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A COMPARATIVE STUDY OF PERSON-JOB FIT OF TEACHERS AT HIGHER SECONDARY SCHOOL LEVEL

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Abstract

This study was conducted to assess: person-job fit of teachers at the higher secondary school level; to compare the person-job fit of teachers regarding (gender, rural/ urban, qualification, job pay scale, and job experience) at the higher secondary level. The study is anchored by the person-job fit theory, which is derived from Holland's theory of Career Choice. The research design of the study was comparative and descriptive; a survey method and a quantitative approach were used. The 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 200 (90 male and 110 female) teachers was chosen by means of a stratified random sampling technique. The person-job fit scale of Saks& Ashforth (2002) was used in the study. The data were analyzed by applying the Mean, t-test, Anova by using SPSS. Findings of this study indicated that teachers at the higher secondary level showed a positive attitude towards, person-job fit of teachers at the higher secondary school level. The results also revealed that no significant demographic difference was found in the person-job fit of teachers with respect to gender, rural/urban, and qualification, whereas, significant demographic difference was found regarding the job pay scale and job experience of teachers. Therefore, it is recommended that 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.

Keywords: *job fit, comparative study, higher secondary level.*

Introduction:

Teachers are the individuals who shape individual and societal growth; their indispensable role in any society acts as a guide, mentor, and role model that shapes the minds and future of students. They perform the key role in cultivating not only the academic learning needs of students but also play a pivotal role in fostering not only academic learning but also the personal needs of an individual. Their influence can be intense, impacting students' choices, ambitions, and overall contributions to the world.

job satisfaction of teachers has a significant role in a flourishing educational system as it directly impacts the teacher's retention, students' learning outcomes, and the overall quality of education. Teachers with job satisfaction in the profession lead a greater stability and continuity in their work, which helps in creating a more purposeful environment of the school for students' learning.

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Organizations largely depend upon the needs of society, which helps them establish the organizational goals and establish a two-way link between society's needs and the organization's successful functioning. Employment develops a strong relationship between the organization and the human resources by providing their time and energy.

Literature Review

Person-Job Fit (PJF):

This refers to the degree to which an individual's characteristics (skills, knowledge, abilities, personality, values) match the requirements and demands of their job. In the context of teaching, PJF involves the match between a teacher's strengths, expertise, and the specific tasks, responsibilities, and work environment of their teaching role.

Person-job fit theory

John Holland's theory of career choice (RIASEC) is a widely read and well-known theory. Holland emphasizes that people who choose to work alike to their personality type are more accomplished and satisfied. The theory maintains that people prefer to work where they are liked by the people in their surroundings. while choosing a workplace for themselves, they looked for an environment that would allow them to utilize their skills and abilities and express their ideas and thoughts. The interaction between personality and environmental behaviors is determined.

Holland’s theory is that most people fit into one of the six personality types. Realistic, Investigative, Artistic, social, enterprising, and conventional (RIASEC). In this theory, six basic types of work environments are described, which directly correlate to the personality types.

Realistic: The ones who like to work with their hands, like making, assembling, and building things.

Investigative: likes to discover and research ideas and observe, investigate questions, and find out the solutions to those questions.

Artistic: Like using words, art, music, or drama to express themselves.

Social: Concerned with their own and others' well-being. People who are used to teaching, training, helping, curing, serving, and greeting others.

Enterprising: People like meetings, leading, talking, and influencing and encouraging others working in business.

Conventional: Working indoors and following procedures, planning work and events with data or numbers.

John Holland’s theory1997 (as cited in Gulla and Mansrur,2019) is a well-known, widely read, and applied theory in which he describes the five dominations of job satisfaction. He described in his given model of job satisfaction as Cognitive skills, Technical, Functional and Office skills, Job Knowledge, Previous Experience, and Attitude towards job task.

Holland’s theory takes a problem-solving and cognitive approach towards carer planning and selection. The people of the same personality types working together create an environment in a job that fits and rewards their skills and abilities. In this theory, six basic types of work environment are described, which directly correlate to the personality types. Within this theory, Holland's emphasis is that people choose work in a similar environment that matches their personality type, work more efficiently and effectively. He has given a very influential career counselling model. Which can be employed through assessment tools such as Directed Search, Vocational Preference Inventory, and the Strong Interest Inventory.

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Kristof 1996, further suggests that person job fit can be studied with five different levels, with which an individual may fit in the job environment i-e Person Vocation Fit (P-V) as the alignment of an employee and the vocation, Person Organization Fit (P-O) describes the fit between the person and organization, Person Group Fit(P-G)describes as the compatibility between the person with pears, Person Job Fit (P-J) is the fit between the skills of a person and the demand of the job, and the last one is the fit between the person and his/her supervisor(P-S).

According to Efferon (2014), the job fit concept is a connection between an employee and job task with the caliber of employee aptitude, abilities, competencies, and expertise relevant to the job task. As described, job fit by Kristoff et al. (2011) fully matches an employee's capability, expertise in the relevant field of work to perform to fulfill the task demanded. According to Neg and Burkee (2005), when the organization fulfills the needs, requirements, and desires of the employee that satisfaction will help to increase the compatibility between the organization and employee and enhance productivity. The result is a fit between the employee and organization (P-O). Similarly, employees with higher abilities and competencies are more easily understand the organization environment and meet the needs of the organization.

According to Efferon (2024), a fit between a person and the given job describes a balance between the employee's specialized skills and the job task in work workplace. The specific abilities of a person match the job tasks in work workplace, which shows the connection between an employee's skills with their job. An individual's work at job workplace will become easier and more attractive when he/ she achieves a great level of achievement in their job task, which makes the employee mentally relaxed and cheerful, and naturally this helps to improve their efficiency of work. The individual expertise and suitability for the work result in high performance and sustainability. (Martela and Pessi,2018).

Therefore, the present research has conceptualized person-job fit as a measure of person-job fit between an individual's cognitive, technical, functional, and office skills, job knowledge, previous experience, and attitude towards job tasks.

Problem Statement:

The present study aimed to investigate a comparative study of person-job fit of teachers at the higher secondary school level.

Objectives of the Study:

Objectives of the study are as follows:

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1: To explore the person-job fit of teachers at the higher secondary school level.

2: To compare the person-job fit of teachers regarding (gender, rural/urban, qualification, job pay scale, job experience) at the higher secondary school level.

Null Hypothesis:

Ho1: There is no person job fit of teachers regarding (gender, rural/urban, qualification, job pay scale, job experience) at the higher secondary school level.

Method and procedure of the study

The study focused on the teachers working in higher secondary schools employed by the Federal Directorate of Education in Islamabad. All higher secondary school teachers employed by public schools in Pakistan's capital city comprised the study's population. There were 55 schools and 6200 teachers (3000 male and 3200 female),90 male and 110 female were selected as a sample of the study through a stratified random sampling technique in the city of Islamabad. The simple random sampling technique was used to select the sample for the study. This study followed a descriptive research design and employed a survey method for data collection.

Data collection:

The data was collected by the researcher through personal visits and by distribution of questionnaires among higher secondary school teachers. The respondents were properly guided regarding the tools used in the study.

Results:

Objective No. 1: To assess the person-job fit of teachers at the higher secondary level.

Table. No.

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

(n=215)

Sr. No.	Person Job Fit	Mean	Remarks
1	Cognitive Skill	3.77	Agree
2	Technical, Functional, and Office Skills	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

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Table. No. 4.21 indicates the mean value of the 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 the Person job fit.

Hypotheses Testing

Research Objective No. 2(a). To compare gender-based differences regarding person-job fit of teachers at the higher secondary level.

H_o1a: There is no significant gender-based difference regarding person-job fit of teachers at the higher secondary level.

Table. No.2.1 *Mean difference and t-value of the teacher's job fit regarding gender.*

(n=614)

Dimensions	Male Means	Female Mean	*Df*	*T*	*P*
Cognitive Skill	3.69	3.81	612	2.00	.045
Technical, Functional, and Office Skills	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 ≥.05

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

H_o2b: There is no significant difference in person-job fit of teachers in rural/ urban areas at the higher secondary level.

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Table. No.
Mean difference and t-value of teachers' job fit regarding rural/urban areas.

Dimension	Rural Mean	Urban Mean	*Df*	*T*	*p*
Cognitive Skill	3.72	3.81	612	1.404	.161
Technical, Functional, and Office Skills	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 ≥.05

Table No. 2.2 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 an urban area is 3.88. A significant mean difference was not observed regarding residential area on the job fit of higher secondary school teachers. So, the null hypothesis failed to be rejected.

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

$H_0$2c: There is no significant difference in the person-job fit of teachers regarding their qualifications at the higher secondary level.

Table. No. 2.3
Mean difference and t-value of teachers' job-fit regarding their qualifications.

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

Level of Significance ≥ .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 a master's as their qualification was less than that of teachers with M.Phil. The mean value for teachers having a Master's was 3.86, and for teachers having an M.Phil. was 3.88. A significant mean difference is not observed regarding qualification on the person-job fit of higher

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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 the higher secondary level.

H_o2d: There is no significant difference in the person-job fit of teachers regarding their job pay scale at the higher secondary level.

Sub-scales	16th grade	17th grade	18th grade	19th and above grade	*F*	*P*
	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 skills between 16th grade (Mean=3.83), 17th grade (Mean=4.06), 18th grade (Mean=2.92), 19th and above grade (Mean=3.85) of higher secondary school teachers *F* (613) =40.343*P*=.235, difference Technical. Functional and office skills between 16th grade (Mean=4.01),17th grade (Mean=4.12), 18th grade (Mean=3.07),19th and above grade (Mean=3.95) *F* (613)=39.638 *P* =.184, difference in job knowledge between 16th grade (Mean=3.83)17th grade (Mean =3.85)18th grade (Mean=2.98)19th and above grade (Mean = 3.66)*F* (613)=42.762 *P*=.053difference in previous experience between 16th grade (Mean= 3.99)17th grade (Mean=3.91)18th grade (Mean=3.14)19thand above grade (Mean=3.51) *F(613)*=8.389 *P*=.009, difference in Attitude towards job fit between 16th grade (Mean=4.43)17th grade (Mean=4.16)18th grade (Mean= 3.56)19th and above (Mean=3.51) *F* (613)=45.270, *P*=.110, between person job fit 16th grade (Mean=3.98)17th grade (Mean=4.03),18th grade (Mean=3.09),19th 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 the higher secondary level.

H_o2e: There is no significant difference in the person-job fit of teachers regarding their job experience at the higher secondary level.

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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	*F*	*p*
	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, the null hypothesis is rejected.

Discussion

The topic investigated by the researcher was "A comparative study of Person Job fit of teachers at higher secondary school level". The researchers examine the five different subscales of job fit of teachers, which include cognitive skill, technical skill, functional skill, and office skill, as well as job knowledge, previous experience, and attitude towards job activities. To accomplish objective no 2, to compare the person's job fit of teachers regarding (gender, rural/ urban, qualification, job Pay Scale, and job experience) at the higher secondary level.

It was also found that the objective of the study shows there was no distinction between male and female higher secondary school teachers in terms of the person-job fit. This discovery goes against what Warre found. According to the findings of Warre (2013), most of the research

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has 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. The findings of the second objective showed that there was no qualification-based difference based on the person's 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 no significant mean difference seen in the person-job fit of instructors about 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 about 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.

Conclusions:

The following conclusions were based on the major findings and discussion: Teachers showed agreement responses towards their job fit at the higher secondary school level. Teachers showed agreement with their job performance at the higher secondary school. No significant demographic differences were found in the person-job fit of teachers concerning gender, geographical area, and qualification of teachers. Whereas the results showed that

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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.

Future Recommendations:

A profession essentially requires professional competence. At the time of hiring the teaching staff, the hiring or recruiting bodies may recruit persons for the teaching profession who are a good fit with all its professional competencies, skills, expertise, along subject matter command. 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. This research study was delimited to the higher secondary school teachers, but future researchers should consider that a study like this can be conducted on the job fit and performance of teachers at the secondary and primary levels. Outcomes of such a study will be a great help to solve the problems of teachers and students at secondary and primary levels, e.g., dropout, absenteeism, etc.

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