

ABSTRACT

The project provides the empirical support to discover the factors that affect the teacher's results for various classes at GO University, Lahore. The teacher's results are influenced by total teaching service, highest academic qualification, father education, mother education, father occupation, mother occupation, publications in international journals & Pakistani journals (HEC Recognized), number of papers presented in conferences, total number of students under supervision & research completed BS MS Ph.D during service, foreign training in weeks (e.g. post doctorate), knowledge for various aspects of teaching, culture for learning, managing classroom and professionalism of teachers. The study is based on the information collected through a questionnaire. Stepwise Multiple Regression is used as methodology for analyzing the data. The different regression models show that the fourteen factors are found to be significant. The factors including the job satisfaction level, records of students' completion of assignments, highest academic qualification, records of students' progress in learning, accessibility to learning and use of physical resources, total teaching service, teacher training attained in Pakistan during service (number, of weeks), father occupation, total number of students under supervision & research completed BS MS Ph.D during service and number of papers presented in conferences are found to be positively significant. The factors including the mother occupation, discussion about a good teacher (hours per week), computer proficiency related my work and knowledge of resources for students are found to be negatively significant.