

Effect of Personal Job Fit and Emotional Intelligence of Teachers on their Performance on Gender Basis at Secondary Level

Adam Gulla, (Ph.D Scholar)

Allama Iqbal Open University, Islamabad

Professor (rtd) Dr. Rehana Masrur

Department of Teacher Education, Allama Iqbal Open University, Islamabad

Abstract

A study on secondary school teachers teaching to 9th and 10th classes in Government high and higher secondary schools was conducted to determine the effect of personal job fit and emotional intelligence of teachers on their performance on gender basis at secondary level. The objectives of the study were to investigate the level of personal job fit and emotional intelligence of teachers and to further investigate the effect of Personal Job Fit and Emotional Intelligence of teachers on gender basis on their performance. Cluster sampling technique was used. Total, 370 high and higher secondary schools in the public sector with 1185 secondary school teachers were included in the sample. This study was cross-sectional. Personal Job Fit, Emotional Intelligence and performance of teachers were measured through validated and reliable instruments. Results revealed that there were differences on gender basis with respect to Personal Job Fit and Emotional Intelligence of teachers. Male teachers were more job affiliated and emotionally intelligent than female teachers. However, gender difference was not apparent in case of performance. It was recommended from the results that emotional intelligence dimensions may be included in pre- service and in- service training programs especially for the female teachers.

Keywords: Personal Job Fit, Emotional Intelligence, Secondary schools, Gender, Performance

Introduction

Like other developing countries, Pakistan has responded to the societal demands and has made innovation for education in her policies and actual provisions bound by social, cultural, economic and political realities and limitations. Presently, every country is making efforts to provide quality education to her students in schools. Pakistan is no exception in this regards. Our Government and many NGOs are trying their best in providing free Textbooks, establishing computer Labs, free education up to secondary level, provision of qualified teachers etc. to improve the standard and quality of education. But students play no active role in getting their education. Their entire education is mechanical and passive. They are crammers and knowledge never become of their own. Teachers can play an active and vital role in teaching learning activity. Educational researchers have tried to analyze the qualities what constitutes a great teacher. Exemplary teachers have been known to demonstrate a variety of attributes and talents. Personality of teachers is important and makes a difference in the lives of their students. An effective teacher should be personal Job Fit and possess skills beyond, cognitive abilities, technology and academic and professional knowledge. Soft skills such as using sense of humor, maintaining an even

temperament, patience, combating stress, having good relations with students, staff and administration are important for a successful teacher.

Teachers have a key role in building character of students and providing quality education by inculcating self-discipline and empathy. For this, teachers need to be highly emotionally intelligent and job fit for to be successful in their work place. Emotional intelligence, job fit and teachers' performance are important aspects in teaching situation. It is in this context that this study was designed to ascertain the Personal Job Fit and Emotional Intelligence level of teachers and to investigate the effect of teachers' Personal Job Fit (PJF) and Emotional Intelligence (EI) on their performance.

Personal Job Fit

Efron (2014) claims that it is not possible for everyone in the world to have his or her favorite job. But at the same time persons should not have to sacrifice most of their life performing a job they are not good at and which is cause of their unhappiness.

Hiring the right individual for the job has become more significant than it was in the past. Mistakes turn to be costly both for the individuals and the organizations. Russel (1996) defines personal job fit as *“the degree to which a person’s cognitive abilities, interests and personality dynamics fit those required by the job”* (P-22).

According to Heathfie, Personal Job Fit is a concept that explains whether the intersection between an employee strength, needs and experiences and the requirements of a particular job and work match or not. When the two interests match, an employee and organization experiences a good job match. It means when the interests of the individual and the organization match, then Personal Job Fit can be achieved.

Without the right job fit, an individual will never experience success as he deserves at workplace. He/she will never thrive and realize his/her true potential, as Rao and Sridhar (2003) are of the opinion that in the process of teaching and learning, teacher the main pillar, should be satisfied with the job as it is the main component of personal Job Fit.

Kristof (1996) suggests that person-job fit is referred as the congruity between persons and the job or roles that they do at work. Like Kistof , Indartono (2010) is of the opinion *that “employee fit on the job is reflected by personal JF which refers to the compatibility between an individual’s knowledge, skills and abilities (KSA) with the demands of the jobs”* (pp.195-222). These definitions of Kristof and Indartono include compatibility between an employee’s needs and job supplies provided to meet those needs , as well as job requirements and employee’s abilities to fulfill these demands. Here Farren (2013) claims that just like a comfortable pair of shoes, a great job fits one’s unique world. You feel easy and comfortable. Your abilities, desires, and passions fit with organization’s values and objectives. When you are fit at job your performance is maximum and you are fully involved, job that fits you increases your performance.

Emotional Intelligence

Emotional intelligence is not quite a new term and concept but it has a pretty good history and its roots can be traced back to Thorndike (1920), who identified the idea of social intelligence. In 1930s Thorndike gave a description of the concept of social intelligence as the capability to

‘Get along with other people’. In the 1940s, Wechsler suggested that emotional aspects of intelligence are substantial to be successful in life. In the 1950s humanistic psychologists such as Maslow explained how individuals can develop Emotional Intelligence (EI). Gardner published the “Scattered Mind” in 1975 and this introduced the notion of ‘Multiple Intelligence’. In 1978 Beasley used the term “Emotional Intelligence” and it was the first time that the term was published.

The first use of the term emotional intelligence EI is generally ascribed to the doctoral thesis of Wayne Payne, “A study of Emotions”. It was the medical dictionary which published the term Emotional Quotient (EQ). Emotional Intelligence is the intelligence relating to emotions specially it is the capability to read one’s own and others’ emotions.

This short history shows the gradual development of the term, but Maslow (1950s), was the first who described how people can develop Emotional Intelligence (EI). But still there was a long journey that the concept of Emotional Intelligence (EI) had to cover and since 1990, Salovey and Mayer were the leading researchers on Emotional Intelligence(EI). According to them *“Emotional Intelligence is the part of social intelligence and it involve the ability to understand one’s own and others’ feelings and emotions, to differentiate among them and to use this information to think and act accordingly”* (p-189).

In 1990 Salovey and Mayer published their article “Emotional Intelligence” in the journal ‘Imagination, Cognition and Personality’. It was in 1990 that the idea and the explanation of the notion of emotional intelligence came to the front. But there was little knowledge about Emotional Intelligence (EI) in academia and public till 1995 when it was popularized by Goleman’s bestselling book, EI: why it can matter more than IQ.

Extensive review of literature indicates that many researchers conducted studies on the construct of personal job fit in relation to job performance. But the researcher could not find a single study combining the effect of personal job fit and emotional intelligence on the performance especially in the educational context in Pakistan.

Socialization and Emotional Intelligence

Who wouldn’t want a higher level of Emotional Intelligence? Studies have shown that a higher emotion quotient (EQ) boosts career success, entrepreneurial potential, leadership talents, health, relationship satisfaction, humor and happiness. EQ can increase with socialization whereas IQ is very hard to change. According to Chamorr (2013), coaching can enhance some aspects of EQ usually under the name of socialization or soft skills training. Primary emotions are the first sense experience or response about an event. It is not contaminated with thinking. It is a physical experience for example anger, sadness and cold fear. Primary emotions should be sensed, recognized and unblocked to make it possible for adaptive action to take place.

Many emotional reactions are secondary to thoughts or other emotions. Secondary emotions are reactions to primary emotions or thinking process. Anger is often a powerful secondary emotion. It is also secondary to thoughts of injustice, unfairness and also beliefs such as what is fair or right. Anxiety can also be a secondary emotion. According to Wellman and Legattuta (2000) socialization is particularly important because man is social in nature, even in early age. Emotional intelligence develops with the age and experience as according to Thompson and Goodwin (2005) cultural factors affects children’s growing understanding of emotions.

Empathy, emotion regulations, impulse control and social regulation are improved and developed through interaction with peers, parents and teachers.

According to Denham and Weissberg (2004), young children's expression of positive and negative emotions play a significant role in their development of social relationship. It is added by Cohen and others (2005) that social-emotional development includes the child's experience, expressions and management of emotions and the ability to established positive and rewarding relationship with others.

According to Sims (2005), emotional socialization is divided into three dimensions- awareness, acceptance and coaching. Awareness refers to the ability to recognized emotional expression of sadness, anger and fear of the child. Acceptance is the ability to accept expression of emotions of sadness, anger and fear exhibited by children. Finally, coaching refers to the ability to show concern and train children so that they can express emotions of sadness, anger and fear as well.

According to the results of a study conducted by Rachmawati and Alfiasari (2017), there were significant positive correlation between emotional socialization and emotional intelligence. Emotional socialization is an important factor to shape emotional intelligence for children. Children who have high emotional intelligence will prevent to behave aggressively.

Personal Job Fit, Emotional Intelligence and Gender Differences

Gender differences can be seen from infancy because different teachings are given to boys and girls. Sanchez (2004) argues that review of the empirical data indicates that men and women are different on Emotional Intelligence (EI) and without a doubt, the female gender have more and better emotional abilities.

It is further supported by researchers like Day and Carroll (2004) Lumley et.al (2005), and Pulmer et.al (2005) as cited by Fernondez (2012), women are more emotionally intelligent than men. Fernandez (2012) claims that consistent with the belief, in the general population and in the academic community, it is widely held that females are better with emotions.

In contrast to above cited studies Summiya, Hayat and Sheroz (2009), claim that emotional intelligence does not respect the gender, the popular belief is that women are not more Emotional Intelligence (EI) than men.

Sanchez et.al, (2004), Sandhu and Mehrotro (1999) reported that males have higher levels of EI than females. Petrides and Furnham (2000) found EI is higher among males than females, difference is only in a few dimensions of EI and not global EI such as interpersonal skills and females being higher on social skills.

Martha (2010) argues that before entering the workforce, the personal performance of women has been shaped by "socialization" to the expectations of others- mothers, fathers and teachers for instance. Established social norms may channel women into certain types of typically "feminine" occupational choice and away from others.

Warr, (2007) claims that most of the studies have found a small but significant average gender differences in overall job satisfaction, with women scoring higher. However, regarding well-being measures that consider any level of activation such as engagement women usually score higher on anxiety and depression than men. Moreover, Cifer et.al, (2011) add that other studies found that women showed higher job satisfaction and higher engagement.

Sanchez et.al (2014) claim that the evidence suggests that men commonly show agentic traits whereas women manifest command traits to a great extent.

This discussion leads to the assumption that there are differences of personal job fit and emotional intelligence between men and women. Performance is also affected by gender differences in emotional intelligence and personal job fit. But the gap in the literature which motivated the researcher in the direction was that in educational context specially in the Pakistani context no research study has been done combining Personal Job Fit (PJF) and Emotional Intelligence(EI) of teachers and its effects on the performance of teachers or students' achievement. So bridging up this gap this study was designed on the effect of Personal Job Fit (PJF) and Emotional Intelligence (EI) of teachers on their performance at secondary level.

Theoretical Model

For teaching profession higher academic and professional qualification and relative subject knowledge is required while other skills e.g. interpersonal skills are not considered. It is further supported by researchers (Goleman 1998; Goleman, Boyatzis & Mckee, 2002), individuals in other fields than education have practiced these interpersonal skills based on high emotional intelligence and they proved successful. Only teachers having emotional intelligence, competence and job fit are able to cope with teaching learning problems. Corcoran, Rosin and Chaplain (2012) found that classrooms are filled with all kinds of emotions e.g. at times with enjoyment and excitements and at times with boredom, anger and hurt. It is the teacher's skill to work with these emotional information and regulates and controls his/her own and learners' emotions and it impacts positively what and how students learn. In this model personal job fit (PJF) and emotional intelligence (EI) are independent variables while performance is dependent variable.

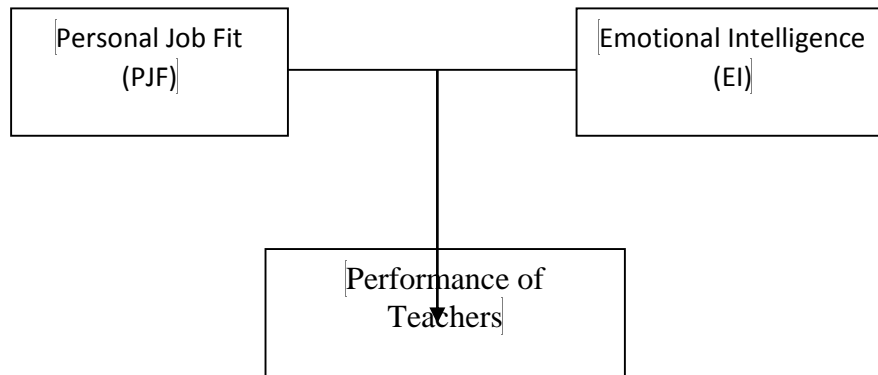


Fig 1: Research Model

Statement of the Problem

Secondary Education is a very important and crucial stage in the educational system of any country. In Pakistan Secondary education plays two key purposes as it serves as a terminal stage for some students and provides work force of middle order and at the same time it serves as a feeder for higher education. Teachers play a vital role in teaching and learning and character building process. Lucio (1973) claims that Pupil achievement is an index of teacher performance. Research (Sake & Ashforth, 2006; Charles and O'Reilly 1990) suggests that a person job fit increases the efficiency and contributes to the overall performance of the organization and it helps in avoiding hiring misfits that negatively affect personal and team success and Kokemuller (2015) argues that if an employee's abilities and interests match with the job then he/she will be able to

optimize his/her talents and skills and develop a sense of value in his work. Goleman (1995) makes such claims that emotional intelligence is at time more powerful than IQ for success in life. As a teacher plays a key role in teaching learning process and students' performance is an index of teacher's performance, so to study the practical applications of Personal Job Fit (PJF) and Emotional Intelligence (EI) in school setting this research study was designed to measure the level of Personal Job Fit (PJF) and Emotional Intelligence (EI) of secondary school teachers and investigate the effect of personal job fit and emotional intelligence of teachers on their performance at secondary level in Pakistan.

Objectives of the Study

The objectives of this research study are:

1. To investigate the level of Personal Job Fit of Secondary School Teachers on gender basis.
2. To investigate the level of Emotional Intelligence of Secondary School Teachers on gender basis.
3. To investigate the effect of gender differences in Personal Job Fit and Emotional Intelligence of teachers on their performance.

Research Hypotheses

- H₁:** There is a difference in the level of Job Fit and Emotional Intelligence (EI) of teachers on Gender basis.
- H₂:** A difference in the level of Job Fit and Emotional Intelligence (EI) of teachers on gender basis affect their performance.

Methodology

This cross-sectional research study includes the characteristic of exploratory and descriptive research as it explains and describes the job related issues and Emotional intelligence problems of teachers. To this extent it is exploratory, but mainly the research is descriptive in nature and aims to develop the description of Personal Job Fit (PJF) and Emotional Intelligence (EI) of teachers and their effect on the performance of teachers through survey data. Further this research study was cross-sectional study by design because the data on Personal Job Fit, Emotional Intelligence and the performance of teachers were collected at one point of time. Data collected on different variables were compared at the same time. This study measured the effect of causes (PJF and EI) on the performance of teachers in a natural setting.

For this research study the researcher adopted quantitative approach. Since, this research study intended to analyze the effect of Personal Job Fit (PJF) and Emotional Intelligence on the performance of teachers, therefore literature review supported the application of quantitative method.

For this purpose it was important to identify the variables which directly or indirectly affect the level of teachers' performance at secondary level.

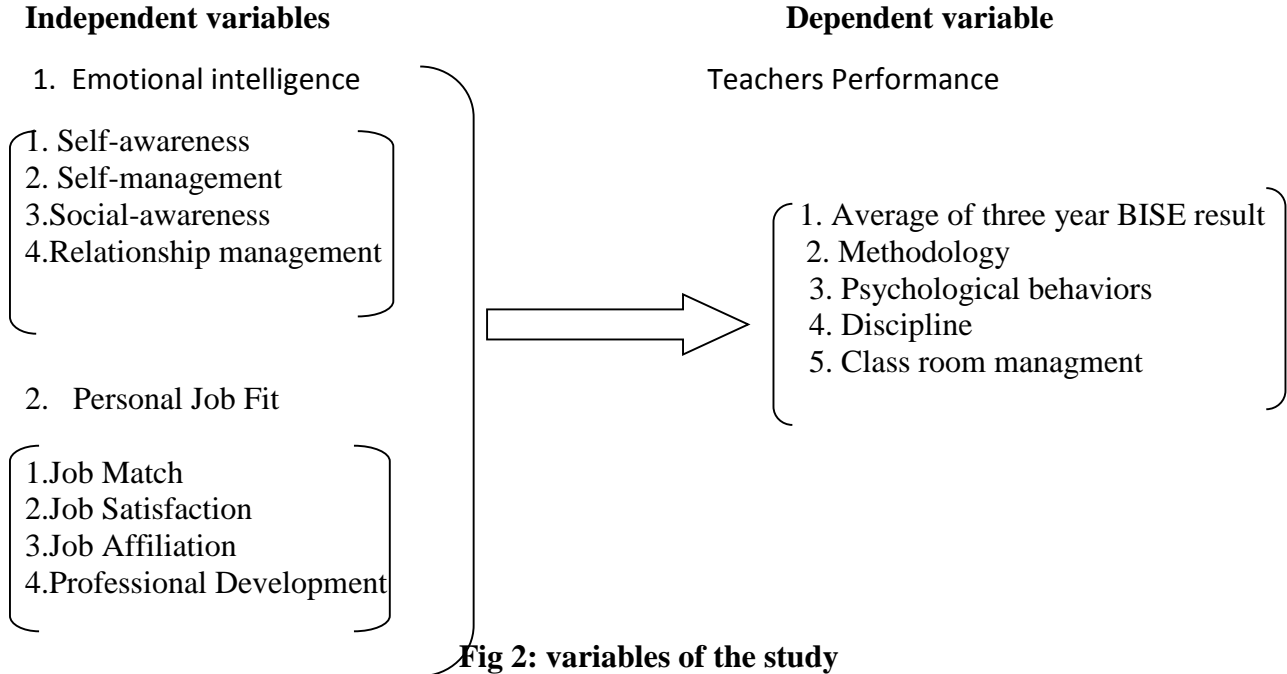
Variables of the Study

Following are the variables of this research study:

(1) *Personal Job Fit*

(2) *Emotional Intelligence*

(3) *Teachers' Performance:*



Population of the Study

All the secondary school teachers (SST) teaching secondary classes (9th and 10th) in Government schools in Punjab and KPK comprised the target population of study. According to District Education profile 2011-12 total number of high and higher secondary schools in public sector in the Punjab is 6178 and in KPK is 2139, total number of head teachers in the Punjab is 6178 and in the KPK is 2139, total number of teachers in the Punjab is 125855 and in the KPK is 30335 and total enrolment in public sector in the Punjab is 1,076,538 and in the KPK is 320199, so the total number of high and higher secondary schools in the Punjab and the KPK in public sector is 8317, total number of head teachers is 8317, total number of teachers in public sector is 156190 and total enrolment in public sector is 1396737.

Sample of the Study

A cluster sampling technique was used. District Attock and district Peshawar were selected as clusters as these were geographically feasible for the researcher. Now all the schools both of girls and boys were studied and there were 398 high and higher secondary schools (224 from Attock and 146 from Peshawar) and there were about 1185 (855 from district Attock and 330 from district Peshawar) Secondary School Teachers (SSTs) in these schools. 370 heads + 1185 SSTs + 1185 colleagues + 3700 students = 6440 was taken as sample of all participants.

Sample size for this study is above 400 which is adequate for a population of 100,000 at 95% confidence level. This sample of 370 heads, 1185 teachers, 1185 peers and 3700 students a total 6440 participants including all the demographic characteristics is representative of the population. When population is above 20,000 the sample size does not change much.

Instruments of the Study

To measure the teachers’ level of Personal Job Fit (PJF), instrument was developed and validated by the researcher. This instrument consists of 40 items measuring four dimensions of Personal Job Fit. Performance of teachers was measured by using a scale also developed and validated by the researcher. These instruments were in the form of five-points Likert Scale. These scales used the response options from strongly disagree to strongly agree.

To measure the Emotional Intelligence level of teachers, researcher used the Emotional and Social Competence Inventory (ESCI 3.0) of Hay Group (2006).

Table 1
Response Rate

	School	Principals	Teachers	colleagues	Students
Target Sample	370	370	1185	1185	3980
Realized Sample	193	193	733	733	2080
Response Rate	52%	52%	62%	62%	52%

Analysis

To analyze the data various statistical methods and tests were applied. The significant differences on the basis of gender were analyzed by t-test. The statistical analysis of the data was conducted by using the SPSS (20.0) to investigate the research hypotheses. Therefore, the researcher applied the reliability test of Cronbach’s alpha for determining the reliability of ESCI, PJF and students’ survey instruments

Table 2:

Reliability of Personal Job Fit

Dimensions	Cronbach’s Alpha
Job Match	0.69
Job Satisfaction	0.72
Job Affiliation	0.71
Professional Development	0.75

Table 2 shows the Cronbach’s Alpha of the Personal Job Fit (PJF) instrument of the research study and indicates the Cronbach’s Alpha of the research study reported for all the dimensions of Personal Job Fit (PJF) and it ranges from 0.69 to 0.75. It indicates that the reliability of the Personal Job Fit (PJF) score is acceptable and meets the requirement of internal consistency.

Table 3:

Reliability of Students' Survey Form

Dimensions	Cronbach's Alpha
Methodology	.73
Psychological Behavior	.71
Discipline	.68
Classroom Management	.75

Cronbach's Alpha of the present study reported for all the four dimensions range from .68 to .75 as indicated in table 3, this means that the reliability of instrument is acceptable and it fulfills the requirement of the internal consistency.

Table 4:

Reliability of Emotional Social Competence Inventory Instrument

Dimensions	Cronbach's Alpha
Emotional Self Awareness	.95
Achievement Orientation	.95
Adaptability	.95
Emotional Self Control	.95
Positive Outlook	.94
Empathy	.94
Organization Awareness	.95
Conflict Management	.94
Coach Mentor	.94
Influence	.95
Inspirational Leadership	.95
Teamwork	.95

Cronbach's Alpha of the present study reported for all the 12 competencies range from .94 to .95 as indicated in table 4, this means that the reliability of instrument is acceptable and it fulfills the requirements of the internal consistency.

Table 5:

Independent Sample t-test for Personal Job Fit and Performance

	Group	N	Mean	Std. D	Std. E-M	t-value	Sig. (2-tailed)
Job Match	Male	255	4.12	0.64	0.04	1.64	0.10
	Female	478	4.04	0.57	0.02		
Job Satisfaction	Male	255	3.71	0.65	0.04	-0.25	.80
	Female	478	3.72	0.58	0.02		
Job Affiliation	Male	255	4.45	0.41	0.02	3.24	0.00
	Female	478	4.35	0.41	0.01		
Professional Development	Male	255	4.40	0.48	0.03	0.86	.39
	Female	478	4.37	0.42	0.01		

Independent sample t-test was used to examine the differences between males and females with respect to Personal Job Fit dimensions. Results are shown in table 5. The independent sample t-test results indicate no differences between males and females on Job Match, Job Satisfaction and Professional Development with p-values .10, .80 and .40 respectively. The results show the difference with respect to Job Affiliation dimension with p-value .00.

Table 6:

Independent Sample t-test for Emotional Intelligence and Performance of Teachers

	Gender	N	Mean	Std. D	Std. E-M	T-value	Sig. (2-tailed)
Emotional Self Awareness	Male	255	3.16	0.45	0.03	0.47	.64
	Female	478	3.14	0.46	0.02		
Achievement Orientation	Male	255	3.45	0.58	0.04	2.37	.02
	Female	478	3.34	0.60	0.03		
Adaptability	Male	255	3.13	0.41	0.03	0.56	.57
	Female	478	3.11	0.50	0.02		
Emotional Self Control	Male	255	3.11	0.62	0.04	2.38	.02
	Female	478	3.00	0.64	0.03		
Positive Outlook	Male	255	3.31	0.53	0.03	.78	.43
	Female	478	3.28	0.53	0.02		
Empathy	Male	255	3.23	0.52	0.03	1.86	.06
	Female	478	3.15	0.53	0.02		
Organization Awareness	Male	255	3.25	0.47	0.03	2.72	.00
	Female	478	3.15	0.51	0.02		
Conflict Management	Male	255	3.25	0.47	0.03	2.95	.00
	Female	478	3.14	0.50	0.02		
Coach Mentor	Male	255	3.36	0.48	0.03	3.30	.00
	Female	478	3.23	0.55	0.03		
Influence	Male	255	3.24	0.43	0.03	1.50	.13
	Female	478	3.19	0.50	0.02		
Inspirational Leadership	Male	255	3.20	0.45	0.03	2.94	.00
	Female	478	3.09	0.49	0.02		
Teamwork	Male	255	3.22	0.40	0.02	1.66	.10
	Female	478	3.16	0.46	0.02		

An independent sample t-test was conducted as indicated in table 6 to compare the score for males and females on twelve competencies of Emotional Intelligence. Out of twelve competencies of Emotional Intelligence only on six competencies the difference in score is statistically significant at $p < .05$ and these competencies are Achievement Orientation (AO), Emotional Self Control (ESC), Organizational Awareness (OA), Conflict Management (CN), Coach & Mentor (C&M) and Inspirational leadership (IL).

Table 7:

Independent sample t-test on Performance of Teachers

	Gender	N	Mean	Std. D	Std. E-M	t-value	Sig. (2-tailed)
Performance	Male	255	85.78	8.014	0.50	-.101	.92
	Female	478	85.93	8.122	0.38		

To investigate the teachers’ performance on gender basis, an independent sample t-test was conducted as indicated in table 7. The difference on performance for males Mean= 85.79 and for females Mean= 85.94 is statistically not significant.

Findings and Discussion

Hypothesis 1 and Objective 1 & 2

Level of Job Fit and Emotional Intelligence (EI) of teachers on Gender basis.

To investigate the differences in the level of Personal Job Fit and Emotional Intelligence of teachers on gender basis, the independent sample t-tests were run, first for the personal Job Fit level and secondly for Emotional Intelligence level. The results of t-test with respect to Job Match (JM), Job Satisfaction (JS) and professional development (PD) level for males and females show no significant difference and could not pass the t- test, so there are no differences between males and females.

It is found that only on one dimension of Personal Job Fit (PJF) that is the Job Affiliation (JA) there is difference on gender basis. Males are more job affiliated than females. There is no difference with respect to other dimensions of Personal Job Fit (PJF). The findings are contradictory to Warr (2007) and Cifer et.al (2011) who claimed significant average gender differences in overall job satisfaction, with women scoring higher. The reason for this may be that males in Pakistani society are more job oriented and the main source of earning for the family so they are job affiliated.

To determine the level of Emotional Intelligence on gender basis t-test was run and the results indicated that on achievement orientation (AO), emotional self-control (ESC), organizational awareness (OA), conflict management (CM), Coach and mentor (C&M), and inspirational leadership (IL), there were differences on gender basis while on Emotional Self-Awareness (ESA), Adoptability, Positive Outlook (PO), Influence, Empathy and Teamwork there were no differences on gender basis. The findings are in consistent with Sanchez et.al, 2004, Sandhu and Mehrotro 1999 and Chu (2002) who reported that males have higher levels of EI than females. Petrides and Furnham (2000) found EI is higher among males than females. These

findings are in contradictory with Day and Carroll (2004) Lumley et.al (2005), and Pulmer et.al (2005) as cited by Fernandez (2012), that women are more emotionally intelligent than men. Findings of studies reported by King (1999), Wing and love (2001) and Sing (2002) discovered that women have higher levels of emotional intelligence than that of men. Similar findings were reported in studies by Tapia (1999) and Dunn (2002) as cited by Smmiya, Hayat and Shehroz (2009) that girls score higher with respect to empathy, social responsibilities and interpersonal relationship than boys.

These results supported the hypothesis that there is a difference in the level of Personal Job Fit and Emotional Intelligence of teachers on gender basis.

Hypothesis 2 & Objective 3

Level of Performances on Gender Basis

One of the objectives and one of the hypotheses of this study was to examine the level of performance on a gender basis. However the results of this study (by conducting independent sample t-test indicate that there is no difference in the performance on a gender basis. The hypothesis is not supported. The results are not in agreement with the past researches (Martha, 2010; Cifer et.al, 2011;Sanche et.al, 2014). The reason for this may be that the performance of teachers also depends on some other factors e.g. monitoring system, administrative control, need of the job etc.

Conclusion

This study of Teachers' Personal Job Fit and Emotional Intelligent and their effect on the performance of teachers is quite new and has no predecessor at least in Pakistani context. New indicators of teachers' performance, e.g. Universal Primary Education (UPE), Universal Secondary Education (USE), students' attendance, teachers' attendance, dropout, non-cooperation from parents and discipline problems demand from teachers high standards of performance. Teachers' evaluation techniques are changing. It is the urgent need of our educational system to investigate into the specific attributes of successful teachers and the association of these qualities and attributes to students' achievement.

This research study highlights the importance of personal Job Fit (PJF) dimensions and Emotional Intelligence dimensions for successful teachers.

Future Recommendations

On the basis of this research study some important recommendations could be suggested for the researchers, scholars, policy makers and all the stakeholders in education. The findings of this research study indicate that male teachers are more job affiliated than female teachers so it is recommended that steps may be taken to increase the level of job affiliation of female teachers. The findings of this research study show that male teachers are more emotionally intelligent than female teachers so it is recommended that in-service training programs with respect to emotional intelligence especially for female teachers may be arranged This research study was delimited to the secondary school teachers, but future researchers should consider that a study like this can be conducted on the performance of teachers at primary level. Outcomes of such study will be a great help to solve the problems of teachers and students at primary level, e.g. dropout, absenteeism, etc.

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