



Investigating the Factors Affecting the Job Performance of Secondary School Teachers in District Kohat

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Abstract

The Aims of the study was to enhance the job performance of secondary school teachers by investigating the factors affecting the performance of SSTs at school level. The purpose of the study was (1) to assess and summarize principal views on the factors affecting job performance of SSTs, (2) to assess and summarize SST own views on the factor that affect their performance, (3) to assess and summarize students views on the factors affecting job performance of SSTs, (4) compare and contrast SST performance on each factor based on the principal, the SSTs themselves, and students. The study was descriptive in nature, involving all principals, SSTs, and students from school level in district Kohat. The sample comprised 50 selected schools, with one principal, two SSTs, and five students chosen from each school, totaling 400 individuals (50 principals, 100 SSTs, and 250 students). Separate questionnaires were created for SSTs, students and principals from the school. The data collected were organized, analyzed, and interpreted using statistical methods. The study found that subject Knowledge was perceived as the strongest factor among the four factors affecting SSTs' job performance, according to SSTs, students and principals. Conversely, attitude toward students was viewed as the weakest factor. Instructional techniques and characteristics of SSTs were seen as intermediate factors in terms of their presence in SSTs' performance. Although subject knowledge was rated highest, SSTs are encouraged to continue enhancing their content knowledge through concept based practical knowledge and different training programs.

Keywords: Job Performance, Subject Knowledge, instructional techniques

Introduction

To enhance the job performance of secondary school teachers by investigating the factors affecting the performance of SSTs at school level. These include their skills, knowledge of the subject, instructional techniques, and personal traits. Specifically, focused on how these factors relate to job performance and student learning. Skills, abilities, and aptitudes all describe what someone can do, but in different ways. Skills show what someone has learned in the past. Abilities describe what they can do right now, while aptitudes indicate what they might be able to learn and do in the future (Anastasiou & Papakonstantinou, 2014). For secondary school teachers, having a positive attitude toward teaching is crucial. A good teacher creates a friendly classroom environment, caters to students' needs, and is empathetic towards them. They should also identify and address any issues that affect students' behavior and personality.

Effective secondary school teachers use a wide range of knowledge and skills to plan, implement, and adjust their teaching methods. Technology skills are just one

part of this competence. Instructional techniques have divided into in four steps i.e. teachers centered, students centered, interactive and solution of the problem centered method. Keeping in view of these factors and implementing them effectively can enhance the teachers' performance. Secondary school teacher should adopt personal traits that help them appear confident and communicate comfortably during in teaching in classes. Resultantly the response of the Students comes better to teachers who smile and show ease and confidence. If a teacher seems nervous or unsure, it can make students feel uneasy or confused (Borst, Kruey, Lako, & de Vries, 2020).

Teachers should use language, diagrams, or symbols that match their students' understanding. Good teachers explain their subjects in simple terms, avoiding technical jargon unless necessary. Teachers need to clearly explain key concepts and give precise instructions. If directions are vague or given too quickly, students can get confused. It's better to give instructions one at a time, especially for students who struggle with basic concepts. Personality in this context refers to how a teacher's appearance, clothing, conversation, and manners contribute to their reputation and impression (Al-Kurdi, El-Haddadeh, & Eldabi, 2020). This is similar to how personality is considered during job interviews. Learning style can be a bit confusing. It refers to a person's preferred way of thinking about things, but it's not necessarily right or wrong. It's different from aptitude, which is about how much ability someone has and can grow. Learning styles are usually seen as having both advantages and disadvantages. The study is important because it aims to improve teaching by controlling factors that affect a teacher's job performance.

Literature Review

The secondary school level shows an important role for a region economics and a social change of a country. It spreads knowledge and skills that need to bring a change in the positions of government, business as well as other factors. Highly educated workers are essential for handling advanced technology, so without them, speeding up economic development becomes challenging (Ifinedo, Rikala, & Hämäläinen, 2020). Therefore, decision makers need to acknowledge the importance of secondary education for development. Participation in secondary education depends on factors like the availability of schools, opportunities, qualified teachers, and admission policies, as well as the costs and perceived benefits. Secondary school is crucial in the education system as it connects schools, colleges, universities, and the job market (Davidescu, Apostu, Paul, & Casuneanu, 2020). It helps balance these elements and supports socio economic and cultural development.

Additionally, secondary schools' teachers provide the skilled workforce necessary for a country's economic progress. The output from primary and secondary education feeds into making it a vital part of the overall education system (Dong, Xu, Chai, & Zhai, 2020). Teaching performance involves all the actions a secondary school teacher takes in the classroom, such as asking questions, explaining topics, giving directions, and engaging with students. There isn't a universally accepted definition of teaching performance yet, but educators and policymakers agree it is crucial. Student opinions are now seen as a key factor in determining teaching quality. In the 21st century, schools play a vital role in supporting individual and community development across various areas (Kapur, 2018). Teachers today have expanded roles, including curriculum development, mentoring new teachers, facilitating staff development, conducting research, and participating in school management.

Given these expanding roles, teachers need ongoing professional development to keep up with new knowledge and skills (Ingle, Rutledge, & Bishop, 2011). Teachers are considered the most important factor for successful education. Despite significant investments in educational reforms, student performance has dropped in places like Hong Kong and other developed countries. To improve teacher effectiveness, research should cover the wide range of teacher responsibilities, including school management, curriculum changes, educational innovations, and community involvement (Lambert, Keena, Leone, May, & Haynes, 2020). This suggests a need for a new approach in the modern context. The teacher effectiveness includes a mix of teacher traits, behaviors, and teaching processes, impacting student learning and educational outcomes. It should be viewed as a result of interactions between teacher characteristics and situational factors, not just a stable trait. Teacher effectiveness should include knowledge, abilities, and beliefs a teacher brings to the classroom after their education. How a teacher's behavior may change with different teaching environments. The progress students make toward educational goals. Training provided by external institutions to build teacher competence. The school's organizational structure, culture, resources, and factors like class size, student abilities, and classroom climate (Dong et al., 2020).

Teachers work within a school's organizational context, making it crucial to understand this broader environment to improve effectiveness. Current research suggests using comprehensive models of teacher effectiveness to develop new strategies for teacher education and development. To enhance teacher effectiveness, it's important to identify key traits like personality, attitudes, skills, and knowledge that contribute to achieving goals. Understanding how teachers create and implement action plans aligned with school goals is essential for developing effective staff training programs. Regular internal and external assessments of teacher performance and achievements are necessary. Glass proposed an evaluation system for teachers that use multiple sources of information (Kapur, 2018). His system includes: (a) observations by trained evaluators, (b) student feedback, and (c) additional data such as the teacher's training and knowledge. This system stands out because it uses fewer data sources, requires consistent application of these sources, and doesn't specify who should judge the data. Because expectations for teachers vary, it's important to use multiple sources to evaluate them effectively. No single method, checklist, or set of criteria can fully define good teaching. Different teachers may excel in different ways, and some may not fit typical patterns of effectiveness but are still very effective. Sometimes, useful data like student progress might be missing, but evaluations can still be effective using the available information (Lambert et al., 2020).

Evaluating teachers is as crucial as teaching itself. Various people and methods are involved in evaluating a teacher's performance, including supervisors, colleagues, students, and the teachers themselves. Evaluations can be influenced by personal and interpersonal factors, such as the gender or race of the evaluator and the teacher was a pioneer in researching student evaluations of teaching, often regarded as the founder of this field (Latif, Majoka, & Khan, 2017). The reliability of student ratings depends on getting consistent feedback from different students and that the reliability of class averages improves with more student responses. In the present era there has been a growing interest in student evaluations of teaching (SET). Research has focused on the validity of sets, the different aspects of teaching, how students rate instructional effectiveness, and the impact of grading leniency (Limon & Nartgün, 2020). The performance of secondary school teachers is influenced by both external

and internal factors. External factors include community expectations, the school system, the school itself, grading policies, and interactions with parents and students. These external expectations can be conflicting, and teachers must balance these while integrating their own internal factors. Internal factors include a teacher's personal beliefs about effective teaching, their preferred methods, and their views on learning (Musili, 2015).

A teacher's ability to meet classroom demands depends on aligning their beliefs with practical teaching. Resources available, both human and physical, also impact teaching effectiveness. Student learning is influenced by their prior knowledge, attitudes, and values, which are shaped by their background and family decisions (Musau & Abere, 2015). These factors affect how students perform in school and how they interact with different teachers and programs. The effectiveness of a teacher depends on their goals and the students they teach. Just like students, teachers vary in their knowledge, skills, and values, and their teaching experience also differs. Attitudes are the habitual ways we respond to different situations. They usually reflect our general feelings toward something. The behaviors of the students may be positive or negative or a neutral and they might not always be active or noticeable. In social psychology, measuring attitudes is common (Shin & Dai, 2022). We use various scales to assess attitudes towards almost everything, from household products to school subjects. There are three main types of attitudes: cognitive (what we know about something), affective (how we feel about it), and behavioral (how we act towards it).

For secondary school teachers, their attitude towards teaching is crucial. Some teachers believe children should be seen and not heard, while others aim to create a friendly and supportive atmosphere. A good teacher should create a warm, welcoming environment and address each child's needs (Usop, Askandar, Langguyuan-Kadtong, & Usop, 2013). They should have a positive attitude towards teaching and be empathetic towards students who may have behavioral issues, working to understand and improve these behaviors. The school plays a significant role in shaping students' personalities by fostering a positive emotional climate, using effective teaching methods, and offering guidance and counseling. Besides school and home, several social factors influence personality development. Language is a key way society communicates and passes on culture (Wolomasi, Asaloei, & Werang, 2019). Children learn their society's language, which shapes their personality through interactions with others. Social Roles Just as actors play different roles, people take on various roles in life, such as being a student, sibling, or parent. These roles help guide behavior and interactions, shaping personality through observation and imitation of role models. This is how we see ourselves and our identity, influenced by physical awareness and social factors like how we dress and speak. A positive self-concept is boosted by others' positive attitudes, while negative attitudes can lead to feelings of worthlessness or withdrawal (Wang, Harris, & Patterson, 2013).

This is when we try to imitate people we look up to, like parents or other role models. For example, a child may mimic their father's behavior. Relationships with others can impact personality development in several ways: attraction (friendship and love), hostility (expressing anxiety), and isolation (withdrawing from social interactions). Teachers need to understand that fostering honesty and positive attitudes in themselves and their students is essential for a better society. Interests are important too. They are the things we are naturally drawn to and can predict behavior. Understanding a child's interests helps teachers keep them engaged (Musili, 2015). By associating new activities with things children already enjoy,

teachers can help develop new interests. Modeling behaviors and observational learning also play a role in shaping children's interests. Teachers should have optimistic expectations of their students, based on realistic assessments of their abilities and potential. It's important to remain flexible, as children grow and change in surprising ways. Teachers must balance realism with an openness to revising their judgments about students (Shin & Dai, 2022). A child's inherent qualities and home environment also impact their behavior and learning.

Factors such as family dynamics, language use, and social class significantly influence a child's development, which teachers have limited control. Effective secondary school teachers use a wide range of subject knowledge and skills when planning, teaching, and adjusting their lessons. Being skilled with technology is just one part of what makes a teacher competent. A teacher's personal beliefs about subjects, teaching methods, and their training all impact how they deliver lessons. Understanding these factors can reveal how well a teacher's training and practice align with national curriculum goals. When combined with student achievement data, this information helps in creating the best strategies for teaching challenging subjects (Wolomasi et al., 2019). To thoroughly understand subject knowledge, teachers need to explore it from different angles. They should think of new ideas and ways to present material so that students can see how different concepts relate to each other. Typically, teachers follow a curriculum set by external agencies and use their own lesson plans and materials to prepare students for external exams. However, teachers should also be involved in curriculum development.

They need to use their knowledge to design lessons that meet students' needs and interests, following a comprehensive approach to curriculum development (Usop et al., 2013). Here's how this process works teachers should choose courses they have taught before to update their understanding. If they are less experienced, they should pick a subject they find interesting to build confidence and control over their teaching. This preparation helps students notice the teacher's enthusiasm and readiness. Teachers should divide the course into major sections based on their current understanding. They should then review resources like textbooks, course outlines, and expert opinions to see how others view these sections (Shin & Dai, 2022). It's more important to focus on high-quality materials than to use many sources. Based on the materials reviewed, teachers should finalize the course elements and break them down into topics. This organization should be based on their understanding and information from the resources, and it should be flexible to incorporate new research findings (Al-Kurdi et al., 2020). Teachers need to identify and use high quality reference materials from reliable sources like libraries and academic institutions.

They should create a two dimensional chart listing these sources and the topics covered. This helps in organizing information effectively. Teachers should take notes on each topic using the reference materials as a guide. The selected content should be arranged in a logical and psychological sequence (Anastasiou & Papakonstantinou, 2014). Teachers must carefully organize this material to ensure it flows well and makes sense to students. Teaching methods can be divided into four main categories: teacher directed methods, student directed methods, interactive methods, and problem solving methods. In teacher-directed methods, the teacher plays a central role in organizing and presenting the material. These methods are characterized by the teacher controlling the flow of information. Here are some common teacher directed methods. The lecture method is a traditional approach where the teacher communicates information verbally to students (Borst et al., 2020).

This method dates back to times before printing, when knowledge was passed down orally. There are three main types of lectures: Formal Lecture: A structured and organized presentation of information. Informal Lecture: A more casual and spontaneous delivery of material. Lecture Commentary:

A lecture with added explanations and discussions. Demonstration Method This method involves the teacher showing students how something works or is done, using a visual approach rather than just verbal explanations. It's particularly useful in subjects. Drill Method involves repeating key information or skills until they are mastered (Dong et al., 2020). This repetition helps students practice until they can perform tasks automatically. Questioning Method teachers often use questioning to engage students and encourage higher level thinking. Effective questioning requires questions that prompt students to think critically, rather than just recall facts. Student directed methods shift the focus from the teacher to the students, who take more responsibility for their own learning. These methods encourage self-discipline and personal growth. Interactive methods involve both the teacher and students actively participating. These methods promote engagement through collaboration and communication. Effective teachers display several personal traits that enhance their teaching (Ifinedo et al., 2020).

Material and Methods

Research is a detailed and thoughtful process aimed at uncovering facts and understanding their significance related to a particular problem. This study aims to improve the job performance of secondary school teachers in Khyber Pakhtunkhwa. To do this, three types of questionnaires were created. The study was descriptive, meaning it focused on providing a detailed account of the current state of teacher performance.

Population and Sample

The study encompassed the principals, secondary school teachers, and students from schools across district Kohat. For sampling purposes, a total of 25 male and 25 female government schools were selected randomly. Within each chosen school, two teachers and five students were randomly sampled, in addition to the principal of each institution. Consequently, the study's sample comprised 400 individuals, including 50 principals, 100 teachers, and 250 students. A two-stage cluster sampling technique was employed to select this sample.

Instrument Reliability

The alpha reliability coefficient was calculated for the overall measure and for each subscale of secondary school teachers' job performance. This was done using a sample of 100 secondary school teachers.

Table 1

Subscales	No of Items	Alpha coefficient
I. Attitude of teacher	5	.84
II. Knowledge of subject matt	5	.70
III. Instructional techniques	5	.81
IV. Individual traits	5	.82
Total	20	.89

Table 2 SSTs' performance and items correlation scale (N=100)

Item	Correlations	Items	Correlations
01	** .89	11	** .89
02	** .80	12	** .85

03	** .85	13	** .89
04	** .72	14	** .95
05	** .88	15	** .95
06	** .94	16	** .82
07	** .80	17	** .87
08	** .92	18	** .95
09	** .95	19	** .91
10	** .75	20	** .96

The table indicates that every item on the questionnaire is strongly linked to the overall score. The correlation coefficients for all 20 items range from .41 to .90. This suggests that each item has aligns with the total score as per the questionnaire i.e. supporting the reliability and validity. To assess the consistency of the items and its significance to the test, item total correlations were estimated. These correlations are crucial because they reflect the reliability of the test. According to Table 04, all items show significant correlations, confirming their consistency and relevance.

Table 3 The table shows the relationship between the Urdu and English versions of the instrument. For each language, there are 10 items, and the correlations indicate how closely related the responses are between the two versions.

Groups	Instruments type	Correlation
First Group	Urdu – English	.86
Second Group	English – Urdu	.81

This table illustrate that there is a positive and effective correlation between the Urdu and English versions of the instrument in two separate groups. This means that the Urdu version is valid across different languages. It shows that both the Eng. – Urdu. Types of the instrument are reliable for measuring secondary school teachers' job performance.

Inter Rater Reliability

Inter-rater reliability is a common method used to assess the consistency of performance measures. This technique involves comparing the ratings from one group with ratings from another independent group. These correlations help to confirm the validity of the scale used. For evaluating secondary school teachers' job performance, we calculated the inter-correlation of ratings provided by students, teachers, and principals. A sample consisting of twelve principals, twelve teachers, and twelve students was chosen for this purpose. The ratings from these groups were compared to assess reliability.

Table 4: Inter correlations of the ratings this involves comparing how students, principals, and teachers themselves rate the teachers' job performance. For this comparison, ratings were collected from 12 students, 12 principals, and 12 teachers. By analyzing these ratings, we can see how consistent the evaluations are across these different groups.

Raters	Students	Principals	SST (themselves)
Students	-	-	.25
Principals	-	-	.68
SSTs themselves	-	-	.89

Table 4 shows that students' ratings of their teachers' job performance are significantly related to both the teachers' own ratings and the principals' ratings. While students' ratings are positively related to the principals' ratings, they do not

show a significant correlation with the teachers' self-ratings. However, the teachers' self-ratings are significantly related to the ratings given by their principals. To determine cutoff points on the scale, percentile analysis is used. This involves examining the frequency distribution of scores and identifying the scores that correspond to specific percentiles. For the total sample of students, this method helps pinpoint cutoff scores for different levels of job performance among secondary school teachers. Percentiles are calculated to show the percentage of individuals in the sample who scored below a given raw score.

Table 5: The Secondary School Teachers' Job Performance percentage % and ranks Scale (N=100)

This table shows the percentile ranks and corresponding scores for the Secondary School Teachers' Job Performance Scale based on a sample of 100 individuals. The percentile ranks indicate the percentage of people who scored below a particular score on the scale

Percentage	Score	Percentage	Score
.1 equal to 1%	%58	50 equal to 50%	%70
.5 equal to 5%	%60	55 equal to 55%	%77
10 equal to 10%	%60	60 equal to 60%	%72
15 equal to 15%	%63	65 equal to 65%	%73
20 equal to 20%	%65	70 equal to 70%	%73
25 equal to 25%	%67	75 equal to 75%	%73
30 equal to 30%	%68	80 equal to 80%	%74
35 equal to 35%	%68	85 equal to 85%	%41
40 equal to 40%	%69	90 equal to 90%	%75
40 equal to 40%	%69	95 equal to 95%	%75
45 equal to 45%	%70	99 equal to 99%	%79

Table 5 shows the percentile scores for the Secondary School Teachers' Job Performance Scale. According to this table:

A score of sixty five is at the 25th percentile.

A score of seventy is at the 50th percentile.

A score of seventy-three is at the 75th percentile.

Based on these scores, the performance levels are defined as follows:

Scores below 65 indicate poor performance.

Scores above 75 indicate excellent performance.

Scores between 65 and 75 represent average performance.

These cut-off scores are used to categorize teachers' performance levels as rated by students.

Table 6: The average ratings for the teaching methodology factor in teachers' performance were provided by principals, the teachers themselves, and students. This means that each group principals, teachers, and students gave their own average ratings on how well teachers use teaching methods

	Mean	SD	SE mean	True Me Population	Average Rating
Principal	28.75	2.34	.02	28.71	3.33
SSTs	33.99	3.11	.03	33.94	4.17
Student	25.08	2.37	.02	25.04	3.58

Table 7 shows the average ratings given by principals, teachers, and students for the factor of teaching methodology in evaluating teachers' performance. This table

displays the mean scores from each group on how well teachers are performing in their teaching methods

	Mean	SD	SE mean	True Me Population	Average Rati
Principals 1X50	29.88	2.76	.02	29.93	4.23
SSTs 2X50	34.27	3.17	.03	34.17	4.87
Students 5X50	26.32	2.23	.02	26.27	3.75

Table 8: The average scores given by principals, teachers, and students on the teaching methodology aspect of teachers' performance are shown. This means it shows the typical ratings each group gives for how well teachers use different teaching methods

	Mean	SD	SE mean	True Me Population	Average Rating
Principal	29.88	2.76	.02	29.93	4.21
SSTs	34.27	3.17	.03	34.17	4.81
Student	26.32	2.23	.02	26.27	3.62

Table 9: The average ratings for teaching methodology, as given by principals, the teachers themselves, and students, reflect their overall assessment of how well teachers use different teaching methods.

	Mean	SD	SE mean	True Me Population	Average Rating
Principals	29.88	2.76	.02	29.93	4.11
SSTs	34.27	3.17	.03	34.17	4.80
Student	26.32	2.23	.02	26.27	3.53

Table 6 show that the average ratings for teaching methodology are 3.33 from principals, 4.17 from teachers themselves, and 3.58 from students. Teachers gave the highest ratings, while students gave the lowest.

Table 7 presents average ratings of 4.83 from principals, 4.23 from teachers themselves, and 3.75 from students. Again, teachers rated the highest, with students giving the lowest scores.

Table 8 shows average ratings of 4.81 from principals, 4.21 from teachers, and 3.62 from students. The highest ratings came from teachers, and the lowest from students.

Table 9 reflects average ratings of 4.11 from principals, 4.80 from teachers, and 3.53 from students. Teachers' ratings were the highest, while students' ratings were the lowest.

Result and Discussion

The first phase of the study involved creating and adapting a tool to evaluate secondary school teachers' professional performance. This tool was tested for reliability and validity. Ratings by students were chosen as a primary method because students are well-positioned to assess factors like teachers' attitudes, subject knowledge, teaching methods, and personal traits (Kapur, 2018). Although using student ratings to evaluate teachers is relatively new, it has proven to be effective supports the use of student evaluations, noting that students provide valuable insights into the learning environment, teachers' abilities, competencies, and interpersonal skills (Lambert et al., 2020). The questionnaires were developed to assess teachers' performance at their workplaces across four key areas.

Addressing any gaps identified in these areas could enhance teaching quality and performances. The instrument was prepared and using an advanced approach. The researcher initially selected Subsequent evaluations confirmed the

questionnaires' reliability and consistency. The study used a four-factor design, similar to previous research though the factors examined differed slightly. The instrument was user-friendly, making it suitable for evaluating teachers' performance in regional institutions. It was translated into Urdu for use in areas where Urdu is the primary language. The second phase of the study involved a pilot test with 12 principals, 60 teachers, and 120 students. The pilot data was analyzed using statistical methods like mean, standard deviation, and one-way ANOVA. The results showed that the questionnaires were appropriate for the actual study.

The data was collected from government schools. The Principals, teachers, and students were surveyed separately. Each teacher was evaluated by two students, and then the data had been organized and analyzed, statistically applied to find the Mean, Standard Deviation, and ANOVA. The results showed that 'subject knowledge' received the highest ratings, while 'attitude received the lowest. ANOVA results indicated that there were both significant and non-significant differences among all the four factors i.e. attitude, subject knowledge, instructional techniques, and personal traits. Specifically, attitude, subject knowledge, and instructional techniques did not show significant differences, but personal traits showed the significant differences (Dong et al., 2020). Student feedback revealed that teachers were enthusiastic about presenting the subject knowledge but lacked attention towards students in the classroom. Therefore, teachers are encouraged to focus more on students to improve the teaching and learning process.

Conclusion

The findings of this study show that the Subject knowledge was seen as the strongest aspect of teachers' performance. While attitude was viewed a weakest factor and the remaining others two factors i.e. instructional techniques and traits were considered to be an average level of performance (Anastasiou & Papakonstantinou, 2014). Teachers' concept based practical knowledge and training were the highest across among all the four factors. Students' ratings were the lowest in comparison, while principals' ratings were in the middle range. There was no significant difference in how principals, teachers, and students rated. However, they had different opinions on teachers' personal traits, with noticeable variations in their ratings.

Recommendations

Based on the result of our study, the following recommendations are made:

Subject knowledge although teachers demonstrated strong subject mastery, they should keep enhancing their knowledge through concept based practical knowledge and by participating in different training to maintain and improve their expertise.

1. Attitude was identified as the weakest. Teachers should focus on improving their interaction with students to enhance their overall professional performance.
2. Instructional techniques should update their teaching methods by exploring online resources and new educational literature. This will help them innovate and improve their teaching practices.
3. Personal traits ranked third in importance. Teachers should work on refining their personal attributes, such as using clear language, addressing communication barriers, employing relevant vocabulary, and varying their vocal delivery to engage students better. By addressing improvements in all these four factors teachers can significantly enhance their job performance and teaching skills.

Further Research: Given the limited research in Pakistan, more studies are needed. Future research could extend beyond district Kohat to other districts to evaluate factors affecting teachers' job performance. This study focused on four specific factors, but other important factors such as aptitude, classroom environment, relations with students and staff, and teaching techniques should be included in future research to gain a more comprehensive understanding of teacher performance.

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