whole community, small classes, or one-on-one teaching. The staff often includes class heads, whose responsibilities require certain teaching practice, but do not include non-personnel, such as teacher assistants and other auxiliary professionals, who help teachers in offering instruction to students. Academic workers comprise those with teaching, study, or public service as their key role. They have academic names, and scholars, associate professors, assistant professors, lecturers, or roles similar to each of these academic positions are their titles. Whether mentoring or study is their primary task, this group contains people with other names (for example, dean, director, associate dean, assistant dean, department chair, or department chair).

College education (Das, 2019), is an undertaking that is very nuanced and cannot be readily described or calculated. Part of the explanation is that no level of education is inseparable from the atmosphere in which it takes place, especially the participation of teachers and learners. Effective education in a physics graduate seminar is not exactly the same as good education in a big introductory course in physics, but it is definitely distinct from market education in literature, philosophy, language, pharmacy, college, etc. Another concern is that no single concept of effective teaching remains (Smothers et al. 2022). The key criteria for successful teaching is of necessity, the product of learning, but teachers cannot assume complete responsibility for student success, and learning is also as difficult to define and quantify as schooling. Several factors leading to better outcomes have been established by college education researchers, but the existence or absence of these influences (usually called dimensions, attitudes, procedures, environments, or principles) does not always indicate that schooling is good or poor. Even if the general partnership between education and learning is defined, each educational and learning scenario has its own characteristics, and progress largely depends on the willingness to utilize factors that encourage and prevent learning. Factors that may interrupt learning. Teachers and students have a direct obligation for progress, but



this does not prohibit the provision of such methods, services, or environments by organizations or faculty. These instruments, services and environment will offer teachers and students full benefits. In reality, data indicates that teachers and students communicate over the internet with each other or in conventional or modern virtual classrooms where teachers and students interact face-to-face on a daily basis, encouraging and promoting performance. It's important to create an atmosphere. It is likely that it would never conduct such a meeting. Since the 1950s, much research has been done on university education, and, especially since the early 1970s, this research has been more extensive and productive. Teachers who are involved in learning and enhancing the lessons in the classroom are part of the inspiration for this work. These instructors, though, come from a range of disciplines and do not have an organized research and analytical framework as a basis for directing research foundations, expertise of instructional research, or techniques and processes of research. Twice as often individuals with more specialized expertise and practice, such as counsellors and educators, since teaching and learning study not only relates to their own education, but also to their own literature. An increase in federal, state, and private funds funded education during the Second World War, helping these scholars to perform large-scale, systematic studies that became the foundation for research in the second half of the century.

Social behaviour and college unrest in the 1960s generated demand starting in another quarter. In the personal and wide socio-political fields of career training, college curriculum can be more important to the desires and concerns of students and more relevant to real-life problems. The third force is the increasing curiosity in deciding the degree to which its position is fulfilled by higher education (Marginson et al. 2007). The result of higher education is particularly involved in boards of directors, state and federal legislatures, accreditation agencies, and other organizations, and over time, questions of transparency are becoming more and more urgent. There has to be a method of deciding what is going on the mechanism or mechanism of education) and what is going on (the result or result of education). Groundbreaking studies started in the area of assessment in the mid-to-late 1960s. The word formative and systematic evaluation was invented by Michael Scriven (1967). The former refers to the revision and enhancement intent assessment, and the latter refers to the determination of the strengths and limitations of a person, strategy, unit, or organization. This is highly applicable to the competence of teachers. The university education assessment has doubled. The evidence given by students in the instructor / course appraisal questionnaire is the key source of knowledge for measuring schooling. It is generally referred to as an assessment of an educational student. Peter Seldin reported a rise in the usage of student grades in a series of studies. By the mid-1990s, as part of their college educational tests, more than 90 percent of higher education colleges in the United States utilized student assessments (Scott et al., 2010). It became apparent by the mid-1980s that traditional classroom assessments did not have enough quantitative knowledge regarding the essence and consequences of the teaching. To truly assess the degree of learning and to determine the progress of the movement, more specific surveys are needed. Thomas A. Angelo and K, in the 1993 report, the consistency of institutional evaluations has been the dominant criterion used by rating authorities, and not only measures the degree of success of student learning results, Patricia Cross has established commonly used technique standards. Both as a tool to help set better, more

realistic targets for teachers and classes. It is hard to calculate if the predicted consequence is not explicitly defined. Non-faculty members are those who, aside from faculty members, are involved in universities, organizations, university administration, secretarial work, academic institutes, libraries, etc. Staffing and preparation. Personnel working without liability for schooling by public institutions. Definitions in countries can differ, but non-educators are typically principals, principals, other school officials, supervisors, counsellors, and school counsellors, professionals in student wellness, librarians, or professionals in educational media (Feerrar, 2020). Curriculum authors and regulators are listed. Training of employees, administrators at state, regional and national levels, clerical workers, construction and maintenance staff, security personnel, transportation and catering staff.

1.2 Introduction to Job Satisfaction

Job satisfaction is the situation where employee satisfied with their job environment (Van Scheers & Botha, 2014), job condition, job performance, and his career growth. When a people Satisfied with their job, he can perform better and efficiently rather when he faces stress on his working environment. Job satisfaction employee satisfaction is a measure of workers' contentedness with their job, whether or not they like the job or individual aspects. Job satisfaction can be measured in cognitive (evaluative), affective (or emotional), and behavioural components.

Job Satisfaction (Bakotić, 2016) is an important work attitude in organisational behaviour because it affects a wide range of behaviours and contributes to worker's wellbeing. Job satisfaction is a topic of wide interest to both people who work in the organisation & people who study them. In fact, it is the most frequently studied variables in organisational behaviour research. It is central variable in both research and theory of organisational phenomenon ranging from job design to supervision. Literally thousands of job satisfaction studies can be found in the journals of organisational behaviour & related field. There are important reasons why we should concern with job satisfaction, which can be classified according to the focus on the employee or the organisation. First, the humanitarian prospective is that people deserve to be treated fairly & with respect. Job satisfaction to some extent a reflection of good treatment. It also can be considered as an indicator of emotional wellbeing. Second, job satisfaction can lead to behaviour of employees feeling, which can lead to both positive and negative behaviour. Furthermore, job satisfaction can be reflection of organisational functioning.

2. Review of Literature

Uchir, J. T., Ucho, A., and Gwambe, C. D. (2023) were reported to have examined counterproductive work behavior (CWB) as a significant issue within organizational behavior research, highlighting its adverse impact on organizational performance. Their study was said to have investigated the relationships between job characteristics and perceived organizational support with CWB among non-teaching staff at a state-owned university in Northcentral Nigeria. A total of 289 employees, comprising 204 males and 85 females, were reported to have participated in the research. The authors were noted to have employed Standard Multiple Regression analysis, through which they found that combined job characteristics—including autonomy, task identity, skill variety, task significance, and feedback—were significantly positively associated with CWB. It was further indicated that autonomy individually exhibited a strong positive effect on CWB, whereas feedback

was found to have a significant negative impact, suggesting that increased feedback contributed to a reduction in counterproductive behaviors. Additionally, the study was understood to have revealed that job characteristics and perceived organizational support jointly exerted a positive influence on CWB, while perceived organizational support alone negatively influenced it. These findings were interpreted to emphasize the importance of job enrichment strategies in Nigerian universities and similar organizations, advocating for enhanced job attributes such as timely feedback and organizational support to mitigate counterproductive behaviors. The research was concluded to underline that fostering supportive work environments alongside enriching job roles could serve as effective measures to reduce CWB and enhance overall organizational effectiveness.

Bokil, Kulkarni, and Joshi (2022) were reported to have emphasized the vital role of higher education in driving societal progress by equipping individuals with skills necessary for community service. They were said to have cited the All-India Survey on Higher Education (AISHE) 2019-20, noting that India hosted 65 universities and 4,732 colleges, supported by over 164,000 non-teaching staff. These employees were understood to be crucial in addressing the complex challenges of the 21st century by providing essential technical and support services within academic institutions. The authors were highlighted as stressing that non-teaching staff needed to be well-informed about their responsibilities and actively engaged in the educational process to contribute effectively. Job performance among these staff members was identified as a key factor in improving organizational efficiency, with employee satisfaction being central to enhancing their work outcomes. Recognizing non-teaching staff as fundamental to the smooth functioning of higher education, the study reportedly focused on how workplace environment and job characteristics affected their performance. It was noted that these employees managed daily operations, supported academic departments, and assisted students, making their role indispensable for institutional success. Employing a descriptive survey research design, the study was said to have specifically investigated factors influencing job satisfaction among non-teaching staff in Maharashtra's higher education institutions. The findings were intended to shed light on improving workplace conditions and job features to boost performance, ultimately benefiting the broader educational ecosystem. This research was understood to underscore the need to value and support non-teaching staff to foster an effective and efficient higher education environment.

Charpentier, Longhi, and Raffaëlli (2021) were reported to have examined the perspectives of primary school teachers in France concerning their professional surroundings, revealing a generally optimistic view rooted in strong collegial collaboration, a perception that was also acknowledged by school principals. It had been pointed out that although teachers felt their profession lacked broader societal recognition, they nonetheless displayed notable motivation. However, France was said to have lagged behind other European countries in providing post-evaluation support to teachers, irrespective of the evaluation mechanisms in use. The study was understood to have shown that more than sixty percent of the teachers gave priority to addressing the needs of students with special educational requirements—an issue also recognized as a central pedagogical challenge by school heads. A contrast was observed in workplace satisfaction, as primary school teachers were found to report lower levels of well-being compared to their counterparts in lower secondary schools. The

major sources of occupational stress, as noted by over eighty percent of respondents, were identified as the ongoing need to modify teaching strategies for special education students and the associated accountability for their academic performance. This combined strain of constant adaptation and performance pressure was seen to negatively influence both teacher well-being and classroom effectiveness. Overall, the research was interpreted to underscore structural inadequacies in teacher support and well-being initiatives within the French education system, particularly at the primary level, and it called for more specific interventions to mitigate stress and enhance teacher preparedness in dealing with student diversity.

Songcog and Guhao Jr. (2020) were reported to have investigated the job satisfaction levels of non-teaching staff in private higher education institutions within Region XII of Mindanao, Philippines. Their research was said to have explored the influence of leadership style, psychological empowerment, and work engagement on job satisfaction. A descriptive-correlational research design was understood to have been employed, with Structural Equation Modeling applied to analyze the relationships among variables. The sample of 400 respondents was noted to have been selected through stratified proportionate sampling. The findings were observed to indicate that non-teaching personnel had experienced high levels of leadership support, empowerment, and engagement, which collectively contributed to elevated job satisfaction. It was found that leadership style, psychological empowerment, and work engagement each had a statistically significant positive relationship with job satisfaction. Among the models tested, Structural Model 4 was identified as the most fitting and efficient, as it was shown to depict direct causal pathways from psychological empowerment and work engagement to job satisfaction, excluding leadership style as a mediator. The authors were believed to have stressed the importance of cultivating an empowering workplace and sustaining engagement to boost job satisfaction among non-teaching staff. The study was considered to provide meaningful implications for higher education administrators aiming to implement evidence-based HR strategies to improve institutional performance and employee well-being.

Dhume and Lucas (2019) were reported to have undertaken a study that aimed to identify the primary determinants affecting job satisfaction and job stress among academic professionals in Goa. The authors were said to have utilized a hybrid sampling technique that combined both random and convenience sampling, taking into consideration variables such as population size, time availability, budgetary constraints, and the required precision for calculating the sample size. It was mentioned that a total of 183 faculty members from diverse colleges had completed and returned the questionnaires. The findings were understood to have demonstrated notable variations in satisfaction and stress levels across demographic categories. Moreover, discrepancies were noted among the multiple factors assessed in the study. The research was believed to have revealed the complex interplay of variables shaping job-related experiences among academicians, highlighting the roles of institutional and demographic influences. These insights were considered valuable in deepening the understanding of workplace dynamics in higher education settings and were regarded as useful for policymakers and educational administrators seeking to promote faculty well-being and institutional productivity.

Omar et al. (2018) were reported to have examined the teaching profession as one of the most demanding service-oriented careers, often characterized by physical and mental health challenges, high attrition rates, and behavioral difficulties among educators. The study was said to have underscored the rising importance of career-switchers—professionals transitioning from other sectors into teaching—as a response to persistent teacher shortages. In particular, individuals from industrial backgrounds were noted to have made notable contributions to Career and Technical Education (CTE), bringing valuable industry experience into classrooms. The researchers were reported to have aimed at identifying key factors influencing job satisfaction and retention among career-switchers in a Midwestern U.S. state. A purposive sampling method had been employed to survey 272 respondents out of a larger group of 2,670 registered CareerTech teachers. Through statistical analyses such as chi-square and regression, the study had revealed that factors like marital status, teaching assignment, and highest educational qualification significantly influenced retention. Moreover, six components of job satisfaction were said to have emerged as strong predictors of retention, which were categorized under four major themes: compensation, instructional support, teacher preparation, and intrinsic motivation. The findings were reported to have demonstrated that job satisfaction among career-switchers was multidimensional and critically shaped their willingness to stay in the profession. The study was concluded to have offered valuable insights for improving recruitment and retention efforts in Career and Technical Education by addressing these core factors to ensure workforce stability and effectiveness.

Patel (2017) was reported to have emphasized that the 21st century had been regarded as the age of education, wherein teachers were considered to play a pivotal role in promoting the holistic development of children through the execution of various educational initiatives. The study was said to have asserted that the progress of a nation remained fundamentally tied to the dedication and capabilities of its educators, who held a crucial place in the social framework. However, Patel was found to have observed an alarming increase in dissatisfaction and stress among primary school teachers, which was understood to have adversely impacted their teaching efficiency. Although government initiatives such as the Sarva Shiksha Abhiyan (SSA), Midday Meal schemes, Remedial Teaching Programs, and the Right to Education Act were implemented to improve the quality of education, the study indicated that the anticipated outcomes were not fully achieved. Several contributing factors were identified, with occupational satisfaction highlighted as a major concern. Teachers were frequently reported to face substandard working conditions, inadequate transportation, insufficient supervisory support, behavioral issues among students, a lack of instructional materials, an excessive load of non-teaching responsibilities, and poor student motivation. Patel was said to have stressed that addressing these multifaceted and interlinked problems was essential to developing a supportive teaching environment. The study ultimately concluded that unless these challenges were resolved through holistic strategies, attaining the desired educational standards would remain a significant obstacle.

Bansal and Malhotra (2016) were reported to have emphasized that the quality of services delivered by any organization had been closely associated with the skill set, motivation, and job satisfaction of its workforce. This relationship was said to be particularly critical in healthcare institutions, where

achieving vital objectives depended heavily on a competent and motivated staff. Their study had aimed to evaluate the levels of job satisfaction among employees in a non-profit teaching hospital, encompassing a wide range of personnel including doctors, nurses, paramedics, and non-medical staff categorized as class III and above. It was stated that 621 individuals had participated in the study, with confidentiality ensured to facilitate candid responses. SPSS version 20 was mentioned to have been used for data analysis, incorporating both parametric and non-parametric statistical tools such as mean calculations, percentages, t-tests, and ANOVA to analyze variations in job satisfaction across different demographic and job-based groups. This methodological framework was believed to have enabled a nuanced understanding of job satisfaction patterns within the hospital. The findings were said to have highlighted the need to address job satisfaction as a critical factor for maintaining and improving service quality, affirming that employee motivation and well-being played essential roles in organizational performance. Ultimately, the study was reported to have provided significant insights into the internal factors influencing service quality in a manpower-intensive healthcare setting and recommended continuous attention to employee welfare as a means of enhancing staff retention and patient care outcomes.

Afshar and Doosti (2016) were reported to have undertaken a thorough study aimed at distinguishing satisfied from dissatisfied Iranian junior secondary school English teachers in terms of their job performance. A sample of 64 English language teachers and 1,774 students was said to have been involved, utilizing a detailed questionnaire that evaluated multiple dimensions of EFL teaching effectiveness. The results were understood to have revealed significant variations in performance between the satisfied and dissatisfied teachers, implying that job satisfaction might substantially influence teaching quality. It was also mentioned that a notable difference had been observed between students' evaluations of their teachers and the teachers' own self-assessments, pointing to a possible gap in perception or self-awareness concerning teaching effectiveness. Semi-structured interviews were believed to have provided additional insights, revealing that the underperformance among dissatisfied teachers could be attributed to issues such as insufficient administrative support, limited opportunities for professional development, and lack of acknowledgment. These factors were considered to have had a demotivating effect on teachers, ultimately impacting their classroom performance. The study was concluded to have underscored the strong link between teacher satisfaction and instructional success, advocating for better workplace conditions to enhance educational outcomes.

3. Research Methodology

The concept of stress was first introduced by Hans Selye in 1926, focusing on its biochemical implications. Although initially biological in nature, stress gradually became recognized for its psychological dimensions. Selye later described stress as a non-specific bodily response to demands, while Appley & Trumbull (1967) highlighted how psychological discomfort arises when demands exceed an individual's tolerance level. Over time, stress was seen not only as a physiological reaction but also as a psychological and emotional state influenced by both internal and external factors. Frost (1971) defined stress as a disruption in the body's natural equilibrium caused by physical or emotional threats. According to McGrath (1970), stress results from a mismatch between an

individual's perceived demands and their coping abilities. Job stress, a subset of overall stress, refers to the emotional strain caused by workplace conditions, including anxiety, frustration, and fear (Kyriacou, 2001). Unlike positive challenges that enhance performance and provide satisfaction, job stress often hampers productivity and well-being. Gmelch (1983) suggested that mild stress can be motivating, while excessive or insufficient stress is harmful. Thus, job stress operates on a spectrum—beneficial in moderation but detrimental when excessive—forming an inverted U-shaped relationship between stress and performance.

4. Conclusion

Education is not just a process but a life-long journey that empowers individuals and transforms societies. Its success lies in the collective efforts of educators, students, and institutions. As higher education expands, particularly in developing countries like India, it must evolve into a system that values inclusivity, innovation, and outcome-based learning. A well-supported academic environment, guided by capable educators and responsive pedagogy, is essential to maximize educational impact and drive sustainable socio-economic progress.

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