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RELATIONSHIP BETWEEN TEACHERS' JOB SATISFACTION, TEACHERS' DISPOSITION, AND THEIR STUDENTS' ACADEMIC ACHIEVEMENT

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ABSTRACT

The aims of the study were to determine the relationship between job satisfaction of secondary school teachers, their dispositions, and students' academic achievement. It was a correlational study. The population of the study consisted of all the secondary school teachers in the Lahore district. Over 600 educators were chosen to participate. To even things out, we chose 300 educators to work in the public school system and another 300 educators to work in the private school sector. Two instruments of the like type were employed to collect the information. Descriptive statistics like means and standard deviations were used to analyse the data, while t-tests and analysis of variance were used to look for demographic and ethnic differences in how teachers felt about their jobs. The study's findings suggested a robust connection between teachers' work satisfaction and student progress. It was also shown that there was a moderate link between how teachers felt and how well their students did in school.

INTRODUCTION

Gershman (2005) defines dispositions as "an empty vessel that can be filled with any agenda."You can put whatever values and goals you like into dispositions. Teachers' attitudes can define their values, commitments, and professional ethics, which in turn shape their actions with students, families, coworkers, and communities. These actions, in turn, have repercussions on students' academic

engagement, growth, and development as well as the teacher's own career. Values such as compassion, honesty, fairness, social justice, and responsibility serve as compass points for one's disposition. A commitment to a secure and supportive learning environment, a belief that all kids can learn, and a vision of high and rigorous standards are all examples (NCATE, 2002).

There are many factors that influence a student's performance in school, but none that may be more crucial than the teacher. Teachers have a pivotal role in the intellectual and personal development of their pupils from childhood through young adulthood. Since the 1960s, the "teacher effect," or the influence a teacher has on their students, has been the subject of a great deal of research (Blanton, Sindelar, & Correa, 2006).

Educators today understand that potential teachers need a broader set of competencies than just pedagogical expertise. Candidates should also have optimistic attitudes that affirm all pupils, as this type of interaction is well received by students. Researchers have found that kids from all backgrounds who have supportive relationships are more likely to put in extra effort in the classroom. This is according to Talbert-Johnson (2006).

Certain attitudes have been linked to successful instruction and learning in the classroom. In light of this, it is often argued that prospective teachers should already possess or cultivate these attitudes before enrolling in an ITE programme. As a result, "teacher educators must provide ample opportunity early in the programme for candidates to critically examine their taken-for-granted ideas in relation to classroom behaviors," making it critical that these be articulated (Villegas, 2007).According to this line of thinking, candidates will not be open to new ideas, methods of thinking about pupils, or instructional techniques unless their existing beliefs are questioned. The article continues, "The negative attitudes of kids of colour held by many teacher applicants are very troublesome given the power of teacher expectations."

An effective educator and high-quality teacher preparation both benefit from an evaluation of candidates' personal qualities, which can be measured through an assessment of their dispositions. According to the available literature, relatively little study has been done in Pakistan to probe the attitudes of educators toward lesson design and execution. The problems and their remedies for Pakistan's teacher preparation programmes are outlined by Sarwar and Hussain (2010). In their opinion, our educational system is preparing instructors without taking into account what students need in the classroom. Discipline, lesson planning, classroom management, and subject matter expertise were all identified as areas where teachers could improve. They think the issues can be solved by focusing on strengthening the weaker parts through rigorous exercise.

Teachers' perspectives on the workplace might be affected by many factors. Thus, these beliefs significantly contribute to shaping both individual and interpersonal outcomes. Consequently, it appears necessary for men to work toward developing means of providing rewarding work experiences, with the goal of emphasising good encounters and attitudes. Humans may be able to design work that is more satisfying to their employees by learning more about

the aspects that contribute to or affect job satisfaction. Sorge (2007) says that teachers' dissatisfaction may be linked to things like low pay, low status, lack of professional autonomy, and lack of professionalization. However, these things may not be the cause.

Here, a pragmatic understanding of job satisfaction is applied. A simple indicator of whether or not instructors enjoy their profession Models like Herzberg's (1968) well-known two-factor analysis do not differentiate between satisfaction and discontent. Regardless, there is no single theoretical definition of job satisfaction that can be applied across the board in the literature. Wasicsko (2002) offers insightful literature reviews on teacher and school employee motivation and job satisfaction.

This research is motivated by a curiosity about whether or not student achievement is affected by teachers' personal histories and worldviews. Hiring managers will be better able to select the best instructors for their classrooms if they have access to the most recent information on what it takes to be an effective educator.

Teachers' Demographics vs. Teachers' Dispositions

Heinz argues that the current criteria used in Ireland to pick prospective teachers are too restrictive and should be expanded to incorporate more consideration of candidates' "personal traits, attitudes, cultural responsiveness, and commitment to the teaching career" (Hirsch, et al., 2006).

Ripski, LoCasale-Crouch, and Decker (2011) investigated the links between adult attachment style, personality, and the aforementioned negative emotions of sadness, anxiety, and stress using quantitative methods.As part of their research, they analysed whether or not pre-service teachers share characteristics with their peers of the same age, if those characteristics are stable over time, and if they may be used to predict teachers' actions with pupils. Ripski and coworkers investigated possible links between survey responses and final results.

Preservice educators in this study showed higher levels of positivity in their personalities and emotions compared to their colleagues of similar ages. Ripski and coworkers point out that the characteristics chosen for this study may not be the most essential, and that future research may want to zero in on characteristics like emotional capability, relationship style, and so on that may be relevant to their interactions with students. They add that, in light of the proliferation of non-traditional routes into the teaching profession, "it is important to determine whether there are dispositional or emotional differences between individuals enrolled in education schools and those who select alternative teaching programmes like Teach for America."

Authors of the paper "What Makes a STAR Teacher?" The attitudes and convictions of educators were the subject of research reported by Hartlep and McCubbins (2013). Using the Haberman Star Teacher Pre-screener, they looked at how different aspects of teachers' histories might be related to one another.

According to Haberman, "star teachers" are individuals who "are so effective that the challenging circumstances of teaching in low-performing schools or districts do not deter them from being highly effective educators" (Hartlep & McCubbins, 2013).

The Star pre-dimensions Screeners of teachers' attitudes, expertise, and experience were analysed to determine if there was a correlation with the educators' professional histories. There were two major takeaways from this study: Initial findings from the diagnostic Star Pre-Screener suggested that teachers with more experience were more successful in the classroom. As a result, the authors conclude, "teaching experience matters" (p. 14). Secondly, National Board-Certified teachers were more likely to maintain their dedication to their students. The authors come to the conclusion that "formal education might matter" (p. 14), but more research is needed to find out how graduate ITE affects the effectiveness of teachers.

Teachers' levels of work satisfaction fell to their lowest point since the study began in 1984, more than three decades ago. There were several important areas highlighted in the study that pointed to a considerable decline in teacher job satisfaction and, ultimately, the chance of teachers leaving the profession. In the survey, some of the things that teachers said made them less happy with their jobs were larger class sizes, fewer paraprofessionals, more responsibilities without a pay raise, and out-of-date teaching materials that weren't good enough to meet more rigorous and demanding state standards.

Teachers who reported the lowest job satisfaction level also reported seeing increases in students' and families' need for health and social services; students' coming to school hungry; students' being bullied; and students' disciplinary problems. In other words, the instructors' discontent was not with the teaching profession per se but with the variables beyond their control that interfered with their pupils' ability to learn. Other studies that could affect teachers' happiness on the job have been the subject of other studies, with mixed findings. The effect of gender on teachers' happiness on the job has been the subject of several studies. When teachers report feeling unsupported in their work by administrators and colleagues, reports show that female teachers are less satisfied with their jobs than male instructors (Jeong et al., 2016).

However, when given more freedom to make decisions in the classroom, female teachers have been found to be more satisfied with their careers than their male counterparts (Michaelowa, 2002). Still other research has revealed no difference at all between males and females in regards to job satisfaction, which contradicts these earlier findings (Sargent & Hannum, 2003). This suggests that the gender of the educator is not a substantial, predictable indicator of the educator's level of job satisfaction. There is also conflicting data on whether or not increased experience improves job satisfaction among teachers. It has been shown that a teacher's level of satisfaction with their profession increases the longer they work in the field of education. Similar findings have been observed by other researchers, who also note that the longer a teacher stays in the profession, the more likely it is that they will not change careers before retiring (Ilgan, Parylo, & Sungu, 2015).

However, a different study revealed a negative association between length of service and instructors' work satisfaction, which means that teachers' levels of satisfaction decrease as they gain experience in the classroom. Job satisfaction among early childhood educators was also studied, and similar findings emerged: with experience, teachers in this field grew less content with their jobs. In addition, research shows that teachers with ten or more experience report the lowest job satisfaction level, while those with five or fewer experience report the highest job satisfaction level (Akiri & Ugborugbo, 2009).

Nonetheless, education is a rapidly changing industry (Bogler, 2001), and the goals are similarly fluid, making it difficult for teachers to assess their own performance.Those who have been in the classroom for less than 10 years may not be aware of the shifts that need to be made, but educators with more experience will have a better understanding. If one's goals are often shifting, it's hard to make progress toward them. As an additional factor, the stagnant growth of teacher pay over the years may account for contradictory findings in the studies on teacher job satisfaction and tenure (Evans, 2001). Most people get a job with the hope of making more money as they learn more and get more experience, but teachers' pay and benefits have stayed the same over the past few decades (Green & Munoz, 2016).

Teacher communication style is another area of research on the relationship between job satisfaction and educators. It has been investigated whether or not a teacher's level of job satisfaction is linked to his or her preferred method of communicating with students. According to research by DiClemente, Ditrinco, Gibbons, and Myers (2013), teachers who are happy in their jobs are more likely to present themselves in a way that encourages student participation and involvement. Students are more interested in school when they think their teachers care about them as people and listen to what they want and worry about.

Statement of the Problem

Teachers' disposition remains the most complicated element of the research requirements. As yet, studies are limited to individual institutions, so comparison studies of program effectiveness have yet to occur. A second tendency in disposition assessment relates to aforementioned definitions. Definitions of dispositions are indeed critical to effective research. The risk, however, is that clearly defining dispositions leads to developing assessments so similar to those definitions that the results are mere affirmations of the original definitions, thus rendering the process tautological. The current study is designed to determine the "relationship between teachers' disposition, teachers' job satisfaction and students' academic achievement".

Objectives

The objectives of the study were as followed:

1. To determine the relationship between teachers 'disposition and students' academic achievement.

2. To examine the relationship between teachers 'job satisfaction and student academic achievement
3. To determine the relationship between teachers' job satisfaction and teachers' disposition
4. To measure the differences in teachers' dispositions with respect to demographic variables as gender, class, working experience, school sector, and qualification.
5. To find out the level of job satisfaction of secondary school teachers.
6. To determine the level of teachers dispositions at secondary school level.

Delimitations

As a result of time and money restraints, the scope of the investigation was restricted to:

- District Lahore
- Only Public and private Secondary Schools

Operational Definitions of Key Terms

Teacher Disposition: Effective teaching is founded on a teacher's dispositions, which can be thought of as guiding principles or benchmarks. To be a good educator, one must adhere to a set of professional ethics and principles that guide their interactions with their students, their families, their peers in the profession, and the communities in which they live and work.

Job Satisfaction: Feeling content in one's work environment is tied to how one evaluates many facets of their job. It relates to how much satisfaction one derives from one's work.

Student Achievement: A student's success in school can be quantified by assessing how much of the curriculum they've mastered in a certain period of time. The phrase "student achievement" is used to describe the level to which a student has accomplished certain learning objectives, whether they be immediate or far-reaching.

RESEARCH METHODOLOGY

This study was based on the positivist paradigm and quantitative in nature. Correlational design research was used. All the secondary school teachers from district Lahore were the population of the Study. Private and public schools were the accessible population. From private sector schools, only teachers were contacted those were doing a job in the same schools for one year. Multistage sampling technique was used for the selection of the sample. At first stage, 60 public schools from 107 schools, and 60 private schools were selected proportionately. Total 120 schools were selected by using purposive sampling technique. At second stage, 5 teachers from each school were selected by using convenience sampling. Total 600 teachers were selected as a sample. 300 teachers from private schools and 300 teachers from public sector schools were chosen with equal proportionate. There were two tools used in this study, first for teacher disposition and second for job satisfaction. Job satisfaction scale was

adapted which was developed by Spector is a 30- item Likert-scale survey that assesses job satisfaction in schools. Both scales were Likert type on 5 point from strongly disagrees to strongly agree. There were 30 items in teachers' job satisfaction scale, and 30 items in teachers disposition scale. As the validity of the tool had already been considered in the study in which this tool was developed yet researcher was consulted education experts and experienced researchers in order to add or remove items to make the tool applicable for usage in Pakistani scenario. Furthermore, reliability of the tools was ensured with the help of a pilot study and checking the Cronbach's alpha on the responses of the pilot study. The data was collected personally by the researcher by visiting each participant, briefing shortly about the purpose of the study and assisting about the concepts present in the questionnaire for the ease of the participants.

RESULTS

Table 1 Number of Schools

School	**F**	**%**
Public	60	50%
Private	60	50%
Total Schools	120	100.0

Table 1 shows that both public and private schools were chosen at random, for a total of 120. There was a 50/50 split in the percentage.

Table 2 Gender of the Teachers

Gender	**F**	**%**
Female	392	65.3
Male	208	34.7
Total	600	100.0

Table 2 displays that there were 600 educators. Of the 653 female instructors who responded, 65.3 percent were classroom teachers, whereas 34.7 percent were male classroom teachers (n=208).

Table 3 Number of Teachers

Teachers	F	%
Public	300	50%
Private	300	50%
Total	600	100.0

According to Table 3, there are a grand total of 600 professors. There were 300 teachers who responded, and 50% were from public schools, and another 300 were from private institutions.

Table 4 Relationship between Teacher dispositions and student academic achievement

Group		Academic Achievement
Teacher Disposition	Pearson Correlation	.721**
	Sig.(2tailed)	.000
	N	600

N=600 and p < .000

Using the Pearson product-moment correlation coefficient, we looked at how teachers' impressions of one other's attitudes affected students' performance in the classroom. Teachers' attitudes were positively related to their pupils' academic performance (r =.721)..

Table 5 Relationship between Teacher job satisfaction and student academic achievement

Group		*Academic Achievement*
Teacher Job Satisfaction	Pearson Correlation	.661**
	Sig.(2tailed)	.000
	N	600

N=600 and p < .000

Correlation values between teachers' job happiness and pupils' academic progress were given in Table 5. The Pearson product-moment correlation coefficient was used to examine the association between instructors' reports of job satisfaction and students' test scores. Academic success of students was moderately correlated with teachers' attitudes (r =.661) and teachers' own happiness (r =.662).

Table 6 Relationship between Teacher job satisfaction and Teachers' Dispositions

Group		*Teacher Dispositions*
Teacher Job Satisfaction	Pearson Correlation	.587**
	Sig.(2tailed)	.000
	N	600

N=600 and p < .000

Correlation values between teachers' job satisfaction and their personalities were shown in Table 6. Pearson's product-moment correlation coefficient was used to look into how teachers' attitudes correlated with their own views of their own job satisfaction. Job satisfaction among educators was shown to be somewhat correlated with teacher attitudes (r =.587).

What is the level of Job satisfaction of teachers?

Factor	*N*	*Mean*	*Std. Dev.*
Job Satisfaction	600	106.736	8.529

Based on the results of Table 7, a total of 600 educators were polled for this study. The job satisfaction scale included 30 Likert-type, 5-point items. Disagree strongly to agree strongly was the range of responses allowed. Educators gave a mean job satisfaction score of 106.736. It was supposed that teachers had a common level of job satisfaction based on a number value.

Table 8 What is the level of Teacher Dispositions?

Factor	*N*	*Mean*	*Std. Dev.*
Teacher Dispositions	600	118.672	5.923

As can be seen in Table 8, a total of 600 teachers were polled for this study. The job satisfaction scale included 30 Likert-type, 5-point items. Disagree strongly to agree strongly was the range of responses allowed. The mean rating of instructors' attitudes was 118.672 out of 200. This score was used to infer that teachers' attitudes were quite similar to those of the participants, with whom they had a high level of agreement.

Table 9 What is the difference among different age group teacher's views about job satisfaction and teacher dispositions?

Scale	*Age*	*N*	*Mean*	*Std. Dev.*	*F*	*Df*	*Sig.*
Job Satisfaction	20-30	229	98.059	7.29	2.60	3	.002
	31-35	170	109.453	8.323		596	
	36-40	117	111.343	7.424		600	
	41 or older	84	118.457	4.782			

	Total	600					
Teacher Dispositions	20-30	229	117.059	4.262	3.31	3	.068
	31-35	170	114.453	4.845		596	
	36-40	117	111.343	5.251		600	
	41 or older	84	105.457	8.564			
	Total	600					

Table 9 showed that Analysis of variance (ANOVA) test of difference was applied to see the difference among different age groups teachers mean scores regarding job satisfaction and teacher dispositions. In job satisfaction, there was significant difference in scores of teachers age groups (20-30, 31-35, 36-40, and 41 or older), (*N* (3,596) p= .002). The mean score of the age group 20-30 was lowest and 40 or above age group mean score was highest regarding job satisfaction.

In teacher dispositions, there was no significant difference in scores of teachers age groups (20-30 (1st group), 31-35(2nd group), 36-40(3rd group), and 41 or older (4th group),), (*N* (3,596) p= .068). The mean score of the age group 20-30 (1st group) was lowest and 40 or above age group mean score was lowest regarding teacher dispositions.

Table 10 What is the difference among different qualification group teacher's views about job satisfaction and teacher dispositions?

Scale	**Qualification**	**N**	**Mean**	**Std. Dev.**	**F**	**df**	**Sig.**
Job Satisfaction	B.A/B.Sc	227	113.635	11.022	3.292	3	.001
	M.A/ M.Sc	271	107.664	10.755		596	
	M.Phil	102	120.734	13.065		600	
	Total	600					
Teacher Dispositions	B.A/B.Sc	227	114.254	7.371	2.052	3	.04
	M.A/ M.Sc	271	118.846	7.804		596	
	M.Phil	102	123.246	9.982		600	
	Total	600					

Teaching mean ratings on work satisfaction and teacher dispositions were compared among groups based on qualifications using an Analysis of variance (ANOVA) test of difference, as shown in Table 10. Among teachers with varying degrees of education, there was a statistically significant difference in job satisfaction (N (3,596) p=.001). Job satisfaction was highest among those with an M.Phil. or equivalent, and lowest among those with an M.A. or equivalent in arts and sciences.

There was a statistically significant difference in ratings for teacher dispositions amongst teachers with different levels of education (B.A./B.Sc., M.A./M.Sc., and.Phil.) (N = 3,596, p =.04). The M.Phil./Ph.D. group had the highest mean score for teaching dispositions, while the M.A./M.Sc. group had the lowest.

Table 11 What is the difference among male and female teacher's views about job satisfaction and teacher dispositions?

Scale	Gender	N	Mean	Std. Dev.	t	Df	Sig.
Job Satisfaction	Male	392	108.436	12.352	4.209	2	.006
	Female	208	123.405	10.355		597	
	Total	600				600	
Teacher Dispositions	Male	392	57.672	5.372	2.015	2	.01
	Female	208	54.628	7.801		597	
	Total	600				600	

There was a significant difference in mean scores for teachers' job satisfaction based on gender, as shown in Table 11 by the t-test of difference. The results showed that male and female educators had significantly different ratings (N (600) p=.006). Female educators reported higher job satisfaction level on average than their male counterparts. Table 11 also showed that a t-test was used to compare the average scores of male and female instructors to identify any significant differences in their attitudes toward their profession. The results of male and female educators were significantly different (N (600) p=.01). Female educators generally had better temperament ratings than their male counterparts.

Table 12 What is the difference among teacher's views about job satisfaction and teacher dispositions on the basis of professional Qualification?

Factors	Professional Qualification	N	Mean	Std. Dev.	F	Df	Sig.
Job Satisfaction	B.ED	234	116.483	11.122	3.22	2	.371
	M.ED	56	111.610	13.385		287	
Teacher Dispositions	B.ED	234	113.687	4.347	3.07	2	.427
	M.ED	56	119.692	8.850		287	

For example, Table 12 shows that a t-test of difference was used to compare teachers' mean satisfaction with their jobs based on their level of education and training. Scores of teachers with a Bachelor's of Education and those with a Master's of Education were not significantly different (N = 600, p =.371). When comparing instructors with master's degrees with those with bachelor's degrees in education, those with a bachelor's degree in education reported much higher job satisfaction level. The table also revealed that a t-test of difference was used to compare instructors' mean scores on a set of dispositional competencies based on their level of professional preparation. There was no statistically significant difference between B.ED and M.ED educators' ratings (N (600), p=.287).

Table 13 What is the difference among teacher's views about job satisfaction and teacher dispositions on the basis of teaching experience?

Scale	Experience (Years)	N	Mean	Std. Dev.	F	Df	Sig.
Job Satisfaction	1-2	336	97.049	8.935	3.56	3	.05
	3-5	104	118.432	7.383		596	
	6-10	84	117.383	7.447		600	
	More than 10 years	76	122.471	5.725			
	Total	600					
Teacher Dispositions	1-2	336	106.091	13.226	2.51	3	.001
	3-5	104	113.435	5.856		596	
	6-10	84	111.336	4.215		600	
	More than 10 years	76	114.477	7.543			
	Total	600					

Teachers' mean scores on two measures of work satisfaction and teacher dispositions were analysed using an analysis of variance (ANOVA) test of difference, as shown in Table 13. Teachers' job satisfaction level varied significantly by experience in the classroom (N = 3,596, p .05). When it comes to teacher satisfaction, those with more than 10 experience had a higher mean score than those with only 1-2 experience. This suggests that more seasoned educators reported higher job satisfaction level than their less seasoned counterparts. N (3,596) p=.001 indicates that teachers with more experience had more positive attitudes toward their students. When it comes to teacher dispositions, those with more than 10 experience had the highest mean score, while those with only 1-2 experience had the lowest. This suggests that the dispositions of more experienced teachers were higher than those of less experienced ones.

DISCUSSION

The characteristics of teachers have a significant impact on their pupils' achievement, according to the results of a meta-analysis conducted by Goe (2007). Within the structure of the disposition are the attitudes that shape it. Teachers that act optimistically will have a positive impact on their students (Gourneau 2005). Other studies have also found a significant relationship between teacher traits and student achievement (Leana & Pil, 2006). Nonetheless, a significant correlation between instructor traits and student performance was discovered (Matsumura et al., 2006). The literacy assessments of students' teachers were significantly correlated with the teachers' own attitudes. Based on prior research, the investigator hypothesised that students' academic performance would be positively correlated with various aspects of their teachers. Findings from this study corroborate those from other research showing a moderate connection between teachers' attitudes and their students' performance in the classroom.

Since many educators leave teaching for other fields, understanding what makes instructors happy or unhappy in their jobs is important (Ingersoll, 2002). Child academic performance declines as a result of teacher turnover in school districts (Alliance for Outstanding Education, 2008). Recognizing the factors that contribute to teachers' job satisfaction and making thoughtful adjustments to those factors is crucial if we want highly qualified educators to remain in the classroom and pass on their knowledge to the next generation. According to this study's findings, a correlation exists between teachers' job satisfaction level and their pupils' performance in the classroom. This study's findings add to the body of knowledge about the role of variables including classroom size, experience, and access to resources in shaping job satisfaction.

Finally, highly effective teachers are realistic. They do all they can for their students, but recognize that parent support would help students do even better, and that in spite of all their efforts, they might not get through to every student. While these two dispositions are considered negative attributes in the literature (Woolfolk & Hoy, 1990), this study shows them to be correlated to improved student outcomes. Another finding that contradicts the literature (Mitchell et al.,2018) is the idea that the student engagement strategies of adjusting a lesson to a student's level and finding different ways to teach a difficult skill are positively correlated to student achievement. The result was found in this study, meaning the more a teacher is willing or able to adapt a lesson, the less likely his or her students are to make better than average gains on the state test. This is possibly due to the difference between knowing how to bridge the gap between a student's present level and the desired level of skill, and knowing how to give a struggling student an easier assignment. Recognizing when an assignment is too difficult, and bringing that student up with supplemental work is going to result in improved learning. Adapting a lesson, on the other hand, might simply result in lowering the skill level of the assignment.

CONCLUSION

The goal of this research was to contribute to the existing teacher-student related research. The researcher claimed that distinguishing factors should be applied to the definition of teacher's competence by describing particular teacher behaviors that have a significant effect on student achievement. The researcher may infer from the findings of the study that there is a favorable connection between the behaviors of a teacher toward achievement of students. After more research, it will be with extreme care that specific assumptions about professional instruction are drawn from this research. The lack of substantial relationships with some of the results can only bring concerns to the educational sector. Only more research into the study of which instructor characteristics dramatically influence student achievement should be produced by applying these research results to the body of current research.

RECOMMENDATIONS

Findings informed the subsequent suggestions:

1. While it is a very clear picture of the teachers' relationships, steps need to be taken to improve the relationships of teachers among public schools in

order to improve their performance. Public schools might be adopted the teachers centered strategies to improve teaching learning process.

2. Present study has been limited to teachers in the Okara division. It is also proposed that this analysis might be expanded to other Punjab districts to determine the teachers' job satisfaction level.

3. The outcome of these results is that providing a high degree of job satisfaction for highly trained and skilled teachers is crucial for the government and all stakeholders of education. An increased pay is one of the ways to guarantee these teachers a high degree of career satisfaction. This is important to fulfill the teachers 'materialistic desires and thus boost the teachers' public image and self-esteem. They also promote decent working practices.

4. In order to ensure that highly trained and very skilled teachers are kept in classrooms, these steps are important. It is also necessary to remember that applying these steps would reduce the turnover of staff.

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