

**A COMPARATIVE STUDY OF EMOTIONAL INTELLIGENCE  
PERSON JOB FIT AND JOB PERFORMANCE OF TEACHERS AT  
HIGHER SECONDARY LEVEL**

By

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# ABSTRACT

## **Thesis Title: A Comparative Study of Emotional Intelligence Person Job Fit and Job Performance of Teachers at Higher Secondary Level**

This study was carried out to assess emotional intelligence, person job fit and job performance of teachers at the higher secondary level; to compare emotional intelligence, person job fit and job performance of teachers regarding (gender, rural/urban, qualification, job pay scale and job experience) at higher secondary level. The theoretical framework of the study consists of theories i.e., emotional intelligence by Mayer and Salovey, person job fit by Holland and job performance of teachers by Ching et al. The research design of the study was comparatively descriptive in nature; quantitative approach and survey method were used. Population of this study was all 6200 teachers (3000 male and 3200 female) working in the public sector of higher secondary schools. The sample of 614 teachers was chosen by means of stratified random sampling technique. Emotional intelligence scale by Schutte (1998), Person job fit scale of Saks & Ashforth (2002) and Job performance scale by Ching et al (2016) were used. The data was analyzed through percentages, mean, independent sample t-test, one way- ANOVA and Pearson correlation by using SPSS. Findings of this study indicated that teachers at higher secondary level showed a positive attitude towards emotional intelligence, person job fit and job performance. The results also revealed that significant difference was observed in the emotional intelligence of teachers regarding gender, job pay scale and job experience whereas no significant difference was found regarding rural/urban and qualification. No significant demographic difference was found in the person job fit of teachers in respect of gender, rural/urban and qualification whereas, significant demographic difference was found regarding the job pay scale and job experience of teachers. The results also showed no significant difference in job performance of teachers regarding gender, qualification, and job experience whereas, difference in job pay scale and rural/urban was observed significant. Moreover, significant positive relationship was identified between emotional intelligence, person job fit and job performance of teachers. Therefore, it is recommended that emotional intelligence skills have a positive relationship with the work and performance of teachers; therefore, the content of emotional intelligence may be included into pre-service and in-service teachers training programs. By improving emotional intelligence (EI) skills and teaching skills, job-related problems may be solved, and in this way, teachers' performance may be improved.

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## LIST OF ABBREVIATIONS

<b>Terms</b>	<b>Abb.</b>
Emotional Intelligence	EI
Job Fit	JF
Job Performance	JP
Degrees of Freedom	df
Value of t-test	t
Level of Significance	p
Cronbach's Alpha Reliability	r
Significance Level	Sig
Mean Standard Deviation	M
Population	N
Sample	n
Null Hypothesis	H <sub>o</sub>
Statistical Package for Social Science	SPSS
Masters in arts	M. A
Masters in science	M.Sc.
Masters in philosophy	M.Phil.
Analysis of Variance	ANOVA
Correlation	<i>r</i>

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# **DEDICATION**

**This work is dedicated to My**

**Family**

# **CHAPTER 1**

## **INTRODUCTION**

Emotional intelligence is regarded as an essential attribute and personality characteristic for an ideal teacher. Emotionally intelligent teachers create an attentive learning environment where students feel properly taken care of, loved, and emotionally secured. It helps students grow as positive learners. The idea of Emotional intelligence, is commencement, has incorporated and integrated two separate entities of applied psychology, specifically, affect (emotional aspect) and cognition (intellectual aspect) under the combined term. The emotional intelligence scale was initially devised by Salovey & Mayer in 1989-90, as cited in Fransic (2023) to describe traits like comprehending individuals' emotions, compassion for other's ways of thinking and feelings, and organizing one 's emotions in a way that improves good and lively living. Later, this concept was given by Goleman (1996), as cited in Brandon (2019) in his book Emotional intelligence and that book was one of the best-selling books. This concept also gained popularity in the media, and it gave more media coverage. This concept attained more concentration of researchers when it was given main space on cover page of Time magazine in 1995 with heading that emotional intelligence is not people's IQ, and it is not number. It is much above these, and it is the best forecaster of people's life success. Since then, it attracted the minds of many researchers, they initiated work in this field, and they have given and reproduced the essence of emotional intelligence and with respect to emotional intelligence's significant role in personal and professional lives of human beings.

Emotional intelligence as a concept has been a focused area of researchers of education. Also, experts of psychology, human resource management and experts of

other professional organizations focused on this rising concept and researched on it. As a result, they considered this concept as social intelligence (Thorndike, 1922), personal intelligence (Gardner, 1983), emotional intelligence and emotional literacy (Salovey & Mayer, 1990; Goleman, 1995). According to Mayor et al., (2014) it takes as the capability and skill to reason validly about how emotions may be controlled and how these emotions can be used effectively. They stressed that emotional intelligence is a very demanding concept, and it is important in all organizations, work environments, management and administration, job performance and job commitment and skills development of individual in organization. Even though the roots of EI in historical perspective are based on the area of psychology, yet this concept has taken extension in other fields like HRM, education, medical and sociology. Specifically, in organizations or educational institutions, EI is taken as significant consideration and factor, which enhances effectiveness and efficiency of a job holder in organizations and educational institutions.

With the emergence of the concept of emotional intelligence, new perspectives of human intelligence were given consideration by researchers. Cognition of intelligence turned into new dimensions about human intelligence. Basic concept of human intelligence was given new directions by emergence of emotional intelligence and researchers sought to work on different horizons. It paves the way to consider intelligence as route to new abilities essential for success and survival of human beings. Like social intelligence and multiple intelligences, researchers started to work on different definitional aspects and many assessment techniques for measuring emotional intelligence to seek out. As a result, at present there are various definitions of EI on hand in unpublished and published literature published literatures. Ever since, EI is a comprehensive concept, therefore writers and researchers gave numerous definitions

and concepts about EI.

Salovey and Mayer (1990) as pioneer researchers to work on EI presented foundation aspects and perspectives of emotional intelligence. They were of the view that emotional intelligence is a counterpart of social intelligence, which includes skill and capability to administer one's feelings and emotions, also feel, monitor, and further utilize this understanding for discrimination in own and other's emotions and feelings. According to this perspective, the range of EI constitutes non-verbal and verbal evaluation, judgment and presentation of feelings and emotions. In this way one gets regulation of emotions and feelings. As a result, one can be skilled in problem solving. After some more research on the concept, Mayer and Salovey (2002) again purified and rectified their innovative conceptualization of emotional intelligence and again expressed that EI is a combination of capabilities to recognize feelings, emotions, and to get their right use and produce such emotional feelings which assist as an improvement in thoughts, to comprehend feeling and emotion as well as emotional understanding and knowledge, and to thoughtfully normalize and direct feelings and emotion consequently as to encourage and enhance growth in domains of intellect and emotions. This conceptualization connects both ideas that one can intelligently think by the ideas of taking emotions to think more positively. Salovey and Mayer (2014) highlighted four areas: The capacity to comprehend emotions and feelings correctly. It is capability to make use of feelings and emotions in improving rational aspects and reasoning aspects. It is the capacity to be aware of emotions, meaning of emotions and facial expressions. It is the capacity to sort out feelings and emotions in self as well as in others.

Emotional intelligence is generally recognized as the capability of a person's

mind for thinking so smartly that he/she can easily manage and tackle feelings, emotions, and actions as well which are result of external stimulus and actions. In the year 2020, Bhuvaneswari and Baskaran deeply researched emotional intelligence, describing it as a distinct realm of intellect that enables individuals to comprehend the emotions of both them and others with great accuracy.

According to Costia and Farea (2016): emotional intelligence is a category of social intelligence which includes the capability and power on a person to control his/her emotions and can figure out comparisons between his/her emotions and other persons' emotions and further use them as guide for thinking and acting. They provided additional clarification that this can be likened to a form of intelligence, whereby it effectively monitors and regulates one's emotions, enabling an accurate understanding of actions and thoughts, facilitating problem-solving capabilities.

Goleman (1998) as proponent of one of the pioneers in this concept elaborates that this type of intelligence is used to understand two sided emotions, which are, own feelings and second person's feelings, and this stimulates and motivates peoples to become more powerful and influential in relationships.

The initial framework of EI involved five major modules involving social skills, empathy, motivation, self-awareness, and self-regulation. Bar-On (1997) indicated that emotional intelligence consists of various non-cognitive aptitudes and proficiencies that affect individual competency to cope with the surrounding demands and oppressors. Encyclopedia of Applied Psychology illustrates that emotional intelligence has three main models:

a) The Mayer-Salovey model elaborates emotional intelligence as an entity to identify, comprehend, administer, control, and use emotions and feelings in making

smooth the progress of thought process.

b) The Goleman model expresses emotional intelligence as a range of competencies and capabilities related to emotions and social perspectives that results in success and satisfactory performance, and

c) The Bar-On model demonstrates that a range of interconnected competencies and skills of social and emotional domains facilitate and influence behavior.

Salovey & Mayer 1977, as cited in Acker, M. (2021) presented a theory to support EI and to propose a model of intelligence. Goleman's framework of EI also indicates performance as a major indicator. Bar-On further presented EI in terms of a personality-related framework and model, which was later widely used in various research studies. Goleman (1998) stated that the EI frameworks share common characteristics and indicate fundamental ideas of emotional intelligence. Therefore, the concept of EI generally refers to the capability to regulate emotions of individuals and the behavior of individuals with others. Bar-On (1997) conceptualizes emotional intelligence as a range, series, and collection of non-abilities related to non-cognitive aspects, expertness, proficiency, and capability, which have influence on a person's potentials in attaining success and coping with stresses, and strains of environment. Putting into consideration this concept, Bar-On developed the construct measure to assess emotional intelligence named as Emotional Quotient Inventory.

The second variable of the study is person-job fit. Bright (2007) was of the view that the compatibility of the worker with the tasks at hand is the second factor examined. Person-job fit is the procedure of matching an applicant's knowledge, skills, and abilities to those required by an open position using objective measures, such as interviews, physiological tests, references, and other similar methods. The term

"person-job fit" refers to an employee's level of satisfaction in their position.

People are more likely to stay in their jobs if they feel that they are a good match for them, and this has been supported by research (Caie et al., 2017, Han et al., 2015, Boom and Biran, 2017). According to Amabile (2014), an individual's knowledge and abilities in each subject are crucial to their innovative performance and activity in that field, and that this is reflected in the person-job fit and workforce innovation behavior. Ability and expertise are two significant determinants of individual creativity in the traditional interaction model of innovation. If workers feel that they have a good "fit" for their jobs, they are more inclined to be optimistic about their abilities and resilient when faced with setbacks. While working in an environment of university, there is a need to have the requirement of emotional demand and thus EI is about to provide those self and inter-personal skills, the ability to adapt, adapt work environments, and reduce conflicts, pressures, strains, and conflicts in the workplace (Waldman et al. (2013).

Job satisfaction survey developed including questions focusing on satisfaction level also form the part of the tool to measure the job dissatisfaction level (Ott & Puzzi, 2010) among the respondents. Most of the study focuses on measuring the satisfaction level and factors influencing satisfaction, but job dissatisfaction has not been much focused on. Hence in this study job dissatisfaction is measured rather than job satisfaction as an example, proficient individuals may additionally suffer from severe self-doubt, although they are quite able to act and exceed the assigned challenge, while on the other hand, some people are extremely confident about what they are able to accomplish despite their credentials and constrained skills. Beliefs and facts are not perfect in shape, yet individuals are monitored by way of their ideals. Remembering all

of this, overall performance is said to predict someone's accomplishments rather than their preceding attainments, credentials, or knowledge (Sanville, 2008).

The third variable of the research is job performance. According to Judge & Ferris, (2015) the Job performance evaluation is the most authoritative human resources practices. Job performance is defined as the skills and behavior of a person which he/she performs in job. Therefore, Job performance is mainly and collectively accumulating the outcomes, skills, and determinations that were significant to the subordinates about their products and goals those are important to the institutions and administrations.

As was previously noted, the performance of an employee at work may be measured in a variety of ways, including quality, quantity, timeliness, expenditure, reliability, and more (Novitasari, et al., 2020). The work performance of an employee is the actions taken to accomplish a goal. According to the data, it is unlikely to have a noticeable impact on workers' productivity. Rather, Al-maitah et al. (2021) find that the leadership style has a big effect in whether an employee is happy at work, and that the transformational leader can increase an employee's devotion to the company.

According to Kopmans et al. (2014), the term "job performance" is commonly used to refer to a person's impact on the company. To evaluate an employee's performance on the job, it must be broken up into quantifiable components. The factors differ depending on which framework is being used. However, the scientific community agrees that there are two interacting factors that contribute to performance on the job.

Borman and Motowidlo 2012 as cited, Slavin, S. E. (2022) identify two important components of effective work performance: The term "task performance" is used to refer to an employee's primary duties. Specific job results and deliverables, in



addition to their quality and quantity, reflect "in-role mandated behaviour," another name for it. Contextual performance is more than just fulfilling one's duties at work. Contextual performance, also known as "discretionary extra-role conduct" (Kopmans et al., 2014), includes things like helping others in the workplace, building relationships inside the company, and giving one's all to the cause.

According to Waldsman and Spanglar, Sandoval, (2022), job performance comprised of major qualities of teachers, which are helpful and observable in achieving the goals. It assesses and evaluates how a teacher has achieved targets successfully. It is also used to test out and measure the changes which any teacher has made in his/her job doing achievement and performance from time to time. An employee's performance on the job may be thought of as the sum of all the small things they do well over a certain length of time. An earlier article in conjunction with a hypothesis of individual variability in task and contextual performance introduced a slightly modified version of this concept of efficiency (Motowidloo, Bourman, & Suchmit, 2017). An essential concept in this interpretation is that performance is a characteristic of conduct. Specifically, it is a characteristic that is the sum of several separate actions that take place during a given period. Another key concept is that the expected value to the organization is the attribute of behaviour to which performance refers. According to this definition, the performance construct is a metric used to differentiate between two or more groups exhibiting the same set of behaviors at various periods. The difference is predicated on the likelihood that each set of behaviors contributes or detracts from the success of the organization. Performance variation, in a nutshell, is a difference between actual and predicted organizational worth.

Teachers' emotional intelligence is one of the main characteristics of teachers.

A teacher's attribute, as a fit person to teaching job is main quality, which makes a teacher more committed and highly professional. Job performance holds a pivoting position in the education system of any country. Being a teacher in higher secondary school, the researcher selected these three variables.

Therefore, the study aimed to assess Emotional intelligence person job-fit and job performance of teachers, to compare emotional intelligence, person job fit and job performance of teachers regarding demographics (i-e gender, geographical area, qualification, job pay scale and job experience). The study also aimed to investigate the relationship between emotional intelligence, person job fit and job performance at higher secondary level.

### **1.1 Rationale of Study**

The study was motivated by the absence of research examining the comparison with reference to the demographic factors, (i-e gender, geographical area, qualification, job pay scale and job experience) and relationship between emotional intelligence person job fit and job performance of higher secondary school teachers. The research aimed to fill this gap in the current literature, providing valuable insight into the dynamics of these factors in the context of higher secondary education.

The study also aimed to understand the contribution of demographic factors with reference to emotional intelligence, job fit and job performance. Moreover, this study also aimed to investigate the relationship between emotional intelligence, person job fit and job performance of teachers at higher secondary level. In the context of higher secondary education emotional intelligence, job fit, and Job performance of teachers is paramount for effective teaching and educational outcomes.

Gender studies is an interdisciplinary field that focuses on the social, cultural, and political constructions of gender and their impact on individuals, communities, and societies. It can help to calculate the social, economic, and political disparities. We can devise policies to redeem inclusive diversity and social injustice. Chohan and Habib (2020) defined the gender differences as the visible and remarkable difference between male and female in any variable. Gender studies play a crucial role in fostering understanding and awareness of the multifaceted nature of gender. By examining societal norms, it empowers individuals to critically analyze and challenge existing structures, contributing to a more inclusive and equitable world.

Demographic-based studies are crucial for understanding the complexities of population dynamics and their impact on various aspects of society. Demographic research throws light on disparities, informing policies to address inequality and promote inclusivity. Moreover, understanding how demographics influence emotional intelligence, job fit and job performance can help organizations create more equitable workplace that value diversity and foster innovation. By leveraging insights from demographics-based studies, organization can optimize recruitment and retention strategies, ultimately promoting fairness, equity and inclusivity in various aspects of life.

A person's emotional intelligence is based on demographic characteristics because these shape the person's way of thinking and contacting with the situation (Gong et al., 2019; Birol et al., 2009). On the other hand, the demographic characteristics such as geographical area, and job experience are the important factors to determine the characteristics of a person fit for the job and that results in the determination of the job performance of the individual (Akanni et al., 2020; Hanif et

al., 2011; Penrose et al., 2007). From this one can say that the importance of demographic characteristics helps in identifying not only the emotional intelligence but also how fit a person is for the job and how it will affect the job performance of the person.

Comparative study compares two variables or finds their difference or both. Clasen and Jochen (2004). It also explores and highlights the relationships between factors in diverse contexts. Comparative research is a methodological approach in social sciences and other fields that involves analyzing and contrasting different variables, cases, or phenomena to identify similarities, differences, and patterns. It aims to provide insights into relationships between variables or the impact of specific factors across different contexts. Comparative research can be applied in various disciplines, including sociology, political science, economics, and anthropology. Lohr, S. (2019).

With the rapid changes in every sphere of life, principally in industrialization in the current century have also witnessed structural variations in the domain of secondary schooling. No one can deny the importance of secondary school, which not only lays the foundation for higher studies but also determines the future of a student. Hence, a teacher holds a great responsibility to contract with earlier graders since it leaves an impression on them.

A teacher's prerequisite to be emotionally stable so that his job performance may improve. Excellent performance is the result of effective and efficient efforts made by the performer while performing their work activities. Demographic factors are important in these kinds of research studies because it helps to identify the background information and atmosphere that affects the overall situation of the respondents.

There have been only a few pieces of research to date on the emotional intelligence, person job-fit and job performance of teachers at higher secondary school level. About the inhabitation of rational thinking due to emotions, an emotionally intelligent teachers may possess a greater ability to respond to a student or organizational emotions. According to the investigator's knowledge no such study has been passed out in our country at the higher secondary school level before this. Therefore, this important issue remained unexplored in Pakistan.

## **1.2 Statement of the Problem**

Emotional intelligence, Person job fit, and Job performance are vital attributes and qualities of a teacher. The present study aimed at investing a comparative study of emotional intelligence, person job fit and job performance of teachers at higher secondary school level. In previous research studies these constructs were studied independently or relationship with other variables but comparison of emotional intelligence, person job fit and job performance with demographics characteristics including the gender, geographical area, qualification, job pay scale, and job experience were unexplored. Moreover, less availability of research literature at higher secondary school level in the global context and specifically in Pakistani context also lead the way for conducting this research study.

Comparative research is a valuable methodological approach that allows researchers to analyze and contrast similarities and differences across different contexts, societies, or groups. It is commonly used in social sciences and other fields to gain insights into various phenomena and to understand how they vary under different conditions.

Demographic studies illuminate distinct factors that influence gender disparities such as job performance, job experience, pay scales and many other societal inequalities. By analyzing these factors, we can highlight areas where inequities exist and develop targeted plans to resolve them. By having such an insight, the organization can benefit to its optimum.

Secondary school education is one of the most important phases in every student's life. It provides foundation, empowers the youth with knowledge, skills, and attributes. The most important of all, it empowers and elevates a person's economic status. Therefore, every child should attain secondary education irrespective of its gender, social status, and economic background.

This research had intended to identify the teachers' emotional intelligence together with job-fit and job performance from the background of the teachers' demographic characteristics. These demographic characteristics contain gender, qualification, geographical area, pay scale, and job experience. These characteristics not only help to determine the teachers' emotional intelligence but to identify the job fit and the level of job performance among the teachers. Provided the background, this investigation was essential for various reasons, as it has helped in sorting out the effect between teachers' performance and their Person job fit. Teachers' performance is affected by the person's job fit in school. The teachers whose principles fit the association's qualities can contribute more to the accomplishment of the association. Person-job Fit makes contract sense in that the more prominent the fit between the estimations of an individual and those of the organization, the more probable they must stay with that organization.

Therefore, the study aimed to assess emotional intelligence, person job fit, and job performance of teachers, to compare emotional intelligence, person job fit, and job

performance of teachers regarding demographic characteristics including the gender, geographical area, qualification, job pay scale, and job experience, to investigate relationship between emotional intelligence person job fit and job performance of teachers. The whole investigation was conducted at the higher secondary school level.

### **1.3 Objectives of Study**

Objectives for the present study were to:

1. Assess the emotional intelligence of teachers at the higher secondary level.
2. Assess the Person job-fit of teachers at the higher secondary level.
3. Examine the job performance of teachers at the higher secondary level.
4. Compare the emotional intelligence of teachers regarding (gender, rural/urban, qualification, job pay scale, and job experience) at the higher secondary level.
  - 4(a) compare gender- based differences regarding emotional intelligence of teachers at the high secondary level.
  - 4(b) find out the difference in the emotional intelligence of teachers in rural and urban areas at the higher secondary school level.
  - 4(c) find out the difference in the emotional intelligence of teachers regarding their qualification at the higher secondary level.
  - 4(d) find out the difference in the emotional intelligence of teachers regarding their job pay scale at the higher secondary level.
  - 4(e) find out the difference in the emotional intelligence of teachers regarding their job experience at the higher secondary level.
5. Compare the person job-fit of teachers regarding (gender, rural /urban, qualification, job pay scale and job experience) at the higher secondary level.
  - 5(a) compare gender-based differences regarding the Person job fit of

teachers at the higher secondary level.

**5(b)** find out the difference in person job fit of teachers in rural and urban areas at the higher secondary level.

**5(c)** find out the difference in person job fit of teachers regarding their qualification at the higher secondary level.

**5(d)** find out the difference in person job fit of teachers regarding job pay scale at the higher secondary level.

**5(e)** find out the difference in person job fit of teachers regarding job experience at the higher secondary level.

**6.** Compare job performance of teachers regarding (gender, rural/urban, qualification, job pay scale and job experience) at the higher secondary level.

**6(a)** compare gender-based differences regarding job performance of teachers at the higher secondary level.

**6(b)** examine the difference in job performance of teachers in rural and urban areas at the higher secondary level.

**6(c)** examine the difference in job performance of teachers regarding their qualification at the higher secondary level.

**6(d)** find out the difference in job Performance of teachers regarding their job pay scale at the higher secondary level.

**6(e)** find out the difference in job performance of teachers regarding their job experience at the higher secondary level.

**7.** To investigate the relationship between emotional intelligence, person job fit and job performance of teachers at the higher secondary level.



## **1.4 Research Questions**

**Q1.** What is the level of emotional intelligence of teachers at the higher secondary level?

**Q2.** What is the level of person job fit of teachers at the higher secondary level?

**Q3.** What is the level of job performance of teachers at the higher secondary level?

## **1.5 Null Hypothesis**

**H<sub>0</sub>1:** There is no significant difference in the emotional intelligence of teachers regarding (gender, rural/urban, qualification, job pay scale, and job experience) at the higher secondary level.

**H<sub>0</sub>1a:** There is no significant difference in the emotional intelligence of teachers regarding gender at the higher secondary school level.

**H<sub>0</sub>1b:** There is no significant difference in the emotional intelligence of teachers regarding rural/urban areas at the higher secondary level.

**H<sub>0</sub>1c:** There is no significant difference in the emotional intelligence of teachers regarding qualification at the higher secondary level.

**H<sub>0</sub>1d:** There is no significant difference in the emotional intelligence of teachers regarding job pay scale at the higher secondary school level.

**H<sub>0</sub>1e:** There is no significant difference in the emotional intelligence of teachers regarding job experience at the higher secondary school level.

**H<sub>0</sub>2:** There is no significant difference in person job fit of teachers regarding (gender, rural/urban, qualification, job pay scale, and job experience) at the higher secondary school level.

**Ho2a:** There is no significant difference in the person job fit of teachers regarding gender, at the higher secondary level.

**Ho2b:** There is no significant difference in the person job fit of teachers regarding rural/urban areas at the higher secondary level.

**Ho2c:** There is no significant difference in the person job fit of teachers regarding qualification, at the higher secondary level.

**Ho2d:** There is no significant difference in the person job fit of teachers regarding job pay scale at the higher secondary level.

**Ho2e:** There is no significant difference in the person job fit of teachers regarding job experience at the higher secondary level.

**Ho3:** There is no significant difference exists in the job performance of teachers regarding (gender, rural/urban, qualification, job pay scale, and job experience) at the higher secondary level.

**Ho3a:** There is no significant difference in job performance of teachers regarding gender at the higher secondary level.

**Ho3b:** There is no significant difference in job performance of teachers regarding rural/urban at the higher secondary level.

**Ho3c:** There is no significant difference in job performance of teachers regarding qualification at the higher secondary level.

**Ho3d:** There is no significant difference in job performance of teachers regarding job pay scale at the higher secondary level.

**Ho3e:** There is no significant difference in job performance of teachers regarding job experience at the higher secondary level.

**Ho 4:** There is no significant relationship between emotional intelligence, person job fit and job performance of teachers at the higher secondary level.

## **1.6 Conceptual Framework**

The present research intends to explore a comparative study of emotional intelligence, person job fit and job performance of teachers at higher secondary level. Different research studies have been done on these three variables separately. Relationship, effect and impact of emotional intelligence, person job fit, and job performance has been studied with other variables but none of the research studied the comparison with demographics (i-e, gender, rural/urban, qualification, job pay scale and job experience) and interrelationship of these three variables emotional intelligence, person job fit and job performance. The results of the present research study explore a comparative study of emotional intelligence, person job fit and job performance of teachers at higher secondary level will contribute to the existing body of knowledge.

The theoretical framework of the study consists of theories i.e. emotional intelligence by Mayer and Salovey Mayer 1990 (as cited in Mayer, Caruso and Salovey, 2016, Ishaq, Shabbir and Khan,2020), person job fit by Holland 1997 (as cited in Gulla and Mansrur,2019) and job performance of teachers by Ching et al., 2016(as cited in Omer etal,2019).

### **1.6.1 Emotional intelligence theory**

Salovey and Mayer 1990 (as cited in Mayer, Caruso and Salovey, 2016, Ishaq, Shabbir and Khan,2020) provides the theoretical bases of emotional intelligence they described it as a form of social intelligence that involves the ability to monitor one own

and other feelings and emotions, to discriminate among them and to use this information to guide one own and other thinking and actions. Emotional intelligence is the ability to acknowledge, understand and regulate one's own and other emotions and use this information to guide one's thoughts and actions. (Mayer, Salovey and cruso 2004).

Salovey and Mayer (2012), suggested that person may be different in capabilities that may have affect in social dealings. Emotional intelligence theory focuses on four dimensions. These dimensions are Awareness of self, it is a continuous process of understanding and knowing one's own identity, beliefs, and thoughts. Management of self refers to the ability of a person to regulate his thoughts, social awareness is the ability to take the perspective of and empathizes with others, including those from other background and culture, and relationship management is the process of building, maintaining, and enhancing relationships with key stakeholders.

### **1.6.2 Person job fit theory**

John Holland's theory1997(as cited in Gulla and Mansrur,2019) is well known and widely read and applied. Alignment between the personality characteristics and job requirements is best explained in John Holland's Personality Job Fit Theory. Holland's theory is the famous theory on career 23 choice and most widely researched theory. Professionals widely apply it. The theory focuses on the notion of a match between an individual's personality characteristics and his or her workplace environment. Holland presents six personality types Investigative, Artistic, Conventional, Social, Realistic Enterprising. He proposes that satisfaction and retention in a job depends on the degree to which workers successfully match their personalities to their occupations.

Kristof (1996), further suggests that Person-Environment fit can be studied with respect to five different levels, the broadest level of person-environment fit with which an individual may fit is the vocational level and it is defined as a person-vocation (P-V) fit, the second level is the person- organization (P-O) fit which is generally defined as the alignment between persons and organizations. The third level is the person-group (P-G) fit. The fourth level is the person-job (P-J) fit, which is the fit between the skills of a person and the demands of a job. Finally, there is the fifth level which is the fit between a person and his / her supervisor.

Therefore, the present research has conceptualized person job fit as the degree of match between an individual cognitive skill, technical, functional, and office skills, job knowledge, previous experience, and attitude towards job task.

### **1.6.3 Job performance**

Ching et al., 2016 (as cited in Omer et al,2019) proposed a job performance conceptual framework. This helped in determining the level of job performance within the organizational atmosphere from different economic in addition to social dimensions. These dimensions are stated as salary, elevation in grade, flexibility in schedule, development as training, atmosphere in working, as well achievement in job. The employees' behavior and attitude at work are critically key factors that influence the job performance on their given tasks.

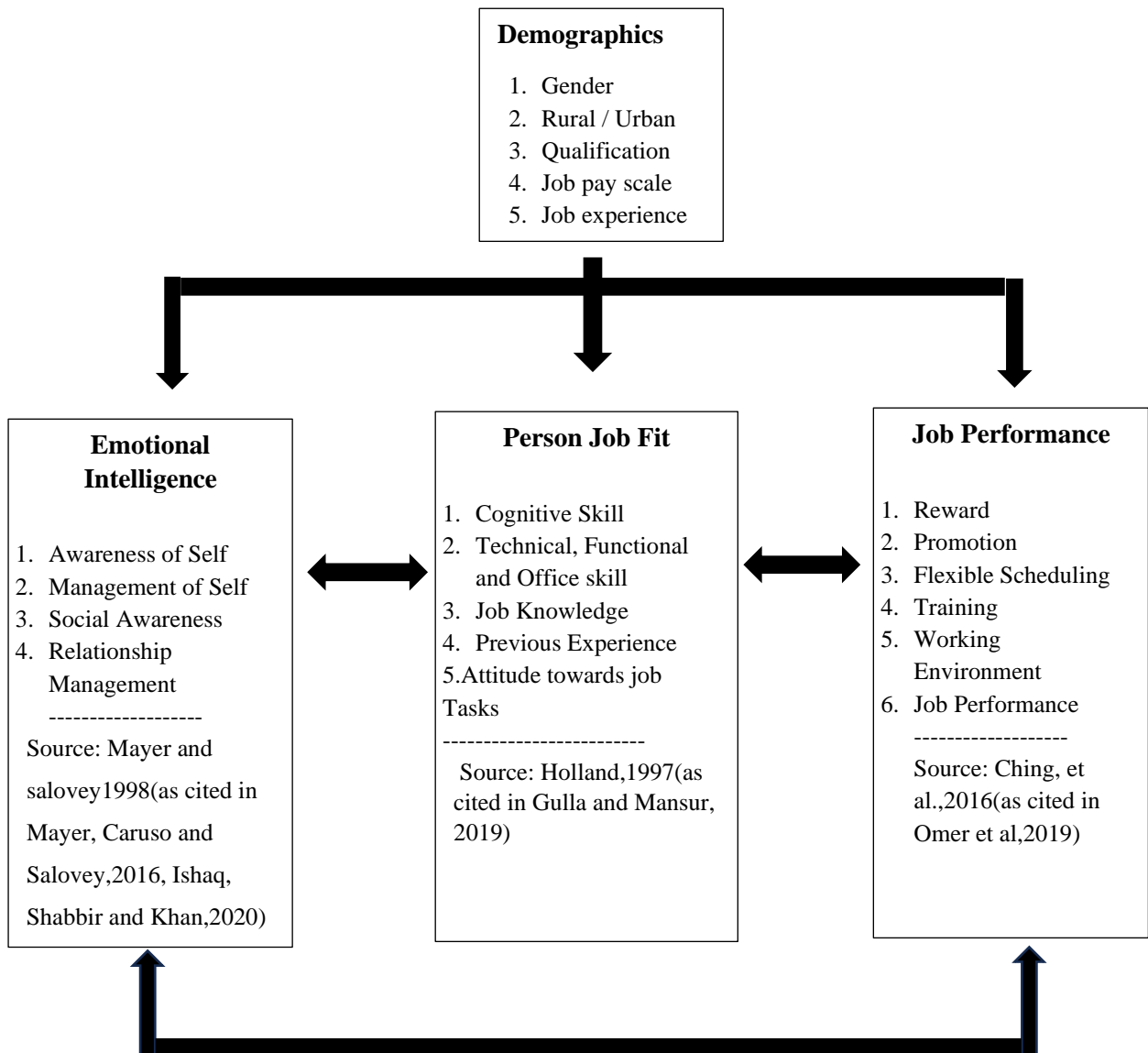
Goal setting theory refers to the process of individual attempt to accomplish certain object or aim of certain action (Locke, 1968). Goals can be subdivided into mastery goals that aim for the sake of learning and intrinsic value improvement. Performance goals are objective set for specific duties tasks which can be related to extrinsic motivation (Broussard and Garrison, 2004).

Ching et al., 2016 (as cited in Omer et al., 2019) defined five dimensions of performance are Reward, promotion, Flexible scheduling, Training, and working environment. Reward is offers for the exchange of employee contributions (Chiang and Birtch, 2008). Promotion is about an employee shifting to a higher significance position and higher compensation. When the employee moves upward in the hierarchy of the organization, the task becomes variety and significant, it will lead to responsibility enhance. (Edward P, 2000). Flexibility is the ability to improve adaptability. This function is suitable for changing user by simply changing its property and able to have reorganization because of the technology (Arge, 2005). Training is defined as the designed program to modify employee behavior for the improvement of employee abilities, skills, and knowledge relevant to work effectively (Gordon, 1992) Working environment can be separate into two components which are physical and behavioral. Physical components consist of the employees have ability to connect with their office environment physically. According to McCoy and Evans (2005).

In previous research studies these constructs were studied independently or relationship with other variables but comparison of emotional intelligence, person job fit and job performance with demographics characteristics including the gender, geographical area, qualification, job pay scale, and job experience were unexplored.

Comparative research is a methodological approach in social sciences and other fields that involves analyzing and contrasting different variables, cases, or phenomena to identify similarities, differences, and patterns. It aims to provide insights into relationships between variables or the impact of specific factors across different contexts Comparative research can be applied in various disciplines, including sociology, political science, economics, and anthropology. Lohr, S. (2019). Based on

the above-mentioned theories, the following conceptual framework was designed for this research.



**Fig No. 1:** *Conceptual framework of the study*

### 1.7 Delimitations

The current work was achieved with the subsequent delimitations:

1. The proposed research study was geographically restricted to Islamabad Model higher Secondary Schools.
2. The study was delimited to teachers teaching at higher Secondary level in Model higher Secondary Schools of Islamabad.

3. The present study focused on emotional intelligence (Awareness of self, Management of self, Social Awareness, Relationship Management), person job-fit (Cognitive skills, Technical, Functional and Office skills, Job knowledge, previous experience, Attitude toward job tasks), job performance (Reward, promotion, Flexible scheduling, Training, Working atmosphere, Overall performance) scale.

## **1.8 Significance of Study**

Emotional intelligence is an influential variable in determining the job-fit and performance level of the individuals in the educational setting. This investigation will be effective in determining the role of emotional intelligence and the job-fit of a teacher and the job performance skills. The higher management authorities can get the benefit from this research work because it may help to understand the need for the importance of emotional intelligence in determining job fit and performance of instructors.

This look will be useful for the training personnel, the curriculum developers of coach schooling programs, grasp trainers, and educators. It additionally assists them in apprehending the significance of teachers' reviews about the emotional intelligence of teachers. Furthermore, this look will maintain the teachers and supervisors in performance evaluation schemes and supervision-related assessments. Additionally, teacher education packages may additionally get better through this examination because this look will offer some future paths concerning the idea of emotional intelligence and activity match of teachers at the better secondary faculty stage.

Similarly, this examination will assist the teachers to enhance their overall performance of teachers at the faculty degree. This fact will assist the one's employers and educators who want to enhance the emotional intelligence and process performance



of their workers. Similarly, this takes look will assist in know-how the comparative evaluation of emotional intelligence, job suit, and process overall performance of the teachers which can therefore assist in organizational development. This looks at will awareness of the importance of the emotional intelligence of teachers and task in shape in instructional institutes due to the fact it may assist bureaucrats in their exercise of their authority and making interactive, structural, and managerial verdicts to decorate the emotional intelligence and activity overall performance among teachers.

## **1.9 Operational Definitions**

### **1.9.1 Comparative study**

A comparative study is a methodological approach in social sciences and other disciplines that analyses the similarities and contrast of different variables. Its purpose is also to explore and highlight the relationships between factors in diverse contexts.

### **1.9.2 Emotional Intelligence**

Emotional intelligence is the ability to understand, use, and manage emotions in positive ways to relieve stress, communicate effectively, emphasize with others, overcome challenges, and resolve conflicts.

- **Awareness of Self:** Self-awareness is the continuous process of understanding and knowing one's own identity, beliefs, thoughts, traits, motivations, feelings, and behavior and to recognize how they affect others.
- **Management of Self:** Self-management is the ability of a person to regulate his thoughts emotions and behaviors in a productive way. It can be denoted to as self-controller or self-regulation, is the aptitude to control one's behavior, opinions, and performance successfully in a different situation.

- **Social Awareness:** The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures.
- **Relationship Management:** Relationship management is the process of building, maintaining, and enhancing relationships with key stakeholders, including customers, clients, partners, suppliers, and employees.

### 1.9.3 Person Job Fit

It is defined as the alignment between the individual and the job. It is the degree of match between an individual's skills, abilities, and interests and the demands, rewards, and opportunities of a specific job.

- **Cognitive Skills:** The mind-primarily based abilities are stipulations in the purchase of understanding, manipulation of facts, and reasoning.
- **Technical, Functional, and Office Skills:** The abilities and knowledge conditions to carry out a particular project are associated with mechanical, records generation, or mathematical or medical talents.
- **Job Knowledge:** Job expertise is the knowledge of a fixed of responsibilities unique to a job.
- **Previous Experience:** A previous experience or event determines something happened or existed before the existing situation.
- **Attitude towards Job Task:** A job attitude is a set of assessments of one's job that signify one's attachment, beliefs, and emotions toward any process.

### 1.9.4 Job Performance

It is defined as how a staff member fulfils the duties of his/her role, completes required tasks, and behaves in a workplace.

- **Reward:** It refers to something given in reputation of carrier, effort, or achievement.

- **Promotion:** A hobby that sustenance or boosts a motive, venture, or purpose.
- **Flexible Scheduling:** A bendy timetable permits a worker to paint hours that fluctuate from the regular time of begin and final of an agency.
- **Training:** An action of training a person or animal on a specific talent or kind of behavior.
- **Working Atmosphere:** An administrative center where someone works for their company, or themselves, is an area of employment.
- **Overall Performance:** Performance is a means to attain a goal or set of desires within a task, position, or agency.

### **1.10 Methodology**

The research design used in the study was purely descriptive in nature and comparative aspects were probe out also aimed at this reason investigator used survey method. The researcher has used the quantitative method for the collection of the data. The research study was comprised of teachers working in the public sector schools situated in Islamabad, the capital of Pakistan. 6200 Teachers are working in the public sector of higher secondary schools according to the federal directorate of education Islamabad. There were 341 male teachers, and 346 female teachers were chosen through a stratified random sampling technique by following Krejcie, R.V, Morgan, D, W, (1970). The emotional intelligence scale by Schutte, Person-job fit scale by Saks & Ashforth, and the teachers' job performance scale by Ching et al. were used. The data was examined through percentages; mean t-test and one-way ANOVA and Pearson correlation by using SPSS.

## **1.11 Summary**

This portion acts as the introductory section of thesis. Main perspectives regarding definitional aspects of terms, targets of study, how did researcher select topic, why researcher select topic, constraints of study were mentioned briefly and explanatory as well. In this chapter, problem statement, objectives, hypotheses, and delimitations have been portrayed precisely to explore and compare the emotional intelligence, how much any teachers are fit and suitable in job, achievement, and performance of teachers at higher secondary school level, with five demographics (gender, geographical area, qualification, job pay scale and experience) in public sector schools. The relationship between variables was investigated. Operational definitions of variables and sub scales used in the study were explained. Framework with respect to theoretical aspect was also explained about three variables of this study. In the next chapter more details and clarifications about these concepts, previous and related research, theoretical aspects, and models aspects will be discussed as well.

## **CHAPTER 2**

### **REVIEW OF LITERATURE**

Chapter 2 discusses studies on the problem investigated by the researcher. The researcher tried to discuss definitions and concept of emotional intelligence, various theories and model about models and emotional intelligence, review of related researches on emotional intelligence, concept and importance of person job fit, its importance, research studies related with person job fit, concept of job performance, its importance, factors which affect job performance of teachers and various related research studies on job performance.

#### **2.1 Emotional Intelligence**

Emotional intelligence in context of education and psychology is taken as more significant to additional other concepts and types discussed in domain of intelligence, as compared to intelligence related to verbal-comprehension, intelligence related to perceptual organization, and intelligence related to visualization. All types of intelligence pinpoint learning and ways of thinking about specific features of contents and these are additional enhanced by already experienced learning (Mayer et al., 2011). Wechsler gave the pioneer conceptualization and description regarding intelligence, as he states: aggregate or comprehensive capability of humans to perform decisively, to contemplate reasonably, also to encounter environment and situations in effective manner. Also, it was referred as non-intellective cum intellective aspects, by which an individual intended to reflect emotionally related, individually related, and social related elements. Furthermore, he discussed also features of non-intellectual capabilities and thought this vital foundation in envisaging individual's ability to be Victorious and successful during life (Wechsler, 1943 as cited by Woolfolk, 2014).

Sharma et al., (2014) Intelligence in respect of culture and society has also been considered that constitutes three key features which are involved in behavior of an individual namely: physical, cognitive, and emotional.

The potential of an individual to envisage, visualize, forecast, think, evaluate, administer, and organize emotions and feelings is emotional intelligence. Bar-On 1997 cited as Travis, E. (2019). Master Your Emotions, elaborated that is a higher order competence, skill that enhances or restrains people's capacities in different aspects of emotions and feelings. He was of the view that emotional intelligence is essential for accomplishing achievements being a student, tutor, teachers, parents, and administrator. Bar-On was of the view that emotional intelligence is an on the whole conception of affective domain's (non-cognition) capabilities, capacities and competencies that support any person to be an admirable human being, who can deal with tense circumstances, and can regulate with the variations of environment. Bar -On (1997) discussed a vast detail of intelligence. Discussion of Bar On (1997) consisted of five features related to emotional intelligence (skills in adaptability, skills related to interpersonal, skills related to intrapersonal, skills related to coping with stress, and mood in general). These characteristics are the fundamental aspects of a person's flourishing life. For illustration, a person:

- Has capacity to triumph over stress, despicable, anxiety and pressure related to work?
- Can comprehend in much improved way about people and keep up good skills related to interpersonal life.
- Has a real and mature analysis of elevated significance.
- can deal and control his/her emotions, and act according to the condition.

- Intentionally allocate accountability for actions.
- Possesses an enhanced original character.
- Can show sympathy with others and attempt to help others according to their point of view.

Salovey and Mayer (2014) initially started to discuss intelligence related to emotions and feelings on which they worked at the end of 1989. They explained this type of intelligence in these aspects: social intelligence can be separated in parts that encompass capability of a person or persons in supervising and managing feelings and emotions of own and others also, having capability to differentiate in these and having potential in utilizing these for guidance of thoughts as well as acts (Salovey et al., 2009). In addition, Goleman revealed aspects of this concept in book: Why it can matter more than IQ as cited by cited by Katayal & Aawasthi (2015). The ability to administer and manage fruitful results in relationships with other people and the feelings and emotions of oneself is known as emotional intelligence. (Katayal & Aawasthi, 2015). This emergence and expression regarding emotional intelligence has guided researchers, educationists, and psychologists to re-examine their conventional point of view in this new concept of intelligence which is associated with thinking and managing emotions and feelings (Mayer et al., 2012).

Emotional intelligence is an extensive concept that margins a large compilation of skills related to intrapersonal and interpersonal. Interpersonal skills are well thought-out as capabilities to identify the feelings and opinions of others, sympathize, care for, and extend interpersonal relationships, and encompass a sense of public dependability. In difference, intrapersonal skills include a potential to be familiar with one's own inspirations and emotions (Platsidou, 2013). Ideas and concepts of emotional

intelligence by given by ancient researchers gave us the idea that this intelligence is a new thought and as a dissimilar concept as compared to conventional point of views about intelligence, discussing towards the non-cognitive features of human rather than the cognitive aspects which have conventionally directed our thoughts and thinking.

Salovey and Mayer (2012) illustrated the point that focused on sorting out four various fundamentals of emotional intelligence. He indicated that emotional intelligence means to realize the emotional capability to employ the emotion rationally, sensibly and administer emotions effectively. A much lower level of conception of emotional intelligence is the level employing just to simple capacity of perception and expression of emotions. In contrast, the real sense emotional intelligence deals with mindful, thoughtful, and perceptual progression of behavior. The recent development in the field of psychology and personality indicates that aspects; like maturity in emotional concepts, making social interfaces and collaborations with wise use of intelligence lead and certainly convey constructive changes and successes in one's life. Sharply management of emotions and affective aspects in various fields of life give evidence of a person as a good dynamic person. Such a person without difficulty turns out to be outstanding in academic and job fields. Emotional intelligence is a critical reason for educational achievement and performance. While using emotional intelligence, human beings may estimate the success rate in educational academic performance and in common intelligence.

Arshad et al., (2015) was of the view that numerous research finished in the preceding century indicated that with advanced intelligence human beings accomplish high level academic achievement. While other researchers indicated that the most significant and powerful elements of personality are emotions, and they serve as the



booster to enhance the self-esteem of humans. According to Craig (2021), emotional intelligence has a crucial impact on how individuals navigate their emotions and thoughts to accomplish their goals and aspirations in life. A person's fiery passion is forged through consistently achieving top grades in every course, which in turn ignites their drive to excel in all aspects of life. Emotional intelligence undeniably steers our feelings, emotions, and perception towards positive outcomes, bolstering our capacity for critical thinking and empowering us to effectively navigate our interactions with others in society.

Researchers express that emotional intelligence is a sub-set, a part of social intelligence that includes capability to scrutinize person's and other persons' emotions, to separate out along with them and to make use of this information to direct a person's way of thinking and actions. Researchers indicated that daily tasks of life described by peoples and valuable thought provoked by a person is burdened with information and things related to emotions, that this full of feelings in formation ought to be altered (maybe exceptionally in distinction to the information related to cognition), and those people may differ in the capability with that they perform so. Gardner's perception of social intelligence states that its sub part is emotional intelligence, and he further implies it as person's unique form of intelligence. Similar as social intelligence, the individual intelligence types (which are portioned and characterized as interpersonal and intrapersonal intelligences) integrates data about the person his/herself find other persons. One portion and part is related to specific intelligence that recognizes feelings and is near what people call emotional intelligence. The central focus is here to a person's tendency to get influence of emotions and limited these emotions into split and to scrutinize these emotions in controlling his/her conduct. In its most primal organization, intrapersonal intelligence is added up to negligible additional than the

capability to identify a leaning of happiness from one of suffering and distress.

At its normal level of development, intrapersonal data lets one discriminate and signify multifaceted and remarkably divided set of sentiments to attain a thoughtful education of emotional life. Interpersonal intelligence comprises, over and above everything, the ability to monitor other persons' temperaments and behaviors and to register such data into the organization of predicting their future demeanor. It was the situation with social intelligence; emotional intelligence is a subset of these intelligences. Emotional intelligence does eliminate or keep out the common emotion of self and assessment of others. It focuses, somewhat, on the paths of achievements and acts portrayed mainly is to differentiate and use a person's own and other persons' situations of emotions to deal with problems and manage behavior. Emotions and Intelligence Theories ought to be trustworthy internally, and these make significant utilize of technical terms, and formulate important prediction. Sharma et al., (2014) studying emotional intelligence, one problem is that several theories under this name speak about intelligence and emotions, while some other views appear much broader.

## **2.2 Emotional Intelligence in Psychology**

Initially, intelligence and emotions were sometimes in conflict with each other, and this is commonly regarded in Western countries (Afroz et al., 2017). The latter view focuses on emotions responding to relationships, but also illustrates how thinking and emotions can operate simultaneously. Emotions mean the relationship between a person and other people, society and other societies, culture with other cultures, situation and other situations, and the relationship of an object with other objects or more internally, between a person and memory or thought. For example, the state of happiness reiterates the appreciation of everyone for himself. A potential, a degree, a capability, and skill

to find out sense in emotion and feeling patterns, and accepting, determining, managing issues related to these feelings and emotions is emotional intelligence (Mayer & Salovey, 2012).

This term Emotional intelligence had been used for the first time in 1987, in an unpublished research thesis. Mayer & Salovey initiated to work on it, and they used the term at start of 1990 and later innovated this term in new way in scientific psychology in a modernized way in 2012. They conceptualized it in this way: the capacity to examine a person's own and other persons' feelings, to differentiate among them, and to apply this information to direct a person's way of thinking and actions. Some critics looked upon the thought of this concept as a simple invention of the start of 21st century when modern psychology was taking its roots. In recent psychology this concept has a developed version. This concept attracted thought of various psychologists of previous century especially psychologists of end of previous century. The attention of researchers was towards the emotions and methods of thinking about feelings and emotions. They focus their attention on how feelings and emotions can be thought and if this thinking occurs, how any individual can overcome and manage feelings with thinking. This struggle results in the emergence of the concept and theory related to emotional intelligence. Various researches were carried out to find out the position of thinking in feelings and emotions. The focus was on an individual's social and personal skills and intelligence. Then work on its measurement was carried out. Various attempts were taken to find out its scale and inventory. Psychologists like Bar On succeeded in making measure of it. It is considered as the logical and rational based thinking which manages emotions and feelings and makes any individual behave intellectually in problematic situations is known as the essence and soul of this concept.

Salovey and Mayer (2012) participated in supporting the field of emotions, they develop an assumption which led to manifold information about emotions. Salovey and Mayer (2012) highlighted four areas:

- The capacity to comprehend emotions and feelings correctly.
- It is capability to make use of feelings and emotions in improving rational aspects and reasoning aspects.
- It is the capacity to be aware of emotions, meaning of emotions and facial expressions.
- It is the capacity to sort out feelings and emotions in self as well as in others.

Mayer and Salovey (2012) suggested that persons may be different in such capabilities and that such differences have affects anyplace i.e., in home, in school, in social dealings. Perceiving emotions is the main area. The leading part of emotional intelligence perceiving emotions consists of abilities occupied in identifying the vocal, facial, musical, pictorial, and other stimulus and language pertaining to emotions. For illustration, a person who is not particularly sound in understanding emotions can without difficulty estimates or declares when his/her friend is joyful merely by way of accurately translating the signs of face or body of his/her friend. Reading face is the essential method which is employed in this concept of intelligence for additional process in its conceptualization is finished by making it understandable and possible due to this reading. In addition, reading of face is a skill and quality frequently presenting approximately in various societies as well as in cultures.

Ekman (2015) worked on experimental research. In his research, various pictures and images of USA people were shown to the people of that area who did not know about the USA and its people. He was astonished that those people easily

comprehended and identified the pictures in which various signs were asked. These people were totally different from culture and environment of USA, but they easily identify the images related to emotions of people of USA.

Polak in 2010 had worked on a similar experiment. He found that if youngsters are physically abused and physically oppressed, their capability of recognizing faces is affected negatively. Polak (2010) made an experiment on youngsters who were physically oppressed and abused and those youngsters who were totally contrasted to them. Their ages were between 8 to 10 years. Experiment done in a laboratory of computer. Experiment was executed when these youngsters were playing computer games. Unclear faces shown to these youngsters on computers in which these faces represented various expressions of face. These included expressions of sadness, expression of happiness, expression of short-tempered behavior, expression of fear. Only one image was shown in one game. After that, these youngsters were asked to talk about images and expressions. The oppressed and abused youngsters' level of recognition of images was extremely low as compared to other youngsters. However, the researcher concluded that the abused youngsters were larger in number in recognizing the faces which were depictions of anger, even if they showed a minor touch of fury. In this experiment, it was concluded that oppression and abused situations affect the capability to think over feelings and emotions negatively. Satisfaction and anxiety free state of mind enables any individual to manage feelings and emotions better.

Using emotions is also an important aspect in emotional intelligence. Using feelings and emotions can be supposed to be done of the main stein comprehending emotional intelligence. This can be conceptualized as talent and ability to administer as

well as handle feelings and emotions to help other abilities and skills related to mental tasks. Some features might increase and make mindsets fit for some kinds of jobs.

Isen (2015) made an experiment in which he revealed that a lucky and happy mood assists persons to find creative and positive solutions and approach to the issues. He inquired from undergraduate students to come in the laboratory. He presented to them either some happy mood (showing some humorous clips) or an uncaring and gloomy mood (showing to them some clips from difficult mathematics). All students were given separate tables to sit upon. The students were given answer sheets, and they were given ten minutes to give all the answers. The problem was installing a wax light in the closet to keep it from falling onto the table. Students who were in a good mood after watching the funny clip completed the task better. They easily attained their target by emptying it, then by utilizing it as stand of their candles.

There is abundant and plentiful evidence that intelligence related to managing feelings and emotions helps them perform certain activities. Emotionally intelligent people are the most effective users of happiness. Understanding emotions is also an important concept of emotional intelligence. Understanding information about relationships as well as connections between emotions and feelings is called understanding of emotions. There is change and shift from one feeling to another feeling which takes place. And the process of naming these in expressions and words of emotions takes place. Individuals who have comprehension feelings and emotions, they may easily discriminate and describe that these emotions are similar, and these are different. They can distinguish sadness and happiness.

Barchard (2013) has demonstrated it as it is ability to make a distinction between kinds and various states of feelings and emotions which have important uses

in well-being. Some young people were asked to note and write their emotions which they experienced in two weeks. Specifically, he was seeking to explore those expressions which were at extreme in that time. This was presented precisely scoring from 0 toward 4. There were four extreme emotions gladness, entertainment, delight, and zeal which were positive. There were five feelings and emotions which were extreme emotions, anger, sadness, nervousness, guilt, embarrassment which were negative. The researchers then calculated statistical connections (correlations) between positive and negative emotional experiences. It was concluded that differences between positive affective states are small when reports of positive affect are highly correlated. Similarly, when reports of negative affect are highly correlated, differences between negative affect states are smaller. Upon completion of the study, respondents completed a questionnaire to assess their level of engagement with various emotion regulation regimens over the past two weeks. No effect of large differences between positive emotional states on control schema was observed. However, negative state delineation was clearly observed. This meant that those who could identify negative emotions in their daily lives were busy figuring out how to regulate their emotions. Emotional management Emotional management is about managing your own emotions and those of others, is the ability to organize them. It is perhaps the most prominent aspect of emotional intelligence. Emotional intelligence isn't just about being able to effectively deal with bad moods. It's also important to maintain negative emotions whenever and wherever you need to. For example, one tries to convince the listener that injustice requires the ability to use anger to induce behavior in others.

Gutierrez et al., (2016) concluded in their study that applying different 'emotion' regulatory schemes can lead to different outcomes. They conducted an experiment, showing students short films of medical surgeries such as disgust and disgust-inducing

amputations (amputation of an arm, leg, or finger). They divided the students into three different groups. They were asked to hide their feelings of oppression as much as possible throughout the film to minimize the exposure of their faces. They were made to be detached emotionally from what they have been seeing. The group had no specific instructions before watching the film. All participant responses and statements were recorded in a visual format. In addition, body responses such as heart rate and skin conductivity were considered. Additionally, they were given the task of describing their thoughts, emotions which occurred during, after and before watching scenes from the film. Respondents of the condition of containment and control in reassessment and reevaluation settings received noticeably different thoughts and experiences in training than the emotions from the film. In the repressed state, students continued to be successful in limiting external emotions by minimizing gestures and other physical reactions. It was realized that emotions were just as nauseating as controls. Subjects on the reassessment form reported lower levels of nausea when watching movies. Research shows that those who consistently suppress the expression of negative emotions are more likely to become victims of physical harm. It can be tactically useful.

### **2.3 Importance of Emotional Intelligence**

Educationists and researchers elaborate many benefits of emotional intelligence for human beings. Emotional intelligence has importance for every person belonging to any field or area of the world. Emotional intelligence holds an important position for teachers also. One major important aspect of emotional intelligence is that it permits and enables a person to think more clearly and creatively by using his/her emotions to solve daily problems. Katyal, & Awasthi (2015) describe that there is main role played by emotional intelligence in determination of success of every person in his/her career.



Emotional intelligence helps any person to step forward in their job life, keeping control of emotions and attaining targets of life easily. Emotions and feelings are a main part of life. They cannot be separated from life. In large body of research, it has been concluded and pointed out that element of emotional intelligence cannot be separated from human beings' lives because emotional thinking about emotions is very important for social and emotional adaptation (Salovey, 2014). Lopes et al, (2016) stated that Emotional intelligence and emotional skill are important factors for success of an individual's life. Competence cannot be gained without managing and correcting to the best of life and workplace. Damasio's studies of mentally deprived and brain-damaged patients (2014) revealed that absence of emotional intelligence results in mental deprivation, sadness, brain related diseases, mental distress, tensions, and sadness in individuals. People should learn to intermingle emotional management with their intellectual thinking skills.

According to Goleman (1995), Emotional intelligence is sum of these capabilities and capacities. With the help of these capabilities and capacities, people firstly recognize their emotions and then can manage their emotions. Emotional intelligence not only consists of recognition of self, but it is also a skill and way to recognize and deal efficiently with feelings and emotions of other peoples. Goleman (1995) also stresses that many studies, many researches and upcoming updated knowledge about emotional intelligence substantiates that capability to identify and organize emotions of self as well as it is capability to deal with emotions and feelings of others and thus it holds pivot position in all fields of human life.

According to the point of view of many researchers, emotional intelligence has importance as it is compulsory to get success in every area of life. Without elements of

emotional intelligence, a successful life is not possible. In all areas, for example at home, in school, in any job place, at any workplace, in relationships, without emotional intelligence, a successful life is not possible. It is still not confirmed that emotional intelligence works same as general intelligence, or its working is some different. But many researchers are of the view that emotional related abilities have much significance as compared to general intelligence abilities in life. Kiersted (2013) illustrated the usefulness of emotional intelligence for persons by indicating that all inquiries related to emotional intelligence with respect to role of it may be assessed and stated with the help of answering questions related to emotional intelligence asked by those persons. Kiersted (2013) by quoting Mayer & Salovey (1998) describes the role of emotional intelligence and states emotional intelligence plays vital role in our every field of life e.g., in our relations with friends, our dealings with other peoples, our relations at home with parents.

In their study, Mayer & Salovey (1997) when they were developing needed material with respect to their own Emotional intelligence testing, provided explanations and illustrations concerning the function of emotional intelligence: Although general intelligence is important but emotional intelligence is comparatively more important than general intelligence. IQ is not always capable of forecasting any individual's success in future, in academics and in job. There are 20 percent chances that IQ forecasts successfully these aspects of an individual whereas emotional intelligence can forecast any individual's success in future, in academics and in job. There is an 80 percent chance that emotional intelligence can forecast an individual's success in future, in academics and in job. Our main target guess is that emotional intelligence will make an exceptional involvement in 6% to 12% of this range.

In the same way, Bastian et al., (2015) cited Mayer& Salovey (1997) in which they had suggested that this intelligence serves as a kind of intelligence and also qualifies the requirements as intelligence because it can be used to solve problems and individual can differentiate and scrutinize emotions in themselves and in others and to due to this use of emotional intelligence these individuals become better on activities than others.

The role of emotional intelligence can be more explained and clearly described if its capability in forecasting main life outcomes is investigated, as Lopes et al. (2016) highlight that Human beings need to practice information related to feelings and emotions and administer dynamics of emotions intelligently to find the solutions of problems of world. After conducting research, Baron (1997) worked on assessment of emotional intelligence, which was called EQ. It can measure a person's capability in dealing with challenges of day-to-day life. Bar On (1997), viewed similarly as past researchers and explains emotional intelligence assists in forecasting the success of any person's life that may be personal or that may be professional. Encounter of any individual's individual and social life is associated with capabilities to cope with problematic and stressful situations in feelings and emotions wisely and appropriately by managing emotional aspects. Kalsoom and Kamal, (2018) Various studies showed a link in positively overcoming feelings and emotions of students with their achievement in academic and out of school life. It exhibits a positive role played by emotional intelligence in depicting and describing undesirable troublesome behavior is the focus of research in the field of cognitive psychology.

## **2.4 Historical Background of Emotional Intelligence**

The concept of emotional intelligence is not new. Its roots can be seen in long historical perspectives in various fields of knowledge, sociology, personality, psychology. Salovey and Mayer (1991) stated that the name and term emotional intelligence was first time used in a Ph.D. dissertation in 1985 by a scholar of Ph.D. at Liberal Arts College in the USA by Devika and Rohini in 2019. Later this concept has been given attraction and it was used in various research studies in start of 1990. Salovey & Mayer (1991) for the first-time initiative experimental study was done and later in more modernized and new way in 2012 in which they exposed the capability of people to recognize emotions to three stimulus: face, color, and design. They concluded that this aptitude and capability can be examined and observed by only a single skill aspect which is known as emotional intelligence.

Mayer et al., (2014) investigated the situation and aspects of feelings and emotions through stories. The study verified the existence of a new essential aspect of intelligence. As a result, through many studies, researchers have recognized a division of intelligence that exists beyond verbal and executive intelligence. They continued to look for evidence to answer questions and to study the correlation between divisions in intelligence and existing intelligences' measures. First, Mayer et al. (2014) cites that Thorndike conducted research in 1920 and explained the view of intelligence related to social aspect. He stated that this is conceptualized the capacity for individuals to have clearer understand of girls and boys to have effective actions in human relations. The emotional intelligence concept had its roots in back since the era of Thorndike. Firstly, he introduced this concept. He mentioned three intelligences and one of them led to the discovery of the concept of emotional intelligence. The work of Thorndike provides

root and support of newly introduced concept, and his work helps in development of tools and instruments for measurement of these three rising new kinds of intelligence.

The researchers continued to probe out the validated and reliable construct for social intelligence. Subsequently, multiple intelligences theory was given by Gardner (1983). In this he stated two main divisions of intelligence: intrapersonal and the interpersonal. The first concept deals with comprehension of oneself and the second deals with comprehending the other persons. Bar On (2005) explained Gardner in 1983 discussed regarding 'multiple intelligences' then developed as well as presented interpersonal and intrapersonal divisions in intelligences which serve as major parts of intelligence and that must be in general assessed by and other such type of tests. Cherniss (2009) worked on it, and he has given link of this type of intelligences to Wechsler's research in 1940. He explained that "Wechsler (1940) has given reference to two kinds of elements in intelligence: intellective and non-intellective. In detail of these elements, Wechsler (1940) explains feeling related concept affective, personal, and social aspect."

At the beginning of 1943 it has been recognized that an individual also has abilities which are related to non-cognitive aspects. These abilities are very important in examining and forecasting any individual's success in his/her upcoming life. It was the viewpoint that adolescents have not merely mind related intelligence, but they also possess other types of intelligences which are related to dealings and emotions of self and others which are also named as intrapersonal and interpersonal intelligence by Gardner (1983). In start of 1990's many researchers began to work to find out the role of these intelligences in helping and supporting people to attain success in personal life and in workplaces. In 2012, Salovey and Mayer describe that emotional intelligence

was the main form of social intelligence. They believed emotional intelligence consists of the feelings of people that help to recognize self-awareness and monitor these feelings effectively. People with this ability at the same time judge and understand the feelings of other people. By use of information regarding other's feelings one can manage his/her own actions successfully. Salovey and Mayer (2012) additionally explained there lies difference among people in possession and use of this capability for recognize individual's emotions and thoughts, monitor thoughts and emotions and judge others' thoughts and emotions, and make decisions accordingly.

The research on emotional intelligence done by Cherniss (2009) was also based on these foundations that which factors and how these factors lead and forecast people's success in personal life and especially at workplace. Some other psychologists of previous time, like Goleman (1998) also researched on this dimension as done by Cherniss (2009). Goleman's work eventually led him to write up a well-known book on Emotional Intelligence. The name of the book was also Emotional Intelligence. Goleman's researches were based on his real visits to various schools in which he decided what programs at schools can be developed for improving children's emotional intelligence and emotional literacy. Emotional intelligence was later conceptualized by Mayer & Salovey (2012) as a person's capability and skill to recognize and administer his/her own feelings and emotions and other persons' emotions and feelings. He/she too could differentiate between feelings and emotions and utilize this knowledge and information for his/her own thinking and actions. This concept was later again refined by them, and they explained that a person's capability, aptitude, ability in perceiving, expressing, using, and managing emotions enhances personal growth (Meyer & Salovey, 2012). Most modernized concepts, definitions and explanations of emotional intelligence are based on these upper mentioned pioneer works

## **2.5 Theoretical Background of Emotional Intelligence**

The theoretical background of emotional intelligence is very appealing and interesting. The concept of Emotional intelligence covers two fields theoretically: intelligence and emotions. General intelligence is a vast concept that is comprised of many related groups of intellectual and mental capabilities. Researchers and psychologists are of the opinion that among these intellectual and mind related abilities, all processing of the information is dealt with a group of intelligences named as: personal intelligence, practical intelligence, social intelligence, non-verbal intelligence, and intelligence related to emotions and feelings. Researchers and psychologists tell them a group of intelligences which are self-related and based on emotions. Mayer et al., (2012) held the viewpoint thinking of feelings and emotions, identification of thoughts and emotions, management of thoughts and emotions sums up the aspects of emotional intelligence.

The conceptualization regarding of teal literacy which was suggested by Salovey and Mayer (2009) was investigation of the people's strength on competence of communal and emotional adjustment during a new way to explain that emotional intelligence not only comprises of the capabilities of perception, assimilation, comprehension, and administration of feelings and emotions and it too contains some additional ideas, universal, individual societal function over and above whereas further researches highlighted it in this way: emotional intelligence has only previously explored psychological and emotional constructs. A mixed conception was given name to this construct by Maeyer et al., (2012) as this concept is a combination and mixture of various diverse ideas. Psychologists have grouped these intelligences into three kinds: concrete intelligence, social intelligence, and abstract intelligence. In same way,

multiple intelligences theory proposed by Gardner consists of 7 different intelligences. Personal intelligence was one of these. Personal intelligence was further divided by Gardner (1983) into two divisions: one is intrapersonal and the second one as interpersonal. Conceptualization and division of intelligence should include and introduced in curriculum of schools was the focus of his research. He believed personal intelligence has been rooted in intrapersonal (having characteristics of emotional) intelligence and interpersonal (having features of social) intelligence. Bar On (2000) highlighted the significance of personal intelligence as in his observation, personal intelligence clarifies individual's personality and individual's social behavior. These aspects were also explained in the words of Goleman (1987). He elaborated that the achievement and success of any individual might be forecasted by IQ but by aspects of social and emotional intelligence.

Competencies related to any concept are essential for that concept. Park et al., (2019) describes that the competencies reflecting emotional capabilities comprise of 8 interconnected skills related to emotional and social perspectives. The work of emotional intelligence as stated by Bar On (2000), consists of a variety of intrapersonal and interpersonal skills and competencies. He further suggested that combination of all these skills and competencies can successfully find out the human attitude and behavior. Bar On (2005) argues that personal capabilities such as recognition, understanding and expressing emotions and feelings, understanding of other feelings, and managing to control feelings and emotions, managing solution of problems related to personal as well as social circles of intelligence. Mayer & Salovey (2012) were having same opinion also that social intelligence is linked to a universal concept which is called emotional intelligence. The skills and capabilities which are present in construct of emotional intelligence different from the on hand conventional kinds and dimensions with respect



to intelligence. Mayer & Salovey (2012), has mentioned their point of view about the conceptualization for emotional skills.

The conceptualization suggested consists of a 4-level layered formation like hierarchy which varies from the essential mental processes such as capability to recognize and identify, evaluate, and convey emotions to additional multifaceted integrative procedures such as the skill to normalize and control emotions, to make possible emotional and cognitive development which reveals the most composite level regarding emotional intelligence. In contrast and additionally, Bar On (1997) conceptualizes the emotional intelligence as a range, series and collection of non-abilities related to non-cognitive aspects, expertness, proficiency, and capability which have influence on a person's potential in attaining success and coping with stresses and strains of environment. Putting into consideration this concept, Bar On developed the construct measure to assess the emotional intelligence named as Emotional Quotient Inventory (EQ-I). This scale or inventory is based on a self-report which contains one hundred and thirty-three statements. This has 5 most important parts whose names are interpersonal scale, intrapersonal scale, scale of adjustment and flexibility, scale with respect to managing the stress, mood in common. These have been additional subdivisions as fourteen sub-scales. Their names are self-awareness of emotions, boldness, and regard of self, self-actualization, autonomy, compassion and sympathy, social responsibility and dependability, interpersonal relationships, intrapersonal relationships, Problem Solving, Testing, Flexible nature, and attitude, Tolerate stress, control on desire, happy nature, and Optimistic personality correspondingly. The information gathered Decision is made based on answers on this self-reporting inventory. Exploration of successful and unsuccessful persons was differentiated and done by scores on sub scales of this inventory (Bar-On, 2005). This inventory helps in

seeing the difference in successful and unsuccessful students in their academics. Unsuccessful students scored low on this inventory whereas successful students scored high on this inventory (Swart, 1996 as cited in Bar-On, 2005). Bar On (1997) explained that these results on this inventory scale indicate the importance of emotional intelligence in forecasting success and achievement in academics of students. Koole (2009) while stating the thoughts about emotional intelligence highlighted usage of this concept in academic and educational setting. He stated emotional intelligence encourages and enhances the idea that our feelings and emotions are a precious foundation of information, and they can help us in the solution of problems. This intelligence is a mix of varied capabilities, faculties and talents which can be learned. He recommends teaching and learning of emotional intelligence in educational institutes.

### **2.5.1 Emotional Intelligence theory by Bar-On**

Theory of Emotional Intelligence owes a lot to Bar On who presented conceptual and model details of this type of intelligence. Bar On presented the theory of emotional intelligence in 1997. In the contradictory to work on clear and sharp impressions of EI. Many other researchers have also explained the meaning of EI and then talked about non-ability traits. Bar On study has aimed to show how this question reveals why certain people found to be much more successful compared to others in their lives. The study has gone through the psychological side and for understanding the personality traits which could also seem to be much more relevant in the success of life and to understand the 5 major functions of life towards accomplishment and success. These are:

- Skills related to intrapersonal.

- Skills related to interpersonal.
- Adaptableness
- Management of stress and anxiety
- Common mood

These main aspects and areas are also further sub-divided. For example, skills related to intrapersonal skills have been divided into self-actualization with emotions, freedom, and self-determination. Bar On illustrated the following explanation and rationalization for utilization of concept of emotional intelligence. It portrays the combination of various capabilities, skills and competencies which encompass an aggregation in information engaged for overcoming the tests of life. The word ‘emotional’ is an adjective and its usage is to highlight that this specific intelligence is dissimilar from mental intelligence (Bar-On, 1997). Bar-On ‘theory is a mixture and combination of quality as abilities related to mental (emotional self-knowing in emotional aspect) together with additional capabilities which are looked upon as changeable and visible from potential related to mind similar to self-respect, common frame of mind and individual self-determining that makes a model which is named as mix model. Regardless of extent and amount of presented model, Bar On (2007) is relatively cautious while giving arguments and illustrations of emotional intelligence as presented by him in model. Even though this model predicts, envisages accomplishment in the ending-product of that which one struggles to get and accomplish in addition, his inventory relates to capability to accomplish something more than achievement. He also explains that IQ with help of emotional intelligence can forecast future success more clearly and appropriately. Thus, emotional intelligence is also important like other intelligences for every individual to get success in life. It

works like other intelligences to make a person successful in life events. Importance of emotional intelligence is not less than other forms of intelligence in any case (Bar-On, 1997).

### **2.5.2 Emotional Intelligence Theory by Goleman**

It is the skill and capability to distinguish our own emotions and emotions of others for motivating ourselves and to appropriately grip these emotions in ourselves as well as in others. It explains the aptitude, which is dissimilar from educational intelligence, but to get done it successfully. These are completely cognitive abilities evaluated and judged by intelligence. This shows those people who are intellectually strong but lack the presence of emotional intelligence. These people also try to help those who have exceeded emotional intelligence and lacked the right skill to manage their emotions. The brain, however, works on the two important types of function. The first one is neo cortex which is present in upper portion of the brain and the sub cortex is the one which has the emotional center deep down. The emotional centers within the group and efforts in terms of the intellectual centers and these are engaged in terms of the EI. The four emotional and societal skills include:

#### **i) Awareness of Self**

Comprehension and perception of feelings, present within in person at a specific time is very necessary. If a person is well-aware of his/her emotions and feelings, his/her decision-making power and power to act are strong enough that he/she can control his/her emotions which are harmful according to the situation.

#### **ii) Self-Regulation**

After understanding emotions, the important stage is to regulate emotions and

feelings. By power of well-regulation, a person can approach his/her tasks easily without hindrances and disturbances. It gives a proper and accurate path to actions.

**iii) Empathy**

It is also very important for a person to understand the feelings and emotions of others. Ability to understand other's feelings and other's viewpoint paves the way to healthy relationship with others. This quality helps any person in the work environment to do a better job.

**iv) Social Skills**

Social skills have a predominant position in human life. To manage relationships social skills are necessary. Similarly, to exhibit emotional relationships in well-organized manners and to keep these relationships long lasting social skills are necessary (Goleman, 1998).

Goleman's theory is a mixed type theory. Goleman's theory is exemplified by the four extensive elements which have been discussed above. For example, the list of specific traits under emotional intelligence includes controlling emotions, delaying gratification, suppressing impulses, and transitioning into a flow state. He found himself moving away from emotional intelligence with social skills. (Goleman, 1995).

### **2.5.3 Emotional Intelligence Theory by Singh**

As per point of view of Singh (2010), potential and ability of an individual appropriately and suitably reacting to numerous stimuli taking place internally in self or from other individuals externally is emotional intelligence.

Singh (2010) explains that in this concept, there are 3 main aspects, competency with respect to identify feelings and emotions, maturation to handle feelings and

emotions, sympathy to feelings and emotions. The first dimension is competency with respect to identify emotions. It is the capability of an individual to respond and act accordingly in an appropriate way in various situations. This capability enhances the potential of high-level respect of self, optimism, coordination, tackling stress and disappointments, disparities, and sense of being inferior. In this way overtiredness, nervous tension, prevent pessimistic facets of feelings, handling lack of consideration for others. The second dimension is maturation to handle feelings and emotions. Evaluation and judgment of own and others' feelings is the first and foremost aspect in this. Recognition and expressing of feelings and emotions is its second aspect. Keeping balance in thought and feelings is its third aspect. Its fourth aspect is flexibility and adaptableness. Appreciation of others' feelings and emotions is its fifth aspect. Uplifting and the betterment of others is its sixth aspect. Its seventh aspect is deferring of accomplishment of immediate emotional happiness. The third main division is sympathy to feelings and emotions. Perceiving and accepting the entrance and rise of feelings and emotions is its first aspect. Its second aspect is to control and manage the immediate environmental situation. Keeping and maintaining relations is its third aspect. Collaboration and provision of comfort for others is its fourth aspect, permitting others to be in a situation and being relaxed is its fifth aspect. Honesty, sincerity, and trustworthiness in relations are its main elements. Appropriate temperament, dealings, cooperation, regard for others in relations is also necessary.

## **2.6 Models of Emotional Intelligence**

There were different issues raised about the concept of emotional intelligence when it was presented and emerged out. There are three famous models of emotional intelligence. All these models assess and focus on inner variables present in emotional

intelligence as memory, sympathy, processing the recognition and monitoring of emotions, enhancing learning and capability of people and explore the effects of environment on these variables and on peoples (Eslami, et al., 2014). Wechsler (1943) as cited by Slavin (2017) discussed the same points and gave suggestions that intelligence models including emotional intelligence models would never been completed if there is no ingredient and element of description about non-intellective factors. In books and research in the field of psychology three emotional intelligence models are famous, model presented by Salovey and Mayer (1990), model presented by Goleman (1998) and model presented by Bar On (1997).

### **2.6.1 Model by Mayer and Salovey**

At beginning, Salovey & Mayer (1990) believed social intelligence comprises a sub-part that is emotional intelligence. In the view of Mayer & Salovey (2012) Emotional intelligence symbolizes another combination of tasks which are related to social intelligence. Emotional intelligence is somehow broader in scope broader as compared to social intelligence. It not only has reasoning for emotions and feelings but also it includes reasoning and thinking of emotions and feelings in social relationships. It further comprises of reasoning about inner emotions, which are significant for personal growth as compared to social growth. It is more attentive and focused as compared to social intelligence because it is blended with emotional problems and social problems identified by a person. The starting work done by Salovey & Mayer (1990) discussed that both concepts Emotional intelligence as well as social intelligence are interrelated, and both manifested some related elements having same construct. Mayer & Salovey originated the modern latest theory about emotional intelligence. The emotional intelligence model which was later developed by them was taken as ability

model. Mayer & Salovey (2012) explain this model in these words: This model is called ability model as it has four kinds of abilities in this model. The ability to perceive, aptitude and skills to judge and review, the competency to explain and express feelings, the capability for right use of feelings, capability in possessing deeper understanding about emotions. This model includes four elements of emotional intelligence. The first element is identification of feelings and emotions. It includes the capabilities and skills through which identification of feelings is done, feelings and emotions are appropriately expressed, and feelings and emotions are classified. The next element is known as thought facilitation about feelings and emotions. In this element, a person has the ability to pay attention to important events by use of emotions and feelings and he/she struggles to use these feelings and emotions to make decisions. It shows that by using different feelings and emotions different problems can be solved. Normal mood helps to generate creativity and newness in ideas. The next element is understanding and comprehending feelings and emotions. It includes the skills which are attained by complex feelings and emotions. By this sequence of feelings and emotions is understood. After having skilled in understanding of emotions and feelings in relationships, a person becomes able to identify reasons of feelings and emotions also. The next fourth element of the model is known as management of feelings and emotions. In this stage, a person can attain the ability by which he/she can recognize his/her feelings and emotions and visualize them as pleasant, clear, unpleasant etc. So, in this way, a person becomes able to solve his/her emotional and social problems. Mayer et al., (2012) also developed measuring scale for it. He used an ability-based measure to measure the construct of emotional intelligence. It means that Mayer et al., model of emotional intelligence is based on ability, and it is well known as ability model. It is combination of such abilities that smooth the progress of the perception



and acknowledgment of not just individual's feelings and emotion but others' feelings and emotion also. Thus, capabilities related with emotional intelligence assist persons to recognize the reasons of varying feelings and emotions and help to solve these problems. Another mixed conception of emotional intelligence with this ability model and mixed model was also suggested by Mayer et al., (2012). This mix model has blend of various aspects of any person's personality in theoretical method.

### **2.6.2 Model by Goleman**

Inspired by Salovey and Mayer, the researcher Goleman, from the original concept of emotional intelligence, which was given by Salovey, and Mayer developed his own model, particularly for the job place and workplace. Goleman (1998) presented a model which was extensive in opportunity. Goleman (1998) argued that has worked on the idea that EI has helped some fundamental grounds for the emotional competence achievement, and it is known as the emotional intelligence which has helped to attain the job and work performance. There are 4 domains in the model of Goleman as shown by Lewis et al., (2015). The first stage is self-awareness domain which includes the capability of self-confidence. The second stage is self-management domain. It includes the capability of dependability and honesty. Third stage is social awareness domain. It includes the capability of sympathy, compassion, and ability to read moods of other peoples. Fourth is relationship management domain. It includes proficiency of teamwork, collaboration, and cooperation.

Goleman (1998) proposed assessment of Emotional Intelligence not by a single rater but by multi-raters. He was of the view that the role of emotional intelligence quotient (EQ) in academic success is equal to the role played by IQ and through cognitive intelligence measurement and allow better academic success.

### **2.6.3 Model by Bar On**

Lewis et al., (2015) illustrated: the Bar On works on the understanding of psychological wellbeing. Bar On (2000) explained that there are many elements of interpersonal and intrapersonal skills which enable human beings to become socially and emotionally intelligent. Human beings' behavior is determined by these factors. These factors comprise emotional and social intelligence. These capabilities and factors enhance the worth of human beings, and they are more inclined towards success. They enjoy better and positive feelings and emotions in relations. All these capacities and abilities can be helpful in enabling a person to maintain good relations with others and assisting in coping with needs and demands of daily life, daily faced challenges and when pressures come encounter them emotionally successfully. Intrapersonal capabilities of a person help in better comprehending the person's own strong points and thinking about weak points and help in better expression of thoughts, emotions and feelings in a better way avoiding destructive ways. This model necessitates competencies related to social life in five elements which all are equally very essential. These pillars are named as: interpersonal, intrapersonal, adjustability, management of stress, and common mood. Further these elements consist of various interrelated skills and competencies. These skills and competencies are fifteen in number. These are skills and competencies regarding self-awareness of feelings and emotions, boldness, self-respect, autonomy, self-actualization and self-esteem, sympathetic attitude, relationships with people, social responsible behavior, problem solving, testing of reality, flexibility, tolerance in stress, control over impulse, happy mood, optimistic nature. These all factors presented in this model individually and communally help to manage social, individual personal, changes in environment by handling positively in situation accordingly in realistic and

flexible way. These are helpful in solving problems. These elements are also helpful in right and timely best decision making. A very basic important element in this model is that it focuses on the strength and struggle to perform and get success as compared to the performance in actual form. This model has the quality and main characteristic that it has likelihood and inclination to be expanded and it has the flexibility and strength to include various multi-model techniques like assessment by interviews and assessments by multi raters (Bar-On, 2005). The questioner or scale which is utilized for assessing emotional intelligence quotient, its base and roots are in theory of Bar On about emotional intelligence. Various dimensions of emotional intelligence quotient are assessed with it and it is helpful in examining its conceptualization. This model gives encouragement and motivation encourages to students and researchers and help them in studying emotional and social intelligence concepts as it is stated that irrespective of all efforts and dedications, this model and explanations about emotional intelligence construct are still incomplete and all measuring instruments are still not sufficient to explain and describe emotional and social intelligence fully (Bar-On, 1997).

### **2.6.3.1 Development of Model by Bar-On**

This model was developed and presented after having impressed and influenced the work of Darwin (1837 to 1872 who worked on significance of emotions and emotional expressions. He is of the view that behaviors and attitudes related to emotional and social intelligence encourage adjustments in world where the respective idea of Bar On is provided by Thorndike's (1920) explanation of significance of SI for the success of humans. The given model is also predisposed under Wechsler's (1940) explanations about non-intellectual aspects having effect on intellectual attitude. Gardner's previous research on interpersonal and intrapersonal ideas also gave

foundation for progress of interpersonal and intrapersonal elements given by Bar On in his model. Bar On worked on inventory of EI to assess and judge the Either operationalization of this model is known as EQ-I. Bar On (2005) was of the view that model presented by him has the strength and quality to predict and estimate behavior of human beings, achievement and success of human beings and usefulness and efficacy of human beings. He was also of the view that his model is not sufficient to describe the mental and academic capabilities of human beings. Model given by Bar On model depicts abilities of persons in emotional and social adjustment, human beings' attitudes and behaviors, successes, and achievements of human beings but it does not deal with human mental abilities and a person's abilities (Bar-On. 2005).

#### **2.6.4 Alternative Model**

Lewis et al., (2015) states that there is present also an alternative model of emotional intelligence. It is to some extent a mixture and blend of different models. Lewis et al., (2015) explains that emotional intelligence is a social individual capability and trait. They classified current models of emotional intelligence in two main theoretical frameworks. First deals with concept of Salovey and Mayer (2012) which indicated that mind related abilities which process emotional information make emotional intelligence. Second is about the concepts of Goleman (1998) as well as Bar On (1997). This views concept of emotional intelligence broader with series of traits, characteristics, abilities, and skills related to personality. In this alternate model, the focus is on problem-based learning which takes place in small groups and as a whole system is comprised of knowledge, information, memorization, and skills. This model has an approach based on individualistic ideology rather than facts confirmation. Lewis et al., (2015) explains that as a disturbed and environmental activity emotional

intelligence is formulated and developed. However, some researches did not accept this model based on individualistic approach based on emotional intelligence. There is difference among opinions of researchers based on their research that blending of these models is not justifiable and not accurate technique.

## **2.7 Researches on Emotional Intelligence**

SnaArey and Vallant (2015) found that apart from and in addition to characteristics related to emotional capability are much compulsory and useful as comparison with intellectually related intelligence. Intelligence related to feelings and emotions is more important than intelligence related to mind faculties. It forecasts any individual's success much more clearly and better. Maryam and Reza (2017) were Iranian researchers. They examined gender differences in emotional intelligence in their research. They concluded that no difference with respect to gender was shown regarding emotional intelligence.

The study conducted by Saung et al., (2010) focused to assess whether the effect of emotional intelligence is better than abilities related with traditional intelligences. It was mainly hypothesized that when capabilities of emotional intelligence are associated and linked to capacities of cognition, these pave the way to prediction of achievement in academics as well as attentiveness of relations socially done by students at college level. They took samples of students at college level. It was concluded that emotional intelligence had a greater effect than traditional intelligence on academic achievement of college level students. Social interaction with peers also had a positive effect on college level students' academic achievement. Role played by emotional intelligence in stability with respect to emotions and feelings, proper expression in emotions and feelings, and wellbeing of students was researched by Mayer and Salovey (2014.) It

was found that there was a clear and improved effect of emotional intelligence with respect to controlling, expressing feelings and emotions and well beings of students.

Shulman and Hemenaver (2016) concluded in their research that when a person is better in emotional intelligence, there is more chance that he/she will control and monitor his/her feelings and emotions which are harmful, and that person has capability of more easily adjustment to various situations. Hick and Houdsten (2016) illustrated that when any individual is more emotionally intelligent, there are many chances for him/her to adjust with changing situations and he/she has a higher level of wellbeing. Similarly, Salovey, (2012) explained the same illustration in this way that there is vital effect of controlling of emotions on psychological well-being of persons. In Pakistan, research on emotional intelligence was carried out by Usman et al., (2016). Main objective of his study was to investigate effect of emotional intelligence on achieving targets of project. It was concluded that the emotional intelligence of the manager had a clear effect on the performance of the project which was assigned. In Pakistan, research on emotional intelligence and social behavior of college level students at doctorate level was carried by Shaista in 2012. The findings of the study by Shaista manifested that there was no difference in rural and urban students regarding emotional intelligence. The level of emotional intelligence was found to be higher in female students as compared to male students. Sudarshan and Jakir, (2013), Arteechee et al., (2008), Beichtoldt, (2008) Jaukupcak et al., (2003) examined gender differences in emotional intelligence in their studies. They concluded that female had higher level of emotional intelligence as compared to male.

Gangaal (2012) carried out research to examine differences in EI of rural and urban teachers. They found that the rural and urban teachers do not differ considerably

with reference to their emotional intelligence. Study conducted by Schutte et al (2014) showed that females had significantly higher scores than males on emotional intelligence. Research by Singaravelu (2007) focused on locality wise difference with respect to teachers of different localities. The research exhibits that no clear and vivid differences among urban and rural teachers on part of emotional intelligence were traced. Bansibihaari and Pathaan (2004) also examined rural urban teachers' differences with respect to emotional intelligence. They found no clear difference in their EI regarding the schoolteacher in urban and rural areas. Khan and Lone (2015) also concluded that there was no vivid difference in emotional intelligence of rural and urban teachers.

Bar On (2000) and Biroul and his associates (2009) were of the view that emotional intelligence and qualification are not positively interlinked and related. Research by Higges and Dulewickz (2017) showed that there was clear and paramount relationship and effect of emotional intelligence on well-being as well as psychological wellbeing of human beings. Kaur (2012) initiate that pay scale of teachers have important and major effect on EI. This is because of the reason that higher pay means higher EI as compared to those who have lower pay scales. Plentiful researches shown that emotional intelligence is enhanced with the teaching experience (Benson et al., 2010, Ghaneezadeh & Moafiaan, 2010; Kafeitsios, 2014; Liawang, 2008; Pennrose, 2008; Roy, 2011). Whereas some studies have shown that teaching experience has no effect on emotional intelligence (Biroul, et al., 2009; Chen, 2004; Huwang, 2007; Laina et al., 2008; Rastigar & Memarpur, 2009).

There are various studies which clearly indicated that gender differences are present in male and female with respect to feelings and emotions. Females are more

sensitive, and they have more emotional ingredients as compared to males. Intensity of feelings and emotions is also more in females than males. Similarly, it was found that with enhanced number of feelings and emotions in them, females have upper level of negative feelings and emotions as well as compared to males. Females are inclined towards more emotionality as males (Grewal and Salovey, 2015). Marqueez, Marten & Brackeette (2006) concluded that studies are mostly used to self-report the ideas of EI and they also help in measuring about the personality and other well-being ideas.

## **2.8 Person Job Fit**

A person's job-fit, according to (Efferon 2014), is a concept which describes association, connection of caliber of employee, characteristics, requirements for any specific work or job are in harmony with each other. If these two concerns have been associated suitability of employee for job is enhanced. It is attained in situations in which caliber, capabilities, skills of employee are well associated with job. According to (Kristoff et al.,2011): Person-Job is conceptualized that an employee with job fit fully matches the skills of that employee and the demands of the job tasks. (Inderatono,2011) expressed this concept in this way compatibility, harmony, association of employee with necessities and conditions of job in respect of capabilities, competencies required. According to (Neg and Burkee ,2005), employees and workplaces are more compatible when organizations meet individual preferences, needs, and desires. P-O-Fit is therefore perceived as an employee's fit for the organization rather than affinity for more specific jobs and tasks. Employees with high P-O conformance find it easier to understand organizational expectations, norms, and rules than lower-level employees. This will give us a better understanding of the skills and competencies we need to adapt, possess, and develop to meet our job needs (Li and Tan, 2013).



Brighaum et al., (2016) believed affinities between individual traits and organizational attributes tend to increase job satisfaction and performance and reduce stress. Various studies have found that employees feel better and perform better in jobs that are better suited to their skills and abilities. The Person Job Fit concept has two components. The first is fitness and association in demands with respect to capabilities. This encircles and comprises levels of connectedness and associations in employee's potentials, abilities, and job requirements and how these personal attributes fit into job requirements. The second factor, needs-supply (N-S) fit, concerns the needs of the employee and how these are met by the work deliverables. In other words, job supply is shaped by salary; promotion opportunities, good working conditions and benefits, and employee needs are made up of goals, values, interests, and psychological desires. In summary, the N-S fit is more employee focused, while the D-A fit is more focused on jobs and their requirements. Researchers also suggest that employees also seek and achieve consistency in their work and workplace. To achieve and maintain a high level of fitness, employees must possess the requirements related to job environments well as meeting all expectations. P-O-Fit originally arose from the conceptualizations of employees and jobs that suggest that employees and organizations are attracted to/with each other/one another. Therefore, the concept of suitability and appropriateness of employees with jobs can be stated as the alignment in organizational with values of employees or what people expect of an organization (Boon & Biron, 2016). (Kristoff et al., 2011) concluded that specific fit associations depend on the type of behavior and achievement analyzed. Personal-work compatibility is associated with work-related outcomes, such as task completion. According to Boon and Biron (2011), individuals who are more appropriate for a particular task tend to excel in their performance on that task. Moreover, the degree of job suitability is closely linked to an employee's overall

level of engagement with the organization, thereby resulting in outstanding employee performance.

## **2.9 Importance of Person Job Fit**

An individual's work in job is better when he/she fits and accepts his/her job at great level of attachment. Skills are automatically improved. Competencies and efficacy are naturally enhanced. Results are better and achievement is higher (Martela and Pessi, 2018). When match and suitability between any individual and job situation, environment and working conditions is high, performance of the institute or organization is also better due to this match and suitability. The commitment and engagement of any individual is automatically increased with this match and suitability with job. This suitability and commitment yield in convincing motivation and dedication of the individuals for that institute and organization as well. It results in better relationships among employees and their collaboration is amazing. This leads to creative tasks of the institute and organization too. In this way ideas and concepts which are more beneficial for organization and institute are developed and created. Manifold problems related to hindrances in good performance and achievements of targets are solved by this cooperation and collaboration. Good and satisfying working situations are developed in the organization and institutes in which every individual takes responsibility to work for betterment and progress of the organization. Work related politics are minimized when such environment and situation is created (Zhao & Haun, 2017).

Empirical research has linked teachers' poor job-person fit to teachers' burnout, emotional labor strategies to burnout of teachers, and burnout to several negative classroom consequences, which increase the urgency to better understand burnout and

emotional labor in teachers. In addition to contributing to reducing teachers' effectiveness and teachers leave teaching job (Gue et al., 2014; Huang et al., 2019), poor job fit of teachers results in teachers' burnout and it leads to deteriorate student teachers good interactions, decline in teaching quality, lowering job satisfaction of teachers and lower down the self-efficacy of teachers (Skaalvik & Skaalvik, 2017), and it has negative effects on teaching learning process and impacts students' achievement on part of those teachers who do not leave job and want to stay in the teaching job (Petrou et al., 2017).

## **2.10 Studies on Person Job Fit**

As the above discussion indicated that Person-job fit. It means the idea about the degree match and other congruence between the employers' ability, skills and other values or the needs which are needed by the job.

According to Cable & DeRue (2002), the idea that how the knowledge of an individual's needs to be required by the workplace role. Matching employee skills, attitudes and needs with the skills required for any job also needs to way in the long way to promote the engagement of employees and their wellbeing. Personal job fit suggests that employees are more likely to be confident and resilient in overcoming challenges in completing work. While working in an environment of university, there is a need to have the requirement of emotional demand and thus EI is about to provide those self and interpersonal skills, the ability to adapt, adapt work environments, and reduce conflicts, pressures, strains, and conflicts in the workplace. Provides skills to manage uncertainty.

Ogbonnaya and Valizade (2016) conducted a study, and they concluded that emotional intelligence had main role appraisal in congruency perception among the

employee skills of university and the job demand. It was further concluded that Emotional intelligence significantly predicted the perceived Person Job-fit (Ogbonnaya and Valizade, 2016). In studies by Warre (2014), Cifere et al., (2013), Chen et al., (2015), it is mentioned that the given job suitability employee well-being and suitable amount of performance. It was also indicated that wellbeing and job-fit are related to emotional intelligence too. The results of these studies indicated that some past researchers also found associations between EI and employee well-being. Individuals and work suitability identified as EI are the resources of employees within an organization that appropriately place employees to meet job demands and thereby protect employee health and well-being from environmental threats.

Warre, (2013) found that in many studies it was concluded that miniature and minute but clear differences in gender were resulted and women had high level job fit and satisfaction of job. In findings of Cifere et al. (2011), it was clear that females had manifested higher satisfaction and job fit than males. Ibraheem et al., (2013) found that there was a clear difference in job fit and satisfaction between teachers belonging to rural schools and teachers belonging to urban schools. Results indicated that rural teachers had high stage of job satisfaction as compared to teachers belonging to urban schools.

Sheeraz and Maudurima (2021) found that educational qualification of high school teachers has significant influence on their job satisfaction and job-fit. M. Phil or Ph. D qualified high school teachers are found to be more satisfied and fit for the job as compared to post-graduate and graduate teachers.

Results in studies conducted by Reiddy (2016), Srivastava (2017), Ali and Akthar (2019) who found that more qualified teachers were more satisfied and fit to

their job with teaching job as compared to less qualified teachers. The probable reasons might be thorough understanding of the subject, good communication skills, involvement in decision making and more respect from students, colleagues, administrators as well as from the public.

Srivastava (2017) found that more qualified teachers were more satisfied and fit to their job with teaching job as compared to less qualified teachers. According to results of Sheraz and Maudhurima (2021) teaching experience of high school teachers has significant influence on their job satisfaction. Above 15 years experienced high school teachers are found to be more satisfied as compared to teachers having 5-15 years' experience and below 5 years experienced teachers. It employs that experience has positive effect on job fit of teachers. More experienced teachers are more fit in their teaching jobs.

## **2.11 Job Performance**

The definition and concept of job performance has acknowledged significant scholarly research concentration for the previous 10 to 15 years. Job performance is referred to the mark and level with respect to that level anyone performs role in criterion with certain specific principles already located and fixed by the institute (Nayyar, 2011). Job performance is meant as execution of teaching, describing illustrations, asking questions, providing guidance, giving examples, which are done by a teacher in school/institute (Bashir, et al., 2017; Rao, 2017). There is no specific fix single definition of this term. A teacher's job performance is often assessed by the views of teachers for that teacher. In many educational institutions, management gives students sheets at the end of a session or semester and asks them to rate their teachers. Respecting the theoretical aspects and perspective, performance is considered like behavior that

can be observed by which individuals perform tasks. The level and definition of well-being in relation to the tasks and achievements for which any organization employs people (Pery, 2008). Psychology views job performance as a multidimensional idea and concept. (Schmitt and Chan, 2011). Efficiency in all subjects related to the duties and responsibilities of teachers and staff is called efficiency (Motuwidlo et al., 2011). Students' opinion and evaluation of the results of teachers' work is always the main assessment of their teaching work. Students know and are better able to talk about a teacher's strengths as a teacher and weaknesses as a teacher (Reddy, 2015). There are many methods to evaluate the performance of teachers. Waldsman and Spangler (2012) prepared the evaluation criteria for the job performance of teachers. It consisted of the most important characteristics of teachers to achieve goals. It evaluates how successfully the teacher achieved the goals. It is also used to review and evaluate the changes that teachers have made in their work over the years (Waldsman and Spangler, 2012). The effectiveness of the teacher is reflected in the performance of the work, and it consists of the presentation of the lesson, the explanation of the lesson and the evaluation of the lesson by the teachers (Ameen et al, 2013). Ashook (2010) concluded that students always associate their grades with the effectiveness of teachers. He also reiterates that there are two phases in the life of teachers. The first is when someone comes to work. He is a new teacher and a novice in working conditions. The second stage is his status as an experienced teacher. He attended several courses and learned various skills over time. There should always be differences in the work of beginners and experienced teachers. Each age has its own requirements and conditions. Early teachers were mostly not well trained compared to today's teachers. Their qualifications were low compared to modern teachers. The tasks and roles of teachers used to be different. This century is a time of change and development, and it has also changed

the responsibilities and roles of teachers (Challahan, 2014). Teachers are always the main factor in the quality of a school. The success and level of the school depends on the teachers. When teachers' performance is excellent, students also show excellent performance and have a high concept level (Haneef, 2015). The new vision of schools strengthened the roles of teachers. Now a teacher is not only a teacher, but also an initiator of learning and a guide for students. Teacher performance leads nations to progress. All progress depends on the work of the teacher (Medly, 2015). In Pakistan, the performance of schools is regularly monitored. Monitoring and evaluation experts visit schools and inspect all school facilities. Teachers are also held accountable for their results (Government of Pakistan, 2008).

Distance of school and location of school also affects the performance of teachers. Teachers teaching in schools where all facilities are available are good at job performance as compared to teachers who teach in backward schools with little available facilities (Feldsman, 2010, Murphey, 2010). School location is a vital factor in the performance of teachers. If a school is situated far away situated, teachers must go daily with difficulty to that school. Teachers teaching in nearby schools show good performance (Mauthis & Jackson, 2014). In some researches, there was effect of job satisfaction of teachers on performance they show in classrooms (Gue & Chee, 2011). With perspective of impact of education on employee performance in job, Al-Ahamidi (2010) states that there is no clear effect of educational qualification on job performance whereas Feldsman (2010) states that qualification has clear effect on job performance of teachers (Kilechyk et al., 2009) and there is also effect of role ambiguity in job performance. Clear targets and job-related roles result in good job performance (Knight et al, 2017).

## **2.12 Importance of teachers Job performance**

In today's world, education is the single most important factor in making forward development. Many nations in the world, both those that are still developing and those that are already established, devote a sizeable percentage of their budget to the subject of education. Education is an essential component for the development and economic growth of nations (Fadeeyi, et al., 2015). The quality of the performance that educators deliver is a critical factor in determining the success and accomplishments of every education system. It is often said that teachers are the "backbone" of all educational systems, regardless of the degree of education (Ameen et al., 2013; Haneef, 2015; Khan et al., 2012). The word "teachers' job performance" may be understood as the contribution of instructors toward the achievement of educational goals and objectives in any country. This is a straightforward definition of the term (Paradhan and Jeena, 2017, Ameen et al., 2013, Bashir et al., 2017). The effectiveness of a teacher's job enhances the overall level of education throughout the nation, which is a well-established fact. Not only is a teacher's performance evaluated in relation to a certain school or classroom, but it is also evaluated in relation to each individual student (Sheikh et al., 2012, Sheikh, 2015). Therefore, the performance of instructors in their jobs is not confined to a single dimension or category, but rather encompasses several categories (Ali & Haider, 2015; Ameen et al., 2013; Adeyeemi, 2008; Mahmood et al., 2013; Yusuff et al., 2014).

According to Mahmood et al., (2013) there are a lot of different factors that combine to make the job of a teacher more difficult and demanding. These components include the planning and preparation of lessons by teachers, good presentation skills, mastery over subject matter, command on teaching methods, a committed attitude, a



motivated personality, a grip on assessment and evaluation techniques, expertise in asking questions, a blend of facial expression and non-verbal communication skills, an effective monitor, an expert councilor, a vision of a leader in class, skilled in classroom management techniques, and other components (Adeyeemi, 2008, Yusuff et al., 2014). The performance of a teacher's job is also dependent on his or her expertise in classroom management, dealing with and taking into consideration the individual differences of students in the classroom, making regular use of motivational techniques, employing appropriate teaching styles, being a problem solver for students, and being a good guide for students.

The quality of the instructors at a school has a direct bearing on the level of education that students get there, and the two are tightly connected. Excellent work performance is something that can be expected from quality educators because of how well they do their jobs (Madly and Shannon, 2015). The job that instructors serve is universally revered and essential throughout each educational system. Within the context of the educational system, the function of teachers may be described as both fundamental and dynamic. It is one of the keys and most essential concerns that educational institutes and other organizational managers try their best to bring development in, and job performance of teachers and other employees is one of the areas that needs improvement the most. The need in today's modern times and this century is that devotion to one's work and success on the job have grown to assume a significant amount of importance. Performance on the job is fundamentally evaluated since doing so is a must in the current day. Every job entails a certain set of responsibilities and obligations that must be carried out by the employee. Employees that are inspired, knowledgeable, and devoted to their work produce consistently high-quality results (Griffin et al., 2007).

The performance of teachers is evaluated based on the nature and function of their jobs in relation to certain activities and responsibilities that have historically been carried out by instructors over a predetermined amount of time to achieve educational goals and objectives. As a result, the importance of how well instructors do their jobs cannot be overstated. (Obilade, 1999). The contentment of teachers in their work is an essential component and the primary motivator that enables them to do their duties effectively. Teachers who are devoted, motivated, and readily able to take on the demands of their jobs are more likely to have work satisfaction. Teachers who are happy in their jobs almost usually do a better job, and students benefit from having teachers who are accountable (Cheng, 2002). It is possible for teachers' work performance to improve when they experience happiness in their jobs. They are likely to be significantly more driven than average, as well as too devoted to being completing their task. Performance in one's job is one of the most important factors that determines the caliber of instruction received.

Educators have been given the challenging task of contributing to nation development. The act of teaching is the core component of the educational system. The public and the government both have the expectation that instructors would do their responsibilities in an outstanding manner. It is only feasible if the teacher has received the appropriate training and is skilled in the use of a wide array of instructional strategies. The requirement of education in this century is to meet the needs of both students and their parents. The students have high expectations that their teachers will meet and exceed both in terms of the quality of their instruction and the way it is delivered. The expectation is placed on teachers to uphold a level of discipline in the classrooms they are responsible for. It is expected of teachers that they will inspire their students. It is necessary to have the expectation that teachers will be able to effect good

behavioral change in their students. It is required of teachers to establish strong ties with the parents of their children, interact with those parents, and report issues at the appropriate times. All these elements (Hanif, 2014) affect the performance of teachers in their jobs. When teachers carry out their responsibilities in an ethical manner, not only do they earn the respect of educational administrators, but also of students and people of the community. Punctuality is observed, and new policies and procedures recommended by the department are adhered to by qualified educators. Reforms in educational practices are frequently pushed for and implemented by policymakers in this century. The purpose of these reforms and efforts is to require teachers to take on additional responsibilities, and effective teachers always exhibit the attitudes and behaviours necessary to successfully fulfil those responsibilities to do their jobs (Duyar, Ras, & Pearson, 2016).

According to Hanif (2014), there is a need for instructors to demonstrate role expectations that are more inclusive today. In These expectations from a single and unique student are that they will initiate and manage classroom learning in an excellent manner. The needs of the learners should be met by teachers. Accuracy and fairness in student performance evaluation and evaluation are the responsibilities of teachers. The speed of learning should be improved by having teachers make use of all audio-visual tools that are available. Cooperative learning may take place when students are placed in different groups, which should be assigned to them by their teachers. Teachers must extend invitations to parents to visit schools and get them involved in issues that are significant to their children's education in some way. On the other hand, according to Collie and Martin (2017), teachers are expected to be lifelong learners themselves because knowledge is increasing, and a teacher must have updated knowledge about his or her subject. These expectations concern teamwork, evaluation, and strategic

planning at the school level. It is anticipated of teachers that they will make excellent use of current technologies in the classroom to effectively communicate their courses. It is expected of teachers that they would prepare the essential audio-visual aids for class and that they will use these aids to enhance their own teaching. It is anticipated by teachers that they will construct a curriculum, and both the curriculum and its contents must be relevant to the requirements and prerequisites of contemporary society. It is expected of policy makers and education departments to organize frequent training on various elements of teaching from time to time so that instructors may get familiar with innovative methods and strategies of teaching and evaluation. There is an expectation that teachers will serve as the central figure in any educational institution, regardless of the level. There is a wealth of research on teachers' work performance in the body of published literature. This is because the effectiveness of educators is of the utmost importance to the achievement of educational and social goals (Adayeemi, 2008).

The jobs that teachers play is extremely significant, and in each one of those positions, they are the ones responsible for sculpting the future of the nation in classrooms. Therefore, it is essential for every educator to deliver an exceptional degree of work performance (Bakkar & Baal, 2012; Balker, 2013, Colliee and Martin, 2017).

### **2.13 Factors which Affect Job Performance of Teachers**

There are numerous factors which affect the performance of teachers. It is very difficult to give weight age as factors where each teacher is different, but there are community expectations, school system where teachers are teaching and even the school, class politics, parents, and parental expectations. Many of these external expectations appear to be contradictory. The class teachers integrate the workable ideas

in the given frame and then integrate several many internal factors. Students 'claim regarding their mentors, and teachers' own ideas about themselves, how students are taught effectively about the given subject. What matters is whether individuals share their beliefs about teacher best practices, and how they can meet those requirements in the classroom. Behaviors and perspectives are also influenced by the availability of human and physical resources (Jaung, 2017). Therefore, when trying to examine and understand the effectiveness of teachers, one need not consider only where the students are going. A particular teacher's effectiveness will vary depending on the goals they pursue and the students they teach, but the teachers themselves are different. Teachers, like students, bring different knowledge, skills, abilities, attitudes, and values to their lessons. They also have different educational experiences (Groundwater and Cornu, 2015).

### **2.13.1 Attitude of Teachers Towards Job Performance**

The attitude of a teacher is the single most important factor in determining their level of effectiveness and success. The development of positive attitudes and behaviours on the part of instructors is essential to the delivery of quality instruction. Possessing a positive attitude toward one's chosen profession has a significant impact on one's ability to perform well in that profession. Possessing a positive attitude toward one's chosen profession means having the ability to examine and view things in a positive manner, as well as enjoying one's duties and responsibilities (Jaung, 2017). Silberman (2012) conducted research on four distinct perspectives held by teachers: attachment, anxiety, variance, and touch. It was mentioned that the students are aware of the outlooks and attitudes of the instructors, and it was also mentioned that the students are aware of the interactions and attitudes that a teacher has with other teachers.

The perspective that instructors bring to the classroom in terms of education and instruction is an essential component. Educationists are likely to hold a variety of opinions on these features of teachers; but they are likely to share the belief that student learning is enhanced when instructors act in the role of friends to their charges. The talent to create an atmosphere in the classroom that is like that of a group of friends is the quality that is the most vital for a teacher to have. The needs of pupils and areas in which they are lacking should be a focus and an area of intense commitment for instructors. A compassionate approach toward wayward children will be essential to effective education. Helping kids with troublesome or deviant behaviours requires teachers to first understand the causes behind those actions. And it's up to instructors to work hard to rediscover the qualities that made them successful pupils. As a result, attention on the part of instructors might serve as a channel for the weaknesses and issues faced by pupils (Anderson, 2017).

Wright, (2014) held the viewpoint that every teacher and school needs to play an essential role in the formation of children's personalities. This can be accomplished by providing children with a healthier environment for learning, facilitating improved better teaching methods, and providing children with guidance. Outside of the classroom and the home, there are a variety of additional factors that might influence a person's ability to learn. The first factor to consider is language. Communication is how all ideas are exchanged; hence, education cannot take place in the absence of communication. Communication is largely responsible for the success of societies, educational institutions, and family units. The younger generations have distinct priorities compared to the older ones. Students, as a matter of course, have enough understanding of the language that is used in their families, schools, and communities. Language is the medium through which personalities are constructed.

The second facet is the roles that are predetermined by society. Everyone in a community is expected to participate in some way in the various social activities. Education is by far the most effective medium for fostering socialization in educational settings. After birth, the child is dependent on their family to satisfy their biological needs. Become. During this phase of his development, which we call socializing, he interacts with both other children and adults. Throughout their lives, children are required to take on a variety of responsibilities at various stages of development, including those of sons, brothers, students, officers, spouses, and dads. The mechanisms by which the development of children's conduct and attitude is accomplished may be described by referring to these roles in the social aspect of the world. Social roles are patterns of conduct and levels of association with other people that individuals acquire via observation and imitation of models of those behaviors and levels of interaction. People's personalities are shaped by the social structures in which they are raised. The notion of one's own self is the subject of the third component. The process of building your own image and identity involves providing meaning to things and assigning value to things. The development of a child's sense of self starts with their knowledge of their physical body. Her social standing, clothes, and other aspects of her appearance, such as these, play a significant role in the development of her self-concept. It influences people from two different points of view. When individuals have a positive view towards us, it gives us a sense of vigor and a sense of being physically powerful within ourselves. The second scenario is one in which you find yourself in a circumstance in which other individuals do not have positive sentiments toward you. It leads to feelings of worthlessness and unimportance, which might prompt you to remove yourself from the issue or become more involved in it. Identifying is the fourth component to consider. It provides a process and an environment in which one may contemplate, mimic, and

model the behavioral, social, and mental characteristics of role models. Children in early infancy sometimes attempt to model their actions after those of their same-sex parents. Children tend to mirror their behaviour after that of their parents. The ability to identify oneself in connection with other people is essential. The ability to recognize and distinguish one another is a prerequisite for developing relationships. The fifth component is interpersonal connections: it is essential and necessary for person to have relationships with one another and to care about, be concerned about, and offer aid to one another.

According to Anderson (2017), there are three different types of relationships that can exist between people. Members can get together whenever they want to address topics. It is linked to ideas relating to both familiarity and honesty, as well as sympathy and acquaintance. Negative repercussions for society can be traced to a widespread absence of sympathy, familiarity, and honesty. These things cause issues between people, such as heated arguments and other kinds of unhappiness. These characteristics of sympathy, acquaintance, and honesty may be taught to pupils and ingrained in them by their teachers. There is also a part played by negative intent. It is imperative that educators realize that being honest is not only required of them, but that they should also make it a priority to preach and teach others to be honest to contribute to the improvement of society. The sincerity of students is much appreciated by educators. This is the task, which consists of instructors performing unseen activities for the benefit of their pupils and of society. Not only can fostering a constructive professional attitude increase teacher performance, but it also helps schools become more appealing places to work and study for both teachers and students. At this point in time, all nations require qualified professionals to fill teaching positions, and institutions that train teachers have a significant amount of responsibility in this respect. All of them need



and strive for work that is done meticulously to equip their student-teachers with teaching abilities as well as favorable attitudes about their professional employment. Teachers may try to maintain a social distance from students who exhibit multiple, complicated, confusing, and occasionally unhelpful and harmful traits, while at the same time they teach poorly and ignore many aspects of their students' lives. This may be done to protect themselves from potential social backlash. Understanding the learner on as broad and in-depth a level as possible, being concerned with the ways in which the teaching that is taking place relates to the learner's experiences, and understanding the learner's own intentions, interests, and enthusiasm in the learner in the context of their circumstances and needs are all essential components of good teaching. (Goodland et al., 2013)

Rao and Reddy (2011) emphasize that one of the most essential roles that education plays is in shaping one's views. They argue that if a teacher's attitude isn't up to par, the best way to change that attitude is not by preaching, but rather by demonstrating the need for specific information obtained through testing and, more importantly, by demonstrating that one's own attitude isn't any better than the attitude of the students. It is arguable that the students' previous perspectives are molded, in some way, by their experience with standardized testing. Teachers can leverage these pre-existing attitudes and experiences to their advantage by using them as a starting point for the adoption of attitudes and the development of actions in their students. It says that it helps in increasing speculative thinking, and it enables students to be more probable in backing their offered views with clear usage of evidence. Additionally, it includes the length of the students' replies, which might expand significantly daily. When there are more students engaged in the activity, the pupils have a better performance on written examinations that evaluate thinking on a more complicated

level.

The newly developed and updated idea and viewpoint about the curriculum places a focus on the fact that it should be based on the learning interests and learning demands of the pupils. In addition, it should encourage students to make involvement a habit and place an emphasis on interaction with instructors to obtain clarification on questions. It intends to do so to assist pupils improve their critical thinking abilities. It transforms the old method of education into a more contemporary method that encourages interactions between students and teachers as well as a means of fostering the growth of students' emotionally positive attitudes, reflective thinking, and the capacity to take initiative (Ball and Ivor, 2014). Interests may be derived, are easily recognized, occasionally take place, and will frequently be powerful. Teachers who make the decision to be careful with their pupils' welfare are therefore encouraged to continue using the data that is already available. The focus of the research conducted by Brain is on people's routine behaviours and the way they might benefit from their own areas of interest. The goals of interests are to provide a variety of predictions on the way individuals will behave. There have been claims made here and there. About the figuring out of the limitations of individuals and how one can see the inclinations are, one can foresee the ideas that one will also tend to lean toward on a bunch of claims, how long he will enjoy with them, how habitually the ways of behaving will happen, and how much external support will be necessary to support a particular action (Ball and Ivor, 2014). A teacher may modify the pupils' conduct in the classroom by capitalizing on their interest and the effort they put in. Always and everywhere, students want to mimic professors. In traditional education settings, instructors also served as role models for their pupils, whom the latter aspired to emulate in real life. Dealings between teachers and students ought to be fair and balanced. Avoiding the use of the

words like and detest at all costs. Lessons become more interesting to pupils when they are presented in this manner. The personalities of their students may be readily molded and formed by teachers. Students have shown interest in trying out new pedagogical approaches. It is important for educators to stay current on emerging practices. The instruction that teachers provide should be engaging. One form of training that is quickly gaining traction in the field of contemporary education is known as learning by observation. In this way, education is made more interesting and fruitful, and it manifestly plays a key role in the development of young children and manifestly could influence their preferences.

According to Colliee (2017), In today's educational system, the importance of the function of the teacher cannot be overstated. In the current educational system, the job of the teacher is multifaceted. The function that teachers played in the past was very different from the position that they do today. In days gone by, teachers served not only as instructors but also as examples for their pupils to aspire to emulate in real life. The position of the teacher in today's world has grown increasingly complex as time has gone on. Additionally serving in the roles of guide and counsellor, the role of the teacher is that of a facilitator in the learning process. In the past, the job of the teacher was that of an authoritative instructional leader in the classroom. In the past, the learning process was centered on the instructor. However, the focus of education is increasingly on the individual learner. Counseling for educators has emerged as a prominent component of contemporary educational practices. The reason for this is because the purposes and goals of education are always evolving. The purposes of education in the past were very different from what they are now. The classroom has been changed by technological advancements. A competent educator currently needs to be able to act as a guide, facilitator, instructor, explanation, and demonstrator and have knowledge of and ability

to utilize information and communication technology (ICT) (Edward, 2021).

The premise that teachers have high expectations for their pupils' work is an enticing one in today's educational system. The expectations that teachers have for their students should be positive, and the assumptions that they make must be accurate on the prognosis of their success and achievements. The standards that teachers set for their pupils ought to be modified on occasion, given that students' levels of knowledge do not remain static during their education. The judgements that teachers make regarding the results of their pupils ought to be changed and revised. The ability to make judgements while maintaining flexibility is necessary for instructors. Over the course of their academic careers, a significant number of students whose performance was previously below average improved significantly. Some students struggle with issues relating to their families and their finances. Their effectiveness as of right now is being hindered by the circumstances. However, once these issues are addressed and resolved, the pupils' performance dramatically improves. The pupils' environments at home have an impact on their ability to study and their enthusiasm in education. It is required of teachers to make judgments concerning students regarding their academic performance and growth in classrooms while maintaining a degree of flexibility. The effectiveness of teachers in their jobs is impacted by each of these aspects (Yiwen, 2015).

### **2.13.2 Mastery over Subject Matter**

A teacher's quality lies in his/her command over subject matter and content which he/she wants to teach. Job performance of a teachers is directly related to and dependent on his/her mastery over the content. Academics help in personal development, whereas education of professional aspects make teachers skillful in all

needed concern of instruction. This results in better performance of teachers (Siddiqui, 2014). Proficient teachers use innovative methods of instruction and behavior modification and application of rules of classroom management appropriately. Their presentation, explanation and summarization of lessons is convincing and remarkable. They also use all aids of technology in lessons. Technology literacy is also one aspect for competence as a teacher (Cole and Lorna, 2017). Underlying these categories are the personal characteristics of the teachers. What teachers think about school subjects, how best to teach, and by which method good assessment can take place.

The influence of related all factors is clearly seen in instruction. Lack of proper training is seen in the instruction of teachers. They are not competent enough to give good lectures. All these characteristics influence curricular delivery and thus provide insight into the type of alignment that exists between teacher education, practice, and national curricular goals. Combined with performance data, it helps identify the best in providing challenging curricula to students across systems (Rao, 2012). Several of the teachers have also used the educational programs to ensure the development of non-industrial countries which could refer to the teachers needs for education. There is also much disagreement about the content and goals of the research which is made for the teachers. This has become a major issue in many developing countries and the concept of resources is also under debate (Singh and Shan, (2014).

Ramesh, (2019) described mastery and understanding of subject which a teacher is going to teach is basic requirement for a teacher to perform well. Teachers cannot perform well if they do not understand and master the subject. There is a need for clear understanding about thorough ideas to get a deeper perspective of the ideas in place. For example, pondering claims and information are important to present these ideas and

to show how the courses are well related to each other. They are related to each other throughout the course. Teachers generally rely on curricula planned by external agencies, lesson plans and materials used by their teachers, and performance on external exams. Teachers should always strive to find the highest quality basic sources of information and select useful information and ideas for lesson planning. Fundamental information of reference material includes journal papers, publishers, renowned teachers in colleges, and training institutions. There is a need for creating a two-dimensional figure of her. The 1<sup>st</sup> page of the table reference to names of the sources of information, and the 2<sup>nd</sup> page contains the course topics. This 2D table should contain the chapter and page numbers of the main source material on the subject in question. This step represents the research conducted to develop the curriculum. Teachers should make notes on one each item and topic. Use the reference point as important for the core source material. Page or paragraph numbers and suitable points to mention should be included for syllabus purposes. Completion implies thoughtful study of materials on site. Teachers need to review the notebooks for selecting quotes and ideas that can be used when creating lesson plans. It shows 'best of the best' selection process and excludes those that were originally listed but not finally selected according to the 'best of the best' selection principle. After completing all the steps up to this point, the teachers claim the best information and ideas being available. Here, the educator must arrange the selected materials in the correct order for the purposes of the lesson plan. Teachers should be very careful at this stage. This is because we need to ensure that the material is presented in a psychological order on the one hand and in a logical order on the other. Arranging the material in the most suitable way to present the information because it is demanding work. Citations should be mentioned systematically and saved in topic files for ease. Teachers need to maintain a filing system to organize all

materials. Each needs to contain all necessary material well related to themes, and subjects to provide several creative ideas that could be used in the plan.

Avalos (2018) describes that teachers have to make presentations and update his/her knowledge of subject matter daily as this is a requirement of modern time teaching. A teacher needs to notice specific principles or rules in his everyday work. Any measure of planning on his part and a ton of motivation with respect to students also will lead them to no place if the above rules or rules are not remembered in a homeroom circumstance. In this way these are shown as the fundamental principles from recognized to unfamiliar from easy to puzzling, from single to multiple conceptions, regular to irregular, beginning and explanation, specific towards general, let simplification to complicated, observational to rational, from actual to details.

### **2.13.3 Command over Teaching Methods and Teaching Styles**

It is universally acknowledged that good teachers always have mastery and command over teaching techniques and their teaching styles are very impressive. If a teacher has command over subject matter and teaching styles are impressive, his/her job performance is excellent. Reddy (2015) states that in-service training includes all activities that teachers can use to enhance professional guidance, extend their specialized competencies, and get better their comprehension of methods and ways to present. Teaching style affects learning on part of students. It is necessary for a teacher to have an appealing teaching style. Almost all researchers and educationists are of the view that teaching style helps students to show efficient patterns of classroom behaviors and enhance the effectiveness of teaching learning process. Teaching style is a different concept from teachers 'personality. Teaching styles have positive impact on affective as well as cognitive learning of students. Interaction and relations are developed

between teachers and students by teaching styles. Appropriate use of teaching styles improves students' attention towards learning the lesson. Effective teaching styles enhance academic achievement of students. Teaching styles should be in accordance with the learning styles of students. If teachers can employ their styles of instruction compatible with styles of conception of students, then pace of teaching learning process becomes most fruitful. It is teachers' quality to vary teaching styles in accordance with interests and learning styles of students (Silberman, 2012).

Teaching style has a very influential effect on the teaching learning process. Teaching style is something else and attitude of teachers is another thing. Skills can be enhanced and improved in teachers. Styles can be taught and enhanced among teachers. Styles can be improved through training. Styles of teaching have much influence on learning and interest of students in class. The learning here are styles in which students' interest in lessons is lost. Nayak and Rao (2016) experimentally confirmed that the teachers' personality serves an influential aspect in learning of pupil and making personality of pupil. Style, therefore, is not only about the thinking tactics used to approach a problem, but also about personality and motivation. Successful patterns of behavior that best suit our personal nature and external impulses take hold as habits of reaction. These are called response sets. It's the building blocks on these individuals' style of life in made. It also forecasts performance as an indicator. Style has two influential aspects which have significance. Style related to feelings and style related to mind. Style related to the mind includes features that involve patterns of perception and thinking. Affective deals with patterns of feelings and emotions. It is a quality of a good teacher to adjust his/her teaching styles according to the needs of students. A good teacher is always a depicter of appropriate teaching style in front of his/her students. A teachers can hold mastery in this area by commitment and hard work. Roy, (2011)



Teaching style of teachers should have variations according to demands of lessons and as well as interests of students to whom he/she is giving lesson. Modern psychology lays emphasis on the provision of proper training of teachers for different teaching styles.

### **2.13.4 Teachers' Personal Characteristics**

Teachers' personal characteristics have a significant role in the job performance of teachers. Personality and personal characteristics cannot be separated from profession in duty. There are many individual qualities that teachers determine about the classroom atmosphere. From them, it is necessary to introduce safe professional profiles and facilitate informal style communication in the classroom. responds well to Showing certainty about the source reflects security and authority and grabs the recipient's attention. On the other hand, fear, hesitation, or lack of certainty regularly make collectors uneasy or vulnerable. In fact, for difficult subjects, it can be complicated for teachers to convey a concrete illustration or adopt a free style of writing. In such situations, fear can often be removed through signifying extraordinary liveliness and interest with hard work to the subject teachers are being trained. Their second personal quality as teachers is speaking to their students with clarity which they can understand. Students appreciate teachers those regularly clarify verbal communication with no difficult terminologies. The teachers should use appropriate linguistic, representation or semiotic structures in a natural way for teaching according to the needs and demands of the subject. Clarity in language makes learning enjoyable and fruitful. Clear presentation in simple words enhances students' interest towards learning. Students are more stick to lessons being taught by teachers in simple language without presence of ambiguous terminologies.

According to Nayak and Rao, (2016) that Experienced teachers use regular language to make sense of difficult lessons with complicated topics and ensure that their teaching is enjoyable and actual message is conveying to students. They avoid using complicated terminologies unless it's important. They make clear sense of terminologies to students when it is very compulsory to present words of terminologies. At the point when terminology is used, they should be presented in a systematic manner and teachers need to continually ensure that new terminology is clearly understood. All such teachers who illustrate clearly attract the attention and respect of students and they talk openly and emphasize the temperament and importance of their teaching message. In such a way all teachers should master the skills of audio simple language and change the pace of teaching, volume and tone as the situation demands. A lively voice often leaves students indifferent to what the teachers say. A controlled and highly tuned voice, on the other hand, helps convey meaning and keep up with students' interests and attention. This criterion was emphasized in the conversation on nonverbal communication above.

Effective teachers generally know how to use their voice properly and how to use it to control the thoughts and reactions of their students. Many teachers use very soft voices in class, so caution should be exercised if students do not want to hear what they are saying. It often overlooks the underlying theme of the message being conveyed. A characteristic of a strong teacher is directly or indirectly focused on what they do and what their students are learning (Anderson, 2017). Achieving pedagogical greatness is the special quality of a strong teacher who has the basic order of his subjects. He should keep updated with the latest information in his field and be willing to share his cutting-edge knowledge with others. He has mental colleagues with his director and needs to be able to use them in his classroom. Most importantly, teachers have a desire to reach

the next level. He would be better off coming up with a carefully crafted plan for success rather than following it. In the mission to improve, steadiness is a main target. Lacking regularity and not being in a state of constant, teachers will quickly find that the overall impact of their work is constantly diminishing, and improvement is progressing at an erratic rate (Ahmed, 2010). Successful teachers provide actionable narratives, provide clear and exaggerated explanations for esoteric subject matter, present clear and unmistakable models, and parallels, while keeping students' focus on the main ideas and important characteristics. Competent teachers serve as role models and their behavior is the most appropriate when it comes to teaching and dealing with students. Depending on the situation and type of content, the pace of the presentation will vary. Effective teachers have mastery over all aspects of teaching which are main requirements for effective teaching in classrooms to perform teachers' job effectively and efficiently (Child, 2014).

### **2.13.5 The Characteristics of Teaching Environment**

Teaching environment holds pivot position in teaching learning process. It paves way to job performance of teachers. Challanhan (2014) illustrates that standard and level of quality of education is linked with the standard of teaching in classrooms of the institutes. Teachers are the main sources of quality and standard of teaching in classrooms. All grassroots education reforms are due to good teachers. It is true that educational academic qualifications, expertise, competencies, skills, and commitment of teachers effectively influence the teaching and learning process. Bernard (2013) examined some kinds of attitudes on the part of teachers which are very essential for quality of teaching: affection, apprehension, kindness, impartiality. He explained that students were aware and conscious of the attitudes of their teachers, and they try to

copy and show these attitudes in their life events also (Bernard 2013).

Good teachers are experts in classroom management. Their dealing with students is impressive. They build classroom rules and employ successful and effective routines in their daily teaching. They know well how to deal with students who have discipline problems. They have deep knowledge of psychology of learners. They focus on individual differences in their teaching. As a result of these tasks teaching becomes fruitful (Gutkin and Reyndds, 2015).

Harrywong, (2015) describes that Parents and teacher meetings play a positive constructive role in the learning of students. Effective schoolteachers arrange parents' teacher meetings repeatedly as reporting of information of students to their parents is necessary in effective environment for learning in school. Parents should be involved much in school regarding betterment of their children as compared to past time. Modern psychology and the modern school system put emphasis on regular meetings to be arranged by teachers and school management with parents of students. Conferences should be arranged, and parents should be invited.

Classroom arrangement plays a vital role in effective teaching. Teachers' skill of desirable and good seating arrangement yields to successful learning environment provided to students. The educational psychology of this century recommends that seating arrangement skills should be given much importance in teachers training programs. Teachers should be provided with expert training in seating arrangement techniques. For giving various activities to students, teachers must be experts in seating arrangement techniques. Arrangement of desks, tables, chairs in the way that facilitate teaching learning process is the requirement of the teachers of this century (Ball and Ivor, 2017).

Arthur and Nancy, (2013) explains that teachers' use of reinforcement paves the route to effective teaching learning process. Teachers' use of reinforcement results in a conducive environment for learning. Disturbances created by some students in classroom affect learning of other students (Losen and Best, 2016). Use of technology and ICT also helps to enhance interest in learning. Various educationists stress the effective use of these technologies in the classroom. Use of technologies enhances the effectiveness of teaching. Students have keen interest and motivation when teachers are using technology in teaching. Educationists also suggest that good teachers should assist his/her teaching with technologies in presenting lesson, demonstrating lesson, practicing done by students in classrooms, collaborative learning done by students in groups in classrooms. Technologies make environment suitable for learning.

Ramesh, (2019) indicates that teachers' commitment and dedication towards the teaching profession also enhances suitable environment for learning of students. Teachers' commitment is seen in their lectures. They are punctual and teach the whole period and time assigned for teaching. Dedicated teachers create a good environment for the teaching learning process. Teachers who love teaching profession have much better performance as compared to teachers who want to join some other job. These dedicated teachers' classroom environments are much different from another teachers' classroom environments.

Teachers' interaction with students is also a key factor in building conducive and effective environment for learning. Teachers who have warm attitudes and interactions with their all students, their teaching is always fruitful. Students take interest in those teachers' lessons and lectures whose interact with their students. Inquiry and search for problems which have been faced by students and then solve them

has great concern of valuable teachers. Many students have learning deficiencies which can be solved by teachers. Effective teachers listen to the deficiencies of these students with keen interest and try their utmost to resolve these deficiencies. This interaction results in such an environment in which every student can ask questions from teachers without any fear. Questioning leads to permanent learning of students (Glasser, 2018).

According to Smith, (2016) that Teachers should learn names of students so that their mutual understanding may be increased by this psychological aspect. If a teacher calls his/her student by his/her name, the student develops respect for that teacher in his/her heart. Teachers should deal with all students in well behaved way to make them familiar with them. Learning of students is enhanced when they feel that teachers know them personally.

Educationists are of the view that in future schools and instructions will take the form as customer-based service. Parents will act as the role of buyers, and they will send their children to schools and institutes for purchasing the enhanced and quality form of education. It will be the role of children of the future to tell their parents which school is better for learning because of an effective learning environment. There will also be such a system of schooling that parents must be involved in programmed of schools' which students are being taught and parents will also be able to do same and manage learning of their children at home (Chauhan, 2010).

Local education authorities must notify parents in advance of any proposed changes to their child's special education program. It states that prior written notice is required when bearing in mind which change is required in student by placement or evaluation. Additionally, it should be ruled that notice given by schools to parents must be in simple language or parents should be called in schools and clear information in

native language should be given to parents. This all-important information about students should be included in the decision making of authorities of schools. It is not given importance in decision making and the problem is that in order and information for parents is not covering all necessary information which is significantly involved in assessment and placement decisions.

There is a need for proper time to plan, meet with parents, and otherwise help them better understand these processes. It stems from the fact that you must delegate to staff. If this is not done, grievance handling can consume staff time, especially as parents become increasingly aware of their duty and reliability to make their presence possible in meetings related to plannings and decisions of staff. Good teachers actively make presence in these. All aspects in decisions would be given value as when students can encounter a situation and teachers may tell that you may end up wasting money. To avoid such things, it is a waste of time. More staff and staff time need to be devoted to more effective preparation and collaboration with parents in advance. Also, more staff should be trained to answer the types of questions expected in such situations. The need for prior written notice arises more often than in the past. To increase the frequency with which many of the difficult-to-manage situations occur. I don't think there are many options. This provides parents with more opportunities to solve problems together. On the one hand, the learner's parents are notified in advance after the learner has been notified. On the other hand, initial shock, surprise, and hostile reactions can be minimized if parents are more regularly involved. These can be pursued more easily and efficiently (Glasser, 2018).

Teachers' commitment and capability to create good and favorable environment of class has significant result on learning. In this environment every student can learn,

and all students' success is essential. The role played by teachers is magnificent in every aspect of school. Teachers' personal attributes and characteristics play a dominant role in raising the standard of school and it is verified in much research. Broadly speaking, this profession can fall into two groups of teachers. Teachers with characteristics which are helpful in enhancing the standard and ranking of school and teachers with characteristics which do not play major role in improving standard and ranking of school. There is also the effect of experienced and new teachers' instruction on the standard of the school. Newly employed teachers must know the principles of maintaining good discipline and apply a variety of techniques which can serve to develop favorable classroom situation in which conducive learning takes place. Teachers should be able to manage student behavior using You should ask for advice and keep your students interested and motivated. Various types of classroom management and the promotion of learning disciplines have become increasingly refined over the years (Rogers, 2017).

### **2.13.6 Motivation Skills**

Motivation plays a pivotal role in teachers teaching and students' learning. A good teacher is always equipped with motivational skills. The ability to motivate children, make learning fun, attractive, gives power to children in the time of their need to learning formal education because it directly correlates with academic performance. Teachers' knowledge must be accurate to deal with various situations in which successful learning is not performed by students. Accurate kind of reinforce is necessary to mean the situations. If reinforcement is not suitable and appropriate, students are often misled, and they go away from learning. Right guidance and accurate reinforcement are necessary for example, pointing out that they went wrong instead of



just telling them what they did can maintain student keen enthusiasm in learning. Teachers should guide properly all students. Students should be aware of their weaknesses, and they may try to overcome these weaknesses. Similarly, students should be aware of their strong points, and they should utilize them to get success (Rao, 2012).

Motivation is the main element for students in the teaching learning process. All the students want to learn and pay attention on their studies. It is the role of teachers to keep them motivated throughout the academic session. If the teacher is self-motivated and he/she inculcates motivation in his/her students. According to Hanson (2015), motivation is the aspect that gives students confidence. Confident students know they can succeed, and because it is widely believed that success inspires greater effort and self-confidence, they tend to achieve higher grades because they are more motivated. It is a kind of periodic shape. Classroom environments that influence student motivation include the effective use of praise by teachers for students, the setting of appropriate long-term and short-term educational goals by teachers, the setting of practical and achievable learning goals, and the includes using various methods to group Mentor and evaluate students by providing appropriate feedback.

There are two major kinds of motivation, the intrinsic and extrinsic. Teachers must inculcate in their student's intrinsic motivation because students who are intrinsically motivated are high achievers, and they never gave up struggle despite the fact how the difficult target may be. Extrinsically motivated people do not struggle much. They have short term struggle, and they gave up on difficult tasks. It is the role of an ideal teacher to teach and enhance the element of intrinsic motivation among students. Learning tasks are not always easy or of mediocre difficulty level. They are sometimes demanding and require much effort and struggle from students. Students

must work hard to accomplish an educational target for many hours or days as compared to achievement of other educational tasks which need little effort or effort for some hours or some days. Reward and punishment also affect the achievement of students in classrooms. Good teachers know the proper use of reinforcement techniques in a classroom. Good teachers know when and how to deal with disruptive behavior. He uses rewards at appropriate times.

Slavin (2018) is of the view if the teachers have not proper knowledge of psychology of learning i.e., educational psychology and he/she is not skilled in behaviorist approach to motivation, when he/she motivates his/her students, the act of motivating will not affect properly. Knowledge of psychology and actual behaviorist approach to motivation is necessary. Rewards and incentives should be used by teachers but knowledge of actual presentation and how and when to present is the main thing. That's what the view needs to be aimed at the individuals and should have the outside power like disciplines and rewards, a significant figure motivation for the individuals to exist among the people. The mental viewpoint on motivation shows from cognizance of people as spreading out and making intellectually from normal givens. The inside furthest reaches of individual are essentially personal and mental, achieve opinions, objectives, perceptions, viewpoints, and other thoughts which could be convinced, and that the motivation is viewed as making conditions in the affiliation that work with and further develop the likelihood that the internal furthest reaches of people will create both intellectually and inwardly, subsequently growing their internal motivation. In total the behaviorist will in everyday view motivation as something that one does to people while the mental or humanist will overall view motivation as tapping the internal drives of people by laying out improvement overhauling conditions. Work execution is the consequence of a blend of solitary motivation and limitation. Slavin (2018) argued

that a significant amount of motivation and commitment is enhanced in teachers when their environment for work is impressive. It is about the essential natural and mental requirements, and our remarkable human attributes to achieve mental development.

Dilworth, (2011) explained a study in which it examined situations in which employees are comfortable in jobs and situations in which they are not comfortable in jobs. It was explained that when employees discussed better situations it means that these situations are actual situations for which this job's requirements and specifications are fruitful. Situations in which employees showed disappointments, these situations were those which should not be in that job specification and requirements. Favorable and good situations make employees more connected to their jobs. And situations which are not suitable for employees, and they feel uneasy in these situations, they are not connected well to their jobs. He further explains that in same way teachers are more inclined to their job when situations and environment is suitable for their jobs. They are more committed, energetic, motivated, and stuck to their job. Favorable and good conditions make them involved much more honestly and devotedly in teaching. They learn new techniques, new methods of teaching easily and wholeheartedly in suitable conditions. If conditions are not favorable, the performance shown by teachers is not convincing. Controlling those factors can make teachers just answer on the reach as disappointed for prejudiced situations. Just through the control of inspirations (improvement in the actual job) might enhancement for a reach from unbiased to fulfillment at any point be accomplished. In this manner, when teachers are working in poor conditions, their performance and success is affected. Their motivation and dedication are lowered. Compensation and salary are also a big factor which affects the performance of teachers. Incentives are a source of success for teaching. Hygienic factors also affect performance. Further developed compensations and other

cleanliness factors will decrease the degree of disappointments, yet they won't bring job fulfillment. It ought to be noted, in any case, that salary and environmental factors can contrarily affect work effectiveness in a way that will result in low performance of teachers, turnover, dissatisfaction, or negative attitudes about profession overall. All school-related factors influence the job performance of teachers. A reasonable environment brings about powerful learning and great job performance by teachers. Incentives and prizes are a source of attraction in a job. Good teachers should be awarded with money and prizes and with extra incentives (Dilworth, 2011).

### **2.13.7 Proper Preparation and Planning**

Effective teaching requires proper planning and preparation. Good teachers always prepare themselves before teaching the class. Along with planning, knowledge and information is necessary for effective teachers and they are competent enough to set up targets, motivational goals and aims for their students and for themselves as well as compared to teachers who are not competent enough. These set goals and objectives must then be shaped into appropriate lesson plans and suitable methodologies for teaching. Planning cannot benefit much to a teacher who has low level of expertise in mastery over content (Yiwen, 2015). At numerous levels of education, curriculum-related concerns affect convincing and reliable teaching. A cluster of principles for what training and guidance ought to be are given at this level by the curriculum. In the classroom, these subject and value assumptions are changed over into genuine encounters. At the classroom level, teaching is an interpretative cycle contingent upon how teachers see the significance of the material for students and residents. There is a typical belief that no instructive establishment, regardless of how extraordinary the monetary assets, can compensate for incapable and inefficient educators. Consequently,

the teachers' job is essential in empowering academic brightness in his understudies and guaranteeing the norm of academic learning encounters in the classroom (Hanson, 2015). To be influential instructors, teachers should be exceptionally capable in arranging and coordinating guidance as well as in dealing with the classroom environment on the off chance that their students are to find true success. Good administration for class is taught in courses of training. Nevertheless, other mastery is attained from actual confrontations of situations and circumstances. All needed factors which teachers encounter in classrooms should be included in training and courses. Proper guidance should be given. All needed concepts of course; syllabus and curriculum should be taught in training. Subject oriented curriculum, teachers focused curriculum, students-oriented curriculum, activity-oriented curriculum, and integration related teachers in trainings should master curriculum. All assessment procedures should be mastered by teachers in training. Teachers should be trained in all mandatory competencies like communication, questioning, planning, describing, explaining, elaborating, summarizing, analyzing, board writing, using necessary aids, using technology in teaching, using modern psychology in instruction, maintaining students' interest, keeping in mind individual differences in learners etc. (Mirza et al., 2016).

Laslett and Smith (2017) explain that teachers can perform relatively well when they enhance their fundamental capability to get ready for improving himself/herself. The improvement-minded teachers always seek improvement and enhance skills in particular areas in which progress is needed. If such teachers may discover that he is only somewhat command on their subjects, they work hard to achieve mastery on subjects. Committed teachers cannot afford to waste precious classroom time of students. If students require copies of handouts for their lessons, make sure that all students can get copies. When a class of science students have requirement for

conduction of experiment, facilities should be enough and adequate for all students for conduction of experiments. Similarly, when students of arts have a requirement in making sculptures and paintings, all necessary requirements and things should be available for them. (Ferris et al., 2009) describe that all classes and all students, whether they belong to science group or are in arts groups, all needed things should be given by school. If students divide things, time is wasted. Sufficient materials are needed for successful teaching. Teachers should plan all these needed things and make a list of these important materials. School should provide all these facilities to teachers. It is a very significant step in learning if all needed things are available and utilized in classrooms by teachers.

Bhatia (2016) explained some steps which are essential for teaching any lesson. He suggested that lesson preparation is very important. Every teacher should prepare a lesson before actual teaching. All aspects and main points should be prepared by teachers. Then the step of presenting the subject matter is essential. Teachers can make maximum time utilized for learning if the subject is planned and presented well. Lectures are fruitful if these are appropriately planned and presented. All questions concerning subject matter should be prepared by teachers. All discussions and details should be planned. Similarly, activities should be arranged. Sequence and communication in well manner is also a need of the lesson. Management of classroom in superior way and all necessary actions which can improve learning should be planned by teachers. Good questions are necessary to attain the interest of learners. Teachers should be prepared for questions which can be asked from students. Reinforcement in proper way also leads to successful classroom routine.

Challahan (2014) explained that teachers whose job performance is better begin

each lesson with an activity that keeps each child quietly busy in the area. The type of activity will vary greatly depending on the child's age and ability, as well as the type of contents and activities as writing and reading are proper in certain situations. Most importantly, we need to give our children something that is clear and within their capabilities. It is about earning their own time to enhance learning. Diversity is needed while delivering lessons and for maintaining curiosity, motivated attitude, and interest. Activities which are suitably planned are completed in a successful manner and they contribute to the achievement of these goals. Pace is improved by breaking lessons in smaller steps. Targets are set to struggle accordingly and making students ready to attain targets. This will be marked in each lesson. Although these often remained unattainable, these targets hold importance as pointing out shortcomings in procedure and feedback is employed. Beginning, teachers going the course of an array of sequential details and illustrations. Assessment which is exact and suitable may take place at an accurate time to accelerate the pace of these activities efficiently in learning. Teachers should have planned to consider activities in mind before these occur in real situations of classrooms. Models of instruction are necessary for teachers to follow. These models also show how to arrange and give activities and how these can be executed successfully. (Oseer et al., 2012). Educational or performance goals determine what students should learn from the classroom. What you can do according to the instructions. The purpose of learning and education is derived from objectives and targets. These are assessed in the form of performance displayed by students in tests. In planning teachers may consider all aids of teaching which can be utilized for lessons, and these will help the teachers prepare and utilize the necessary materials. The plan should also describe the plans and techniques which will be in use by teachers in the class. Educational process largely and surely depends on successful learning through

activities. The success level of every lesson should be in the mind of teachers as a type of judging by different criterion. Planning is mandatory and it should serve as a sketch like 15-25 minutes for arrangement and processes of teaching. This procedure is accurately followed by teachers. In class readings, discussions, lectures, demonstrations, work reviews, independent learning, audiovisual presentations, tests should be organized and planned before class. While this act of before planning is done, an essential task is to keep in mind the deficiencies of students. If some students are struggling to understand the concepts or processes presented in the previous lesson, teachers may use supervised sitting activities to provide an opportunity to work more closely with such students may choose. Recitation is useful for classroom activities when reinforcement and student engagement are needed. According to Eby (2012), when student responses had no reflection about this importance of classroom in conducive situation for learning and they are dependent on reproduction of only proper interpretations, teachers remained tightly in control of the lesson. The way these lessons were conducted instilled in students a set of values that the teachers may not have intended. Proper planning done by teachers can avoid many disturbances in the classroom. Planned lessons are always in sequence. It attracts the attention of students.

### **2.13.8 Job Satisfaction among Teachers**

Skalvik & Skalvik, (2014) are of the view that teachers can keep holding their jobs successfully if they are ensured job satisfaction. If teachers are satisfied with their jobs, they perform their duty as teachers in a much better way. The turnover and burn out of teachers are also decreased by element of job satisfaction. To increase job satisfaction among teachers, various incentives can be given to teachers. Satisfaction level with respect to job enhances the performance and commitment of teachers.



Always satisfied teachers can give quality teaching. Satisfied teachers are good motivators for students. A low level of job satisfaction even affects the standard of teaching of well-qualified teachers who have good teaching skills. Absenteeism from teachers is also due to low satisfaction with the job. Self-efficacies, self-esteem, commitment, motivation of teacher is also dependent on job satisfaction level.

According to Maqbool, (2017), Job satisfaction is an important factor of teachers' effectiveness. It has manifold positive effects on academic achievement of students. Maintaining and enhancing the standard of education is never possible without improving job satisfaction of teachers. Job satisfaction results in leads school improvement, quality of education, and betterment in students' learning that is the final purpose of any education system or institution. Job satisfaction yields better job performance from teachers.

## **2.14 Studies on Job Performance**

A study was conducted by Iqbal in 2009 in which teachers' personal and professional characteristics and competencies were examined. He found that the popular teachers' competencies are good planning of lesson, good explanation of lesson, honesty, punctuality, hardworking, positive confidence, simplicity, talking in class to the point, teaching with respect to syllabus, using related aids appropriately, alert to needs and deficiencies of students, setting good relations and contact with parents and conveying related information to parents immediately related to all concerns of students.

Veir (2014) conducted a study, and he examined various factors which affect teachers' job performance. He found that teachers' attitudes, teachers' mastery over subject, teachers' skill in teaching methods, teachers' good planning and preparation of

lessons contribute a lot to effectiveness in job performance of teachers. He concluded that by enhancing these competencies in teachers, their job performance may be improved.

Swartz et al., (2010) conducted a study and examined teachers' performance by five teaching elements and functions: effective presentations of lessons, effective monitoring of learning process, provision of needed feedback to students, proper management of teaching time, and maintaining well-disciplined classroom environment. The study results revealed that teachers' majority had no command over management of teaching and instructional time, and they lack as well in monitoring of learning process. They had good presentation skills, and they had the quality of maintaining classroom discipline. Needed feedback was given to students but not much appropriately. As a result, job performance was affected by these lacking factors.

In their study, Ferris et al., (2013) researched teachers' job performance and they studied seven dimensions of performance. These dimensions were planning and preparation, effective in presentation of subject matter, good postures, relationships with students, teachers' improvement by self, relations with teachers' relations build with other staff members. Sample was 162 teachers belonging to government schools of 3 districts of Midwestern United States. Approximately two-third of the sample was female teachers. Five-point questioner was used by them on 7 aspects. Results revealed that these seven skills were much more important for teachers showing good performance. It was concluded that the teachers who were best at these seven dimensions had highly remarkable teaching performance.

Jahangeer (2014) in his study evaluated teachers' job performance on these categories' teachers' behavior, personality, teachers' intellectual level, relations with

students and teaching methods by using rating scale. The research by Jahangeer (2014) targeted to probe out the distinctive qualities of post graduate teachers. The assessment was done by an entire evaluation of students' judgments about teaching of teachers. The questioner was Likert type five-point scale. The study aimed at how students perceive teaching of their teachers. Findings indicated that students served as good judges and evaluators of their teachers. Teachers' behavior, intellect, personality, and methods of teaching were favored by many students in a convincing way. Teachers had good and positive interaction with students. The survey study conducted by Pervin and Qadri (2012) focused on identifying popular teaching competencies. The study was conducted on one hundred secondary school teachers. Main finding comprised that desirable teaching skills of secondary school teachers were suitable planning and conclusion of the lesson, maintain good discipline by engaging students actively, discussing lesson with suitable examples and using av aids, good repetition, and conclusion of the lesson.

Riaz (2013) conducted a study to investigate teachers' job performance by these factors like teaching skills of teachers, motivational techniques and skills of teachers, attitude, and behavior of teachers towards students and measurement and assessment fairness done by teachers on part of students. This evaluation was done by master level students of various departments of Peshawar University. It was concluded that majority of students responded that teachers had effective job teaching performance as they had good motivational techniques, effective teaching skills, admirable attitude and behavior towards students and they dealt assessment fairly.

Qadri, et al. (2013) conducted research on characteristics in good secondary school teachers required for good job performance. Data was taken from principles of

secondary and higher secondary schools. According to majority of principals, the basic and main qualities for good job performance where teachers yearn for knowledge, skill in planning and presenting lesson, good relations with colleagues, committed and feeling proud in teaching profession, cheerful attitude, keen interest in learning and problems of students.

Study by Rana and Begum (2015) focused on identification of teaching skills and competencies which enhance job performance of teachers. They concluded that major competencies and skills which enhance teachers' job performance were teachers' good presentation skills, expert questioning skills, clarity in lessons, strong commitment with teaching profession, good relations with all students and their love for teaching profession.

According to Khan et al., (2012) teachers who had high level of EI showed more level of job satisfaction and job performance than teachers with low level of EI; and their students attained much better marks as compared to students of other teachers. Emotional intelligence is also one of the indicators of job performance of teachers.

Ismail and Idris (2009) conducted a study on Malaysian teachers. They focused on examining the link between teachers' emotions and classroom management and handling students in class. This is indirect study on examining teachers' job performance by studying their emotions and their link with classroom management skills and handling of students which is one of the main reasons behind better performance in jobs for teachers. It was revealed that enlarged and improved practice of negative emotions in the classroom had reserved and lowered down the learning of students. Thus, suggesting that negativity in emotions and handling classroom of a teachers has very critical consequences on performance of teachers.

Conclusions made by Pianta (1999) in his study were: the psycho-social development, academic achievement of students is enhanced and facilitated by establishing enthusiastic attitude and relationship of teachers with students. In the study of Imtiaz et al., (2016), he derived conclusions performance of teachers is mostly linked with their emotional intelligence. Teachers having a higher level of emotional intelligence had better job performance as compared to teachers' who showed lower level in emotional intelligence.

Finding of Wanakacha et al., (2018) manifested that there was no gender difference regarding performance in job of teachers. Female and male's teachers were equal on job performance and gender has no effect. About relationships, it was concluded that statistically significant positive relationships existed between emotional intelligence and performance of secondary school teachers. It means that increase in the level of emotional intelligence enhances the performance of secondary school teachers at secondary school level. The result showed that emotional intelligence was having statistically significance positive relationship with male teachers' performance. It was concluded that statistically significant positive relationship existed between emotional intelligence and performance of female teachers (Brackett, & Katulak, 2006).

Ashook (2020) was of the view that demographic factors like age, qualification and experience have an encouraging impact on job performance as they enhance classroom management skills and assist teachers in adjusting well to the teaching profession. The results of research carried out by Usman in 2016 indicated teachers' experience is a source of good performance of teachers. Experienced teachers have better job performance as compared to novice teachers.

Alam et al. (2012) revealed that salary and job grade held a great had positive

significant effect on outcomes and success of employees. Ogbonnaya (2016) and his associated (2015) derived the conclusion in which salary packages and job grades were closely linked with performance and achievements in job. Osibainjo al, (2014) concluded a strong link between pay scales with employees' performance. Different researchers like Lucy et. al., in 2015 and Mau et al. in 2016 found that interconnected ideas between salary, job scale and work performance of individuals. They concluded that job position and job grades attract the employees, and they perform well in jobs.

### **2.15 Scholar's stance on Teachers' Emotional Intelligence, Person job fit and Job performance.**

The human mind is influenced by three key variables, mental processes, emotions, and the level of motivation of the individual. Emotional intelligence deals with emotions and emotional state and a person's control over his/her emotions. Teachers' ability of emotional intelligence plays a vital role in generating excellent teaching performance. It plays a positive role in their personal and social life. Emotionally intelligent teachers perform their classroom activities effectively. The success of a teacher highly depends upon his/her behavior in the classroom scenario. Teachers who have emotional intelligence skills show their satisfaction with the teaching profession. They are skilled at raising their teaching performance. Emotionally intelligent teachers present themselves as a classic example for their pupils' emotional development in the classroom settings. The role of teachers becomes more important as they facilitate the psychological growth of the students too. There is a possibility that instructors can identify their own emotional state as well as the emotional state of their scholars, thus generating a deeper understanding of why they and their students tend to behave in a particular manner. On the other hand, lack of awareness about the emotional state of self or others can give rise to problematic interpretation of the behavior as well

as adoption of inappropriate approaches to handle them. Emotional intelligence is seen taking on a central position in generating good performance among teachers in schools, colleges, and universities.

The profession of teaching requires the ability to handle stressful circumstances of dealing with work pressure as well as maintenance of decorum within the classroom. Empirical studies indicate that emotional intelligence of teachers has a positive and strong relationship with their job fit and job performance particularly performance in the classroom scenario and their teaching effectiveness. Emotionally strong teacher has high level of job fit. The possibility of burn out experienced by teachers due to high level of stress that they are exposed to on a day-to-day basis. To deal with the high job stress and the risk of burn out, the instructors need to be equipped with the ability to effectively manage their and the student's emotional states. It is also imperative to note that emotionally intelligent teachers can perform well in classroom because they are quickly able to judge what emotions they are experiencing along with making quick and accurate judgment about the emotional state of the students.

## **2.16 Summary**

In this portion of thesis, the researcher had tried to throw light on the main aspects of three variables of research from various perspectives. Firstly, definitional issues and conceptualization of three variables were given. Then the importance of these variables was considered. Models available in literature were also presented in this chapter. Related theories available in context of literature about these variables were also discussed. Previous and related research had been given at the end of each variable's related literature.

## **Chapter 3**

### **RESEARCH METHODOLOGY**

This section of the study describes the research approach that was used to conduct the study. It explains the research design, the detail of related instruments, population, the criteria of selecting the sample of the study. The scholar aimed to examine demographic comparison among emotional intelligence, job fit and job-related performance of teachers at higher secondary school levels. A quantitative approach was used for data collection. Research shows that research methodology is used to show how the system chooses to accumulate the data and further examine it.

#### **3.1 Research Design**

Research design refers to the strategy and approach that is used to address the problem under study. The approach also delivers the overall mechanism of the research (McComber, 2019). It describes the researcher's overarching plan and method of analysis for bringing together the many aspects of the study in a way that makes sense. According to the author, "Research Design or approach are the structured methodology used during the research process, data gathering, data analysis, and report writing." (Creswell, 2014).

Because it has been found that demographic elements in quantitative research and the survey technique are the best way for the researcher to examine all situations, a comparative descriptive approach and methodology of the study were employed for this study.

There was a heavy reliance on numbers in this investigation. Using a quantitative method in research has three benefits, as outlined by Airasian and Gay (2000). It was



suggested that (1) the quantitative approach allows for many people to take part in the study, (2) it makes the data relatively more stable, and (3) the results of a quantitative data analysis may be successfully generalized. The study's quantitative methodology was chosen because of these three benefits. Since descriptive research may be used to describe, document, analyze, and evaluate the existing situation in education, a comparative descriptive research design was utilized for this study. Using the study's three characteristics (emotional intelligence, person job-fit, and work performance), it seeks to identify a comparative demographic. The collected data is examined statistically, and the results are interpreted (Best and Khan, 2016).

### 3.2 Population

The research study was comprised of teachers working in the public sector schools situated in Islamabad, the capital of Pakistan. There were 55 Higher Secondary schools (30girls and 22boys and 03Co-education) in Islamabad. There are 6200 teachers (3200male and 3000female) working in the public sector higher secondary schools according to the Federal Directorate of Education Islamabad taken as the population the study.

Table No 3.1

#### *Population of Research Study*

Gender	Total higher Secondary School Teachers(N)
Male Teachers	3000
Female Teachers	3200
Total	6200

Table3.1 shows population of teachers at higher secondary school.

### **3.3 Sampling Technique**

The stratified random sampling technique was used. For the groups Stratification sampling is defined as: If a population is stratified, then a given proportion of the sample will properly represent the proportion of the population that shares a certain trait. (Creswell, 2017)

Depending on the sampling method used, these features may or may not be represented proportionally in the resulting sample; male and female schools were two strata. stratification is used to guarantee that they are Specify the qualities that are used to divide the population into different groups (e.g., gender, geographical area, qualification).

#### **3.3.1 Sample Size of the Study**

In the present study, stratified random sampling technique employed because it is quite common in research examining groups. The study has 55 Higher Secondary schools (30 girls, 22boys, and 03Coeducation) and 341 male teachers, and 346 female teachers chosen through a stratified random sampling technique by following Krejcie, R.V., & Morgan, D.W., (1970). Determine sample size for research activities. Educational and psychological measurements.687 respondents both male and female become the part of this study. 614 respondents responded to the given questionnaires to them while 73 did not return due to covid 19 restrictions. A list of the higher secondary schools (Annex –M) acquired from the federal directorate of education in Islamabad.

Table No 3.2

*Calculated Sample Size, Rate of Return and Rate of Response*

Gender	Total population	Calculated sample	Returned responses. (Rate of Return)
Male	3000	341	303(88%)
Female	3200	346	311(89%)
Total	6200	687	615(89.3%)

Table 3.2 shows sample size of the teachers at higher secondary level.

### **3.4 Research Instruments of the Study**

The research study was planned to determine the emotional intelligence, job fit and job performance variables. Three instruments selected to conduct the research as present research followed the quantitative paradigm of research. Instrument is a term widely used alternately for questionnaires (Ekinici, 2015). Research instruments were administered in higher secondary schools of Islamabad. Research ethics considered while collecting data. Research instruments consisted of two main sections. The first section was about the respondents' demographic information which includes gender, geographical area, qualification, job pay scale and job experience. The second part of the questionnaire was about variables of study emotional intelligence items, person job fit items and job performance items. The reliability, validity and total item correlation of the scales checked to assess emotional intelligence, the emotional intelligence scale by Schutte 1998(as cited in Mayer, Caruso and Salovey, 2016, Ishaq, Shabbir and Khan,2020) used. To evaluate the Person job fit a person job fit scale by Saks & Ashforth 2002 (as cited in Gulla and Mansrur,2019) used and to evaluate the teacher's job performance, job satisfaction scale by Ching et al.,2016 (as cited in Omer etal,2019) used in the study. Permission to use scales requested from authors of the instrument through emails. (See appendix – K- (I, II, III). Furthermore, as quantitative research

tool used for assessing present research variables, therefore, usage of questionnaire found to be most appropriate tool for the purpose of data collection. Additionally, previous research studies conducted on these variables also used questionnaires as research tools for assessing these variables. Therefore, concludingly, adoption of questionnaire found to be most appropriate data collection tool in the context of present research study.

### **3.5 Validity of Instrument**

Experts taken from National University of Modern Languages, Islamabad (NUML), and the University of Haripur, KPK Pakistan (attached details in appendix A) who checked tools' validation and they stated that these were valid tools and associated with objectives and targets of researcher for which she was conducting the study. The study makes use of the material, which is regarding all the study sites and respondents' selection. It also makes use of sampling techniques, size, and other research tools. There is also statistical analysis and technique being used for the data analysis under use. The statements were taken from scale for emotional intelligence utilized in 3 studies by Schutte's (as cited in Mayer, Caruso and Salovey, 2016, Ishaq, Shabbir and Khan,2020) 1998 and person job fit scale by Saks & Ashforth, 2002 (as cited in Gulla and Mansrur,2019) and a job satisfaction scale by Ching et al., 2016 (as cited in Omer et al,2019) was used in the study. Thus, an adaptation of the survey with a Pakistani background made to suit the present study. For content validity, the tool was authenticated by three Assistant Professors (Appendix A) in the field of education in terms of content and language. The research shows that frameworks used in methodology are important as they help in dismembering all the information, which is linked back to the social examination. This is the most useful method used and designed

in the findings. It also makes use of the detailed picture, which helps in presenting the study and allows the data source analysis for the given data.

### 3.5.1 Reliability of the instrument

Reliability Martyn Shuttleworth, Lyndsay T Wilson (2009) is the degree of consistency of a measure. A test will be reliable when it gives the same repeated result under the same conditions.

Table 3.3

*Reliability of Scales used in the study.*

Scales	Items	Alpha value
Emotional Intelligence	33	.849
Person Job Fit	33	.848
Job Performance Scale	29	.885

Table 3.3 indicates the reliability of the instrument for the current study where emotional intelligence has 33 items with an alpha value of .849. Person Job fit has 33 items reflecting alpha value .848 and job performance reflecting reliability .885 with 29 items.

Table 3.4

*Reliability of Subscales*

Sub-scales	Questions	Items	Alpha value
<b>Emotional</b>			
<b>Intelligence scale</b>			
Awareness of Self	1, 2, 3, 4, 5, 6, 7, 8	8	.755
Management of Self	9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23	15	.813
Social Awareness	24, 25, 26, 27, 28	5	.701
Relationship Management	29, 30, 31, 32, 33	5	.866
<b>Job-Fit Scale</b>			
Cognitive Skills	1, 2, 3, 4, 5,6,7,8	8	.890
Technical, Functional and office Skill	9,10,11,12,13,14,15,16, 17	9	.890
Job Knowledge	18,19,20,21,22,23,24,25,26	9	.886
Previous Experience	27,28		.884
Attitude toward job Tasks	29,30,31,32,33	5	.788
<b>Job Performance Scale</b>			
Reward	1, 2, 3, 4, 5	5	.811
Promotion	6, 7, 8, 9, 10	5	.798
Flexible Scheduling	11, 12, 13, 14, 15	5	.811
Training	16, 17, 18, 19, 20, 21, 22, 23, 24, 25	5	.786
Performance	26, 27, 28, 29	4	.787

Table 3.4 shows the reliability of the sub-scales of the three scales used in the study. The questionnaire was assembled with an incorporation of the four dimensions of emotional intelligence, five dimensions of job-fit and five dimensions of job performance. All the dimensions of EI, JF and JP were absolutely connected and consistently interrelated with each other.

### 3.5.2 Pilot testing

Pilot testing was conducted to evaluate the reliability and validity of the research instrument. Research inventories were tested with questionnaires prior to the final data collection. Both study instruments' validity and reliability were evaluated with respect to the culture fair test. A culture-fair test Fraser, Steven (1995) is intentionally created

to minimize cultural bias, ensuring that no single culture holds an advantage over others. The goal is to make the test free from the influences of verbal ability, cultural context, and educational level.

Total item correlation calculated by using SPSS 614 higher secondary school teachers. This item-total correlation seen to be within .321 to .671 and can considered acceptable (Azis, Tapsir & Zamri , 2018; de Vaus,2004)

### 3.6. Item total correlation

Table 3.5

*Item Total correlation of Emotional intelligence scale* (N=50)

Number of Items	Corrected Item-Total Correlation	Number of Items	Corrected Item-Total Correlation
1	.369*	18	.593**
2	.578**	19	.763**
3	.650**	20	.595**
4	.351*	21	.420**
5	.348*	22	.609**
6	.336*	23	.525**
7	.447**	24	.649**
8	.621**	25	.463**
9	.624**	26	.504**
10	.324*	27	.311*
11	.363*	28	.396*
12	.453**	29	.597**
13	.636**	30	.812**
14	.305*	31	.539**
15	.343*	32	.464**
16	.734**	33	.350*
17	.310*		

Table 3.5 shows item total correlation of EI scale. This table shows that 33items had significant co-relation.

Table 3.6:

*Item Total correlation of person job-fit scale**(N=50)*

Number of items	Corrected Item-Total Correlation	Number of items	Corrected Item-Total Correlation
1	.369*	18	.593**
2	.578**	19	.763**
3	.650**	20	.595**
4	.351*	21	.420**
5	.348*	22	.609**
6	.336*	23	.525**
7	.447**	24	.649**
8	.621**	25	.463**
9	.624**	26	.504**
10	.324*	27	.311*
11	.363*	28	.396*
12	.453**	29	.597**
13	.636**	30	.812**
14	.305*	31	.539**
15	.343*	32	.464**
16	.734**	33	.350*
17	.310*		

Table 3.6 shows item total correlation of Person job-fit scale. This table shows that 33 items had significant co-relation.



Table 3.7

*Item Total correlation of job performance scale**(N=50)*

Number of Items	Corrected Item-Total Correlation	Number of Items	Corrected Item-Total Correlation
1	.369*	16	.593**
2	.578**	17	.763**
3	.650**	18	.595**
4	.351*	19	.420**
5	.348*	20	.609**
6	.336*	21	.525**
7	.447**	22	.649**
8	.621**	23	.463**
9	.624**	24	.504**
10	.314*	25	.321**
11	.363*	26	.396**
12	.453**	27	.597**
13	.636**	28	.593**
14	.305*	29	.763**
15	.343*		

Table 3. 7 shows item total correlation of job performance scale. This table shows that twenty-nine items had significant co-relation.

### 3.7 Data Collection

The data was collected by the researcher through a personal visit and distributed questionnaires among the teachers at higher secondary schools. In the study, the quantitative method used to collect data and the type of this study is based on a descriptive research design. The respondents were properly guided and instructed about certain terms in the questionnaires. Three questionnaires (emotional intelligence, person job fit and job performance scales) were used as a quantitative tool in this study.

(See Appendix k- 1,11,111)

### 3.8 Data Analysis

Data analysis remains very important throughout social sciences research. As the present study consisted of quantitative data. The data was analyzed by using SPSS by applying t-test, One-way ANOVA and Pearson correlation data were tested as well as analyzed based on the objectives, and hypotheses of the study.

Mean values for this type of Likert scale are as follows: 1.00-1.80 for Strongly Disagree, 1.81-2.60 for Disagree, 2.61-3.40 for Neutral, 3.41- 4.20 for Agree, and 4.21-5.00 for Strongly Agree. This is according to a recent study (Sozen & Guven, 2019).

Table.3.8

*Alignment of Objectives, Null Hypothesis, and Statistical Technique*

Sr.#	Objectives	Null Hypothesis	Statistically Technique
1	To assess the Emotional intelligence of teachers at the higher secondary level		Mean, percentages
2	To assess the person-job fit of teachers at the higher secondary level		Mean, Percentages
3	To explore the job performance of teachers at the higher secondary level		Mean, Percentages
4(a)	To compare gender-based differences in the emotional intelligence of teachers at the higher secondary level	H <sub>01a</sub> : There is no significant gender-based difference exists regarding the emotional intelligence of teachers at higher secondary level	Independent t-test
4(b)	To find out the difference in the emotional intelligence of teachers in rural and urban areas at the higher secondary level	H <sub>01b</sub> : There is no significant difference exists in the emotional intelligence of teachers in rural and urban areas at higher the secondary level	Independent t-test

4(c)	To find out the difference in the emotional intelligence of teachers based on qualifications at the higher secondary level.	H <sub>0</sub> 1c: There is no significant difference exists in the emotional intelligence of teachers regarding their qualifications at the higher secondary level.	Independent t-test
4(d)	To find out the difference in the emotional intelligence of teachers based on job pay scale at higher secondary level.	H <sub>0</sub> 1d: There is no significant difference exists in the emotional intelligence of teachers regarding their job pay scale at the higher secondary level.	One way ANOVA
4(e)	To find out the difference in the emotional intelligence of teachers based on the job experience at the higher secondary level.	H <sub>0</sub> 1e: There is no significant difference exists in the emotional intelligence of teachers regarding their job experience at higher secondary level.	One way ANOVA
5(a)	To compare gender-based differences regarding the personal job fit of teachers at the higher secondary level	H <sub>0</sub> 2a: There is no significant gender-based difference exists regarding a person's job fit at the higher secondary level	Independent t-test
5(b)	To find out the difference in person-job fit of teachers in rural and urban areas at higher secondary level.	H <sub>0</sub> 2b: There is no significant difference exists in job fit of teachers in rural and urban areas at higher secondary level.	Independent t-test
5(c)	To find out the difference in person-job fit of teachers based on qualification at higher secondary level.	H <sub>0</sub> 2c: There is no significant difference exists in the person job fit of teachers regarding their qualifications at higher secondary level.	Independent t-test
5(d)	To find out the difference in person-job fit of teachers based on job pay scale at higher secondary level.	H <sub>0</sub> 2d: There is no significant difference exists in the person job fit of teachers regarding their job pay scale at a higher secondary level.	One way ANOVA
5(e)	To find out the difference in person-job fit of teachers based on the job experience at higher secondary level.	H <sub>0</sub> 2e: There is no significant difference exists in the person job fit of teachers regarding their job	One way ANOVA

		experience at higher secondary level.	
6(a)	To compare gender-based differences regarding job performance at the higher secondary level	H <sub>0</sub> 3a: There is no gender-based difference exists regarding the job performance of teachers at higher secondary level	Independent t-test
6(b)	To examine the difference in job performance of teachers in rural and urban areas at the higher secondary level	H <sub>0</sub> 3b: There is no significant difference exists in job performance of teachers in rural and urban areas at higher secondary level	Independent t-test
6(c)	To find out the difference in job performance of teachers based on qualification at higher secondary level.	H <sub>0</sub> 3c: There is no significant difference exists in the job performance of teachers regarding their qualifications at higher secondary level.	Independent t-test
6(d)	To find out the difference in job performance of teachers based on job pay scale at higher secondary level.	H <sub>0</sub> 3d: There is no significant difference exists in teachers' job performance regarding their job pay scale at higher secondary level.	One way ANOVA
6(e)	To find out the difference in job performance of teachers based on the job experience at higher secondary level.	H <sub>0</sub> 3e: There is no significant difference exists in the job performance of teachers regarding their job experience at a higher secondary level.	One way ANOVA
7.	To investigate the relationship between emotional intelligence, person job-fit, and job performance of teachers at the higher secondary level.	There is no significant relationship exists between emotional intelligence, person job-fit, and job performance of teachers at the higher secondary level.	Pearson correlation

Table 3.8 shows an alignment of objectives, null hypotheses, and statistical techniques that were used in this study regarding Emotional Intelligence, Person job-fit, and Job Performance of teachers.

### **3.9 Research Ethics**

The research has given emphasis on ethical values. It is also used in the present study to ensure that the respondents are not forced in any way to give out the answers. The respondents asked to respond to the answers at the cost of their own will. The respondents left anonymous to make sure that they replied to the questions without any hesitation. This has become a major motivation for them to answer the questions clearly and without any hesitation. They are also not forced to provide the names of their organizations as this could even further add on to the violation of their authority and disclose their information to the audiences. No personal information or question has been asked in the study which could result in violation of any kind of personal interests. This has been a major important understanding done throughout the survey and it helped to validate the answers taken from the respondents.

### **3.10 Summary**

This chapter was related to Research approach, method, and design of the study. The research study was comprised of teachers working in the public sector schools of Islamabad and Punjab province. Total population of the study included 6200 teachers working in 55 higher secondary schools (30 girls, 22 boys, and 03 Coeducation) of Islamabad. 341 Male and 346 Female teachers were selected from the public sector schools. Stratified Random sampling technique was used to collect data from the respondents of the study. 687 respondents both male and female teachers working in the higher secondary schools of public sector in Islamabad city, were participated in this research study. 614 respondents responded to the given questionnaires to them while 73 did not return due to covid 19 restrictions. Research data was gathered through adapted questionnaires. permission was given to the authors through emails.

Questionnaire inventories were used after pilot testing before the final data collection of the study. Experts of the concerned field gave valued suggestions, and the validity and reliability of the tool was checked. Total item correlation of the scale also was checked before administering the tool for final data collection. The researcher follows all the research ethics during the collection of data for the study. Alignment of objectives, null hypothesis and statistical technique is given in table 3.6. Data analysis and results are discussed in chapter 4.

## **CHAPTER- 4**

### **ANALYSIS AND INTERPRETATION OF THE DATA**

It is based on quantitative analysis. The quantitative portion is further split up into two sections i.e., Descriptive, and inferential statistical analysis. Descriptive analysis is based on the frequency and percentage distribution of respondents. There is a need for descriptive statistics because of presenting large data in an efficient manner (Trochim & Donnelly, 2009). On the other hand, the inferential statistical analysis i-e independent sample t-test, ANOVA and Pearson correlation were also applied for data analysis. Results are presented for further elaboration in the following sections.

#### **Section I: Demographic Attributes of Teachers**

Demographic Variables of Teachers

#### **Section II: Descriptive Statistics**

Means and percentages of responses of teachers.

#### **Section III: Descriptive Analysis**

Mean score of research Objective no1, objective no 2, objective no 3.

#### **Section IV: Hypotheses Testing**

Inferential analysis i-e t- test, ANOVA, and Pearson correlation of research objective no 4, objective no 5, objective no 6 and objective no 7.

## SECTION-I

### Demographic Attributes of Teachers

Table. No. 4.1

*Analysis based on Gender*

*(n=614)*

Gender	Frequency	Percentage
Male	228	37.1%
Female	386	62.9%

Table No. 4.1 indicated the distribution of respondents according to their gender. 228 (37.1%) respondents were male, and 386 (62.9%) respondents were female who participated in the research.

Table. No. 4.2

*Distribution of respondents according to geographical area*

*(n=614)*

Residence Area	Frequency	Percentage
Rural	311	50.7%
Urban	303	49.3%

Table No. 4.2 indicates the distribution of respondents according to their geographical area. 311 (50.7%) respondents were from the rural area whereas, 303 (49.3%) respondents were representing the urban area as their residence. Although there was not much difference, the majority (50.7%) of respondents were representing the rural area.



Table. No. 4.3

*Distribution of respondents according to Qualification.* (n=614)

Qualification	Frequency	Percentage
Masters	417	67.9%
MPhil	197	32.1%

Table No. 4.3 indicated the distribution of respondents according to their qualifications. 197 (32.1%) respondents were post-graduate, and 417 (67.9%) respondents were with M. Phil qualification. The majority (67.9%) of respondents represented Masters as their qualification.

Table. No. 4.4

*Distribution of respondents according to job pay scale* (n=614)

Pay Scale	Frequency	Percentage
16	125	20.4%
17	366	59.6%
18	75	12.2%
19 and above	48	7.8%

Table No. 4.4 indicated the distribution of respondents according to their job pay scale. 125 (20.4%) respondents were having 16 as their job pay scale. 366 (59.6%) respondents were representing 17 as their job pay scale. 75 (12.2%) respondents represented 18 as their job pay scale while 48 (7.8%) respondents were those who have 19 and above as their job pay scale. The majority (59.6%) of respondents represented the 17 as their job pay scale.

Table. No. 4.5

*Analysis based on duration of job**(n=614)*

Duration	Frequency	Percentage
below 3 years	288	46.9%
3-5 years	145	23.6%
6-10 years	36	5.9%
11-20 years	96	15.6%
above 20 years	49	8.0%

Table No. 4.5 indicated the distribution of respondents according to their duration of the job. The analysis indicated that 288 (46.9%) respondents were those who have less than three years as their duration of job. There were 145 (23.6%) respondents indicating 3 -5 years as their duration of the job. Category with job duration 6 to 10 years indicates 36 (5.9%) respondents. 96 (15.6%) respondents were those who were serving 11 to 20 years while 49 (8.0%) respondents were representing the above 20 years as the duration of their job. The majority (46.9%) of respondents were having below 3 years as their duration of job.

## SECTION -II

### Descriptive Statistics on Research Data

#### 4.1 Awareness of Self

Table. No.4.6

*Frequencies and Percentage for Emotional intelligence regarding Awareness of Self  
(n=614)*

Sr. #	Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
		f (%)	f (%)	f (%)	f (%)	f (%)
1	I am aware when to speak my personal problems with others.	75 (12.2%)	37 (6.0%)	141 (23.0%)	139 (22.6%)	222 (36.2%)
2	I rely on my experiences while dealing with problems	35 (5.7%)	64 (10.4%)	102 (16.6%)	186 (30.3%)	227 (37.0%)
3	I look for that I will do well on most things I try	26 (4.2%)	40 (6.5%)	44 (7.2%)	170 (27.4%)	334 (54.4%)
4	Students have confidence in me for solving their academic problems	13 (2.1%)	53 (8.6%)	36 (5.9%)	156 (25.4%)	356 (58.0%)
5	I perceive it hard to understand the non-verbal messages of other people	118 (19.2%)	219 (35.4%)	115 (18.7%)	124 (20.2%)	38 (6.2%)
6	Certain major events of my life have led me to re-evaluate what is important and not important	39 (6.4%)	39 (6.4%)	86 (14.4%)	210 (34.2%)	240 (39.1%)
7	I see new possibilities whenever my mood changes	89 (14.5%)	12 (2.0%)	86 (14.0%)	169 (27.5%)	258 (42.0%)
8	Emotions makes my life worth living	67 (10.9%)	36 (5.9%)	73 (11.9%)	158 (25.7%)	280 (45.6%)

Table No. 4.6 indicates the frequencies and percentage distribution offer Emotional intelligence regarding Awareness of Self. The response of the respondents to the statement that “they know when to speak about their personal problems to others”. 75 (12.2%) respondents strongly disagreed, 37 (6.0%) disagreed. While 141 (23.0%) respondents were neutral. Moreover, 139 (22.6%) respondents agreed whereas,

222 (36.2%) respondents strongly agreed regarding the above item. The majority (36.2%) were respondents strongly agreed regarding the above item.

The respondent's response to the statement that "they relied on their experiences while dealing with problems". Whereas 35 (5.7%) respondents strongly disagreed whereas ,64 (10.4%) respondents disagreed with this statement. While 102 (16.6respondents %) respondents were neutral. Moreover, 186 (30.3%) agreed while the 227 (37.0%) respondents strongly agreed. The majority (37.0%) of respondents strongly agreed regarding the above item.

It was asked disagreed participant that" they expect that they done well on most things they tried." 26 (4.2%) respondents strongly disagreed, 40 (6.5%) respondents disagreed. 44 (7.2%) respondents were neutral. Moreover, 170 (27.4%) respondents agreed while the 334 (54.4%) respondents strongly agreed. The majority (54.4%) of respondents agreed regarding the above item.

The respondent's response on the statement that "students have confidence in them for solving their academic problems". 13 (2.1%) strongly disagreed with this statement. Whereas 53 (8.6%) respondents disagreed. 36 (5.9%) respondents were neutral. Moreover, 156 (25.4%) respondents agreed whereas, the 356 (58.0%) were strongly agreed. The majority (54.4%) of respondents strongly agreed regarding the above item.

The respondents respond on the statement that "They perceive it hard to respondents understand the non-verbal messages of other people". 118 (19.2%) respondents strongly disagreed; 219 (35.4%) respondents disagreed. Whereas115 (18.7%) respondents were neutral. Moreover, 124 (20.2%) respondents agreed whereas 38 (6.2%) respondents strongly agreed. The majority (35.4%) of respondents strongly

disagreed that they perceive it hard to understand the non-verbal messages of other people.

The respondents respond on the statement “certain major events of their life have led them to re-evaluate what is important and not important”. 39 (6.4%) respondents strongly disagreed; 39 (6.4%) respondents disagreed. While 86 (14.4%) respondents were neutral. 210 (34.2%) respondents agreed whereas, the 240 (39.1%) respondents strongly agreed. The majority (39.1%) of respondents strongly agreed regarding the above item.

The response of the statement that “they see new possibilities whenever their mood changes”. 89 (14.5%) respondents strongly disagreed; 12 (2.0%) respondents disagreed. 86 (14.0%) respondents were neutral. Moreover, 169 (27.5%) respondents agreed whereas, the 258 (42.0%) respondents strongly agreed regarding the above item. The majority (42.0%) respondents strongly agreed regarding the above item.

The respondent’s response on the statement “emotions are one of the things that make their life worth living”. 67 (10.9%) respondents strongly disagreed; 36 (5.9%) respondents disagreed. While 73 (11.9%) respondents were neutral. Moreover, 158 (25.7%) respondents agreed whereas 280 (45.6%) respondents strongly agreed. The majority (45.6%) of respondents agreed regarding the above item.

### 4.1.1 Management of Self

Table. No. 4.7

*Frequencies and Percentage for Emotional Intelligence scale regarding Management of self*

*(n=614)*

Sr. #	Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
		F (%)	f (%)	f (%)	f (%)	f (%)
1	I am aware of my emotions as I experience them	49 (8.0%)	51 (8.3%)	13 (2.1%)	180 (29.3%)	321 (52.3%)
2	I always expect good things to be happen	38 (6.2%)	25 (4.1%)	25 (4.1%)	130 (21.2%)	396 (64.5%)
3	I always like to share my feelings and emotions with others	159 (25.9%)	123 (20.0%)	114 (18.6%)	143 (23.3%)	75 (12.2%)
4	Whenever I experience a positive emotion, I am well aware how to make it last	40 (6.5%)	52 (8.5%)	107 (17.4%)	231 (37.6%)	184 (30.0%)
5	I often arranges-curricular activities for students so that they can enjoy and learn	77 (12.5%)	26 (4.2%)	124 (20.2%)	387 (63.0%)	77 (12.5%)
6	I always look for those activities that makes me happy	14 (2.3%)	39 (6.4%)	85 (13.8%)	151 (24.6%)	325 (52.9%)
7	I am aware of the non-verbal messages which I send to others	50 (8.1%)	89 (14.5%)	176 (28.7%)	116 (18.9%)	183 (29.8%)
8	I present myself in front of others in a way that makes a good impression on others	37 (6.0%)	11 (1.8%)	50 (8.1%)	156 (25.4%)	360 (58.6%)
9	Whenever I am in a positive mood, solving problems is an easy task for me	26 (4.2%)	35 (5.7%)	27 (4.4%)	107 (17.4%)	419 (68.2%)
10	I recognize the emotions of people they are experiencing, by looking at their facial expression.	13 (2.1%)	39 (6.4%)	88 (14.3%)	208 (33.9%)	266 (43.3%)
11	I am very aware of it why my emotions change	50 (8.1%)	40 (6.5%)	64 (10.4%)	128 (20.4%)	332 (54.1%)
12	Whenever I am in a positive mood, I can come up with new and creative ideas	24 (3.9%)	66 (10.7%)	49 (8.0%)	108 (17.6%)	367 (59.8%)
13	I have full control over my emotions	50 (8.1%)	61 (9.9%)	100 (16.3%)	138 (22.5%)	265 (43.2%)

14	I am easily recognizing my emotions as I experience them situation.	26 (4.2%)	49 (8.0%)	62 (10.1%)	171 (27.9%)	306 (49.8%)
15	I always motivate myself by imagining a good outcome to the tasks I take on	13 (2.1%)	57 (9.3%)	91 (14.8%)	182 (29.6%)	271 (44.1%)

Table No. 4.7 indicates the frequencies and percentage distribution of respondents for Emotional intelligence regarding managements of Self. The respondents Replied to the statement that “they were aware of their emotions as they experience them”. 49 (8.0%) respondents strongly disagreed; 51 (8.3%) respondents disagreed. While 13 (2.1%) respondents were neutral. Moreover 180 (29.3%) respondents agreed whereas 321 (52.3%) were strongly agreed. The majority (52.3%) of respondents agreed regarding the above item.

The response of the respondents on the statement that “they always expect good things to be happen”. 38 (6.2%) respondents strongly disagreed; 25 (4.1%) respondents disagreed. While 25 (4.1%) respondents were neutral. Moreover, 130 (21.2%) respondents agreed whereas, 396 (64.5%) respondents strongly agreed. The majority (64.5%) respondents were agreed regarding the above item that they always expect good things to happen.

The respondents replied to the statement that “they always like to share their feelings and emotions with others”. 159 (25.9%) respondents were strongly disagreed ,123 (20.0%) respondents disagreed. While 114 (18.6%) respondents’ response neutral. Moreover, 143 (23.3%) respondents agreed whereas 75 (12.2%) respondents strongly agreed. The majority (25.9%) respondents were strongly disagreed regarding the above item.

The respondents replied with the statement that “when they experience a positive emotion, they are well aware of it how to make it last”. 40 (6.5%) respondents strongly disagreed with this statement. 52 (8.5%) respondents disagreed. 107 (17.4%) respondents were neutral. 231 (37.6%) respondents agreed while the 184 (30.0%) respondents strongly agreed. The majority (37.6%) of respondents agreed that whenever they experience a positive emotion, they are well aware of how to make it last.

The respondents’ response on the statement that “they often arrange -curricular activities for students so that they can enjoy and learn”. 77 (12.5%) respondents strongly disagreed; 26 (4.2%) respondents disagreed. While 124 (20.2%) respondents were neutral. Moreover, 387 (63.0%) respondents agreed whereas 77 (12.5%) respondents strongly agreed. The majority (63.0%) of respondents agreed regarding the above item.

The respondents replied to the statement “they always look for those activities that makes them happy”. 14 (2.3%) respondents were disagreed ,39 (6.4%) respondents disagreed. 85 (13.8%) respondents were neutral. 151 (24.6%) were agreed whereas, 325 (52.9%) respondents strongly agreed. The majority (52.9%) of respondents strongly agreed regarding the above item.

The statement replied by the respondents “they are very well aware of the non-verbal messages which the other people send”. 50 (8.1%) respondents strongly disagreed; 89 (14.5%) respondents disagreed. 176 (28.7%) respondents were neutral. 116 (18.9%) respondents agreed while 183 (29.8%) respondents strongly agreed. The majority (29.8%) of respondents strongly agreed regarding the above item.



The respondents answered the statement “they present their self in a way that makes a good impression on others”. 37 (6.0%) respondents were disagreed ,11 (1.8%) respondents disagreed with. 50 (8.1%) respondents were neutral. 156 (25.4%) respondents agreed while the 360 (58.6%) respondents strongly agreed. The majority (58.6%) of respondents strongly agreed that they present themselves in a way that makes a good impression on others.

The respondent’s response on the statement that “they were in a positive mood, solving problems is easy task for them. 26 (4.2%) respondents strongly disagreed; 35 (5.7%) respondents disagreed. 27 (4.4%) respondents were neutral. 107 (17.4%) were agreed while the 419 (68.2%) respondents strongly agreed. The majority (68.2%) of respondents strongly agreed regarding the above item.

It was inquired from the respondents that “by looking at their facial expressions, they recognize the emotions people were experiencing”. 13 (2.1%) respondents were disagreed, 39 (6.4%) respondents disagreed. 88 (14. %) respondents were neutral. Moreover, 208 (33.9%) respondents agreed while the 266 (43.3%) respondents strongly agreed. The majority (43.3%) of respondents strongly agreed regarding the above item.

The respondent’s response on the statement that” they know why their emotions change”. 50 (8.1%) respondents strongly disagreed with this statement. Whereas 40 (6.5%) respondents disagreed. 64 (10.4%) respondents were neutral. 128 (20.8%) respondents agreed while the 332 (54.1%) respondents strongly agreed. The majority (54.1%) of respondents strongly agreed regarding the above item.

It was asked from the respondents that” when they were in a positive mood, they were able to come up with new and creative ideas.” 24 (3.9%) respondents strongly disagreed with this statement. Whereas 66 (10.7%) respondents disagreed. 49 (8.0%)

respondents neutral. 108 (17.6%) respondents agreed while the 367 (59.8%) respondents strongly agreed. The majority (59.8%) of respondents strongly agreed regarding the above item.

The respondent's response on the statement that whether "they have full control over their emotions". 50 (8.1%) respondents strongly disagreed with this statement". 61 (9.9%) respondents disagreed. 100 (16.3%) respondents were neutral. 138 (22.5%) respondents agreed while the 265 (43.2%) respondents strongly agreed. The majority (43.2%) of respondents strongly agreed regarding the above item.

It was asked by the respondents whether "they easily recognize their emotions as they experience them in a particular situation". 26 (4.2%) respondents strongly disagreed; 49 (8.0%) respondents disagreed. 62 (10.1%) respondents neutral. 171 (27.9%) respondents agreed while the 306 (49.8%) respondents strongly agreed. The majority (49.8%) of respondents strongly agreed regarding the above item.

It was asked from the respondents that "they motivate themselves by imagining a good outcome to the tasks they take on". 13 (2.1%) respondents strongly disagreed with this statement while 57 (9.3%) respondents disagreed. 91 (14.8%) respondents were neutral. 182 (29.6%) respondents agreed whereas, 271 (44.1%) respondents strongly agreed. The majority (44.1%) of respondents strongly agreed regarding the above item.

### 4.1.2 Social Awareness

Table. No. 4.8

*Frequencies and Percentage for Emotional intelligence regarding Social Awareness  
(n=614)*

Sr. #	Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
		F (%)	f (%)	f (%)	f (%)	f (%)
1	I complement to others whenever they have done something good	52 (8.5%)	63 (10.3%)	109 (17.8%)	390 (63.5%)	52 (8.5%)
2	I am very clear of the non-verbal messages other people send	52 (8.5%)	40 (6.5%)	137 (22.3%)	211 (34.4%)	174 (28.3%)
3	Whenever any other person tells me about an important event of his or her life, I mostly feel as though I also experienced this event myself	52 (8.25%)	74 (12.1%)	41 (6.7%)	225 (36.6%)	222 (36.2%)
4	Whenever I feel any change in my emotions, I tend to come up with new ideas	22 (3.6%)	62 (10.1%)	105 (17.1%)	234 (38.1%)	191 (31.1%)
5	Whenever I faced some new challenges, I give up.	248 (40.4%)	125 (20.4%)	62 (10.1%)	87 (14.2%)	92 (15.0%)

Table No. 4.8 indicates the frequencies and percentage distribution of respondents for Emotional intelligence regarding social awareness. It was inquired by the respondents that "they complement others whenever they have done something good". 52 (8.5%) respondents strongly disagreed with this statement while 63 (10.3%) respondents disagreed. 109 (17.8%) respondents were neutral. 390 (63.5%) respondents agreed whereas 52 (8.5%) respondents strongly agreed. The majority (63.5%) of respondents agreed regarding the above item.

The respondents' response on the statement that "they were clear of the non-verbal messages other people send". 52 (8.5%) respondents strongly disagreed with this statement while 40 (6.5%) respondents disagreed. 137 (22.3%) respondents were neutral. 211 (34.4%) respondents agreed whereas, 174 (28.3%) respondents strongly agreed. The majority (34.4%) of respondents agreed regarding the above item.

The participant response on the statement that "when any other person tells them about an important event of their life, they almost feel as though they experienced this event themselves self." 52 (8.5%) respondents strongly disagreed with this statement while 74 (12.1%) respondents disagreed. 41 (6.7%) respondents were neutral. 225 (36.6%) respondents were agreed whereas, 222 (36.2%) respondents were strongly agreed. The majority (36.6%) of respondents agreed regarding the above item.

The response of the respondents on the statement "when they feel a change in their emotions, they tend to come up with new ideas". 22 (3.6%) respondents strongly disagreed with this statement while 62 (10.1%) respondents disagreed. 105 (17.1%) respondents were neutral. Moreover, 234 (38.1%) respondents agreed whereas, 191 (31.1%) respondents strongly agreed. The majority (38.1%) of respondents agreed with the statement.

It was inquired by the respondents that "when they were faced with some new challenges, they give up". 248 (40.4%) respondents strongly disagreed with this statement while 125 (20.4%) respondents disagreed. 62 (10.1%) respondents were neutral. 87 (14.2%) respondents agreed whereas, 92 (15.0%) respondents were strongly agreed. The majority (40.4%) of respondents strongly disagreed.

### 4.1.3 Relationship Management

Table. No. 4.9

*Frequencies and Percentage for Emotional intelligence regarding Relationship Management (n=614)*

Sr. #	Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
		f (%)	f (%)	f (%)	f (%)	f (%)
1	While looking other people I come to know what they are feeling.	26 (4.2%)	51 (8.3%)	138 (22.5%)	312 (50.8%)	87 (14.2%)
2	I help other people feel better when they are down	26 (4.2%)	64 (10.4%)	166 (27.0%)	358 (58.3%)	26 (4.2%)
3	I use good moods to help myself keep trying in the face of obstacles	26 (4.2%)	53 (8.6%)	51 (8.3%)	197 (32.1%)	287 (46.7%)
4	I can tell how people are feeling by listening to the tone of their voice	37 (6.0%)	40 (6.5%)	36 (5.9%)	274 (44.6%)	227 (37.0%)
5	It is difficult for me to understand why people feel the way they do	26 (4.2%)	87 (14.2%)	146 (23.8%)	245 (39.9%)	110 (17.9%)

Table No. 4.9 indicates the frequencies and percentage distribution of respondents for emotional intelligence regarding relationship management. It was inquired from the respondents that “they know while looking at other people they come to know what they are feeling”. 26 (4.2%) respondents strongly disagreed with this statement. 51 (8.3%) respondents disagreed. 138 (22.5%) respondents were neutral. 312 (50.8%) respondents agreed while 87 (14.2%) respondents strongly agreed. The majority (50.8%) of respondents agreed that while looking at other people they come to know what other people are thinking.

It was inquired from the respondents that “they help other people feel better when they were down”. 26 (4.2%) strongly disagreed with this statement. 64 (10.4%) respondents disagreed. 166 (27.0%) respondents were neutral. 358 (58.3%) respondents agreed while 26 (4.2%) strongly agreed. The majority (58.3%) of respondents agreed regarding the above item.

The respondent’s response on the statement “they use good moods to help themselves keep trying in the face of obstacles”. 26 (4.2%) respondents strongly disagreed; 53 (8.6%) respondents disagreed. 51 (8.3%) respondents were neutral. 197 (32.1%) respondents agreed whereas, 287 (46.7%) respondents strongly agreed. The majority (46.7%) respondents strongly agreed that they use good moods to help themselves keep trying in the face of obstacles.

It was inquired from the respondents “they can tell how people were feeling by listening to the tone of their voice”. 37 (6.0%) respondents strongly disagreed; 40 (6.5%) respondents disagreed. 36 (5.9%) respondents were neutral. 274 (44.6%) respondents were agreed while the 227 (37.0%) respondents were strongly agreed. The majority (44.6%) of respondents agreed with the above statement.

The response of the respondents on the statement “it was difficult for them to understand why people feel the way they do”. 26 (4.2%) respondents strongly disagreed with this statement. 87 (14.2%) respondents disagreed. 146 (23.8%) respondents were neutral. 245 (39.9%) respondents agreed while the 110 (17.9%) respondents strongly agreed. The majority (39.9%) of respondents agreed regarding the above item.

## 4.2: Descriptive Measurement of Person Job Fit of Teachers

### 4.2.1 Cognitive Skill

Table. No. 4.10

*Frequencies and Percentage for Job Performance Scale based on Cognitive Skill  
(n=614)*

Sr. #	Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
		f (%)	f (%)	f (%)	f (%)	f (%)
1	My job requires inhibition response during the class activities	62 (10.1%)	74 (12.1%)	240 (39.1%)	212 (34.5%)	26 (4.2%)
2	My job requires enhanced attention	51 (8.3%)	13 (2.1%)	111 (18.1%)	330 (53.7%)	109 (17.8%)
3	There is a need for processing information speed at my workplace	64 (10.4%)	26 (4.2%)	89 (14.5%)	352 (57.3%)	109 (17.8%)
4	My job requires control and cognitive flexibility	36 (5.9%)	26 (4.2%)	130 (21.2%)	35 (5.6%)	87 (14.2%)
5	There is need of working memory while performing job related activities	25 (4.1%)	50 (8.1%)	92 (15.0%)	399 (65.0%)	48 (7.8%)
6	I need to have multiple simultaneous attention at workplace.	38 (6.2%)	38 (6.2%)	118 (19.2%)	336 (54.7%)	84 (13.7%)
7	Job related activities and task performance requires recognition from organization	35 (5.7%)	52 (8.5%)	106 (17.3%)	324 (52.8%)	97 (15.8%)
8	I need to prioritize assigned routine tasks at the workplace.	26 (4.2%)	38 (6.2%)	89 (14.5%)	352 (57.5%)	109 (17.8%)

Table No. 4.10 indicates the frequencies and percentage distribution of respondents for a person's job fit regarding cognitive Skill. It was inquired from the respondents that "their job requires inhibition response during the class activities". 62 (10.1%) respondents strongly disagreed with this statement. 74 (12.1%) respondents disagreed regarding the above item. 240 (39.1%) respondents were neutral. 212 (34.5%) respondents agreed while the 26 (4.2%) respondents strongly agreed. The majority

(39.1%) respondents were neutral that their job requires inhibition response during the class activities.

The respondent's response to the statement "their job requires enhanced attention". 51 (8.3%) respondents strongly disagreed with this statement. 13 (2.1%) respondents disagreed. 111 (18.1%) respondents were neutral. 330 (53.7%) respondents agreed while the 109 (17.8%) respondents strongly agreed. The majority (53.7%) of respondents agreed regarding the above item.

It was inquired from the respondents that "there was a need for processing information speed at their workplace". 64 (10.4%) respondents strongly disagreed with this statement. 26 (4.2%) respondents disagreed. 151 (24.6%) respondents were neutral. 309 (50.3%) respondents agreed while 64 (10.4%) respondents strongly agreed. The majority (50.3%) of respondents agreed as well as disagreed that there was a need for processing information speed at their workplace.

The respondent's response is that "their job requires control and cognitive flexibility". 36 (5.9%) respondents strongly disagreed with this statement. 26 (4.2%) respondents disagreed. 130 (21.2%) respondents were neutral. 335 (54.6%) respondents agreed while 87 (14.2%) respondents strongly agreed. The majority (54.6%) of respondents agreed regarding the above item.

The response of the respondents "there was need of working memory while performing job related activities". 25 (4.1%) respondents strongly disagreed with this statement. 50 (8.1%) respondents disagreed. 92 (15.0%) respondents were neutral. 399 (65.0%) respondents agreed whereas, 48 (7.8%) respondents strongly agreed. The majority (65.0%) of respondents agreed that there was a need for a working memory while performing job related activities.



The response on the statement “they need to have multiple simultaneous attention at workplace”. 38 (6.2%) respondents strongly disagreed with this statement. 38 (6.2%) of respondents disagreed. 118 (19.2%) respondents were neutral. 336 (54.7%) respondents agreed while 84 (13.7%) respondents strongly agreed. The majority (54.7%) of respondents agreed regarding the above item.

The statement related to ‘job related activities and task performance requires recognition from organization.’ 35 (5.7%) respondents strongly disagreed with this statement. 52 (8.5%) respondents disagreed. 106 (17.3%) respondents were neutral. 324 (52.8%) respondents agreed while 97 (15.8%) respondents strongly agreed. The majority (52.8%) of respondents agreed regarding the above item.

The statement related to “they need to prioritize assigned routine tasks at the workplace”. 26 (4.2%) respondents strongly disagreed with this statement. 38 (6.2%) of respondents disagreed. 89 (14.5%) respondents were neutral. 352 (57.3%) respondents agreed while the 109 (17.8%) respondents strongly agreed. The majority (57.3%) of respondents agreed regarding the above item.

## 4.2.2 Technical, Functional and office Skill

Table. No. 4.11

*Frequencies and Percentage for Job Performance Scale based on Technical, functional and office skill (n=614)*

Sr. #	Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
		f (%)	f (%)	f (%)	f (%)	f (%)
1	I should have worked knowledge about my job	0 (0%)	24 (3.9%)	105 (17.1%)	323 (52.6%)	162 (26.4%)
2	Administration assesses employees based on their competence	0 (0%)	50 (8.1%)	142 (23.1%)	378 (63.0%)	35 (5.7%)
3	Performance is the basic indicator for determining the person for job	11 (1.8%)	40 (6.5%)	117 (19.1%)	335 (52.9%)	121 (19.7%)
4	Working relations are essential for a person.	11 (1.8%)	12 (2.0%)	153 (24.9%)	323 (52.6%)	115 (18.7%)
5	Placing a person requires innovative ideas.	0 (0.0%)	24 (3.9%)	153 (25.2%)	336 (54.7%)	99 (16.1%)
6	Engagements and accountability are essentials for a person in the job	24 (3.9%)	64 (10.4%)	194 (31.6%)	280 (45.6%)	127 (20.7%)
7	Management is a necessary tool for job.	24 (3.9%)	11 (1.8%)	107 (17.4%)	230 (37.5%)	242 (39.4%)
8	Ability to work in diverse environment determine a person for the job	37 (6.0%)	194 (31.6%)	243 (39.6%)	140 (22.8%)	37 (6.0%)
9	My job requires adaptability to the situation and environment.	22 (3.6%)	53 (8.6%)	120 (19.5%)	343 (55.9%)	76 (12.4%)

Table No. 4.11 indicates the frequencies and percentage distribution of respondents for person job fit based on technical, functional and office skill. It was inquired from the respondents that “they should have worked knowledge about their job”. 0 (0.0%) respondents strongly disagreed with this statement. 24 (3.9%)

respondents disagreed. 105 (17.1%) respondents were neutral. 323 (52.6%) respondents agreed while the 162 (26.4%) respondents strongly agreed. The majority (52.6%) of respondents agreed regarding the above item.

The respondent's response related to the statement "administration assesses employees based on their competence". 0 (0.0%) respondents strongly disagreed with this statement. 50 (8.1%) respondents disagreed. 142 (23.1%) respondents were neutral. 387 (63.0%) respondents agreed while 35 (5.7%) respondents strongly agreed. The majority (63.0%) of respondents agreed regarding the above item.

It was inquired from the respondents that "performance was the basic indicator for determining the person for job". 11 (1.8%) respondents strongly disagreed with this statement. 40 (6.5%) respondents disagreed. 117 (19.1%) respondents were neutral. 325 (52.9%) respondents agreed while the 121 (19.7%) respondents strongly agreed. The majority (52.9%) of respondents agreed regarding the above item.

It was inquired by the respondents that "working relations were essential for a person". 11 (1.8%) respondents strongly disagreed ;12 (2.0%) respondents disagreed. 153 (24.9%) respondents were neutral. 323 (52.6%) respondents agreed whereas,115 (18.7%) respondents strongly agreed. The majority (52.6%) of respondents agreed regarding the above item.

The response of the respondents related to the statement "engagements and accountability were essentials for a person in the job". 24 (3.9%) respondents strongly disagreed with this statement. 64 (10.4%) respondents disagreed. 119 (19.4%) respondents were neutral. 280 (45.6%) respondents agreed while 127 (20.7%) respondents strongly agreed. The majority (45.6%) of respondents agreed that engagement and accountability were essential for a person in the job.

It was inquired from the respondents that “management was necessary tool for job”. 24 (3.9%) respondents strongly disagreed with this statement. 11 (1.8%) respondents disagreed. 107 (17.4%) respondents were neutral. 230 (37.5%) respondents agreed while 242 (39.4%) respondents strongly agreed. The majority (39.4%) of respondents strongly agreed that management was a necessary tool for job.

It was inquired from the that “ability to work in diverse environment determine a person for the job”. 37 (6.0%) respondents strongly disagreed with this statement. 194 (31.6%) respondents disagreed. 243 (39.6%) respondents were neutral. 140 (22.8%) respondents agreed while 37 (6.0%) respondents strongly agreed. The majority (39.6%) respondents neutral that ability to work in diverse environment determine a person for the job.

It was inquired from the respondents that “their job requires adaptability to the situation and environment”. 22 (3.6%) respondents strongly disagreed with this statement. 53 (8.6%) respondents disagreed. 120 (19.5%) were neutral. 343 (55.9%) respondents agreed while 76 (12.4%) respondents strongly agreed. The majority (55.9%) respondents were neutral that their job requires adaptability to the situation and environment.

### 4.2.3 Job Knowledge

Table. No. 4.12

*Frequencies and Percentage for Job Performance Scale based on Job Knowledge*

(n=614)

Sr. #	Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
		f (%)	f (%)	f (%)	f (%)	f (%)
1	Ability to communicate is a vital aspect for determining level of class person should teach	36 (5.9%)	101 (16.4%)	377 (61.4%)	100 (16.3%)	36 (5.9%)
2	My job placement requires interpersonal relationships	25 (4.1%)	49 (8.0%)	187 (30.5%)	275 (44.8%)	87 (12.7%)
3	My job requires teamwork	36 (5.9%)	51 (8.3%)	145 (23.6%)	268 (43.6%)	114 (18.6%)
4	A teacher with ability to have student centered learning is essential element for job	25 (4.1%)	50 (8.1%)	89 (14.5%)	309 (50.3%)	141 (23.0%)
5	My job requires flexibility in decision making	14 (2.3%)	37 (6.0%)	73 (11.9%)	336 (54.7%)	154 (25.1%)
6	My job is challenging and learning focused.	49 (8.0%)	54 (8.8%)	87 (14.2%)	362 (53.1%)	98 (16.0%)
7	My duties need creativity/innovation	11 (1.8%)	27 (4.4%)	104 (16.9%)	348 (56.7%)	124 (20.2%)
8	It is important to have technology skills for my duties.	0 (0.0%)	36 (5.9%)	75 (12.2%)	328 (53.45%)	175 (28.5%)
9	I am independent in my job task performances	25 (4.1%)	101 (16.4%)	126 (20.5%)	302 (49.2%)	60 (9.8%)

Table No. 4.12 indicates the frequencies and percentage distribution of respondents for a person's job fit based on job knowledge. It was inquired from the respondents that "ability to communicate was a vital aspect for determining level of class person should teach". 36 (5.9%) respondents strongly disagreed with this statement. 101 (16.4%) respondents disagreed. 377 (61.4%) respondents were neutral. 100 (16.3%) respondents agreed whereas 36 (5.9%) respondents strongly agreed. The

majority (61.4%) respondents were neutral that ability to communicate was a vital aspect for determining the level of class a person should teach.

The respondents replied to the statement “their job placement requires interpersonal relationships”. 25 (4.1%) respondents strongly disagreed with this statement. 49 (8.0%) respondents disagreed. 187 (30.5%) respondents were neutral. 275 (44.8%) respondents agreed while 78 (12.7%) respondents strongly agreed. The majority (44.8%) of respondents agreed that their job placement requires interpersonal relationships.

It was inquired from the respondents that “their job requires teamwork”. 36 (5.9%) respondents strongly disagreed with this statement”. 51 (8.3%) respondents disagreed. 145 (23.6%) respondents were neutral. 268 (43.6%) respondents agreed while the 114 (18.6%) respondents strongly agreed. The majority (43.6%) of respondents agreed regarding the above item.

It was inquired from the respondents that “a teacher with ability to have student centered learning was essential element for job”. 25 (4.1%) respondents strongly disagreed with this statement. 50 (8.1%) respondents disagreed. 89 (14.5%) respondents were neutral. 309 (50.3%) respondents agreed whereas, 141 (23.0%) respondents strongly agreed. The majority (50.3%) of respondents agreed regarding the above item.

It was inquired from the respondents that “their job requires flexibility in decision making”. 14 (2.3%) respondents strongly disagreed with this statement. 37 (6.0%) respondents disagreed. 73 (11.9%) respondents were neutral. 336 (54.7%) respondents agreed while the 154 (25.1%) respondents strongly agreed. The majority (54.7%) of respondents agreed that their job requires flexibility in decision making. It

was inquired from the respondents that whether their job was challenging and learning focused. 49 (8.0%) respondents strongly disagreed ;54 (8.8%) respondents disagreed. 87 (14.2%) respondents were neutral. 326 (53.1%) respondents agreed while the 98 (16.0%) respondents strongly agreed. The majority (53.1%) of respondents agreed regarding the above item.

The respondent's response on the statement "their duties need creativity/innovation". 11 (1.8%) respondents strongly disagreed with this statement. 27 (4.4%) respondents disagreed. 104 (16.9%) respondents were neutral. 348 (56.7%) respondents agreed while the 124 (20.2%) respondents strongly agreed. The majority (56.7%) of respondents strongly agreed regarding the above item.

It was inquired from the respondents that "it was important to have technology skills for their duties". 0 (0.0%) respondents strongly disagreed with this statement. 36 (5.9%) respondents disagreed. 75 (12.2%) respondents were neutral. 328 (53.4%) respondents agreed whereas,175 (28.5%) respondents strongly agreed. The majority (53.4%) respondents were neutral that it was important to have technology skills for their duties.

It was inquired from the respondents that "they were independent in their job task performances". 25 (4.1%) respondents strongly disagreed ,101 (16.4%) respondents disagreed. 126 (20.5%) respondents were neutral. 302 (49.2%) respondents agreed while 60 (9.8%) respondents strongly agreed. The majority (55.9%) respondents were neutral that their job task performances.

## 4.2.4 Previous Experience

Table. No. 4.13

*Frequencies and Percentage for Job Performance Scale based on Previous Experience  
(n=614)*

Sr. #	Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
		f (%)	f (%)	f (%)	f (%)	F (%)
1	My school assess eligibility based on person's overall experience	11 (1.8%)	66 (10.7%)	113 (18.4%)	337 (59.0%)	87 (14.2%)
2	My organization employee those individuals who have job related professional degrees	13 (2.1%)	76 (12.4%)	74 (12.1%)	362 (59.0%)	89 (14.5%)

Table No. 4.13 indicates the frequencies and percentage distribution of respondents for a person's job fit based on previous experience. It was inquired from the respondents that "their school assesses eligibility based on person's overall experience" 11 (1.8%) respondents strongly disagreed with this statement. 66 (10.7%) respondents disagreed. 113 (18.4%) respondents were neutral. 337 (54.9%) respondents agreed while 87 (14.2%) respondents strongly agreed. The majority (54.9%) of respondents agreed regarding the above item.

It was inquired from the respondents that "their organization employee those individuals who have job related professional degrees". 13 (2.1%) respondents strongly disagreed with this statement. 76 (12.4%) respondents disagreed. 74 (12.1%) respondents were neutral. 362 (59.0%) respondents agreed while 89 (14.5%) respondents strongly agreed. The majority (59.0%) of respondents agreed regarding the above item.



## 4.2.5 Attitude towards Job Tasks

Table. No. 4.14

*Frequencies and Percentage for Job Performance Scale based on Attitude towards job task  
(n=614)*

Sr. #	Statement	Strongly disagree f (%)	disagree f (%)	Neutral f (%)	Agree f (%)	Strongly agree f (%)
1	Assigned job tasks from the administration have deadlines.	13 (2.1%)	56 (9.1%)	125 (20.4%)	372 (60.6%)	48 (7.8%)
2	Motivation is required for the performance of job-related activities.	13 (2.1%)	30 (4.9%)	63 (10.3%)	385 (62.7%)	123 (20.0%)
3	Administration has check on employees regarding their attitude for utilization of available resources	13 (2.1%)	37 (6.0%)	115 (18.7%)	401 (65.3%)	48 (7.8%)
4	There is mechanism of accountability for the utilization of school resources by the employees	36 (2.1%)	26 (6.0%)	130 (18.7%)	35 (65.3%)	87 (7.8%)
5	Dealing with the other colleagues is also considered at workplace for evaluation of an employee	66 (10.7%)	98 (16.0%)	385 (62.7%)	65 (10.6%)	66 (10.7%)

Table No. 4.14 indicates the frequencies and percentage distribution of respondents for a person job fit based on attitude towards job tasks. It was inquired from the respondents “assigned job tasks from the administration have deadlines”. 13 (2.1%) respondents strongly disagreed; 56 (9.1%) respondents disagreed. 125 (20.4%) respondents were neutral. 372 (60.6%) respondents agreed while the 48 (7.8%) respondents strongly agreed. The majority (60.6%) respondents agreed that assigned

job tasks from the administration have deadlines.

The statement related to “motivation was required for the performance of job-related activities”. 13 (2.1%) respondents strongly disagreed with this statement. 30 (4.9%) respondents disagreed. 63 (10.3%) respondents were neutral. 385 (62.7%) respondents agreed while 123 (20.0%) respondents strongly agreed. The majority (62.7%) of respondents agreed regarding the above item.

The respondent’s response “administration has check on employees regarding their attitude for utilization of available resources”. 13 (2.1%) respondents strongly disagreed with this statement. 37 (6.0%) respondents disagreed. 115 (18.7%) respondents were neutral. 401 (65.3%) respondents agreed while the 48 (7.8%) respondents strongly agreed. The majority (65.3%) of respondents agreed regarding the above item.

It was inquired by the respondents that” there was mechanism of accountability for the utilization of school resources by the employees”. 13 (2.1%) respondents strongly disagreed ;50 (8.1%) respondents disagreed. 163 (26.5%) respondents were neutral. 291 (47.4%) respondents agreed while the that whether dealing with the other colleagues also considered at workplace for evaluation of an employee. 66 (10.7%) respondents strongly disagreed; 98 (16.0%) respondents disagreed. 385 (62.7%) respondents were neutral. 65 (10.6%) respondents agreed while the 66 (10.7%) respondents strongly agreed regarding the above item. The majority (62.7%) respondents were neutral that dealing with the other colleagues also considered at workplace for evaluation of an employee.

### 4.3 Descriptive Measures of Job Performance of Teachers

#### 4.3.1 Reward

Table. No. 4.15

*Frequencies and Percentage for Job Performance Scale based on Reward  
(n=614)*

Sr. #	Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
		f (%)	f (%)	f (%)	f (%)	f (%)
1	I believe financial rewards (salary, bonus, and other perks) could increase motivation at workplace	39 (6.4%)	203 (33.1%)	36 (5.9%)	200 (32.6%)	327 (53.3%)
2	I am satisfied with the company pay structure	40 (6.5%)	35 (5.7%)	76 (12.4%)	259 (42.2%)	36 (5.9%)
3	I believe rewards should be based on performance	290 (47.2%)	113 (18.4%)	25 (4.1%)	264 (43.0%)	290 (47.2%)
4	My administrator recognizes the extra effort that I put at workplace	53 (8.6%)	64 (10.4%)	65 (10.6%)	283 (46.3%)	100 (16.3%)
5	Performance appraisal influence pay raise	13 (2.1%)	12 (2.0%)	115 (18.7%)	271 (44.1%)	151 (24.6%)

Table No. 4.15 indicates the frequencies and percentage distribution of respondents for job performance based on reward. It was inquired by the respondents that “they believe financial rewards (salary, bonus, and other perks) could increase motivation at workplace”.39 (6.4%) respondents strongly disagreed.203 (33.1%)

respondents disagreed. 36 (5.9%) respondents were neutral.200 (32.6%) respondents agreed.327 (53.3%) respondents strongly agreed with this statement. The majority (53.3%) respondents strongly agreed regarding the above item.

It inquired from the respondents that “they were satisfied with the company pay structure” .40 (6.5%) respondents strongly disagreed regarding the above item. 35 (5.7%) respondents disagreed regarding the above item.76 (12.4%) respondents were neutral. 259 (42.2%) agreed regarding the above item. whereas 36 (5.9%) respondents strongly agreed regarding the above items. The majority (42.2%) of respondents agreed regarding the above item.

The response related to “they believe rewards should be based on performance”. 290 (47.2%) respondents strongly disagreed with this statement.113 (18.4%) respondents disagreed regarding the above items. Whereas 25 (4.1%) respondents neutral in their response. 264 (43.0%) respondents agreed regarding the above item. while the 290 (47.2%) respondents strongly agreed regarding the above item. The majority (47.2%) of respondents strongly agreed regarding the above item.

It inquired from the respondents that “their administrator recognizes the extra effort that they put at workplace” .53 (8.6%) respondents were strongly disagreed regarding the above item while 64 (10.4%) were disagreed regarding the statement 65 (10.6%) respondents were neutral. While 283 (46.3%) respondents agreed regarding the statement 100 (16.35%) respondents strongly agreed regarding the above item. The majority (46.1%) of respondents agreed regarding the above item.

It was inquired from the respondents “they believe performance appraisal influence pay raise”. 13 (2.1%) respondents strongly disagreed regarding the above item. Whereas12 (2.0%) respondents disagreed regarding the above item.115 (18.7%)

respondents were neutral while 271 (44.1%) respondents agreed regarding the statement 151 (24.6%) respondents strongly agreed regarding the above item. The majority (44.1%) of respondents agreed regarding the above item.

### 4.3.2 Promotion

Table. No. 4.16

*Frequencies and Percentage for Job Performance Scale based on Promotion (n=614)*

Sr. #	Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
		f (%)	f (%)	f (%)	f (%)	f (%)
1	I believe promotion should be based on job performance at the workplace	13 (2.1%)	11 (1.8%)	25 (4.1%)	265 (43.2%)	300 (48.9%)
2	My administrator always encourages me to perform well so to achieve promotion opportunities	24 (3.9%)	75 (12.2%)	82 (13.4%)	231 (37.6%)	202 (32.9%)
3	My school provides fair promotion opportunities to the employees	27 (4.4%)	125 (20.0%)	129 (21.0%)	272 (44.3%)	61 (9.9%)
4	I am satisfied with my chances for promotion	51 (8.3%)	100 (16.3%)	136 (22.1%)	229 (37.3%)	98 (16.0%)
5	I have equal opportunities of getting promotion with other colleagues with similar qualification	36 (5.9%)	117 (19.1%)	56 (9.1%)	319 (52.0%)	86 (14.0%)

Table No. 4.16 indicates the frequencies and percentage distribution of respondents for job performance based on promotion. It was inquired from the respondents “they believe promotion should be based on job performance at the workplace”. 13 (2.1%) respondents strongly disagreed; 11 (1.8%) respondents agreed regarding the above item. 25 (4.1%) respondents were neutral .265 (43.2%) respondents

agreed whereas,300 (48.9%) respondents strongly agreed.

The majority (48.9%) of respondents strongly agreed regarding the above item. The respondent's response to the statement "their administrator always encourages them to perform well so to achieve promotion opportunities". 24 (3.9%) respondents strongly disagreed with this statement 75 (12.2%) respondents disagreed.82 (13.4%) respondents were neutral.231 (37.6%) respondents agreed whereas,202 (32.9%) respondents strongly agreed regarding the above item. The majority (37.6%) of respondents agreed regarding the above item.

The respondent's response "their school provides fair promotion opportunities to the employees." 27 (4.4%) respondents strongly disagreed with this statement.125 (20.0%) respondents disagreed regarding the above item. While 129 (21.0%) respondents were neutral.272 (44.3%) respondents agreed whereas,61(9.9%) respondents strongly agreed. The majority (44.3%) of respondents agreed regarding the above item.

The respondents replied, "they were satisfied with their chances for promotion". 51 (8.3%) respondents strongly disagreed with this statement while 100 (16.3%) respondents disagreed 136 (22.1%) respondents were neutral. 229 (37.3%) respondents agreed whereas,98 (16.0%) respondents strongly agreed. The majority (37.3%) of respondents agreed regarding the above item.

The respondent's response "they have equal opportunities for getting a promotion with other colleagues with similar qualification." 36 (5.9%) respondents strongly disagreed with this statement .117(19.1%) respondents disagreed.56 (9.1%) respondents were neutral.319 (52.0%) respondents agreed while 86 (14.0%) respondents were strongly agreed. The majority (52.0%) of respondents agreed

regarding the above item.

### 4.3.3 Flexible Scheduling

Table. No. 4.17

*Frequencies and Percentage for Job Performance Scale based on Flexible Scheduling  
(n=614)*

Sr. #	Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
		f (%)	f (%)	f (%)	f (%)	f (%)
1	I prefer flexible working hours rather than fixed working hours	24 (3.9%)	47 (7.7%)	97 (15.8%)	330 (53.7%)	116 (18.9%)
2	Flexible working hours motivate me to be more efficient	11 (1.8%)	57 (9.3%)	138 (22.5%)	303 (49.3%)	105 (17.1%)
3	I believe flexible working hours could provide a relaxing/adaptable working environment	37 (6.0%)	22 (3.6%)	100 (16.3%)	273 (44.5%)	182 (29.6%)
4	Flexible working hours allow me to have autonomy over my work	11 (1.8%)	57 (9.3%)	138 (22.5%)	303 (49.3%)	105 (17.1%)
5	I desire to have flexibility in work so that I can have work-life balance	11 (1.8%)	26 (4.2%)	89 (14.5%)	356 (58.0%)	132 (21.5%)

Table No. 4.17 indicates the frequencies and percentage distribution of respondents for job performance based on flexible scheduling. It was inquired from the respondents that “they prefer flexible working hours rather than fixed working hours”. 24 (3.9%) respondents strongly disagreed regarding the statement 47 (7.7%) respondents disagreed regarding the above item. While 97 (15.8%) respondents’ response neutral.330 (53.7%) respondents agreed regarding the statement 116 (18.9%) respondents strongly agreed regarding the above item. The majority (53.7%) of respondents agreed regarding the above item.

It was inquired from the respondents that “the flexible working hours allow

them to have autonomy over their work”. 11 (1.8%) respondents strongly disagreed regarding the above item. Whereas 57 (9.3%) respondents disagreed regarding the above item. While 138 (22.5%) respondents’ response was neutral. 303 (49.3%) respondents agreed regarding the above item. Whereas 105 (17.1%) respondents strongly agreed regarding the above item. The majority (49.3%) of respondents agreed regarding the above item.

The response of the respondents on the statement “they believe flexible working hours could provide a relaxing/adaptable working environment”. 37 (6.0%) respondents strongly disagreed regarding the above item. Whereas 22 (3.6%) respondents disagreed regarding the above item. While 100 (16.3%) respondents’ response neutral. 273 (44.5%) respondents agreed regarding the statement 182 (29.6%) respondents strongly agreed regarding the above item. The majority (44.5%) of respondents agreed regarding the above item.

The statement related to “flexible working hours allow them to have autonomy over my work” .11 (1.8%) respondents strongly disagreed regarding the statement 57 (9.3%) respondents disagreed regarding the above item. While 138 (22.5%) respondents’ response neutral. Moreover 303 (49.3%) respondents agreed regarding the statement 105 (17.1%) respondents strongly agreed regarding the above item. The majority (49.3%) of respondents agreed regarding the above item.

The response of respondents related to “they desire to have flexibility in work so that they can have work-life balance”. 11 (1.8%) respondents strongly disagreed regarding the above item. Whereas 26 (4.2%) respondents disagreed regarding the above item. While 89 (1.8%) respondents were response neutral. Moreover 356 (58.0%) respondents agreed regarding the statement 132 (21.5%) respondents strongly agreed regarding the above item. The majority (58.0%) of respondents agreed regarding the



above item.

### 4.3.4 Training

Table. No. 4.18

*Frequencies and Percentage for Job Performance Scale based on Training (n=614)*

Sr. #	Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
		f (%)	f (%)	F (%)	f (%)	f (%)
1	I have training opportunities to learn and enhance my knowledge	13 (2.1%)	65 (10.6%)	87 (14.2%)	260 (42.3%)	189 (30.8%)
2	My administrator has variety of training programs to improve employee's ability	40 (6.5%)	87 (14.2%)	103 (16.8%)	274 (44.6%)	110 (17.9%)
3	The training programs improve decision-making skills	13 (2.1%)	24 (3.9%)	40 (6.5%)	347 (56.5%)	190 (30.9%)
4	I have been trained with all skills that are needed to perform my job	194 (31.6%)	84 (14.0%)	50 (8.1%)	284 (46.3%)	194 (31.6%)
5	Overall, the training I receive meets the needs of my job	117 (19.1%)	62 (10.1%)	65 (10.6%)	370 (60.3%)	117 (19.1%)

Table No. 4.18 indicates the frequencies and percentage distribution of respondents for job performance based on training. It was inquired from the respondents that "they have training opportunities to gain experience and enhance their knowledge". 13 (2.1 %) respondents were strongly disagreed regarding the statement 65 (10.6%) respondents were disagreed 87 (14.2%) respondents' response neutral. Moreover, 260 (42.3%) respondents agreed whereas, 189 (30.8%) respondents strongly agreed regarding the above item. The majority (42.3%) of respondents agreed regarding the above item.

The respondent's response "their administrator has variety of training programs

to improve employee's ability".40 (6.5%) respondents strongly disagreed regarding the above item whereas;87 (14.2%) respondents disagreed regarding the above item. While 103 (16.8%) respondents' response neutral. Moreover, 274 (44.6%) respondents agreed whereas, 110 (17.9%) respondents strongly agreed regarding the above item. The majority (44.6%) of respondents agreed regarding the above item.

It was inquired from the respondents that "the training programs improve decision-making skills". 13 (2.1%) respondents strongly disagreed regarding the above item. whereas24 (3.9%) respondents disagreed regarding the above item. While 40 (6.5%) respondents were neutral. Moreover,347 (56.5%) respondents agreed regarding the statement,190 (30.9%) respondents strongly agreed regarding the above items. The majority (56.5%) of respondents agreed regarding the above item.

It inquired from the respondents whether they had been trained with all skills that were needed to perform their job. 194 (31.6%) respondents strongly disagreed Whereas,84 (14.0%) respondents disagreed regarding the above item. While 50 (8.1%) respondents were neutral. Moreover,284 (46.3%) respondents agreed whereas, 194 (31.6%) respondents strongly agreed regarding the above item. The majority (46.3%) of respondents agreed regarding the above item.

It inquired from the respondents that "overall, the training they receive meets the needs of my job." 117 (19.1%) respondents strongly disagreed Whereas,62 (10.1%) respondents disagreed regarding the above item. While 65 (10.6%) respondents' response neutral. Moreover 370 (60.3%) respondents agreed whereas 117 (19.1%) respondents strongly agreed regarding the above item. The majority (60.3%) of respondents agreed regarding the above item.

### 4.3.5 Working Environment

Table. No. 4.19

*Frequencies and Percentage for Job Performance Scale based on Working.*

*Environment*

*(n=614)*

Sr. #	Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
		f (%)	f (%)	f (%)	f (%)	f (%)
1	I like challenging task as it provides opportunity to increase knowledge and creativity.	283 (46.1%)	13 (2.1%)	51 (8.3%)	267 (43.5%)	283 (46.1%)
2	I am satisfied with the working condition at my workplace.	14 (2.3%)	51 (8.3%)	131 (21.3%)	307 (50.0%)	111 (18.1%)
3	I understand the importance to value and respect my colleague.	300 (48.9%)	23 (3.7%)	53 (8.6%)	238 (38.8%)	300 (48.9%)
4	My job brings positive changes to me.	25 (4.1%)	13 (2.1%)	89 (14.5%)	220 (35.8%)	267 (43.5%)
5	My administration always encourages and guide me in the performance of my work.	13 (2.1%)	63 (10.3%)	84 (13.7%)	256 (41.7%)	198 (32.2%)
6	My performance is better than that of my colleagues with similar qualifications.	153 (24.9%)	51 (8.3%)	151 (24.6%)	259 (42.2%)	153 (24.9%)
7	I am satisfied with my performance at workplace.	188 (30.6%)	39 (6.4%)	53 (8.6%)	334 (54.4%)	188 (30.6%)
8	I am committed to have continuous quality improvement in my work.	176 (28.7%)	24 (3.9%)	64 (10.4%)	350 (57.0%)	176 (28.7%)
9	I have good support from my colleagues in handling my tasks.	13 (2.1%)	37 (6.0%)	93 (15.1%)	345 (56.2%)	126 (20.5%)

Table No. 4.19 indicates the frequencies and percentage distribution of respondents for job performance based on training. It inquired from the respondents that “they like challenging task as it provides opportunity to increase knowledge and creativity “283 (46.1%) respondents were strongly disagreed regarding the statement, 13 (2.1%) respondents were disagreed regarding the above item. While 51 (8.3%) respondents’ response neutral. Moreover 267 (43.5%) respondents agreed whereas 283 (46.1%) respondents strongly agreed regarding the above item. Most respondents strongly disagreed as well as strongly agree regarding the above item.

It inquired from the respondents that “they were satisfied with the working condition at my workplace.” 14(2.3%) respondents strongly disagreed regarding the statement; 51(8.3%) respondents disagreed regarding the above item. While 131 (21.3%) respondents’ response neutral. Moreover, 307 (50.0%) respondents agreed whereas, 111 (18.1%) respondents strongly agreed regarding the above item. The majority (50.0%) of respondents agreed regarding the above item.

It was inquired from the respondents that “they the importance to value and respect their colleague.” 300 (48.9%) respondents strongly disagreed regarding the above item. Whereas 23 (3.7%) respondents disagreed regarding the above item. While 53 (8.6%) respondents’ response neutral. Moreover 238 (38.8%) respondents agreed whereas, 300 (48.9%) respondents strongly agreed regarding the above item. The majority (48.9%) respondents strongly agreed as well as (48.9%) respondents strongly disagreed regarding the above item.

The response of the respondents on the statement “their job brings positive changes to them” .25 (4.1%) respondents strongly disagreed regarding the statement; 13 (2.1%) respondents disagreed regarding the above item. While 89 (14.5%) respondents’

response neutral. Moreover, 220 (35.8%) respondents agreed whereas, 267 (43.5%) respondents strongly agreed regarding the above item. The majority (43.5%) of respondents strongly agreed regarding the above item.

It was inquired by the respondents that “their administration always encourages and guides them in the performance of their work”. 13 (2.1%) respondents strongly disagreed regarding the above item. whereas 63 (10.3%) respondents disagreed regarding the above item. While 84 (13.7%) respondents were neutral. Moreover 256 (42.2%) respondents agreed whereas 198 (32.2%) respondents strongly agreed regarding the above item. The majority (41.7%) of respondents agreed regarding the above item.

The respondent’s response “their performance was better than that of their colleagues with similar qualifications”. 153 (24.9%) respondents strongly disagreed regarding the above item. Whereas 51 (8.3%) respondents disagreed regarding the above item. while 151 (24.6%) respondents were neutral. Moreover 259 (42.2%) respondents agreed whereas ,153 (24.9%) respondents strongly agreed regarding the above item. The majority (42.2%) of respondents agreed regarding the above item.

It was inquired from the respondents that “they were satisfied with their performance at workplace”. 188 (30.6%) respondents strongly disagreed regarding the above item. Whereas 39 (6.4%) respondents disagreed regarding the above item. While 53 (8.6%) respondents were neutral. Moreover 334 (54.45%) respondents agreed whereas, 188 (30.6%) respondents strongly agreed regarding the above item. The majority (54.4%) respondents agreed regarding the above item thitherward satisfied with their performance at the workplace.

It was inquired from the respondents that “they were committed to have

continuous quality improvement in their work”. 176 (28.7%) respondents strongly disagreed regarding the statement;24 (3.9%) respondents disagreed regarding the above item. While 64 (10.4%) respondents were neutral. Moreover,350 (57.0%) respondents were agreed Whereas 176 (28.7%) respondents were strongly agreed regarding the above item. The majority (57.0%) of respondents agreed regarding the above item. The respondent’s response was that “they have good support from their colleagues in handling their tasks”. 13 (2.1%) respondents strongly disagreed regarding the statement;37 (6.0%) respondents disagreed regarding the above item. While 93 (15.1%) respondents were neutral. Moreover,345 (56.2%) participants agreed whereas,126 (20.2%) respondents strongly agreed regarding the above item. The majority (56.2%) of respondents agreed regarding the above item.

## SECTION – III

### Descriptive Analysis of the Research Objectives

#### 4.4 Descriptive Analysis

**Objective-1: To assess the emotional intelligence of teachers at the higher secondary level.**

*Table. No. 4.20*

*Mean Score of Emotional Intelligence and its sub scales.*

<i>(n=614)</i>			
Sr. No.	Emotional Intelligence	Mean	Remarks
1	Awareness of Self	3.77	Agree
2	Management of Self	3.99	Agree
3	Social Awareness	3.61	Agree
4	Relationship Management	3.91	Agree
	Overall Mean Score	3.82	Agree

Table. No. 420 indicates the mean value of sub-scales of emotional intelligence of higher secondary school teachers. There are four subscales of emotional intelligence i.e., awareness of self, management of self, social awareness, and relationship management highest mean score is observed against the management of self and the lowest mean score is observed against social awareness. Moreover, teachers showed an agreed response towards overall emotional intelligence.

**Objective-2: To assess the person job fit of teachers at the higher secondary level.**

Table. No. 4.21

*Mean Score of Person job-fit and its sub scales.*

(n=614)

Sr. No.	Person Job Fit	Mean	Remarks
1	Cognitive Skill	3.77	Agree
2	Technical, Functional, and office Skill	3.91	Agree
3	Job Knowledge	3.72	Agree
4	Previous Experience	3.83	Agree
5	Attitude toward job Tasks	4.20	Agree
	Overall Mean Score	3.88	Agree

Table. No. 4.21 indicates the mean value of sub-scales of person-job fit of a higher secondary school teacher. There are five sub-scales of person-job fit i.e., cognitive skill, technical, functional, and office skill, job knowledge, previous experience, and attitude towards job tasks. The mean value for cognitive skill is 3.77. For technical, functional, and office skills, it is 3.91. For job knowledge, it is 3.72. For previous experience, the value of mean value is 3.83. For attitude towards job tasks, the value of the mean is 4.20. The overall mean score is 3.88. The highest mean score is observed against Technical, Functional, and office skills whereas, the lowest mean score is observed against cognitive skills. Moreover, teachers showed an agreed response towards Person job fit.



**Objective-3: To explore the job performance of teachers at the higher secondary level.**

Table. No. 4.22

*Mean Score of Job performance and its sub scales.*

(n=614)

Sr. No.	Job Performance	Mean	Remarks
1	Reward	3.71	Agree
2	Promotion	4.01	Agree
3	Flexible Scheduling	3.70	Agree
4	Training	4.20	Agree
5	Working Environment	4.00	Agree
6	Job performance	3.42	Agree
	Overall Mean Score	3.84	Agree

Table. No. 4.22 indicates the mean value of sub-scales of the job performance of higher secondary school teachers. There are six sub-scales of job performance i.e., reward, promotion, flexible scheduling, training, working environment, and job performance. The mean value for reward is 3.71. For promotion, it is 4.01. For flexible scheduling, it is 3.70. For training, the value of the mean is 4.20. For the working environment, the value of the mean is 4.00. For performance, the value of the mean is 3.42. The overall mean score is 3.84. The highest mean score is observed against training whereas, the lowest mean score is observed against performance. Moreover, teachers show an agreed response towards overall job performance.

## SECTION-IV

### Hypotheses Testing

**Objective: 4(a) to compare gender-based differences in the emotional intelligence of teachers at the higher secondary levels.**

**H<sub>0</sub>1a: There is no significant gender-based difference regarding the emotional intelligence of teachers at the higher secondary level.**

Table. No. 4.23

*Mean difference and t-value of teacher's emotional intelligence regarding gender*

*(n=614)*

Dimensions	Male Mean	Female Mean	df	t	p
Awareness of Self	3.69	3.81	612	2.005	.045
Management of Self	3.89	4.06	612	2.554	.011
Social Awareness	3.55	3.66	612	1.579	.115
Relationship Management	3.80	3.98	612	2.565	.011
Emotional Intelligence	3.78	3.92	612	2.489	.013

Level of significance  $\geq .05$

According to the results shown in table 4.23, gender-based difference was observed. It reveals that there is gender based significant difference in Emotional Intelligence (EI) between male and female teachers teaching at higher secondary school level  $t(614) = 2.48, p = .013$ . However, results indicate that female teachers have higher level of EI (3.92) as compared to male teachers (Mean =3.78). This showed that male and female teachers of higher secondary level have not similar level of EI. Therefore, the null hypothesis rejected.

**Objective: 4(b): To find out the difference in the emotional intelligence of teachers in rural / urban areas at higher secondary level.**

**Ho1b: There is no significant difference in emotional intelligence of teachers at rural/ urban areas at the higher secondary level.**

Table. No. 4.24

*Mean difference and t-value of teachers' emotional intelligence regarding rural and urban areas (n=614)*

Dimension	Rural Mean	Urban Mean	df	t	p
Awareness of Self	3.72	3.81	612	1.404	.161
Management of Self	3.95	4.03	612	1.208	.228
Social Awareness	3.67	3.56	612	1.593	.112
Relationship Management	3.97	3.86	612	1.551	.121
Emotional Intelligence	3.86	3.88	612	.395	.693

Level of significance  $\geq .05$

Table No. 4.24 indicates the mean difference in the emotional intelligence of higher secondary school teachers regarding their geographical area. It is observed that the mean score of rural teachers is less than that of urban teachers. The mean value for teachers in a rural area is 3.86 and for urban areas is 3.88. This shows that there is no geographical area-based difference observed in the emotional intelligence of higher secondary school teachers, so, the null hypothesis failed to be rejected.

**Objective: 4(c): To find out the difference in the emotional intelligence of teachers regarding qualifications at the higher secondary level.**

**H<sub>0</sub>1c: There is no significant difference in the emotional intelligence of teachers regarding their qualification at higher secondary level.**

Table No. 4.25

*Mean difference and t-value of teachers' emotional intelligence regarding their qualification.*

(n=614)

Dimension	Masters Mean	M.Phil. Mean	df	t	p
Awareness of Self	3.77	3.75	612	.313	.754
Management of Self	3.98	4.03	612	.579	.563
Social Awareness	3.60	3.67	612	.984	.325
Relationship Management	3.89	3.97	612	1.003	.316
Emotional Intelligence	3.86	3.90	612	.556	.579

Level of significance  $\geq .05$

Table No. 4.25 indicates the mean difference in the emotional intelligence of higher secondary school teachers regarding their qualifications. It is observed that the mean of emotional intelligence of teachers with master's as their qualification is less than that of teachers having M. Phil as their qualification. The mean score for teachers having post-graduate is 3.86 and for teachers having M. Phil is 3.90. A significant mean difference was not observed regarding their qualification in the emotional intelligence of higher secondary school teachers. So, the null hypothesis is failed to be rejected.

**Objective: 4(d): To find out the difference in the emotional intelligence of teachers regarding job pay scale at higher secondary level.**

**H<sub>0</sub>1d: There is no significant difference in the emotional intelligence of teachers regarding their job pay scale at the higher secondary level.**

Table No. 4.26

*ANOVA for teachers' emotional intelligence regarding their job pay scale.*

Sub-scales	16 <sup>th</sup> grade	17 <sup>th</sup> grade	18 <sup>th</sup> grade	19 <sup>th</sup> and above grade	F	p
	Mean	Mean	Mean	Mean		
AOS	3.83	4.06	2.92	3.85	50.223	.000
MOS	4.19	3.98	3.33	3.57	34.721	.000
SA	3.83	3.54	3.01	3.07	34.543	.000
RM	4.13	4.01	2.81	3.71	68.665	.000
EI	4.04	3.94	3.10	3.58	45.954	.000

Level of Significance: 0.05. \*Note: AOS= Awareness of Self, MOS= Management of Self, SA= Social Awareness, RM= Relationship Management, EI= Emotional Intelligence

Table No. 4.26 ANOVA is conducted to compare the emotional intelligence of teachers regarding their job pay scale. It reveals that there was significant difference in Awareness of self between 16<sup>th</sup> grade (Mean=3.83), 17<sup>th</sup> grade (Mean=4.06) 18<sup>th</sup> grade (Mean=2.92) 19<sup>th</sup> and above grade (Mean=3.85) of higher secondary school teachers  $F(613) = 50.223$   $P = .235$ , difference in Management of self between 16<sup>th</sup> grade (Mean=4.19), 17<sup>th</sup> grade (Mean=3.96), 18<sup>th</sup> grade (Mean=3.33), 19<sup>th</sup> and above grade (Mean=3.57)  $F(613) = 34.721$   $P = .156$ , difference in social awareness between 16<sup>th</sup> grade (Mean=3.83) (Mean = 3.54) 18<sup>th</sup> grade (Mean=3.01) 19<sup>th</sup> and above grade (Mean = 3.07)  $F(613) = 34.543$   $P = .019$  difference in relationship management between 16<sup>th</sup> grade (Mean= 4.13) 17<sup>th</sup> grade (Mean=4.01) 18<sup>th</sup> grade (Mean=2.81) 19<sup>th</sup> and above

grade (Mean=3.71)  $F(613)=68.665$   $P=.004$  difference in emotional intelligence between 16<sup>th</sup> grade (Mean=3.87) 17<sup>th</sup> grade (4.0308) 18<sup>th</sup> grade (Mean=2.95) 19<sup>th</sup> and above (Mean=3.80)  $F(613)=48.579$   $P=.000$  significant mean difference was observed in emotional intelligence of teachers regarding their job pay scale at higher secondary school level. So, this null hypothesis was rejected.

**Objective: 4(e): To find out the difference in the emotional intelligence of teachers regarding the job experience at the higher secondary level.**

**H<sub>0</sub>1e: There is no significant difference in the emotional intelligence of teachers regarding their job experience at higher secondary level.**

Table. No. 4.27

*ANOVA for teachers' emotional intelligence regarding their job experience.*

Sub-scales	Below 3 years	3-5 years	6-10 years	11-20 years	Above 20 years	F	P
	Mean	Mean	Mean	Mean	Mean		
AOS	3.66	3.76	4.14	3.86	3.94	4.890	.001
MOS	3.88	4.18	3.78	4.09	4.09	5.121	.000
JK	3.56	3.77	3.40	3.60	3.86	2.249	.063
RM	3.87	3.92	3.75	4.13	3.80	2.362	.052
EI	3.78	3.98	3.80	3.97	3.95	2.714	.029

Level of Significance: 0.05. \*Note: AOS= Awareness of Self, MOS= Management of Self, SA= Social Awareness, RM= Relationship Management, EI= Emotional Intelligence

Table No. 4.27 ANOVA is conducted to compare the emotional intelligence of teachers regarding their job pay scale. It reveals that there was significance difference in awareness of self between below 3 years (Mean =3.66) 3-5years (Mean=3.76), 6-10years (Mean=4.14), 11-20years (Mean=3.86) Above 20years (Mean=3.94)  $F(613) = 4.890$ ,  $P=.179$ , difference in management of self between below 3years (Mean=3.88) 3-5years (Mean=4.18), 6-10year (3.78), 11-20years (Mean=4.09) Above 20years (Mean=4.09)  $F(613) = 5.121$ ,  $P=.319$ , difference in social awareness between

below 3years (Mean=3.56), 6-10years (Mean=3.40) ,Above 20years (Mean=3.68), $F(613)=2.249, P=.316$  , difference in relationship management between below3years (Mean=3.87)3-5years(Mean=3.92),6-10year (Mean=3.75),11-20years (Mean=4.13) Above 20years (Mean=3.80)  $F (613) =2.362, P=.351$ , difference in emotional intelligence below3year (Mean=3.78) 3-5years (Mean=3.98),6-10years (Mean=3.80),11-20years (Mean=3.97) Above 20years (Mean=3.95)  $F (613) =2.714, P=.193$ , significant mean difference was not observe emotional intelligence of teachers regarding their job experience. So, null hypothesis rejected.

**Research Objective No. 5(a). To compare gender-based differences regarding person job fit of teachers at the higher secondary level.**

**H<sub>0</sub>2a: There is no significant gender-based difference regarding person job fit of teachers at the higher secondary level.**

Table. No. 4.28 *Mean difference and t-value of teacher's person job fit regarding gender.*

Dimensions	(n=614)				
	Male Means	Female Mean	df	t	p
Cognitive Skill	3.69	3.81	612	2.00	.045
Technical, Functional and Office Skill	3.91	3.92	612	.150	.881
Job Knowledge	3.67	3.75	612	1.25	.211
Previous Experience	3.73	3.89	612	2.02	.044
Attitude towards job Tasks	4.07	4.28	612	2.79	.005
Person Job Fit	3.80	3.90	612	1.61	.108

Level of Significance  $\geq .05$

According to the results shown in the table 4.28 gender based difference were not found significant .It reveals that there exists no gender based significant difference in Person Job fit between male and female teachers teaching at higher secondary school level  $t (614) = -1.609, p =.108$  .However results indicate that female teachers have

higher level of job-fit (Mean=3.90) as compared to male teachers (Mean =3.80). This showed that male and female teachers of higher secondary school level have similar level of job-fit. Therefore, the null hypothesis failed to be rejected.

**Objective.5 (b): To find out the difference in person job fit of teachers in rural /urban areas at higher secondary level.**

**H<sub>0</sub>2b: There is no significant difference in person job fit of teachers in rural/ urban areas at the higher secondary level.**

Table. No. 4.29

*Mean difference and t-value of teacher's job fit regarding rural / urban areas.*  
(n=614)

Dimension	Rural Mean	Urban Mean	df	t	p
Cognitive Skill	3.72	3.81	612	1.404	.161
Technical, Functional and Office Skill	3.91	3.91	612	.029	.977
Job Knowledge	3.5	3.69	612	1.147	.252
Previous Experience	3.86	3.80	612	.766	.450
Attitude towards job Tasks	4.06	4.33	612	3.726	.000
Person Job Fit	3.84	3.88	612	.688	.492

Level of Significance  $\geq .05$

Table No. 4.29 indicates the mean difference in job fit of higher secondary school teachers regarding their geographical area. It is observed that the mean score of rural teachers is less than that of urban teachers. The mean score for teachers from a rural area is 3.84 and for teachers from urban is 3.88. A significant mean difference not observed regarding residential area on job fit of higher secondary school teachers. So, the null hypothesis failed to be rejected.



**Objective.5(c): To find out difference in person job fit of teachers regarding their qualification at the higher secondary level.**

**H<sub>0</sub>2c: There is no significant difference exists in the person job fit of teachers regarding their qualifications at the higher secondary level.**

Table. No. 4.30

*Mean difference and t-value of teachers' person job-fit regarding their qualification.*

*(n=614)*

Dimension	Masters Mean	M.Phil. Mean	df	t	p
Cognitive Skill	3.77	3.75	612	.313	.754
Technical, Functional and Office Skill	3.91	3.92	612	.128	.898
Job Knowledge	3.71	3.75	612	.589	.556
Previous Experience	3.82	3.87	612	.555	.579
Attitude towards job Tasks	4.19	4.23	612	.383	.702
Person Job Fit	3.86	3.88	612	.244	.807

Level of Significance  $\geq .05$

Table No. 4.30 indicates the mean difference in person-job fit of higher secondary school teachers based on their qualifications. It is observed that the mean score of teachers with master's as their qualification was less than that of teachers with M.Phil. The mean value for teachers having Master's was 3.86 and for teachers having M.Phil. was 3.88. A significant mean difference is not observed regarding qualification on the person-job fit of higher secondary school teachers. So, the null hypothesis failed to be rejected.

**Objective 5(d): To find out the difference in personal job fit of teachers regarding job pay scale at higher secondary level.**

**H<sub>0</sub>2d: There is no significant difference exists in the person job fit of teachers regarding their job pay scale at the higher secondary level.**

Table. No. 4.31

*ANOVA for teachers' job- fit regarding their job pay scale.*

Sub-scales	16 <sup>th</sup> grade	17 <sup>th</sup> grade	18 <sup>th</sup> grade	19 <sup>th</sup> and above grade	<i>F</i>	<i>P</i>
	Mean	Mean	Mean	Mean		
CK	3.83	4.06	2.92	3.85	50.223	.000
TFOS	4.01	4.12	3.07	3.95	45.297	.000
JK	3.83	3.85	2.98	3.66	33.216	.000
PE	3.99	3.91	3.14	3.51	20.974	.000
ATJT	4.43	4.16	3.56	3.43	36.813	.000
PJF	3.98	4.03	3.09	3.74	42.376	.000

Level of Significance: 0.05. \*Note: CK= Cognitive Skill, T, FOS= Technical, Functional and Office Skills, JK= Job Knowledge, PE= Previous Experience, ATJT= Attitude towards job Task, PJF= Person job fit

Table No. 4.31 ANOVA is conducted to compare the job fit of teachers regarding their job pay scale. It reveals that there was a significant difference in cognitive skill between 16<sup>th</sup> grade (Mean=3.83), 17<sup>th</sup> grade (Mean=4.06) 18<sup>th</sup> grade (Mean=2.92) 19<sup>th</sup> and above grade (Mean=3.85) of higher secondary school teachers  $F(613) = 40.343 P = .235$ , difference Technical. Functional and office skills between 16<sup>th</sup> grade (Mean=4.01), 17<sup>th</sup> grade (Mean=4.12), 18<sup>th</sup> grade (Mean=3.07), 19<sup>th</sup> and above grade (Mean=3.95)  $F(613) = 39.638 P = .184$ , difference in job knowledge between 16<sup>th</sup> grade (Mean=3.83) 17<sup>th</sup> grade (Mean = 3.85) 18<sup>th</sup> grade (Mean=2.98) 19<sup>th</sup> and above grade (Mean = 3.66)  $F(613) = 42.762 P = .053$  difference in previous experience between 16<sup>th</sup> grade (Mean= 3.99) 17<sup>th</sup> grade (Mean=3.91) 18<sup>th</sup> grade (Mean=3.14) 19<sup>th</sup> and above

grade (Mean=3.51)  $F(613)=8.389$   $P=.009$ , difference in Attitude towards job fit between 16<sup>th</sup> grade (Mean=4.43) 17<sup>th</sup> grade (Mean=4.16) 18<sup>th</sup> grade (Mean= 3.56) 19<sup>th</sup> and above (Mean=3.51)  $F(613)=45.270$ ,  $P=.110$ , between person job fit 16<sup>th</sup> grade (Mean=3.98) 17<sup>th</sup> grade (Mean=4.03), 18<sup>th</sup> grade (Mean=3.09), 19<sup>th</sup> and above grade (Mean= 3.74)  $F(613)=42.376$ ,  $P=.006$ , significant mean difference is observed in person job fit of teachers regarding their job pay scale at higher secondary school level. So, it is observed that this null hypothesis is rejected.

**Objective 5(e): To find out the difference in person job fit of teachers regarding job experience at higher secondary level.**

**H<sub>0</sub>2e: There is no significant difference exists in the person job fit of teachers regarding their job experience at higher secondary level.**

Table. No. 4.32

*ANOVA for teachers' job-fit regarding their job experience.*

Sub-scales	Below 3 years	3-5 years	6-10 years	11-20 years	Above 20 years	<i>F</i>	<i>p</i>
	Mean	Mean	Mean	Mean	Mean		
CS	3.66	3.76	4.14	3.86	3.94	4.890	.001
T FOS	3.81	3.98	4.04	3.90	4.23	4.177	.002
JK	3.67	3.93	3.57	3.57	3.79	4.983	.001
PE	3.64	4.20	3.54	3.85	4.03	10.593	.000
ATJT	4.05	4.36	3.90	4.56	4.15	7.805	.000
PJF	3.76	3.99	3.88	3.90	4.01	3.144	.014

Level of Significance: 0.05. \*Note: CK= Cognitive Skill, T, FOS= Technical, Functional and Office Skills, JK= Job Knowledge, PE= Previous Experience, ATJT= Attitude towards job Task, PJF= Person job fit

Table No. 4.32 ANOVA was conducted to compare the person job fit of teachers regarding their job pay scale. It reveals that there was significance difference in Cognitive skill between below 3 years (Mean =3.66) 3-5years (Mean=3.76), 6-10years (Mean=4.14), 11-20years (Mean=3.86) Above 20years (Mean=3.94)  $F(613) =4.890$ ,

$P=.179$ , difference in Technical Functional and Office Skills between below 3years (Mean=3.81)3-5years(Mean=3.98),6-10year(Mean=4.04),11-20years(Mean=3.90) Above 20years (Mean=4.23)  $F(613) = 4.177$ ,  $P=.060$  difference in Job Knowledge between below 3years (Mean=3.67), 3-5years (3.93), 6-10years(Mean=3.57) , 11-20years(Mean=3.57), Above 20 years (Mean=3.79)  $F(613)=4.983$ , $P=.156$  , difference in Previous Experience between below3years (Mean=3.64) 3-5years(Mean=4.20), 6-10year(Mean=3.54),11-20years (Mean=3.85) Above 20years (Mean=4.03)  $F(613) = 10.593$ ,  $P=.106$ , difference in Attitude towards job fit below3year (Mean=4.05) 3-5years (Mean=4.36),6-10years (Mean=3.90),11-20years (Mean=4.56) Above 20years (Mean=4.15)  $F(613) = 7.805$ ,  $P=.177$ , difference in Person Job Fit between below3years (Mean=3.76)3-5years(Mean=3.99),6-10year (3.88),11-20years (Mean=3.90) Above 20years (Mean=4.01)  $F(613) = 3.144$ ,  $P=.32$ , significant mean difference was observed in job fit of teachers regarding their job experience. So, null hypothesis is rejected.

**Objective 6(a): To compare gender-based differences regarding job performance of teachers at the higher secondary level.**

**H<sub>0</sub>3a: There is no significant gender-based difference regarding job performance of teachers at the higher secondary level.**

Table. No. 4.33

*Mean difference and t-value of teachers' job performance regarding their gender.*

(n=614)

Dimensions	Male Mean	Female Mean	df	t	p
Reward	3.72	3.70	612	.389	.705
Promotion	3.85	4.10	612	3.226	.001
Flexible Scheduling	3.69	3.71	612	.297	.766
Training	4.07	4.28	612	2.790	.005
Working Environment	3.76	4.14	612	5.242	.000
Overall Performance	3.42	3.42	612	.027	.978
Job Performance	3.76	3.91	612	2.392	.017

Level of Significance  $\geq .05$

According to the results shown in the table 4.33 gender based difference were found significant .It reveals that there exists gender based significant difference in Job performance between male and female teachers teaching at higher secondary school level  $t(614) = -2.392, p = .017$  .However results indicate that female teachers have higher level of job performance (Mean=3.91) as compared to male teachers (Mean =3.76).This showed that male and female teachers of higher secondary school level have not similar level of job performance. Therefore, the hypothesis ‘There is no significant gender-based difference regarding job performance of higher secondary school teachers is failed to be rejected.

**Objective 6(b): To examine the difference in job performance of teachers in rural and urban areas at the higher secondary level.**

**H<sub>0</sub>3b: There is no significant difference in job performance of teachers regarding rural /urban areas at higher secondary level.**

Table. No. 4.34

*Mean difference and t-value of job performance of teachers regarding rural / urban areas.*

(n=614)

Dimensions	Rural Mean	Urban Mean	df	t	P
Reward	3.68	3.72	612	.601	.548
Promotion	3.98	4.03	612	.627	.531
Flexible Scheduling	3.76	3.65	612	1.717	.086
Training	4.06	4.33	612	3.726	.000
Working Environment	3.93	4.07	612	2.004	.045
Job Performance	3.55	3.30	612	3.846	.000
Job Performance Scale	3.83	3.87	612	.601	.548

Level of Significance  $\geq .05$

Table No. 4.34 indicates the mean difference in job performance of higher secondary school teachers based on their geographical area. It is observed that the mean score of rural teachers is less than that of urban teachers. The mean score of teachers in the rural area is 3.83 and for Urban 3.87. This showed that there is no geographical area-based difference observed in the job performance of higher secondary school teachers. So, the null hypothesis failed to be rejected.

**Objective 6(c): To find out the difference in job performance of teachers regarding qualifications at the higher secondary school level.**

**H<sub>0</sub>3c: There is no significant difference in job performance of teachers regarding their qualifications at higher secondary school level.**

Table. No. 4.35

*Mean difference and t-value of teachers' job performance regarding their qualification (n=614)*

Dimension	Masters Mean	M.Phil. Mean	df	t	P
Reward	3.72	3.67	612	.662	.508
Promotion	4.00	4.04	612	.450	.653
Flexible Scheduling	3.69	3.75	612	.822	.411
Training	4.19	4.23	612	.383	.702
Working Environment	3.99	4.03	612	.433	.665
Job Performance	3.39	3.48	612	1.15	.250
Job Performance Scale	3.85	3.88	612	.474	.635

Level of Significance  $\geq .05$

Table No. 4.35 indicates the mean difference in job performance of higher secondary school teachers based on their qualifications. It is observed that the meaning of a teachers with post-graduate as their qualification is less than that of a teacher having an M.Phil. The mean score of teachers having a Masters qualification is 3.85 and for teachers having M.Phil. As the qualification is 3.88. A significant mean difference is not observed regarding qualifications on the job performance of higher secondary school teachers. So, the null hypothesis failed to be rejected.

**Objective 6(d): To find out the difference in job performance of teachers regarding job pay scale at higher secondary school level.**

**H<sub>0</sub>3d: There is no significant difference in the job performance of teachers regarding their job pay scale at higher secondary school level.**

Table.No.4.36

*ANOVA for teachers' job performance regarding their job pay scale.*

Sub-scales	16 <sup>th</sup> grade	17 <sup>th</sup> grade	18 <sup>th</sup> grade	19 <sup>th</sup> and above grade	F	P
	Mean	Mean	Mean	Mean		
RD	3.75	4.01	2.84	3.94	41.073	.000
PT	4.15	4.27	3.05	3.73	40.657	.000
FS	3.82	3.70	3.14	3.66	17.669	.000
TN	4.45	4.16	3.56	3.43	36.813	.000
WE	3.96	3.64	3.09	3.32	40.510	.000
JP	3.70	3.15	2.64	3.16	56.972	.000
OJP	4.02	3.91	3.13	3.58	40.850	.000

Level of Significance: 0.05. \*Note: RD= Reward, PT= Promotion, FS= Flexible Scheduling, TN= Training, WE= Working Environment, OJP= overall Job Performance, OJP= Overall Job Performance

ANOVA is conducted to compare the job fit of teachers regarding their job pay scale. It reveals that there was significant difference in Reward between 16<sup>th</sup> grade (Mean=3.75),17<sup>th</sup> grade. (Mean=4.01)18<sup>th</sup> grade (Mean=2.84)19<sup>th</sup> and above grade (Mean=3.94) ,  $F(613) = 41.073 P = .162$ , difference in Promotion between 16<sup>th</sup> grade (Mean=4.15),17<sup>th</sup> grade (Mean=4.27), 18<sup>th</sup> grade (Mean=3.05),19<sup>th</sup> and above grade (Mean=3.73)  $F(613) = 40.657 P = .000$  difference in Flexible Scheduling between 16<sup>th</sup> grade (Mean=3.82)17<sup>th</sup> grade (Mean=3.70)18<sup>th</sup> grade (Mean=3.14)19<sup>th</sup> and above grade (Mean = 3.66) $F(613) = 17.669 P = .222$ , difference in Training between 16<sup>th</sup> grade (Mean= 4.45)17<sup>th</sup> grade (Mean=4.16)18<sup>th</sup> grade (Mean=3.56)19<sup>th</sup>and above grade (Mean=3.43)  $F(613) = 36.813 P = .110$ ,difference in Working Environment between



16<sup>th</sup> grade (Mean=3.96)17<sup>th</sup> grade (Mean=3.64)18<sup>th</sup> grade (Mean=3.09)19<sup>th</sup> and above (Mean=3.32)  $F(613)=40.510$   $P=.237$ ,between overall job performance 16<sup>th</sup> grade(Mean=3.70),17<sup>th</sup> grade (Mean=3.15)18<sup>th</sup> grade(Mean=2.64),19<sup>th</sup> and above grade(Mean=3.16),  $F(613)=56.972$ , $P=.244$  ,between job performance 16<sup>th</sup> grade (Mean=4.02)17<sup>th</sup> grade (Mean=3.91),18<sup>th</sup> grade (Mean=3.136),19<sup>th</sup> and above grade (Mean= 3.58)  $F(613)40.850$  , $P=.000$ ,significant mean difference is observed in job performance of teachers regarding their job pay scale at higher secondary school level. So, it is observed that this null hypothesis is rejected.

**6(e): To find out the difference in job performance of teachers regarding their job experience at the highersecondary level .**

**H<sub>03</sub> (e): There is no significant difference in job performance of teachers regarding their job experience at higher secondary level.**

Table. No. 4.37

*ANOVA for teachers' job performance regarding their job experience.*

Sub-scales	Below 3 years	3-5 years	6-10 years	11-20 years	Above 20 years	F	P
	Mean	Mean	Mean	Mean	Mean		
RD	3.61	3.60	4.33	3.81	3.90	8.151	.000
PT	3.90	4.21	3.78	4.00	4.26	4.230	.002
FS	3.61	4.01	3.46	3.55	3.82	9.620	.000
TN	4.05	4.36	3.90	4.56	4.15	7.805	.000
WE	3.67	3.83	3.75	3.79	3.80	1.369	.000
JP	3.50	3.50	3.23	3.23	3.21	3.725	.005
OJP	3.75	3.98	3.83	3.92	3.96	2.994	.018

Level of Significance: 0.05. \*Note: RD= Reward, PT= Promotion, FS= Flexible Scheduling, TN= Training, WE= Working Environment, JP=Job Performance, OJP= Overall Job Performance

Table No. 4.37. ANOVA was conducted to compare the person job fit of teachers regarding their job pay scale. It reveals that there was significance difference in Reward between below 3years(Mean =3.61)3-5years (Mean=3.60),6-10years (Mean=4.33),11-20years (Mean=3.81) Above 20years (Mean=3.90)  $F(613) = 8.151$ ,  $P=.122$  difference in Promotion between below3years(Mean=3.90) 3-5years(Mean=4.21),6-10year (3.78),11-20years (Mean=4.00) Above 20years (Mean=4.26)  $F(613) = 4.230$ ,  $P=.164$ , difference in Flexible scheduling between below3years(Mean=3.61), 3-5years(Mean=4.01),6-10years(Mean=3.46), 11-20years (Mean=3.55),Above20years (Mean=3.82),  $F(613)=9.620$ , $P=.015$  , difference in Training between below3years (Mean=4.05), 3-5years(Mean=4.36),6-10year (Mean=3.90),11-20years (Mean=45.56) Above 20years (Mean=4.15),  $F(613) = 7.805$ ,

$P=.177$ , difference in Work Environment below 3 years (Mean=3.67) 3-5 years (Mean=3.83), 6-10 years (Mean=3.7562), 11-20 years (Mean=3.79) Above 20 years (Mean=3.80)  $F(613) = 1.369$ ,  $P=.336$ , difference in Job Performance between below 3 years (Mean=3.50) 3-5 years (Mean=3.50), 6-10 years (Mean=3.23), 11-20 years (Mean=3.23) Above 20 years (Mean=3.21)  $F(613) = 3.725$ ,  $P=.367$ , difference in overall job performance below 3 years (Mean=3.75), 3-5 years (Mean=3.98), 6-10 years (Mean=3.83), 11-20 years (Mean=3.92), Above 20 years (Mean=3.96)  $F(613)=2.994$ ,  $P=.421$ , significant mean difference was not observed in job performance of teachers regarding their job experience. So, null hypothesis is rejected.

**Objective 7. To investigate the relationship between emotional intelligence, person job-fit and job performance of teachers at the higher secondary level.**

**H<sub>0</sub> 4: There is no significant relationship between emotional intelligence, person job fit and job performance of teachers at the higher secondary level.**

Table No 4.38

*Relationship between emotional intelligence, person job-fit and job performance of teachers*

<b>Variable</b>	<b>M</b>	<b>1</b>	<b>2</b>	<b>P</b>
<b>1. Emotional Intelligence</b>	3.8743			
<b>2. Person job-fit</b>	3.8684	.967**		.000
<b>3. Job performance</b>	3.8581	.996**	.976**	

Level of Significance  $\geq .05$

Table No 4.38, The result shows that there is a significant positive relationship between emotional intelligence and person job fit of teachers  $r = .967^{**}$ . There  $.967^{**}$  is a positive significant relationship between emotional intelligence and job performance  $r = .996^{**}$ . The result also shows a positive relationship between a person job fit and job performance of teachers  $r = .976^{**}$  at the higher secondary school level. According to this result null “there is no relationship between emotional intelligence job-fit and job performance of teachers at the higher secondary school level is rejected.

## Summary of Null Hypotheses Testing

Table. No. 4.39

No	Null Hypotheses	Result
H <sub>0</sub> 1a	There is no significant gender-based difference exists regarding emotional intelligence of teachers at higher secondary school level.	Rejected
H <sub>0</sub> 1b	There is no significant difference exists in the emotional intelligence of teachers in rural and urban areas at higher secondary school level.	Failed to be rejected
H <sub>0</sub> 1c	There is no significant difference exists in the emotional intelligence of teachers regarding their qualifications at higher secondary school level.	Failed to be rejected
H <sub>0</sub> 1d	There is no significant difference exists in the emotional intelligence of teachers regarding their job pay scale at higher secondary school level.	Rejected
H <sub>0</sub> 1e	There is no significant difference exists in the emotional intelligence of teachers regarding their job experience at higher secondary school level.	Rejected
H <sub>0</sub> 2a	There is no significant gender-based difference exists regarding person job-fit at higher secondary school level.	Failed to be rejected
H <sub>0</sub> 2b	There is no significant difference exists in job fit of teachers in rural and urban areas at higher secondary school level.	Failed to be rejected
H <sub>0</sub> 2c	There is no significant difference exists in the person job-fit of teachers regarding their qualifications at a higher secondary school level.	Failed to be rejected
H <sub>0</sub> 2d	There is no significant difference exists in the person job-fit of teachers regarding their job pay scale at higher secondary school level.	Rejected
H <sub>0</sub> 2e	There is no significant difference exists in the person job-fit of teachers regarding their job experience at higher secondary school level.	Rejected
H <sub>0</sub> 3a	There is no significant gender-based difference exists regarding teachers' job performance at higher secondary school level.	Rejected

H <sub>0</sub> 3b	There is no significant difference exists in teachers' job performance in rural and urban areas at higher secondary level.	Failed to be rejected
H <sub>0</sub> 3c	There is no significant difference exists in teachers' job performance regarding their qualifications at higher secondary school level.	Failed to be rejected
H <sub>0</sub> 3d	There is no significant difference exists in teachers' job performance regarding their job pay scale at higher secondary school level.	Rejected
H <sub>0</sub> 3e	There is no significant difference exists in teachers' job performance regarding their job experience at higher secondary school level.	Rejected
H <sub>0</sub> 4	There is no significant relationship exists between emotional intelligence, person job-fit and job performance at higher secondary level.	Rejected

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After the hypotheses testing, it is observed that of 16 null hypotheses of this study, 07 null hypotheses failed to be rejected whereas,09 null hypotheses are rejected.

## **Summary**

The chapter uses SPSS data analysis using the selected research instrument. This chapter is also further separated into 2 parts. Part 1 is about the descriptive Measurement of demographic profile of teachers. Descriptive measurement of Emotional intelligence of teachers (Awareness of Self, Management of Self, Social Awareness, Relationship Management). Descriptive measurement of person job-fit among teachers (Cognitive skills, Technical, Functional and office skills, Job Knowledge, Pervious experience, Attitude towards job tasks) Descriptive measures of Performance of Teachers (Reward, Promotion Flexible Scheduling, Training, Working Environment, Overall performance). Section two was related to the hypotheses testing. The research objectives were analyzed based on null hypotheses. The whole data analysis with its complete details in the form of descriptive (Percentage, Frequency, correlation). Teachers showed overall agreed response towards Emotional Intelligence, person job-fit and job performance. All the null hypotheses of this section were not accepted. Therefore, a comprehensive analysis regarding emotional intelligence, performance of job and person job-fit explained in the form of tables in this section based on objectives, and hypotheses. Findings, discussion, conclusions, and recommendations are discussed in chapter 5.

## **Chapter 5**

### **SUMMARY, FINDINGS, DISCUSSION, CONCLUSION AND RECOMMENDATIONS**

This chapter presents the summary, findings, and conclusion of the research study. The chapter includes the discussion, highlights the findings of the present study, and aligns them with previous studies. At the end of the chapter suggestions and recommendations for future studies were made.

#### **5.1 Summary**

Current study focused on the EI, Person job-fit, as well as job performance of teachers at the higher secondary school level. This research was carried out with the intention; to assess Emotional Intelligence; to assess a person's job fit; to explore job performance; to compare the emotional intelligence of teachers regarding (gender, rural/urban, qualification, job pay scale, and job experience); to compare person job fit regarding (gender, rural/urban, qualification, job pay scale and job experience); to compare job performance of teachers regarding (gender, rural/urban, qualification, job pay scale and job experience); to investigate the relationship between emotional intelligence, person job-fit and job performance of teachers at the higher secondary school level. The conceptual framework of the study consisted of emotional intelligence theory by Mayer and Salovey (as cited in Mayer, Carso and Salovey,2016); person job-fit by Holland 1997, (as cited in Gulla and Mansrur,2019) and job performance of teachers by Ching et al, 2016(as cited in Omer etal,2019).

Furthermore, the study investigated the emotional intelligence, person job fit and job performance of teachers in relation to demographic variations.

The researcher has used a comparative descriptive research design. Quantitative



approach and survey method were used for the collection of the data. The population for the current research was comprised of teachers working in the public sector schools situated in Islamabad. Stratified random sampling technique was used by following Krejcie, R.V, Morgan, D, W, (2018), 687 teachers were selected for data collection while 614 responded and 73 denied being part of the study. The sample of the study was composed of male and female strata 341 males and 346 females. The gender-based proportionate ratio of respondents was observed in population and sample. Three research instruments were used to explore and integrate the three major variables of the study. For measuring: Emotional intelligence the emotional intelligence scale by Schutte (1998) was used. The scale consists of 33 items with four subscales. Person-job fit a person-job fit scale (Saks & Ashforth, 2002) with 33 items with five sub scales were used. Teacher's job performance job satisfaction scale by Ching et al., (2016) with 28 items and six subscales were use. Permission was taken from the authors through emails before administering the instruments (see Appendix G, H & I). The instrument included a section for demographic information. All three instruments were used 5-point Likert scale for data collection of the present study. Before starting the major research, a small-scale study was conducted. All three instruments were presented to experts for content validation before pilot testing. The pilot sample consisted of 50 teachers. Pilot testing was conducted to establish the reliability of research instruments by applying the Cronbach alpha coefficient. For all three instruments (emotional intelligence scale  $\alpha = .849$ , person job-fit scale  $\alpha = .848$ , job performance scale  $\alpha = .885$ ). Reliability subscales for all instruments were calculated. (See table 3.4). Once the instrument was finalized, the researcher conducted a major investigation. Before collection of finials, data permission is taken from the concerned authorities. The process of data collection was conducted in 45 days because of pandemic the process

involves lot of efforts of the researcher. The response rate was 89.3%. The data were entered and organized into computer software SPSS version .21 for analysis.

## **5.2. Findings**

### **Objective 1. To assess the emotional intelligence of teachers at the higher secondary level.**

1. The means of sub-scale of emotional intelligence scale showed that mean score of Awareness of self is 3.7,3.9 is for Management of self, 3.6 is for social awareness ,3.9 for Relationship Management. The overall mean score of EI is 3.8. Therefore, it is concluded from the table that the highest mean score is of Management of self and the lowest mean is observed against social skills. Moreover, teachers show agreed responses towards overall Emotional Intelligence. (See table 4.20)

### **Objective 2. To assess the Person Job-fit of teachers at the higher secondary level.**

2. The means of sub-scale of person job-fit scale showed that the mean value of cognitive skills is 3.7. For technical, functional and office skills it is 3.9, For job knowledge it is 3.7. The mean value of previous experience is 3.8, for attitude towards job task the value of the mean is 4.2. The overall mean score of person job-fit is 3.8. Therefore, it is concluded from the table that the highest mean score is observed against technical, functional and office skills whereas, the lowest mean score is observed against cognitive skills. Moreover, teachers showed an agreed response towards Person job fit. (See table 4.21)

### **Objective 3. To explore the job performance of teachers at the higher secondary level.**

3. The mean value of sub-scales of the Job Performance scale showed that the mean value for reward is 3.7, for promotion it is 4.0.the value for flexible scheduling it is 3.7.for training the value of mean is 4.2.for working environment the value of the mean is 4 ,00 , for performance it is 3.4.overall

mean score of job performance is 3,8. Therefore it is concluded from the table the highest mean score is observed against training whereas, lowest mean score is observed against performance. Moreover, teachers showed and agreed response towards overall job performance. (See table 4.22)

**Objective 4(a): Objectives for the present study were to compare gender-based differences in the emotional intelligence of teachers at higher secondary levels.**

4. Based on the 4<sup>th(a)</sup> objective and 1<sup>st(a)</sup> null hypotheses it was observed that the mean value for males was 3.78 and for females was 3.92. This showed that both male and female higher secondary school teachers have no gender-based difference in their emotional intelligence. (See table 4.23)

**Objective 4(b): Objectives for the present study were to find out the difference in the emotional intelligence of teachers in rural and urban areas at the higher secondary level.**

5. Based on the 4<sup>th(b)</sup> objective and 1<sup>st(b)</sup> null hypotheses it was observed that the mean value for teachers in rural areas was 3.86 and for the urban area was 3.88. Therefore, no geographical area-based difference was observed in the emotional intelligence of higher secondary teachers. (See table 4.24)

**Objective 4(c): Objectives for the present study were to find out the difference in the emotional intelligence of teachers regarding their qualifications at the higher secondary level.**

6. Based on the 4<sup>th(c)</sup> objective and 1<sup>st(c)</sup> null hypotheses the mean value for teachers having masters level was 3.86 and for teachers having M.Phil. was 3.90. This showed that no qualification-based difference was observed in the emotional intelligence of higher secondary teachers. (See table 4.25)

**Objective 4(d): Objectives for the present study were to find out the difference in the emotional intelligence of teachers regarding their job pay scale at the higher secondary level.**

7. Based on the 4<sup>th(d)</sup> objective and 1<sup>st(d)</sup> null hypotheses it was observed that the mean of teachers between 16<sup>th</sup> grade (Mean=4.04), 17<sup>th</sup> grade (Mean=3.94), 18<sup>th</sup> grade (Mean=3.10), 19<sup>th</sup> and above (Mean=3.58) It reveals that significant mean difference was observed in the emotional intelligence of teachers regarding their job pay scale at higher secondary level. (See table 4.26)

**Objective 4(e): Objectives for the present study were to find out the difference in the emotional intelligence of teachers based on job experience at the higher secondary level.**

8. Based on 4<sup>th(e)</sup> objective and 1<sup>st(e)</sup> null hypotheses it was observed that the mean of teachers between below 3 years (Mean=3.78), 3-5 years (Mean=3.98), 6-10 years (Mean=3.80), 11-20 years (Mean=3.97), Above 20 years (Mean=3.95). It reveals that no significant mean difference was observed in the emotional intelligence of teachers and their job experience at the higher secondary school level. (See table 4.27)

**Objective 5(a): Objectives for the present study were to compare gender-based differences of the personal job fit of teachers at higher secondary school levels.**

9. Based on the 5<sup>th(a)</sup> objective and 2<sup>nd(a)</sup> null hypotheses it was observed that the mean value for males was 3.80 and for females was 3.90. The values showed that there was no gender-based difference in the person job fit of higher secondary teachers. (See table 4.28)

**Objective 5(b): Objectives for the present study were to find out the difference in person job fit of teachers in rural and urban areas.**

10. Based on the 5<sup>th(b)</sup> objective and 2<sup>nd(b)</sup> null hypotheses it was observed that the mean value for teachers of the rural area was 3.84 and for teachers of the urban area was 3.88. This showed that there was no residential area-based difference in job fit of higher secondary teachers. (See table 4.29)

**Objective 5(c): Objectives for the present study were to find out the difference in personal job fit of teachers based on qualifications at higher secondary school level.**

11. Based on the 5<sup>th(c)</sup> objective and 2<sup>nd(c)</sup> null hypotheses it was observed that the mean value for teachers having masters qualification is 3.86 and for teachers having M. Phil as a qualification was 3.88. This showed that there was no qualification-based difference based on the person-job fit of higher secondary teachers. (See table 4.30)

**Objective 5(d): Objectives for the present study were to find out the difference in personal job fit of teachers regarding their job pay scale at higher secondary level.**

12. Based on the 5<sup>th(d)</sup> objective and 2<sup>nd(d)</sup> null hypotheses it was observed that the mean of teachers between 16<sup>th</sup> grade (Mean=3.98), 17<sup>th</sup> grade (Mean=4.03), 18<sup>th</sup> grade (Mean=3.09), 19<sup>th</sup> and above (Mean=3.74) It reveals that significant mean difference was not observed in person-job fit of teachers regarding their job pay scale at higher secondary level. (See table 4.31)

**Objective 5(e): Objectives for the present study were to find out the difference in personal job fit of teachers based on the job experience at the higher secondary level.**

13. Based on the 5<sup>th(e)</sup> objective and 2<sup>nd(e)</sup> null hypotheses it was observed that the mean of teachers job fit between below 3years (Mean=3.76),3-5years (Mean=3.99),6-10years(Mean=3.88), 11-20years(Mean=3.90),Above20years (Mean=4.01). It reveals that no significant mean difference was observed in the person-job fit of teachers regarding their job experience at higher secondary the teachers based on their job experience. (See table 4.32)

**Objective 6(a): Objectives for the present study were to compare gender-based differences in job performance of teachers at higher secondary levels.**

14. Based on the 6<sup>th(a)</sup> objective and 3<sup>rd(a)</sup> null hypotheses it was observed that the mean value for males was 3.76 and for females was 3.91. Based on the values no prominent difference is seen in terms of gender and of performance of secondary school teachers. (See table 4.33)

**Objective 6(b): Objectives for the present study were to examine the difference in job performance of teachers in rural and urban areas at the higher secondary level.**

15. Based on the 6<sup>th(b)</sup> objective and 3<sup>rd(b)</sup> null hypotheses it observed that the mean value for teachers of the rural area was3.83 and for females was 3.87. The values showed that no significant mean difference observed in rural/urban areas job performance of teachers the higher secondary level. (See table 4.34)

**Objective 6(c): Objectives for the present study were to find out the difference in job performance of teachers regarding their qualifications at the higher secondary level.**

16. Based on the 6<sup>th(c)</sup> objective and 3<sup>rd(c)</sup> null hypotheses it was observed that the mean value for teachers having master's as the level of qualification was 3.85 and for teachers having M. Phil as the level of qualification was 3.88. This means the difference was not significant. (See table 4.35)

**Objective 6(d): Objectives for the present study were to find out the difference in job performance of teachers based on job pay scale at higher secondary level.**

17. Based on the 6<sup>th(d)</sup> objective and 3<sup>rd(d)</sup> null hypotheses it was observed that the mean of teachers between teachers between 16<sup>th</sup> grade (Mean=4.02), 17<sup>th</sup> grade (Mean=3.91), 18<sup>th</sup> grade (Mean=3.13), 19<sup>th</sup> and above level. (3.58) It reveals that significant mean difference was not observed in person-job fit of teachers regarding their job pay scale at higher secondary school level. (See table 4.36)

**Objective 6(e): Objectives for the present study were to find out the difference in job performance of teachers regarding job experience at higher secondary level.**

18. Based on 6<sup>th(e)</sup> objective and 3<sup>rd(e)</sup> null hypotheses it was observed that the mean of teachers between below 3 years (Mean=3.75), 3-5 years (Mean=3.98), 6-10 years (Mean=3.83), 11-20 years (Mean=3.92), Above 20 years (Mean=3.96). It reveals that no significant mean difference was observed in teachers' job performance regarding their job experience at the higher secondary school level. (See table 4.37)

**Objective 7: Objective for the present study was to investigate the relationship between emotional intelligence, person job-fit and job performance of teachers at higher secondary level.**

19. Based on the 7<sup>th</sup> objective and 4<sup>th</sup> null hypotheses it was observed that there is a significant positive relationship between emotional intelligence and person job-fit of teachers  $r = .967^{**}$  is a positive significant relationship between emotional intelligence and job performance  $r = .996^{**}$  The result also shows a positive relationship between a person job-fit and job performance of teachers  $r = .976^{**}$  at the higher secondary school level. (see table 4.38).

### **5.3 Discussion**

The topic investigated by me was comparative study of emotional intelligence, person job fit and job performance of higher secondary school level teachers. The researcher probed out the topic of investigation as comparative study of emotional intelligence, person job fit and job performance of higher secondary school level teachers.

To accomplish objective no. 1, I utilized four different subscales of emotional intelligence. These subscales are known as awareness of self, management of self, social awareness, and relationship management. The category that received the lowest score was the one dealing with social awareness, while the self-management category received the highest score overall. In addition, there is a consensus among teachers about replies regarding general emotional intelligence.

Five sub-scales of person job fit were used to accomplish objective no. 2, which included cognitive skill, technical skill, functional skill, and office skill, as well as job knowledge, previous experience, and attitude towards job activities. The technical, functional, and office skills categories had the higher score, while the cognitive skills



category received the lowest score. In addition, instructors exhibited a consistent reaction regarding person job fit.

For the study to accomplish objective no. 3, they utilized six different sub-scales of job performance. These sub-scales were reward, promotion, flexible scheduling, training, working environment, and job performance. Regarding promotion, the score was found to be the highest, whereas the work performance score was found to be the lowest. In addition, the comments of the teachers were consistent regarding the overall work performance.

The present investigation was predicated on three primary hypotheses and five subsidiary hypotheses to accomplish objectives no. 4, 5, and 6. The researcher was able to find the difference between emotional intelligence, job fit, and job performance among the teachers working at the higher secondary level by gender, rural/ urban differences, qualification differences, job pay scale differences, and teaching experience differences. This was made possible by each of the sub hypotheses that were evaluated. The results of this comparison were discovered by utilizing a t-test on independent samples and a one-way analysis of variance.

In the fourth objective of the study results have shown that there is significant difference, based on gender, in the levels of emotional intelligence possessed by higher secondary school teachers. Female teachers have higher level of emotional intelligence as compared to male teachers. This discovery runs inline to what the researcher discovered in their investigation with the study of Shaista conducted research in Pakistan in 2012 at the doctoral level on the emotional intelligence and social behavior of college students. The research focused on Pakistani students. The results of the research conducted by Shaista demonstrated that there are gender disparities in

emotional intelligence, and it was discovered that the level of emotional intelligence in female students is higher when compared to the level of emotional intelligence in male students. Whereas the findings of what Maryam and Reza found in their investigation (2017). Researchers from Iran whose names are Maryam and Reza. Within the scope of their research, they investigated gender variations in emotional intelligence. They concluded that there was no difference between the genders in terms of emotional intelligence. It is possible that the difference is because one researcher looked at teachers while the other looked at college students.

In this study, it was also discovered that there was no difference in the emotional intelligence of higher secondary school teachers depending on the rural or urban home areas in which they were located. This study is consistent with the findings of Gangaal and Singh's previous research (2012). Gangaal and Singh (2012) conducted this research to investigate the several ways in which rural and urban educators differ in terms of their emotional intelligence. They discovered that the emotional intelligence of instructors working in rural and urban settings did not differ significantly from one another. According to the findings of a study that was conducted by Schutte et al. (2014), females had higher scores than males on the test of emotional intelligence.

The findings are also in agreement with the findings of Singarauvelu (2007). Singarauvelu (2007) looked at the differences between rural and urban teachers in terms of their emotional intelligence. He concluded that there was no discernible gap in the emotional intelligence of educators working in rural and urban settings. The findings tallied up to those of Bansibihaari and Pathaan, therefore the conclusions were consistent across all three (2004). In their study, Bansibihaari and Pathaan (2004) looked at the variations in emotional intelligence that existed between rural and urban

instructors. They observed that there was no significant difference between urban and rural secondary school teachers in terms of their emotional intelligence. The results of this study are consistent with those obtained by Khan and Lone, who conducted similar research (2015). Khan and Lone (2015) came to the same conclusion, which was that there was not a significant difference in the emotional intelligence of teachers working in rural and urban settings.

Shaista conducted research in Pakistan in 2012 at the doctoral level on the emotional intelligence and social behaviour of college students. The research focused on Pakistani students. According to the results of the research conducted by Shaista, there was no discernible difference in the levels of emotional intelligence possessed by pupils from rural and urban settings. The findings of the researcher are consistent with the conclusions of this investigation.

One more thing that was discovered because of this research was that the emotional intelligence of higher secondary school teachers did not differ based on their qualifications in any way. Both Bar-On et al. (2000) and Biroul, et al. (2009) come to the same conclusion about the lack of a substantial relationship between qualification and emotional intelligence. According to the findings of a study conducted by Higgs and Dulewickz (2017), there are significant connections between emotional intelligence and many indicators of well-being, including subjective and psychological well-being.

A statistically significant difference was found between the emotional intelligence of teachers at lower and higher secondary school levels with reference to the pay range of their jobs. Kaur et al., (2012) all came to the same conclusions (2012). They discovered that the pay scale of instructors had a significant impact on EI, making it one of the most critical factors. When compared to those from lower pay scales, those

who are in higher grades have a clear advantage in terms of their emotional intelligence, as demonstrated by the findings.

At the level of higher secondary education, it was discovered that there was not a significant mean difference seen between the emotional intelligence of instructors and the amount of employment experience they had. The experience of teaching, according to a significant body of research, is associated with increased emotional intelligence (Benson et al., 2010, Ghaneezadeh & Moafiaan, 2010; Kafeitsios, 2014; Liawang, 2007; Parker et al., 2006; Pennrose et al., 2007) Even though a few research have concluded that classroom experience has little impact on emotional intelligence (Biroul, et al., 2009; Chen, 2004; Huwang, 2007; Laina et al., 2008; Rastigar & Memarpur, 2009).

It was also found that the fifth objective of the study show there was no distinction between male and female higher secondary school instructors in terms of the person job fit. This discovery goes against what Warre found, which was that (2013). According to the findings of Warre (2013), most of the research have indicated a tiny but substantial average gender difference between men and women in terms of overall work satisfaction and job fit, with women rating higher. In their study, Cifer et al. (2011) discovered that prior researchers had shown that women reported better levels of job satisfaction, job fit, and higher levels of engagement.

It was discovered that there was no variation in the work fit of higher secondary school teachers depending on the residential region in which they lived. This discovery stands in contrast to what Ibraheem and his colleagues discovered (2013). According to the findings of Ibraheem et al. (2013), urban and rural Higher Secondary School Teachers had quite different perceptions of how well their jobs suit them. According to

the findings, teachers at rural higher secondary schools report higher levels of job satisfaction than their counterparts in urban higher secondary schools.

The finding of the fifth objective showed that there was no qualification-based difference based on the person job fit of higher secondary school teachers. This was demonstrated by the findings of the study. This discovery runs counter to the conclusions reached by a few investigations. According to the findings of Sheeraz and Maudurima (2021), the educational qualification of high school teachers has a substantial impact on both their level of work satisfaction and the degree to which their jobs are a good fit for them. It has been shown that high school teachers who hold a Master of Philosophy or Doctor of Philosophy degree report higher levels of work satisfaction and are more suited to their jobs when compared to post-graduate and graduate instructors.

Studies conducted by Reiddy (2016), Srivastava (2017), and Ali and Akthar (2019) concluded that teachers with higher levels of qualification reported higher levels of job satisfaction and a better overall fit with their teaching jobs in comparison to teachers with lower levels of qualification. It is possible that having an in-depth knowledge of the topic, effective communication skills, actively participating in decision-making, and garnering more respect from students, coworkers, and administrators, in addition to the public, are the reasons behind this.

At the level of higher secondary education, it was discovered that there was not a significant mean difference seen in the person-job fit of instructors in relation to the wage range of their jobs. This finding stands in stark contrast to the one that Srivastava came to (2017). According to Srivastava's (2017) research, teachers with higher levels of education reported higher levels of work satisfaction and a better overall fit with their

teaching jobs when compared to instructors with lower levels of education. According to the findings of Sheraz and Maudhurima (2021), the number of years an educator has been in the classroom has a substantial impact on the degree to which they like their work. Research has shown that high school teachers with more than 15 years of experience report higher levels of job satisfaction compared to those with between 5 and 15 years of experience and those with less than 5 years of experience. It uses the idea that experience has a favorable influence on how well teachers suit their jobs. Teachers who have more years of experience are better equipped to do their duties.

One of the findings of the study was that a substantial mean difference was seen in the person-job fit of teachers in relation to their employment experience in upper secondary schools. This conclusion was based on the teachers' job experience. This observation lends credence to the conclusion reached by Sheraz and Maudhurima (2021). According to the findings of Sheraz and Maudhurima (2021), the number of years an educator has been in the classroom has a substantial impact on the degree to which they like their work. It has been discovered that high school teachers with more than 15 years of experience report higher levels of satisfaction compared to those with between 5 and 15 years of experience and those with less than 5 years of experience.

According to the findings of the sixth objective of this study, there was a discernible gender gap in the levels of professional achievement displayed by teachers working in upper secondary schools. The findings of this study do not correlate in any way with those of Wanakacha et al (2018). According to the findings of Wanakacha et al. (2018), there was no difference between male and female instructors in terms of their performance on the job. There was no difference in the work performance of male and female educators, suggesting that gender does not matter.

According to the findings of this research, there was not a discernible difference in the mean job performance of instructors working in urban and rural locations at the higher secondary school level. This discovery lends weight to the findings of Mohan and colleagues (2019). According to the findings of a study conducted by Mohan et al. (2019), the location of schools does not have a major influence on the level of work performance exhibited by instructors.

This study concluded that there is not a substantial mean difference in the work performance of teachers at the higher secondary school level based on their qualifications. In contrast to the findings of Ashook, this observation stands in stark contrast (2020). According to Ashook (2020), demographic factors such as age, qualification, and experience have a positive impact on job performance because they improve classroom management skills and assist teachers in adjusting well to the teaching profession. Ashook believed these factors have an encouraging impact on job performance.

At the level of higher secondary education, linked with the fifth objective of the study, it was discovered that there was not a significant mean difference seen in the person-job fit of instructors in relation to the wage range of their jobs. However, this discovery does not agree with the conclusions drawn by other researchers in the past. According to the findings of Alam et al. (2012), employees' job-related outcomes and performance were positively and significantly impacted by factors such as their compensation and job grade. Olubussayo et al. (2014) shown that there is a significant correlation between employees' job performance, the remuneration packages they receive, and the grades they receive for their work. Osibainjo et al. (2014) have demonstrated over and over again that there is a correlation between the pay scales of an

organization and the overall performance of its workforce. Several researchers (Hamid et al., 2014, Lucy et al., 2015, and Mau et al., 2016) concluded that there is a connection between an employee's compensation and work scales and the performance of the individual in their position. They concluded that work position and job grades are attractive to employees, which is why such individuals are successful in their employment.

The findings of the research linked with sixth objective showed that there was not a significant difference, on average, in the work performance of teachers at the higher secondary school level, when compared to their years of experience in the field. The findings of this study run counter to the findings of Usman and colleagues (2016). According to the findings of a study that was conducted by Usman et al. (2016), the experience of a teacher is a factor that contributes to the high performance of instructors. The performance of experienced instructors is significantly higher than that of less-seasoned educators.

During the years 2021 and 2022, the researcher looked at this issue in the setting of Pakistan. It is possible that disparities in school contexts and localities are to blame for discrepancies between the results of different research. There was a lack of relevant material about the person's suitability for the position. The researcher gave it her best effort to study the pertinent material on the person's suitability for the position. The replies provided by respondents on questionnaires served as the basis for the findings of the study.

The findings of the study linked with the seventh objective showed that there was a positive significant correlation between emotional intelligence, job-fit and job performance of teachers at higher secondary school level. According to the finding of



the study that was carried out by Abimbola A. Akanni et al, (2021), from the academic staff at college level that the employee personal skills and knowledge help in understanding their emotions and those of others as well. Academic staff with high EI may be competent, show confidence and ability in getting the task done. This study supports the fact that the employee with high EI put an employee in better position of experiencing an elevated level of perceived person job fit. Because EI put on an employee with the required energy and emotional resources to interpret threatening contexts. Moreover, as more challenges arise, they are likely to reach elevated levels of match or compatibility between their personal skills, abilities, and knowledge with those required jobs.

Siddique, Bibi and Taseer (2020) establish in their study that the teachers with the higher levels of EI showed higher degrees of job performance at higher secondary level. These findings are supported by Baczynska (2017); Boyatzis, Rochford, & Cavanagh (2017); Naqvi, Iqbal, and Akhtar (2016); Asrar-ul-Haq Anwar and Hassan (2017). The findings showed that a strong positive and statistically significant relationship was found in emotional intelligence and job performance of teachers. The results verify this concept that teachers with high emotional intelligence can better understand and connect with their students leading to more effective teaching and a higher level of dedication to their job performance. Their ability to manage their emotions can help to create a more positive and productive learning environment.

## 5.4 Conclusions

The following conclusions were based on the major findings and discussion:

Teachers at the higher secondary school level showed agreed responses regarding their emotional intelligence.

Teachers showed agreed responses towards their person job fit at higher secondary school level.

Teachers exhibited agreed responses towards their job performance at higher secondary school level.

Significant demographic differences were observed in the emotional intelligence of teachers regarding gender and job pay scale, whereas no significant differences were found regarding geographical area, qualification, and job experience of teachers at the higher secondary school level.

No significant demographic differences were found in the person job fit of teachers in respect of gender, geographical area and qualification of teachers. Whereas the results showed that significant demographic differences were observed regarding the job pay scale and job experience of teachers at the higher secondary school level.

Significant differences were found in the job performance of teachers regarding gender, job pay scale and job experience of teachers whereas the results showed that no significant differences were found in the geographical area and qualification of teachers at the higher secondary school level.

A significant positive correlation was found between emotional intelligence, person job fit, and job performance of teachers at the higher secondary school level.

## 5.5 Recommendations

The following recommendations are based on the concluding outcomes.

1. The emotional intelligence component may be added to pre-service and on-going professional development programs, and this may include specific modules or activities designed to enhance the emotional intelligence of teachers.
2. At the time of hiring, the hiring or recruiting bodies may recruit persons for the teaching profession who are a good fit. In this way, resources and time may be saved because selecting the right person for the job may increase productivity, improve job performance, enhance efficiency, and have a positive impact on overall organizational success.
3. Peer collaboration initiatives may be established where teachers may share experiences and strategies related to emotional intelligence, person-job fit, and successful teaching practices. This collaborative learning may enhance overall performance.
4. Teachers may be encouraged by the Educational Departments at the district level to participate in the National and International conferences related to the enhancement of job performance skills. where they may learn from the diverse experiences of other teachers. This not only helps in building their emotional quotient level but also builds their cognitive ability to tackle day-to-day challenges as a teacher.
5. Professional development opportunities may be provided for male teachers to enhance their emotional intelligence, job fit, and job performance skills. Workshops and training programs can focus on areas where improvement is needed.
6. Senior teachers are the people who may help their colleagues through their acquired skills and knowledge that may help in the development of mental capabilities among newly appointed teachers.
7. Psychological training may help teachers better cope with stress at work while making the classroom environment more productive for learning.

Contemplation sessions and workshops that teach emotional intelligence equip teachers with the tools and best practices to incorporate a range of learning styles.

8. Team-building activities may help teachers work as a unit. When intelligence comes to sharing common goals, knowing their roles and responsibilities, having open communication channels, and may motivated to do so, there is a shared identity that promotes success which may benefit both students and intelligence.

### **5.6 Suggestions for Further Research**

The following recommendations given may be helpful to new researchers.

1. This study focuses on the higher secondary school level. Future researchers could duplicate the same research at primary and secondary school level.
2. This study confined to Islamabad only, so it could conduct in all provinces of Pakistan at high school level.
3. Both qualitative and quantitative research modes may be used which may provide a more accurate picture of emotional intelligence, job competence, and teachers' performance.
4. This survey may also be used at the university level as it is restricted to high school teachers only.
5. Other aspects of demographics like age, race, material status, income level, religion, which give a more accurate picture of teachers' history about their emotional intelligence, work ethic, and job performance.
6. Relationship, and comparison of public and private sector may explore.
7. The results of this research study may be helpful for the educators in taking decisions at the time of recruitment of teachers as well.

## **5.7 Research Limitations**

1. Due to covid-19 restrictions, lack of various resources, time and personal constraints of the researcher study was limited to standardized instruments.
2. The present study focused only on the higher secondary school teachers in public sector of Islamabad city with five demographics i-e (gender, geographical area, qualification, job pay scale and job experience.), which limits its generalizability to all the provinces of Pakistan. Whether findings from a research study can be generalized to other provinces depends on various factors, including the similarity of the populations, contexts, and conditions between the studied province and the ones to which generalization is sought.
3. Self-reporting instruments may be used for this research work which may reduce bias from the respondents. Investigators may choose for observation and conduct of interviews from teachers which may present a more holistic picture about this research examination.
4. A quantitative approach and descriptive research design was adopted for this study; therefore, five demographics were used. However, a mixed method or qualitative approach may be used to verify the results of the study.
5. Respondents in this study were high school teachers, school principal and other administrative staff excluded due to limitation in data analysis in current design.

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## **Appendices**

## Approval Letter of PhD Topic and Supervisor


 NATIONAL UNIVERSITY OF MODERN LANGUAGES  
 FACULTY OF SOCIAL SCIENCES  
 DEPARTMENT OF EDUCATION

Dated: 30-07-2020

ML.1-4/2020/Edu

To: Farah Gul  
779-Ph.D/Edu/F18

Subject: **APPROVAL OF Ph.D THESIS TOPIC AND SUPERVISOR**

1.1. Reference to Letter No, ML.1/2/2020-Edu, dated 06-07-2020, the Higher Authority has approved the topic and supervisor on the recommendation of Faculty Board of Studies vide its meeting held on 14<sup>th</sup> May 2020.

a. Supervisor's Name & Designation  
Dr. Shazia Zamir (Supervisor)  
Assistant Professor,  
Department of Education, NUML, Islamabad.

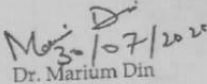
b. Topic of Thesis  
"A Comparative Study of Emotional Intelligence Person Job Fit and Job Performance of Teachers at Higher Secondary Level."

2. You may carry out research on the given topic under the guidance of your Supervisor and submit the thesis for further evaluation within the stipulated time. It is inform you that your thesis should be submit within described period by **31 August 2023** positively for further necessary action please.

3. As per policy of NUML, all MPhil/PhD thesis are to be run on turnitin by QEC of NUML before being sent for evaluation. The university shall not take any responsibility for high similarity resulting due to thesis run from own sources.

4. Thesis are to be prepared strictly on NUML's format that can be had from (Coordinator, Department of Education)

Telephone No: 051-9265100-110 Ext: 2090  
E-mail: ftabassum@numl.edu.pk

  
 Dr. Mariam Din  
 A/Head,  
 Department of Education

Distribution: Ms. Farah Gul (Ph.D Scholar)  
Dr. Shazia Zamir (Thesis Supervisor))

**LIST OF EXPERTS COMMITTEE FOR TOOL VALIDATION**

1. Dr. Saira Nudrat (Assistant Professor), National University of Modern Languages, Islamabad.
2. Dr. Sadaf Ayub (Associate Professor), The University of Haripur.
3. Dr. Tahseen Tahir (Assistant Professor), The University of Haripur.

**CERTIFICATE OF PROOF READING**



Dr. Malik Inam  
Associate Professor  
Alliance Manchester Business School  
The University of Manchester  
Booth Street West  
Manchester M15 6PB

**To Whom it may Concern**

I have checked a thesis entitled "**A Comparative Study of Emotional Intelligence, Person-Job Fit, And Job Performance of Teachers at The Higher Secondary School Level**". It is to certify that this thesis has been fulfilling the English language requirements, grammar, punctuation, and spelling. Therefore, English usage has been found to be satisfactory.


A handwritten signature in black ink, appearing to read "Malik Inam". The signature is written in a cursive style and is positioned above the printed name and title.

Dr. Malik Inam  
Associate Professor  
Ph.D., University of Manchester  
England

**CERTIFICATE OF PROOF READING**

**TO WHOM IT MAY CONCERN**

I have checked thesis entitled "A Comparative Study of Emotional Intelligence Person Job Fit and Job Performance of Teachers at Higher Secondary Level". It is to certify that this thesis has been fulfilling English language requirements, grammar, punctuation and spelling. Therefore, English usage has been found to be satisfactory.

  
**Ms. Mariam Irshad Baloch,**  
**Lecturer in English,**  
**M. Phil English Literature,**  
Govt. Associate College for Women,  
Taxila **Lecturer**  
**Govt. Associate College (w)**  
**Taxila**

## Certificates of Validity for Instrument No.1

**Expert :1**



**CERTIFICATE OF VALIDITY  
A COMPARATIVE STUDY OF EMOTIONAL INTELLIGENCE, PERSON  
JOB FIT AND JOB PERFORMANCE OF TEACHERS AT HIGHER  
SECONDARY SCHOOL LEVEL**

**By: MS Farah Gul**

PhD scholar, Department of Education, Faculty of social sciences  
National University of Modern Languages, H-9, Islamabad, Pakistan.

This is certified that the questionnaire developed by the aforementioned PhD Scholar for her thesis has been assessed by me and I find it to have been designed adequately to investigate Emotional Intelligence of a teacher, teaching at higher secondary school level in public sector.

The questionnaire has been organized in two parts such as first part has been designed to collect data relating demographical characteristics of a teacher, and second is to collect data relating to assess the Emotional Intelligence of a teacher, teaching a higher secondary school level. The major variable of a research model of study is Emotional Intelligence with the subscale (self-awareness, self-management social awareness and relationship management).

It is considered that the self-instrument, developed for the aforementioned PhD thesis titled research is according to the objectives and hypothesis of the research. It assures adequate construct and content validity according to the purpose of research, and can be used for data collection by the researcher with affair amount of confident.

Name: Dr. Sarra Nudrat  
Designation: Assistant professor  
Institute: NUML  
Signature: [Signature]  
Date: 13-10-2020  
Stamp: \_\_\_\_\_



## Expert :2



**CERTIFICATE OF VALIDITY  
A COMPARATIVE STUDY OF EMOTIONAL INTELLIGENCE, PERSON  
JOB FIT AND JOB PERFORMANCE OF TEACHERS AT HIGHER  
SECONDARY SCHOOL LEVEL**

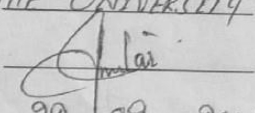
By: MS Farah Gul

PhD scholar, Department of Education, Faculty of social sciences  
National University of Modern Languages, H-9, Islamabad, Pakistan.

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Name: Dr. TEHSEEN TAHIR.  
Designation: ASSISTANT PROFESSOR.  
Institute: THE UNIVERSITY OF HARIPOK.  
Signature:   
Date: 22/09-2021  
Stamp: Dr Tehseen Tahir  
Assistant Professor  
University of Haripu

## Expert :3



**CERTIFICATE OF VALIDITY**  
**A COMPARATIVE STUDY OF EMOTIONAL INTELLIGENCE, PERSON**  
**JOB FIT AND JOB PERFORMANCE OF TEACHERS AT HIGHER**  
**SECONDARY SCHOOL LEVEL**

By: MS Farah Gul

PhD scholar, Department of Education, Faculty of social sciences  
National University of Modern Languages, H-9, Islamabad, Pakistan.

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Name: Dr. Sadeq Ayub  
Designation: Associate Professor  
Institute: The University of Haripur.  
Signature: Sadeq  
Date: 10-10-2020  
Stamp: Dr. SADDAF AYUB RAJA  
Assistant Professor (Edu)  
University of Haripur

## Certificates of Validity for Instrument No.2

Expert :1



**CERTIFICATE OF VALIDITY  
A COMPARATIVE STUDY OF EMOTIONAL INTELLIGENCE, PERSON  
JOB FIT AND JOB PERFORMANCE OF TEACHERS AT HIGHER  
SECONDARY SCHOOL LEVEL**

By: MS Farah Gul

PhD scholar, Department of Education, Faculty of social sciences  
National University of Modern Languages, H-9, Islamabad, Pakistan.

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It is considered that the self-instrument, developed for the aforementioned PhD thesis titled research is according to the objectives and hypothesis of the research. It assures adequate construct and content validity according to the purpose of research, and can be used for data collection by the researcher with affair amount of confident.

Name: Dr. Sarim Nudrat

Designation: Assistant Professor

Institute: NUML

Signature: [Signature]

Date: 13-10-2020

Stamp: \_\_\_\_\_

## Expert :2



**CERTIFICATE OF VALIDITY**  
**A COMPARATIVE STUDY OF EMOTIONAL INTELLIGENCE, PERSON**  
**JOB FIT AND JOB PERFORMANCE OF TEACHERS AT HIGHER**  
**SECONDARY SCHOOL LEVEL**

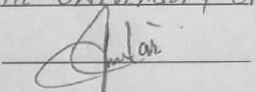
**By: MS Farah Gul**

PhD scholar, Department of Education, Faculty of social sciences  
National University of Modern Languages, H-9, Islamabad, Pakistan.

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Name: DR. TEHSEEN TAMIR.  
Designation: ASSISTANT PROFESSOR.  
Institute: THE UNIVERSITY OF HARIDWAR.  
Signature:   
Date: 22-09-2021  
Stamp: Dr. Tehseen Tamir  
ASSISTANT PROFESSOR  
University of Haridwar.

## Expert :3



**CERTIFICATE OF VALIDITY  
A COMPARATIVE STUDY OF EMOTIONAL INTELLIGENCE, PERSON  
JOB FIT AND JOB PERFORMANCE OF TEACHERS AT HIGHER  
SECONDARY SCHOOL LEVEL**

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Name: Dr. Saddaf Ayub  
Designation: Associate Professor  
Institute: The University of Haripur.  
Signature: [Signature]  
Date: 10-10-2020  
Stamp: Dr. SADDAF AYUB RAJA  
Assistant Professor (Edu)  
University of Haripur

## Certificates of Validity for Instrument No.3

**Expert :1**



**CERTIFICATE OF VALIDITY  
A COMPARATIVE STUDY OF EMOTIONAL INTELLIGENCE, PERSON  
JOB FIT AND JOB PERFORMANCE OF TEACHERS AT HIGHER  
SECONDARY SCHOOL LEVEL**

**By: MS Farah Gul**

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It is considered that the self-instrument, developed for the aforementioned PhD thesis titled research is according to the objectives and hypothesis of the research. It assures adequate construct and content validity according to the purpose of research, and can be used for data collection by the researcher with affair amount of confident.

Name: Dr. Saqib Nudrat  
 Designation: Assistant Professor  
 Institute: NUML  
 Signature: [Signature] 13/10/2020  
 Date: 13-10-2020  
 Stamp: \_\_\_\_\_



## Expert :2



**CERTIFICATE OF VALIDITY**  
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**JOB FIT AND JOB PERFORMANCE OF TEACHERS AT HIGHER**  
**SECONDARY SCHOOL LEVEL**

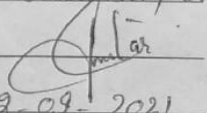
**By: MS Farah Gul**

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Designation: ASSISTANT PROFESSOR.  
Institute: THE UNIVERSITY OF HARIPUR.  
Signature:   
Date: 22-09-2021  
Stamp: Dr. Tehseen Tahir  
Assistant Professor,  
University of Haripur

## Expert: 3



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**JOB FIT AND JOB PERFORMANCE OF TEACHERS AT HIGHER**  
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Name: Dr. Saddam Ayub  
Designation: Associate Professor  
Institute: The University of Haripur  
Signature: [Signature]  
Date: 10-10-2020  
Stamp: Dr. SADDAF AYUB RAJA  
Assistant Professor (Edu)  
University of Haripur



## Permission to use Instrument No.1

Thank you so much for your response.

On Thu, Oct 1, 2020, 9:34 AM Nicola Schutte <[nschutte@une.edu.au](mailto:nschutte@une.edu.au)> wrote:

Thank you for your message.

You are welcome to use the scale. Please see below a link to the manuscript copy of a published chapter that provides more information, including the scale and scoring instructions.

[https://www.researchgate.net/publication/216626162\\_The\\_Assessing\\_Emotions\\_Scale](https://www.researchgate.net/publication/216626162_The_Assessing_Emotions_Scale)

Kind regards, Nicola Schutte

**From:** Farah Gul <[farah.gul090@gmail.com](mailto:farah.gul090@gmail.com)>  
**Sent:** Saturday, 26 September 2020 11:23 PM  
**To:** Nicola Schutte <[nschutte@une.edu.au](mailto:nschutte@une.edu.au)>  
**Subject:** Permission for use of the Emotional Intelligence scale.

Dear Madam.,

I hope you are fine and doing well. I am Farah Gul from Pakistan. I am PhD Scholar in National University of Modern Languages (Numl)Pakistan. I am associated with education department. I am currently working on my dissertation and wanted to use your emotional intelligence scale in my study. Need permission from you to use your scale as per my work requirement.

I shall b very thankful to you.

Hoping to hear from you soon.

Regarads

Farah Gul.

## Permission to use Instrument No.2

Thank you, I will do that.

On Sun, Sep 27, 2020 at 7:54 PM Alan Saks <[alan.saks@utoronto.ca](mailto:alan.saks@utoronto.ca)> wrote:

You can use that scale if you want but I suggest you use the newer scales in the attached paper.

Alan Saks, PhD  
Professor, HRM  
University of Toronto

On 2020-09-26 9:44 a.m., Farah Gul wrote:

Dear sir,

I hope you are fine and doing well. I am Farah Gul from Pakistan. I am a PhD Scholar in National University of Modern Languages (Numl) Pakistan. I am associated with the education department. I am currently working on my dissertation and wanted to use your scale in my study.

Saks, A. M., & Ashforth, B. E. (2002). Is job search related to employment quality? It all depends on the fit. *Journal of applied Psychology*, 87(4), 646.

Need permission from you to use your scale as per my work requirement.

I shall be very thankful to you.

Hoping to hear from you soon.

Regarads

Farah Gul.

### Permission to use Instrument No.3

Drar Ma'am. Thank you so much for your response.  
Regarads  
Farah Gul

On Thu, Sep 24, 2020, 2:51 PM Che Natheera <[natheera@utar.edu.my](mailto:natheera@utar.edu.my)> wrote:

Dear Ms Farah,

For your kind information, the dissertation done by my students was for the Final Year Project and not a doctoral dissertation.

You may use any useful information from the dissertation for your study purposes.

Thank you and wish you all the best.

Best regards,  
Mdm Natheera

On Wednesday, September 23, 2020, Farah Gul <[farah.gul090@gmail.com](mailto:farah.gul090@gmail.com)> wrote:

Dear Sir,

I Hope you are fine and doing well.I am Farah Gul from pakistan.I am a phd scholar at National University Of Modern Language (NUML,Pakistan).I am associated with Education department.I am currently working on my dissertation and want to use your ,job performance scale which you use in your study ,reference of your study is given below.

Chin, M. C., Chua, W. S., Ong, K. N., Tan, S. H., & Wong, S. L. am associated with the Education Department.Iam currently working (2016). *The Impact of Motivation on Employees' Job Performance at Prudential Assurance Malaysia Berhad in Seberang Jaya, Penang* (Doctoral dissertation, UTAR).

Best Regards,  
Farah Gul  
Phd scholar NUMAL University.Pakistan

**SURVEY QUESTIONNAIRE LETTER**

**A COMPARATIVE STUDY OF EMOTIONAL INTELLIGENCE,  
PERSON JOB FIT AND JOB PERFORMANCE OF TEACHERS  
AT HIGHER SECONDARY SCHOOL LEVEL**

**Questionnaire for teachers**

Instructions

Dear Respondents,

I am PhD Scholar, Department of Education, National University of Modern Languages, Islamabad. I am working on the topic ‘A COMPARATIVE STUDY OF EMOTIONAL INTELLIGENCE, PERSON JOB FIT AND JOB PERFORMANCE OF TEACHERS AT HIGHER SECONDARY SCHOOL LEVEL’ to fulfil compulsory requirement of PhD. It is requested to complete the questionnaire carefully and do not skip any question. Kindly read, understand and respond each statement honestly.

Your response will be kept confidential.

Yours truly,

Farah Gul

**QUESTIONNAIRE**

**Demographic profile**

Please place a tick (✓) for each of the following.

1. Gender
  - a) Male
  - b) Female
2. Geographical area:
  - a) Rural
  - b) Urban
3. Qualification
  - a) Master's
  - c) M.Phil.
4. Job Pay Scale:
  - a) 16
  - b) 17
  - c) 18
  - d) 19 and above
5. Job Experience
  - a) Below 3 Years
  - b) 3 – 5 Years
  - c) 6 – 10 Years
  - d) 11 – 20 Years)
  - Above 20 Years

## Instrument No.1

### EMOTIONAL INTELLIGENCE SCALE

Directions: Each of the following items asks you about your emotions or reactions associated with emotions. After deciding whether a statement is generally true for you, use the 5-point scale to respond to the statement. Please circle the 1 if you strongly disagree that this is like you, the 2 if you somewhat disagree that this is like you, 3 if you neither agree nor disagree that this is like you, the 4 if you somewhat agree that this is like you, and the 5 if you strongly agree that this is like you.

There are no right or wrong answers. Please give the response that best describes you.

- 1 = strongly disagree  
 2 = disagree  
 3 = neutral  
 4 = agree  
 5 = strongly agree

Sr. No.	Description	1	2	3	4	5
<b>A. Awareness of Self</b>						
1.	I know when to speak about my personal problems with others.					
2.	I rely on my experiences while dealing with problems.					
3.	I expect that I will do well on most things I try.					
4.	Students have confidence in me for solving their academic problems					
5.	I find it hard to understand the non-verbal messages of other people.					
6.	Some of the major events of my life have led me to re-evaluate what is important and not important.					
7.	When my mood changes, I see new possibilities.					
8.	Emotions are one of the things that make my life worth living.					
<b>B. Management of Self</b>						
9.	I am aware of my emotions as I experience them.					
10.	I expect good things to happen.					
11.	I like to share my emotions with others.					
12.	When I experience a positive emotion, I know how to make it last.					
13.	I arrange extra-curricular activities for students so that they can enjoy.					
14.	I seek out activities that make me happy					
15.	I am aware of the non-verbal messages I send to others.					

16.	I present myself in a way that makes a good impression on others.					
17.	When I am in a positive mood, solving problems is easy for me.					
18.	By looking at their facial expressions, I recognize the emotions people are experiencing.					
19.	I know why my emotions change.					
20.	When I am in a positive mood, I am able to come up with new ideas.					
21.	I have control over my emotions.					
22.	I easily recognize my emotions as I experience them.					
23.	I motivate myself by imagining a good outcome to tasks I take on.					

**C. Social Awareness**

24.	I compliment others when they have done something well.					
25.	I am aware of the non-verbal messages other people send.					
26.	When another person tells me about an important event in his or her life, I almost feel as though I experienced this event myself					
27.	When I feel a change in emotions, I tend to come up with new ideas.					
28.	When I am faced with a challenge, I give up.					

**D. Relationship Management**

29.	I know what other people are feeling just by looking at them.					
30.	I help other people feel better when they are down.					
31.	I use good moods to help myself keep trying in the face of obstacles.					
32.	I can tell how people are feeling by listening to the tone of their voice.					
33,	It is difficult for me to understand why people feel the way they do.					

## Instrument No.2

### PERSON JOB FIT SCALE

Tick the relevant box of each statement intern is followed by the five response categories i.e.: **1. Strongly Disagree, 2. Disagree, 3. Neutral 4. Agree, and 5. Strongly Agree.**

Sr. No	Description	1	2	3	4	5
<b>I. Cognitive Skill</b>						
1	My job requires inhibition response during the class activities					
2	My job requires enhanced attention					
3	There is a need for processing information speed at my workplace					
4	My job requires control and cognitive flexibility.					
5	There is need of working memory while performing job related activities.					
6	I need to have multiple simultaneous attention at workplace					
7	Job related activities and task performance requires recognition from organization					
8	I need to prioritize assigned routine tasks at the workplace					
<b>II. Technical, Functional and office Skill</b>						
9	I should have worked knowledge about my job					
10	Administration assesses employees on the basis of their competence					
11	Performance is the basic indicator for determining the person for job					
12	Working relations are essential for a person.					
13	Placing a person requires innovative ideas					
14	Engagements and accountability are essentials for a person in the job					
15	Management is necessary tool for job					
16	Ability to work in diverse environment determine a person for the job					
17	My job requires adaptability to the situation and environment					



<b>III. Job Knowledge</b>					
<b>18</b>	Ability to communicate is a vital aspect for determining level of class person should teach				
<b>19</b>	My job placement requires interpersonal relationships				
<b>20</b>	My job requires teamwork				
<b>21</b>	A teacher with ability to have student centered learning is essential element for job				
<b>22</b>	My job requires flexibility in decision making				
<b>23</b>	My job is challenging and learning focused				
<b>24</b>	My duties need creativity/innovation				
<b>25</b>	It is important to have technology skills for my duties				
<b>26</b>	I am independent in my job task performances				
<b>IV. Previous Experience</b>					
<b>27</b>	My school assess eligibility based on person's overall experience				
<b>28</b>	My organization employ those individuals who have job related professional degrees				
<b>V. Attitude towards job Tasks</b>					
<b>29</b>	Assigned job tasks from the administration have deadlines				
<b>30</b>	Motivation is required for the performance of job-related activities				
<b>31</b>	Administration has check on employees regarding their attitude for utilization of available resources				
<b>32</b>	There is mechanism of accountability for the utilization of school resources by the employees				
<b>33</b>	Dealing with the other colleagues is also considered at workplace for evaluation of an employee				

**Instrument No.3****JOB PERFORMANCE SCALE****Instruction**

The primary aim of this scale is to find out the degree of job performance enjoyed by the teachers. Please read the items one by one. Each statement item is followed by the five response categories i.e.: **1. Strongly disagree, 2. Disagree, 3. Neutral 4. Agree, and 5. strongly agree.**

No.	Items	1	2	3	4	5
<b>I. Reward</b>						
1.	I believe financial rewards (salary, bonus and other perks) could increase motivation at workplace.					
2.	I am satisfied with the company pay structure.					
3.	I believe rewards should be based on performance.					
4.	My administrator recognizes the extra effort that I put at workplace.					
5.	I believe performance appraisal influence pay raise.					
<b>II. Promotion</b>						
6.	I believe promotion should be based on job performance at the workplace.					
7.	My administrator always encourages me to perform well so to achieve promotion opportunities.					
8.	My school provides fair promotion opportunities to the employees.					
9.	I am satisfied with my chances for promotion.					
10.	I have equal opportunities for getting a promotion with other colleagues with similar qualification.					
<b>III. Flexible Scheduling</b>						
11.	I prefer flexible working hours rather than fixed working hours.					
12.	Flexible working hours motivate me to be more efficient.					
13.	I believe flexible working hours could provide a relaxing/adaptable working environment.					
14.	Flexible working hours allow me to have autonomy over my work.					
15.	I desire to have flexibility in work so that I can have work-life balance.					
<b>IV. Training</b>						
16.	I have training opportunities to learn and enhance my knowledge.					

17.	My administrator has variety of training programs to improve employee's ability.					
18.	The training programs improve decision-making skills.					
19.	I have been trained with all skills that are needed to perform my job.					
20.	Overall, the training I receive meets the needs of my job.					
<b>V. Working Environment</b>						
21	I like challenging task as it provides opportunity to increase knowledge and creativity.					
22	I am satisfied with the working condition at my workplace.					
23	I understand the importance to value and respect my colleague.					
24	My job brings positive changes to me.					
25	My administration always encourages and guide me in the performance of my work.					
<b>Vi Job Performance</b>						
26	My performance is better than that of my colleagues with similar qualifications.					
27	I am satisfied with my performance at workplace.					
28	I am committed to have continuous quality improvement in my work.					
29	I have good support from my colleagues in handling my tasks.					

## SAMPLE SIZE TABLE

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

Note.—*N* is population size. *S* is sample size.

Source: Krejcie & Morgan, 1970

## HIGHER SECONDARY SCHOOL LIST

Sr No.	School Name
1	IMCG (PG), Bharakahu
2	IMCB (VI-XII), (BSK) BHARA KAU IBD
3	IMCB (VI-XII), CHAKSHAHZAD P/O N.I.H. IBD
4	IMCB (VI-XII) PIND BEGWAL IBD
5	IMCG (VI-XII), KOT HATHIAL, F.A IBD VILLAGE KOT HATHIAL KIANI ROAD BHARA KA
6	IMCG (I-XII), Q-A-UNIVERSITY COLONY IBD
7	IMCG (VI-XII) NCH, F. A IBD NATIONAL HEALTH COLONY NHC IBD. HGGI9706
8	IMCG (VI-XII) MALPUR F.A IBD VILLAGE P.O MALPUR MAIN MUREE ROAD IBD
9	IMCG (I-XII) MAIRA BEGWAL F.A IBD
10	IMCG (I-XII) PIND BEGWAL VILLAGE PIND BEGWAL P.O PIND BEGWAL F.A IBD
11	IMCG (I-XII), MARGALLA TOWN, F.A IBD ST 7 PHASE 1 MARGALLA TOWN F.A IBD
12	IMCG (PG), F-7/2, IBD
13	IMCG (PG), F-7/4,
14	IMCB, F-10/4, IBD
15	IMCG (PG), G-10/4,
16	IMCG (VI-XII) G-6/1-4 IBD
17	IMCG (VI-XII), G-8/4 IBD
18	IMCG (VI-XII), G-9/2
19	IMCB (VI-XII), G-9/4
20	IMCB (VI-XII) G-6/2
21	IMCB, (VI-XII), G-7/2 ST NO.11 SEC G- 7/2 IBD
22	IMCB (VI-XII), G-7/4 Ibd St.No.43 Near Khadda Market
23	IMPC, H-8, IBD
24	IMPCC, H-8/4, ST NO.8 SEC H-8/4 IBD
25	IMCB, H-9, FARMER F.G DEGREE COLLEGE FOR MEN IBD
26	IMCG (I-XII), I-9/1 IBD
27	IMCB (VI-XII), I-10/1
28	IMCG, I-8/3 IBD
29	IMCG Humak F.A IBD
30	IMCB, (DEGREE)SIHALA IBD ADJ.POLICE TRAINING COLLEGE SIHALA
31	IMCG (VI-XII), HERDOGHER F.A IBD

32	IMCB (VI-XII), MUGHAL IBD MUGHAL SIHALA IBD
33	IMCB (VI-XII), RAWAT F.A IBD KALLAR ROAD RAWAT F.A IBD
34	IMCB (I-XII) BHIMBER TRAR F.A IBD
35	IMCG (VI-XII), RAWAT IBD RAWAT NEAR OLD POLICE STATION
36	IMCG (VI-XII) HUMAK F.A IBD
37	IMCG (I-XII), PIND MALKAN SEC SIHALA IBD
38	IMCG (I-XII) LOHI BHER F.A IBD VILLAGE LOHI BHER P.O KORANG TOWN IBD
39	IMCG (I-XII) MOHRA NAGIAL P.O MODEL TWON HUMAK IBD
40	IMCB (I-XII) HUMAK F.A P. O HUMAK IBD
41	IMCB (I-XII) PAHG PANWAL F.A IBD P.O KORANG LOHI BHER PAGH PANWAL IBD KORAN
42	IMSB (I-XII) MOHRA NAGIAL F.A IBD
43	IMCB (VI-XII), TARNOL, F.A IBD
44	IMCG (I-XII), GOLRA, F.A IBD P.O GOLRA SHARIF IBD
45	IMCG I-14/3 IBD
46	IMCG (I-XII), SHAH ALLAH DITTA, F.A IBD
47	IMCB (I-XII), NEAR CHRAH CHOWK LEHTRAR ROAD NILORE IBD
48	IMCB (I-XII) JABA TAILI F.A IBD
49	IMCG (VI-XII) NILORE F.A IBD NEAR SARWAR MKT ARA ROAD IBD
50	IMCG (VI-XII), PUNJGRAN F.A IBD KHAULA SHAHEED
51	IMCG (VI-XII) P.O TARLAI IBD
52	IMCG (I-XII) JAGIOT F.A IBD VILLAGE P.O JAGIOT TEH/DISTT IBD
53	IMCG (I-XII) PEHOUNT F.A IBD VILLAGE PO PEHOUNT IBD
54	IMCG (I-XII) THANDA PANI F.A P.O NILORE IBD
55	IMCG (I-XII) KIRPA F.A IBD

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(Source: Federal Directorate of Education Islamabad)

