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**A STUDY ON THE RELATIONSHIP BETWEEN PERSON-JOB FIT, PERSON-
ORGANIZATION FIT AND JOB SATISFACTION AMONG SECONDARY
SCHOOL TEACHERS IN KUALA SELANGOR**

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**MASTER OF SCIENCE (MANAGEMENT)
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ORGANIZATION FIT AND JOB SATISFACTION AMONG SECONDARY
SCHOOL TEACHERS IN KUALA SELANGOR**

By

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**Thesis Submitted to
School of Business Management,
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(Management)**



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ABSTRACT

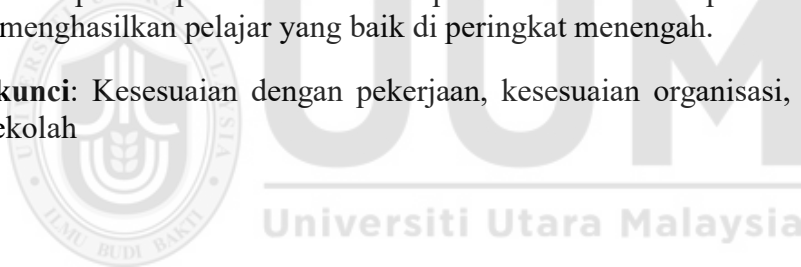
The objective of this study is to determine the relationship between person job fit and organizational job fit towards job satisfaction among secondary school teachers in Kuala Selangor. A total of 400 teachers participated in this study by answering survey questionnaire. Data collection was through 27 items questionnaire on a five-point Likert and another 5 items were demographic questions. Data were analysed using descriptive statistics (mean and standard deviation) and inferential statistics (correlation and multiple regressions). The finding from this study showed that there was a significant relation between Person-Organisation fit and Job Satisfaction and secondly, there was a significant relation between Person-Job fit and Job Satisfaction among secondary school teachers in the district of Kuala Selangor. Meanwhile, based on multiple regression result, 21.9% of the variance in Job Satisfaction among secondary school teachers was explained by the two independent variables that is Person-Job Fit and Person-Organisation fit as predictors of Job Satisfaction. This study will assist the management of education to enhance and strengthen the good fit of organization values, norms and goals being determined by Ministry of Education and schools as well. Likewise, a good fit between teacher fundamental characteristics such as personality and attitude would lead to positive outcome in producing good students at secondary level.

Keywords: Person-job fit, person-organisation fit, job satisfaction, school teachers.

ABSTRAK

Objektif kajian ini adalah untuk mengetahui hubungan antara orang yang sesuai dengan pekerjaan dan organisasi yang sesuai dengan kepuasan kerja dalam kalangan guru sekolah menengah di Kuala Selangor. Seramai 400 orang guru mengambil bahagian dalam kajian ini dengan menjawab soal selidik tinjauan. Pengutipan data melalui 27 item soal selidik di Likert lima skor dan 5 item lagi adalah soalan demografi. Data dianalisis menggunakan statistik deskriptif (min dan sisihan piawai) dan statistik inferensi (korelasi dan regresi berganda). Dapatan dari kajian ini menunjukkan bahawa terdapat hubungan yang signifikan antara Kesesuaian Individu-Organisasi dengan Kepuasan Kerja dan kedua, terdapat hubungan yang signifikan antara Kesesuaian Individu-Pekerjaan dan Kepuasan Kerja di kalangan guru sekolah menengah di daerah Kuala Selangor. Sementara itu, berdasarkan hasil regresi berganda, 21.9% varians Kepuasan Kerja di kalangan guru sekolah menengah dijelaskan oleh dua pemboleh ubah bebas iaitu Kesesuaian Individu-Pekerjaan dan Kesesuaian Individu-Organisasi yang sesuai sebagai peramal Kepuasan Kerja. Kajian ini akan membantu pengurusan pendidikan untuk meningkatkan dan memperkukuhkan kesesuaian nilai, norma dan matlamat organisasi yang ditentukan oleh Kementerian Pendidikan dan sekolah juga. Begitu juga, kesesuaian antara ciri asas guru seperti keperibadian dan sikap akan membawa kepada hasil yang positif dalam menghasilkan pelajar yang baik di peringkat menengah.

Kata kunci: Kesesuaian dengan pekerjaan, kesesuaian organisasi, kepuasan kerja, guru sekolah



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TABLE OF CONTENT

PERMISSION TO USE.....	i
ABSTRACT.....	ii
ABSTRAK.....	iii
ACKNOWLEDGEMENT.....	iv
TABLE OF CONTENT.....	v
LIST OF FIGURES.....	viii
LIST OF TABLES.....	ix
CHAPTER 1.....	1
1.0 Introduction.....	1
1.1 Background of study.....	1
1.2 Problem Statement.....	3
1.3 Research Objectives.....	5
1.4 Research Questions.....	5
1.5 Significance of the study.....	5
1.6 Scope of the Study.....	6
1.7 Definition of Key Terms.....	6
1.8 Organization of study.....	7
CHAPTER 2.....	9
2.0 LITERATURE REVIEW.....	9
2.1 Introduction.....	9
2.2 Job Satisfaction.....	9
2.3 Person-job Fit.....	13
2.3.1 Definition of Person –job Fit.....	13
2.3.2 Relationship between Person-Job Fit and Job Satisfaction.....	15
2.4 Person-organization Fit.....	16
2.4.1 Definition of Person-Organization Fit.....	16
2.4.2 Relationship between Person-Organization Fit and Job Satisfaction.....	18
2.5 Research Framework.....	19
2.6 Research hypothesis.....	20
2.7 Summary.....	20

CHAPTER 3.....	21
3.0 RESEARCH METHODOLOGY.....	21
3.1 Introduction.....	21
3.2 Research Design.....	21
3.3 Sources of Data	22
3.4 Pilot Test	27
3.5 Reliability Test.....	28
3.6 Correlation Test.....	28
3.7 Multiple Regression Analysis	29
3.8 Research Instrument.....	29
3.9 Data Collection Techniques	31
3.10 Techniques of Data Analysis	32
3.11 Summary	33
 CHAPTER 4.....	 34
4.0 RESULTS AND FINDINGS	34
4.1 Introduction.....	34
4.2 Overview of Data Collected.....	34
4.3 Demographic Profile of Respondents	36
4.4 Data Screening	38
4.5 Mean and Standard Deviation of Collected Data.....	39
4.6 Correlation Analysis.....	43
4.7 Multiple Regression Analysis	45
4.8 Summary of Hypotheses Testing	47
4.9 Conclusions	47
 CHAPTER 5.....	 49
DISCUSSIONS, RECOMMENDATIONS AND CONCLUSIONS.....	49
5.1 Introduction.....	49
5.2 Summary of the Research	49
5.3 Implication of Study.....	53
5.4 Limitations and Direction for Future Research.....	55
5.5 Recommendation.....	57
5.6 Conclusions	58

REFERENCES.....60
APPENDICES.....71



LIST OF FIGURES

Figure 2. 1 Research Framework	20
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LIST OF TABLES

Table 3. 1 Population of teachers in 21 schools in the district of Kuala Selangor, Selangor.....	23
Table 3. 2 Disproportionate stratified random sampling	26
Table 3. 3 Likert scale.....	30
Table 3. 4 The Questionnaire Design.....	30
Table 4. 1 Sample Study Response Rate.....	35
Table 4. 2 The Cronbach's Alpha for independent and dependent variables	36
Table 4. 3 Demographic Profile of Respondents	37
Table 4. 4 Normality Test of the Variables.....	39
Table 4. 5 Descriptive Statistics for Independent and Dependent Variables.....	40
Table 4. 6 Person-Job Fit Means and Standard Deviation Test of each item	41
Table 4. 7 Person-Organisation fit Means and Standard Deviation Test of each item	42
Table 4. 8 Job Satisfaction Means and Standard Deviation Test of each item	43
Table 4. 9 Correlations of Variables.....	45
Table 4. 10 Regression Model Summary.....	46
Table 4.11 Regression Results of Independent Variables on Job Satisfaction.....	46
Table 4.12 Summary of Hypotheses Testing.....	47

CHAPTER ONE

INTRODUCTION

This chapter gives a summary on the background of the study, problem statement, research question, research objectives, the purpose of the study, and the organization of study.

1.1 Background of study

Under the Government Transformation Plan (GTP), Malaysia's education system is on pace to become one of the greatest in the world, with strict monitoring in place to assure its success. According to the GTP report, the system's pace of progress over the last 15 years has been among the quickest in the world. (The Star, March 2013). To date, a total of 2,355 secondary schools and 7,746 primary schools have been built in Malaysia and there are a total of 2,285,446 secondary school students and 2,740,992 primary school students (Ministry of Education Malaysia, 2014). Our educational system requires a large number of teachers in schools due to the large number of schools and students.

The Ministry of Education (MOE) and the Teacher Education Division (BPG) have the vision and mission of providing world-class teacher education to ensure that teachers are always competent to satisfy Malaysia's aspirations (Ministry of Education Malaysia, 2014). New teachers of high quality are first class human capital as outlined in the Education Development Master Plan (2011-2014) (Ministry of Education Malaysia, 2014).

In an educational system, job happiness is more important than in any other institution. Education is more than just the transmission of information; it is also the overall development of the human psyche. This is only possible if school teachers are happy with their professions. Only when the people who work in the system are happy with their jobs can quality education and human development be achieved.

The progress of work is directly related to job satisfaction. Employees who are satisfied with their job are likely to perform well in their organizations (Sokro, Osei-Bonsu, Agbola, Ankrah, 2011). If employees are dissatisfied with their occupations, the system's overall success is hampered. Employee job satisfaction should be assessed on a regular basis by administrators, who should strive to increase it by fostering human values and dignity.

Job satisfaction is one of the most common organizational variables measured in organizational behavior research (Robbins and Judge, 2010). First, the organization would like to know the spirit of the workers from time to time because of its influence on employee behavior and work performance. Second, the organization would like to understand the background of job satisfaction from three aspects of research in organizational behavior; perspective tendencies, situations and interactions.

Job satisfaction needs to be checked among teachers because the level of job satisfaction determines the level of teaching quality. Failure to identify the causes of job dissatisfaction among teachers will result in a decline in the quality of teaching in schools and the victims are students. Therefore, it is imperative to conduct the study

on teachers' job satisfaction in school. Higher job satisfaction eventually contributes to a good performance of teachers, which in turn, could increase the quality of Malaysia's education system.

1.2 Problem Statement

Several studies have focused on several factors that cause job dissatisfaction among teachers. A study conducted by Hashim and Marappan (2011) found that level of job satisfaction among teachers from Tamil primary schools in district of Kulai is moderately high for the aspects of the work as a teacher (3.38), promotion (3.30), and supervisors (3.52), while respondents' job satisfaction is very high for aspects counterparts (3.88). In terms of salary, the level of satisfaction is low (2.94). Ali, Zaman, Tabassum and Iqbal (2011) found that the secondary school teachers were slightly satisfied with the basic eight dimensions of a job which are ability utilization, advancement, education policies, independence, compensation, creativity, recognition and working condition.

A study conducted by Abdul Qayyum, Maqbool, Mushtaq, and Hassan Khan (2013) found that majority of female teachers at college level were dissatisfied with pay scale because their pay was not fulfilled their needs. Majority of teachers were satisfied with the role of administration and interpersonal relationship. The study also found that majority of teachers was dissatisfied with promotion based on performance.

There are several studies on job satisfaction among teachers in Malaysia shows that job satisfaction received special attention by researchers. For example, An Investigation into Teachers' Career Satisfaction in Sarawak by Abdul Rahman (2005), A Study of Job Satisfaction Among Teachers by Su (2009) and A Study On Job

Satisfaction Among Special Education Teachers by Mohamad and Nik Yaacob (2013). Studies of job satisfaction among teachers can be used to pay attention to the trouble areas, to spot successes and weaknesses, to compare results with competing institutions, and then to make policies and practices more effective and more prevalent (Tahir and Sajid, 2014). Therefore, the study on job satisfaction among teachers is vital to improve the outcomes of education system by improving related areas.

The study on job satisfaction has been emphasized by many scholars but most of researcher studies job satisfaction in different dimensions. For example, factors of job satisfaction (Mokhtar, 2012), job performance (Johari, 2012), work engagement (Abdul Hamid and Yahya, 2011), absenteeism (Zainuddin, 2012) and psychological ownership (Han, Chiang and Chiang, 2013) are all related to the connection between employees and an organization.

There is a study conducted by Sta. Maria (1993) found that there was a correlation between personality-environmental suitability consistency and job satisfaction for all aspects of job satisfaction except salary. Thus, the study suggests that the concept of personality-environment suitability should be considered among Malaysian government employees.

However, few studies discussed the relations between person-job fit, person-organization fit and job satisfaction in context of Malaysia especially teachers, revealing an important research gap that needs further investigation. Therefore, a study should be conducted to examine the relationship between person-job fit and person-organization and job satisfaction among teachers.

1.3 Research Objectives

The purpose of the study was to investigate at the relationship between person-job fit, person-organization fit and job satisfaction. The objectives of the study are as follows:

- 1) To determine the relationship between Person-Job Fit and Job Satisfaction
- 2) To determine the relationship between Person-Organization Fit and Job Satisfaction.

1.4 Research Questions

The research was conducted to study the relationship between person-job fit, person-organization fit and job satisfaction. The research questions of the study are as follows:

- 1) Is there a relationship between Person-Job Fit and Job Satisfaction?
- 2) Is there a relationship between Person-Organization Fit and Job satisfaction?

1.5 Significance of the study

This study aims to determine the relationship between person-job (PJ) fit, person-organisation (P-O) fit and job satisfaction among teachers. The finding of this study will be used to provide some valuable insights for the Ministry of Education to actually see how important person-job fit and person-organization fit to influence job satisfaction among teachers. Thus, the findings of this study could help the management to improve the level of job satisfaction among teachers by improving related areas.

This study contributes literature to the body of knowledge in Malaysia context. The literature provides a clear picture of how far the person-job (PJ) fit and person-organisation (P-O) fit related to the employee's level of satisfaction about their job.

1.6 Scope of the Study

The scope of study in this research paper will be around the circumference of teachers in district of Kuala Selangor. The research aims to study the relationship between person-job fit, person-organization fit and job satisfaction. Thus, there are three major variables; person-job fit, person-organization fit and job satisfaction. The primary data used to secure the research is via the questionnaire that will be distributed among teachers in district of Kuala Selangor.

1.7 Definition of Key Terms

1.7.1 Job satisfaction

The term "job satisfaction" has been defined in many ways. For the purposes of this study, job satisfaction is a pleasurable positive condition resulting from one's job along with job experience is termed as job satisfaction (Locke, 1976).

1.7.2 Person-Job Fit

Person-Job Fit refers to congruence of employees' abilities (knowledge, skills, and abilities), personal traits of employees with their characteristics of tasks and job demand. (Edwards, 1991; Kristof-Brown, 1996).

1.7.3 Person-Organization Fit

Person-Organization Fit is described as the compatibility between individuals and organisations that occurs when at least one entity meets the demands of the other, or when they share similar underlying characteristics in the model, or both. (Muchinsky and Monahan, 1987; Kristof, 1996).

1.8 Organization of study

Chapter 1 provides a general introduction that discuss on the background of the study, problem statement, research question, research objectives, the purpose of the study, and the organization of study.

Chapter 2 discusses the literature that will support this study and focus on the literature of the dependent variable (Job Satisfaction) and independent variables (Person-Job Fit and Person-Organization Fit). This chapter also covers the literature review on the related theories.

Chapter 3 explain about the research methodology of this study. It includes the study's design, population and sample size, sampling frames, research framework, instrument development, response format, questionnaire design, research hypotheses, and pilot study findings.

Chapter 4 outlines the findings and the results from the data analysed and demonstrate the results of the research hypothesis as well as examines and discusses the interpretation for the research findings.

Chapter 5 summarizes among others, the main findings, discussion, describes the conclusions, limitations of this study and recommendations for the future research.



CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter explains the literature that will support this study and focus on the literature of the dependent variable (Job Satisfaction) and independent variables (Person-Job Fit and Person-Organization Fit). This chapter also covers the literature review on the relationship between Person-Job Fit and Job Satisfaction; and relationship between Person-Organization Fit and Job Satisfaction.

2.2 Job Satisfaction

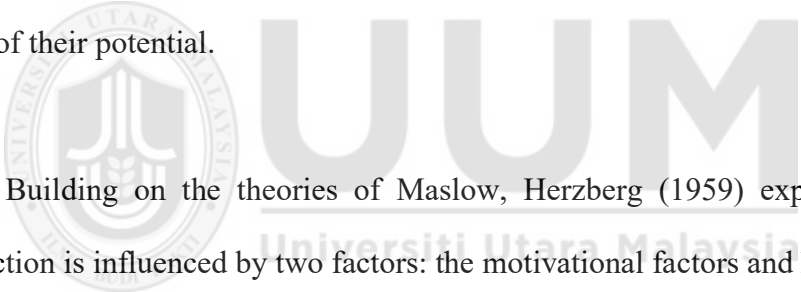
The term of Job Satisfaction was first highlighted by Hoppock in 1935. Hoppock defined job satisfaction as employees' subjective reflections on working scenarios, i.e., employees' affective reflections on their work or subjective feelings about their working environment. Job satisfaction, according to Hoppock, is a subjective psychological and physical assessment of the job and the working environment (cited in Zhu, 2013). Since then, job satisfaction has been defined in many different ways as different authors have different approaches towards defining job satisfaction. Smith, Kendall and Hulin (1969) defined job satisfaction as the feeling an individual has about his or her job. Locke (1976) defined job satisfaction as a pleasurable or positive emotional state form the appraisal of one's job experience. According to Newstrom and Davis (1984), job satisfaction is a set of favorable and unfavorable feelings with which employees view their work. Spector (1997) defined job satisfaction as the extent to which people like or dislike their jobs. Finally, Lofquist

and Davis (1991) defined job satisfaction as an individual's positive affective reaction of the target environment, as a result of the individual's appraisal of the extent to which his or her needs are fulfilled by the environment.

Those different approaches and conceptual ideas often make it difficult to compare the results of various studies. Thus, it is a problem to define precisely the concept of job satisfaction in the review of job satisfaction literature. Hulin and Judge (2003) provide a more contemporary definition of job satisfaction, stating that it comprises multidimensional psychological responses to an individual's job, with cognitive (evaluative), affective (emotional), and behavioural components. A systematic review study by Ravari, Mirzaei, Kazemi, Jamalizadeh (2012) explored that job satisfaction is a multi-dimensional concept that contains individual abilities, attitudes, beliefs, and value system.

In a similar way as motivation theories, job satisfaction theories have evolved. According to Maslow (1954), every person has a need to achieve self-fulfillment and recognition motivates them to suit his needs. Before the high requirements are met, there are some basic requirements should be met first and it is visualized by Maslow Hierarchy's of needs. The physiological needs make up the first level of the need's hierarchy. These are basic needs such as food, drink, clothing, shelter, sleep and other physiological needs. Although there is no job that is directly inhibits these requirements but there are circumstances that might give rise to uneasy feeling such as uncomfortable workplace and noise. The security and safety needs make up the second level of Maslow's needs hierarchy. Safety requirements include the need for safety from physical and emotional accidents. A person needs security from physical and

emotional damage. A person needs another object to provide a sense of security. At the third level of Maslow's hierarchy lie the social needs. Each individual needs to interact with other individuals for the purpose of giving and receiving love or just a member of the group. These organizations usually provide facilities and opportunities for staff to meet these needs. At fourth level of Maslow's needs hierarchy is the needs of self-appreciation. This requirement is based on the belief that the individual needs recognition (esteem) based on the standard set by himself, and standards set by others. Respect from others is usually also leads to self-respect. In general, one must have a positive attitude towards his career before the work is able to meet the needs of esteem. Self-Actualization is located at the peak of Maslow's hierarchy of needs and described as the highest human needs. Those who are self-actualized are self-fulfilled and are aware of their potential.



Building on the theories of Maslow, Herzberg (1959) explained that job satisfaction is influenced by two factors: the motivational factors and hygiene factors. The presence of motivational factors will provide an employee's job satisfaction, and its absence does not necessarily lead to job dissatisfaction. Conversely, the absence of hygiene factors will cause dissatisfaction, but the existence of hygiene factors do not necessarily lead to job satisfaction. Motivational factors are the driving factors or intrinsic factors to the job, which is directly related to the work itself, achievement, recognition, opportunity to grow and responsibility. Hygiene factors are extrinsic factors to the job, based on the work environment, policy and organizational policies, supervision, interpersonal relations with colleagues and superiors, salary and job security. According to Herzberg (1959), the existence of one set of job qualities or incentives leads to job satisfaction at the workplace, whereas the presence of another

set of job characteristics leads to job dissatisfaction. Herzberg's original formulation of the model, according to Hackman and Oldham (1976), may have been a methodological artefact. Furthermore, the theory ignores individual differences, implying that all employees will react to changes in motivating/hygiene variables in the same way. Finally, the approach has been criticized for failing to clarify how motivating/hygiene aspects should be assessed.

Review of job satisfaction literature shows that there are several research have been conducted on the factors that influence job satisfaction and dissatisfaction in the workplace. Wexley and Yukl (1984) suggested that job satisfaction can be influenced by various factors including personal traits and characteristics of the job (cited in Rast and Tourani, 2012). The determining variables of job satisfaction, according to Seashore and Tobor (1975), can be separated into two categories: environmental factors and individual factors (cited in Zhu, 2013). The environmental factors are the internal environment of the organization, the industrial environment, the political environment, the economic environment and so on. The individual factors are the demographic characteristics, the capabilities, the characters, the perceptions and so on. In Malaysian context, human resources practice, working environment, and individual/personal values dimensions are the main factors influencing employee job satisfaction in ASNB Federal Territory and Selangor, according to a study done by Moktar (2012).

Studies have shown that job satisfaction is related to specific outcomes such as job performance, absenteeism, and turnover (Robbins & Judge, 2010). Previous research, such as Mangione and Quinn (1975), has indicated that job satisfaction is

positively correlated to job performance and Iqbal (2012) also found that job satisfaction is the main factor that leads to the job performance. When a person satisfied with his or her job, he will show greater results or higher performance and productivity.

The negative relationship between job satisfaction and turnover has been proved by many studies. Porter, Steers, Mowday, Boulian (1974), Mobley (1977), Carsten and Spector (1987) and Medina (2012) found that the relationship between job satisfaction and turnover is inversely significant and consistent. In Malaysian context, a study conducted by Mahdi, Mohd Zin, Mohd Nor, Sakat, and Abang Naim (2012) discovered that both intrinsic and extrinsic job satisfaction have an inverse relationship with employee turnover intentions.

Job satisfaction has been demonstrated to be negatively correlated with absenteeism in previous studies such as Kornhauser and Sharp (1932), Mangione and Quinn (1975), Clegg (1983) and; Goldberg and Waldman (2000). In Malaysian context, a study conducted by Zainuddin (2012) examined the relationship between job satisfaction and absenteeism among nurses in Institut Jantung Negara (IJN) but the result of the study found that there is no significant relationship.

2.3 Person-job Fit

2.3.1 Definition of Person –job Fit

The concept of person-job (P-J) fit is defined as the match between individual knowledge, skills, and abilities (KSA) and demands of the job or the needs/desires of an individual and what is provided by the job (Edwards, 1991; O'Reilly, Chatman, &

Caldwell, 1991; Sekiguchi, 2004). Person-job fit refers to the congruence between personal traits of employees and characteristics of tasks and jobs (Edwards, 1991; Kristof-Brown, 1996). Person-job fit is defined as the relationship between a person's characteristics and those of the job or tasks that are performed at work (Kristof-Brown, Zimmerman & Johnson, 2005).

Edward (1991) suggested that person-job fit be divided into two categories: demand-abilities and needs-supplies. The fit of demand-abilities can be achieved when employees bring appropriate knowledge, skill, and abilities (KSA) to match the job demand, according to the demand-abilities perspective. When the supplies provided by employment are compatible with the needs, preferences, and desires of individuals, the needs-supplies fit exists (i.e., compensation, welfare, and education training).

Review of literature on person-job fit studies had found that person-job fit has been linked with various organizational behaviour outcomes such as commitment (Kristoff-Brown et al., 2005), personality (Erdogan & Bauer, 2005), psychological ownership (Han, Chiang and Chiang, 2013), job satisfaction (Lauver and Kristof-Brown, 2001) and performance (Kristoff-Brown et al., 2005; Han et al, 2013). In Malaysian context, a study conducted by Abdul Hamid and Yahya (2011) found that employees who fit with job demand (person-job fit) may influence their work engagement level that could benefit the organization. A study conducted by June and Mahmood (2011) found that there was a significant relationship between person-job fit with the job performance of employees.

2.3.2 Relationship between Person-Job Fit and Job Satisfaction

A correlation between job satisfaction and person-job fit has been established in several studies in organisational behaviour research. Lauver and Kristof-Brown (2001) discovered that PJ fit had a positive impact on job satisfaction in a sample of non-sales personnel. Other studies that have proven a link between person-job fit and job satisfaction include Caldwell and O'Reilly (1990), Arvey, Carter, and Buerkley (1991), O'Reilly, Chatham, and Caldwell (1991), and Saks and Ashworth (1997).

Previous research has discovered a link between person-job fit and job satisfaction. A study conducted by Iqbal, Latif, and Naseer (2012) on respondents from several universities in two cities in Pakistan (Islamabad and Rawalpindi) substantiated the association between person-job fit and job satisfaction. The findings of this study reveal that person-job fit has a positive and significant relationship with job satisfaction. Employees will be dissatisfied with their jobs if they are given tasks that are not appropriate to their skills. Job fit is an important aspect that leads to job satisfaction in addition to the incentives and advantages that influence it.

A study conducted by Mulky (2011) investigated the impact of person-job fit and person-organization fit on the job satisfaction, organization commitment and turnover intentions of salespersons in India. The results of this study suggest that person-job fit has a positive and significant relationship with job satisfaction.

The relationship between variables can be very important to this study. If there is a definite link between the two variables, it is possible to provide interventions to improve the level of one of the variables with the hope that the intervention would also

improve other variables as well. Therefore, the first hypothesis that can be tested is whether there is a significant relationship between person-job (PJ) fit and job satisfaction. Therefore, the following hypotheses are proposed in the study.

H1: There is a significant relationship between person-job (P-J) fit and job satisfaction.

2.4 Person-organization Fit

2.4.1 Definition of Person-Organization Fit

Person-Organization (P-O) fit is broadly defined as the compatibility between individuals and organizations by most researchers. Kristof (1996) defined Person-Organization fit (P-O fit) as “the compatibility between people and organizations that occurs when at least one entity provides what the other needs or they share similar fundamental characteristics or both” (Kristof-Brown, Zimmerman and Johnson, 2005).

According to Kristof (1996), compatibility can be conceptualized in a variety of ways, resulting in two different perspectives on P-O fit. The first perspective on P-O fit concerns a distinction between supplementary and complementary fit. Muchinsky and Monahan (1987) stated that supplementary fit occurs when a person supplements, embellishes, or possesses characteristics which are similar to other individuals in an environment and complementary fit occurs when a person’s characteristics make whole the environment or add to it what is missing.

The second perspective on P-O fit concerns the needs-supplies and demands-abilities distinction. According to Kristof (1996), from the needs-supplies perspective, P-O fit occurs when an organization satisfies individuals’ needs, desires or

preferences. In contrast, the demands-abilities perspective suggests that fit occurs when an individual has the abilities required to meet organizational demands.

Combining both perspectives, P-O fit is defined comprehensively as the compatibility between people and organizations that occurs when at least one entity provides what other needs, or, when they share similar fundamental characteristic or both, in the model.

Review of literature on Person-Organization fit found that Person-Organization fit is linked to various organizational behaviour outcomes such as organizational citizenship behaviours, job satisfaction, career success and organization commitment, and turnover intentions. Boxx, Odom and Dunn (1991) found that employees were more satisfied with their jobs and had higher commitment to the organization when excellent fit existed between employees and organization. A study conducted by Bretz and Judge (1992) found that person-organization fit was a significant predictor of both extrinsic measures of success (salary, job level attained, and number of promotions received), and intrinsic measures of success (job and life satisfaction). Moynihan and Pandey (2008) found that Person Organization fit was negatively correlated to turnover intentions. Mulky (2011) found that the relationship between person-organization fit and turnover intentions was negative but not significant. In Malaysian context, a study conducted by Abdul Hamid et al (2011) found that employees who fit with organizational demand (person-organization fit) may influence their work engagement level that could benefit the organization.

2.4.2 Relationship between Person-Organization Fit and Job Satisfaction

According to a meta-analysis conducted by Kristof-Brown, Zimmerman, and Johnson, P-O fit had a significant positive correlation with job satisfaction and organisational commitment and a strong negative relationship with intent to resign. (2005). Another meta-analysis by Verquer, Beehr, and Wagner (2003) found that PO fit was related intent to quit ($p = -.21$), job satisfaction ($p = .28$), and organizational commitment ($p = .31$) (Hoffman & Woehr, 2006).

Several studies had found out significant relationship between Person-Organization Fit and Job Satisfaction. Johari (2012) discovered a link between all three characteristics (person-job fit, person-organization fit, and personality) and job performance in his research. Despite the fact that all three criteria have a considerable positive link with job performance, the person-organization fit contributes the most to explaining job performance. A study conducted by Latif and Bashir (2013) found that there is a positive relationship between Person Organization Fit and Job Satisfaction when they tested the relationship empirically in the context of Pakistan. The relationship between person-organization (P-O) fit and job satisfaction was supported by the result of Karakurum (2005) study on the Turkish public organization. The study found that there is a significant relationship between P-O fit and Job Satisfaction. Greater level of value congruence between employee and the organization is associated with greater level of job satisfaction.

A study conducted by Mulky (2011) explored the impact of person-job fit and person-organization fit on the job satisfaction, organization commitment and turnover intentions of salespersons in India. The findings of this study reveal that person-

organization fit has a positive and significant relationship with job satisfaction. His findings support the premise that when there is similarity between an employee and the organization in terms of values, goals, needs and processes, personality and climate, the employee may perceive a better fit with the organization and so be more willing to put in significant effort on behalf of the organisation.

In conclusion, Person-Organisation Fit is a critical aspect in influencing job satisfaction of employees in the workplace based on the review of past studies. Therefore, the second hypothesis that can be tested in this study is the relationship between person-organisation (P-O) fit and job satisfaction.

H2: There is a significant relationship between person-organisation (P-O) fit and job satisfaction.

2.5 Research Framework

The following research framework as pictured in Figure 1 was developed based on previous studies by Mulky (2011), Bashir (2013) and Karakurum (2005) on the measurement of job satisfaction from the perspectives of person-job fit and person-organization fit. The rationale of using the research framework is that it enables the integration of elements that will examine the job satisfaction.

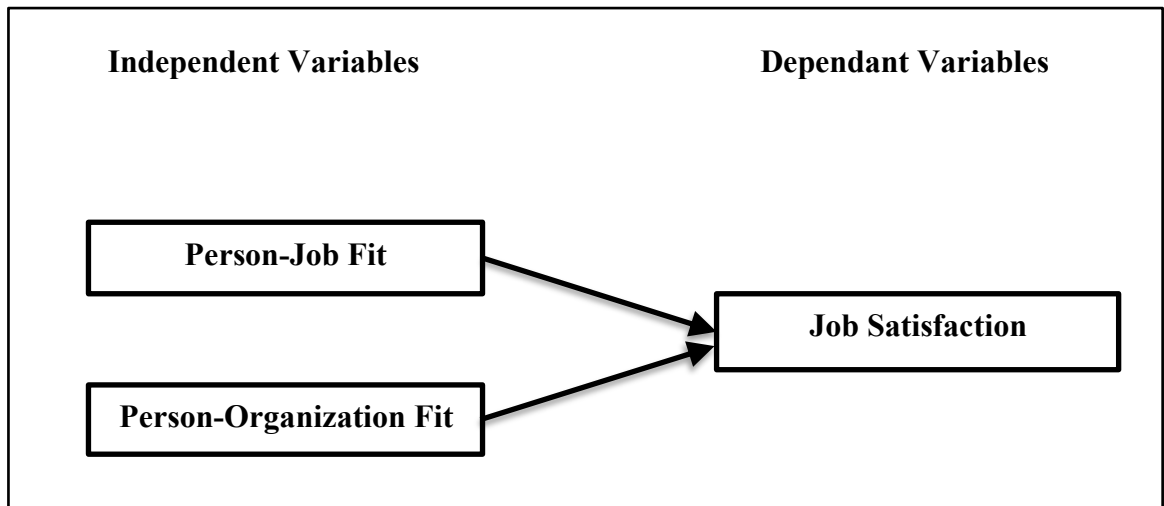


Figure 2. 1 Research Framework

2.6 Research hypothesis

The research was conducted to study the relationship between person-job fit, person-organization fit and job satisfaction. There are two research hypotheses to be tested.

- 1) H1: There is a significant relationship between person-job (PJ) fit and job satisfaction.
- 2) H2: There is a significant relationship between person-organization (P-O) fit and job satisfaction.

2.7 Summary

This chapter has reviewed the literature on the dependent variable (Job Satisfaction) and independent variables (Person-Job Fit and Person-Organization Fit) related to the research questions and research objectives of this study. Based on the review of the literature, this chapter also explained the research framework that integrate the variables.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The methodology of the study is explained in detail in this chapter. The design of study, population and sample, research framework, sampling frames, questionnaire design, response format, instrument development, research hypotheses, and the pilot study's outcomes are all included.

3.2 Research Design

The goal of this research is to figure out the relationship between person-job (PJ) fit, person-organisation (P-O) fit and teachers' job satisfaction. This study was conducted quantitatively and the data was analysed using statistical tools. Person-job (PJ) fit, person-organization (P-O) fit, and job satisfaction were the three variables that were evaluated. In this study, quantitative research design is used as the design enables the researcher to test the relationship between the research variables (Kreuger & Neuman, 2006); can reliably determine if one idea or concept is better than the alternatives (Anderson, Sweeney & Williams, 2000); and is able to answer questions about relationships among measured variables with the purpose of explaining, predicting, and controlling phenomena (Leedy & Ormrod, 2005). As a result, a quantitative research design is better suited to this study since it permits statistical tools to be used to assess the link between variables.

The information for the study was gathered using a survey. Quantitative methods are frequently used in survey research which requires standardize information in order to study the relationship between variables (Cavana, Delahaye, & Sekaran, 2001). Therefore, a questionnaire was employed as an instrument for this study. The questionnaires were distributed among teachers in 21 secondary schools in the district of Kuala Selangor, Selangor.

3.2.1 Types of Research

This research is a correlational study as it assesses the relationship between dependent variable (Job Satisfaction) and the independent variables (Person-Job Fit and Person-Organization Fit).

3.2.2 Data Collection Method

The method that was used to collect data from the respondents was the distribution of questionnaires to respondents. The questionnaires were given out to all secondary schools in the district of Kuala Selangor.

3.3 Sources of Data

This part explains the population of this study as well as the sampling and unit of analysis that was conducted for this research.

3.3.1 Primary Data

Primary data refer to information obtained firsthand by the researcher on the variables of interest for the specific purpose of the study (Sekaran 2003). The primary data consist of the interview or survey and using the questionnaires. In order to gather

primary data for this study, a set of questionnaires was distributed to teachers from 21 secondary schools in the district of Kuala Selangor.

3.3.2 Secondary Data

Secondary data in this study includes previous research or journal papers written by other researchers, media industry studies, newspaper stories, books, and other relevant resources discovered in libraries and on the Internet (Sekaran, 2000). These facts are primarily employed in the literature review to back up the study hypothesis. Journals are the most important source of secondary data in our study.

Secondary data takes less time and is less expensive to collect because it has already been compiled by other specialists or researchers. People use secondary data to obtain more information that can be used to support and reinforce primary data, as well as to help the current researcher better explain and analyse the primary data. Secondary data can also provide the researcher with a hint or insight.

3.3.3 Population

The population consisted of teachers who work in 21 schools in the district of Kuala Selangor, Selangor. The table below illustrates the profile of the above-mentioned population.

Table 3. 1 Population of teachers in 21 schools in the district of Kuala Selangor, Selangor

No.	Schools	Male Teachers	Female Teachers	Total Number of Teachers
1.	SMK Seri Tanjung	34	85	119
2.	SMK Dato Harun	45	68	113

3.	SMK Raja Muda Musa	29	85	114
4.	SMK Jeram	24	65	89
5.	SMK Sg. Burong	21	32	53
6.	SMK Tiram Jaya	28	28	56
7.	SMK Rantau Panjang	11	20	31
8.	SMK Pengkalan Permatang	30	47	77
9.	SM Sains Kuala Selangor	14	53	67
10.	SMK Saujana Utama	27	143	170
11.	SMK Puncak Alam	13	144	157
12.	SMK Kuala Selangor	14	30	44
13.	SMK Bukit Kuching Tengah	21	45	66
14.	SMK Puncak Alam 3	8	28	36
15.	SMK Sultan Abdul Aziz	40	70	110
16.	SMK Sultan Sulaiman Shah	19	48	67
17.	SMK Seri Desa	35	47	82
18.	SAM Jeram	17	47	64
19.	SAM Tanjong Karang	31	38	69
20.	SM Vokasional Kuala Selangor	28	38	66
21.	SMKA Kuala Selangor	20	38	58
Total		509	1199	1708

3.3.4 Sample

The analysis revolves around teachers who work in 21 secondary schools in the district of Kuala Selangor, Selangor. The total number of teachers who work in 21 schools is around 1,708 people. Due to a large number of study population, Zikmund (2003) suggested that it is not practical to collect data from the whole population. Thus, sampling is needed to determine the sample size. The practise of picking a number of units for a research in such a way that the units represent the wider group from which they were chosen is known as sampling. According to Gay and Diehl (1996), there are

three steps in sampling which involved identifying the population, determining the required sample and select the sample. As mentioned earlier, the population for this study is 1,708 people. Based on sample size table by Krejcie and Morgan (1970), the sample size needed for this study is 313. In this study, the sample selection is done through disproportionate stratified random sampling technique.



Table 3. 2 Disproportionate stratified random sampling

Bil	School's Code	School's Name	No. of Male Teachers	No. of Female Teachers	Total No. of Teachers in School	Krejcie & Morgan least number of samples	Sampling No. of Male Teachers	Sampling No. of Female Teachers
1	BEA3074	SMK Seri Tanjung	34	85	119	22	6	16
2	BEA3075	SMK Dato Harun	45	68	113	21	8	12
3	BEA3077	SMK Raja Muda Musa	29	85	114	21	5	16
4	BEA3078	SMK Jeram	24	65	89	16	4	12
5	BEA3079	SMK Sg. Burong	21	32	53	10	4	6
6	BEA3080	SMK Tiram Jaya	28	28	56	10	5	5
7	BEA3081	SMK Rantau Panjang	11	20	31	6	2	4
8	BEA3082	SMK Pengkalan Permatang	30	47	77	14	5	9
9	BEA3083	SM Sains Kuala Selangor	14	53	67	12	3	10
10	BEA3084	SMK Saujana Utama	27	143	170	31	5	26
11	BEA3085	SMK Puncak Alam	13	144	157	29	2	26
12	BEA3086	SMK Kuala Selangor	14	30	44	8	3	5
13	BEA3087	SMK Bukit Kuching Tengah	21	45	66	12	4	8
14	BEA3088	SMK Puncak Alam 3	8	28	36	7	1	5
15	BEB3078	SMK Sultan Abdul Aziz	40	70	110	20	7	13
16	BEB3079	SMK Sultan Sulaiman Shah	19	48	67	12	3	9
17	BEB3080	SMK Seri Desa	35	47	82	15	6	9
18	BFT3001	SAM Jeram	17	47	64	12	3	9
19	BFT3002	SAM Tanjong Karang	31	38	69	13	6	7
20	BHA3001	SM Vokasional Kuala Selangor	28	38	66	12	5	7
21	BRA3001	SMKA Kuala Selangor	20	38	58	11	4	7
Total			509	1199	1708	313	93	220

3.3.5 Unit of Analysis

Unit of analysis is defined as the major entity that were analysed in a study (Sekaran, 2003). For this study, secondary teachers were chosen as the unit of analysis because the main aim of this study is to show the extent to which person-job fit and person-organization fit affects job satisfaction among teachers in secondary schools in the district of Kuala Selangor.

3.4 Pilot Test

According to Saunder, Lewis, and Thornhill (2003), doing a pilot research prior to collecting data is always beneficial. A pilot study is not a pre-test; rather, it is used to help the researcher explore appropriate lines of inquiry in a more formative manner (Yin, 1994). It's done by putting a small group of people through the questionnaire's paces.

The goal of a pilot study is to create a perfect questionnaire so that the researcher can make all of the required changes thereafter. According to Sekaran (2000), a pilot study is conducted prior to data collection to rectify any instrument flaws. In other words, the researcher would have enough time to examine the research instrument's reliability, validity, and viability, as well as assess the amount of time required to conduct the actual study.

For this study, the pilot test was conducted for ten days from 11th to 21st August 2014. A total of 30 questionnaires were distributed to teachers from Sekolah Menengah Kebangsaan Pengkalan Permatang, Kuala Selangor and all the respondents successfully responded to the pilot test.

3.5 Reliability Test

A reliability test was carried out to ensure that the questionnaire data was reliable and valid. All operational definitions face difficulties of reliability and validity. We want accurate and dependable observations that accurately reflect the variable of interest. Every effort was taken to guarantee that the data collected throughout the survey was accurate and reliable.

The Cronbach's Alpha value was used to indicate the reliability of the questions in the questionnaire. Based on Sekaran (2003), the closer the Cronbach Alpha value to 1, the higher consistency reliability is obtained. For explanatory study, if a Cronbach alpha value of minimum 0.6 is accepted (Nunnally, 1978).

3.6 Correlation Test

Pearson Correlation Coefficient analysis was carried out in order to determine as to whether there are significant relationships among the dependent variable (Job Satisfaction) and the independent variables (Person-Job Fit and Person-Organization Fit).

The link between the independent factors and the dependent variable was described by Davies (1971) as below:

- i. 0.7 and above indicates a very strong relationship,
- ii. 0.50 to 0.69 indicates a strong relationship,
- iii. 0.30 to 0.49 indicates a moderate relationship,
- iv. 0.10 to 0.29 indicates a low relationships and
- v. 0.01 to 0.09 indicates a very low relationship.

3.7 Multiple Regression Analysis

The impacts of various combinations of factors, as well as interactions among variables, were investigated using multivariate statistical analysis. As a result, multiple regression analysis was conducted to see which element contributes significantly to knowledge sharing and may be utilised to answer the second study question.

Multiple regression analysis, according to Sekaran (2003), reveals how much variance in the dependent variable is explained by independent factors that cannot be discovered using correlation analysis. Multiple regression analysis was used in this study to see how well the independent variables (Person-Job fit and Person-Organisation fit) predicted the dependent variable (Job Satisfaction) and which factors were most relevant in explaining Job Satisfaction among the respondents.

3.8 Research Instrument

Research Instrument Structure – This instrument is a structured questionnaire that consists of 26 questions and has been segregated into 4 sections. The questionnaire is filled by the respondents without the presence of the researcher.

That level of agreement was measured using a five-point Likert scale. When responses to several items that assess a variable may be summarised across the item using a 5-point scale, a likert scale is employed.

The scale below shows the measure used in the Likert scale specified instrument, which uses a 1 to 5 point Likert scale (Sekaran, 2003):

Table 3. 3 Likert scale

No.	Perception	Score
1.	I Strongly Disagree	1
2.	I Disagree	2
3.	I Am Uncertain	3
4.	I Agree	4
5.	I Strongly Agree	5

The questionnaire is divided into 4 sections. Each section represents the type of questions needed to obtain more information. Each section consists of questions pertaining to:

- a) Demographic information of the respondents
- b) Job Satisfaction indicates employee's valuation on the work.
- c) Person-Job Fit indicates employees' perceptions of their capabilities (knowledge, skills, and talents) in relation to job demands.
- d) Person-Organization Fit indicates employee perceptions of their own knowledge, skills, and capacities in relation to the organization's demands.

The survey had 33 questions and was divided into four categories. In Appendix A, there is an example questionnaire as well as a discussion of the four parts in Table 3.8.

The objects' specifics are described in the following section.

Table 3. 4 The Questionnaire Design

Section	No. of Questions	Item	Source
A	5	Demographic	N/A
B	12	Job Satisfaction	Weiss, Dawis, England and Lofquist (1967) adapted from Mokhtar, 2012
C	11	Person-Job Fit	Lauver and Kristof-Brown (2001), Cable and DeRue (2002) adapted from Johari, 2012

D	4	Person-Organization Fit	Cable and Judge (1996), Sekiguchi (2004) adapted from Johari, 2012
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3.8.1 Section A – Demographic

This part of the questionnaire is to find out the gender, level of education, age, field of education and duration of service.

3.8.2 Section B – Job Satisfaction

This part of the questionnaire is to gather information on how the general attitude towards his/her job. There are a total of 12 questions in this section.

3.8.3 Section C – Person-Job Fit

This part of the questionnaire is to gather information on how fit they are to their job.

3.8.4 Section D – Person-Organization Fit

This part of the questionnaire is to gather information on how fit they are to the organization.

3.9 Data Collection Techniques

Data collection process begins once the permission to conduct the study is granted from the Ministry of Education. Permission is asked to ensure that the organization under study will cooperate in the study and provide with the needed data. Also, to inform them about the purpose of the study and that they will be treated ethically.

For this study, the distribution of the questionnaire was done through mail delivered to 21 secondary schools in the district of Kuala Selangor. The purpose and the nature of the survey are explained to each respondent through the instructions in the questionnaire form. Respondents were assured that any information they submitted would be kept confidential at all times and utilised strictly for the study's purposes because they do not fill out survey surveys with their names, they were not asked to identify themselves. The questionnaire took a week to complete, and respondents were given plenty of time to do so. After a week, the school will be called as a follow-up action to remind respondents about returning the questionnaire and a follow-up letter will be issued if required.

3.10 Techniques of Data Analysis

Two types of data analysis techniques were used for this study as follows:

i. **Descriptive Analysis**

Descriptive analysis is the basic features of the data in a study. It provides simple summaries about the sample and the measures statistics. It simply describes what is or what the data shows. In this context, it is the mean and the percentage.

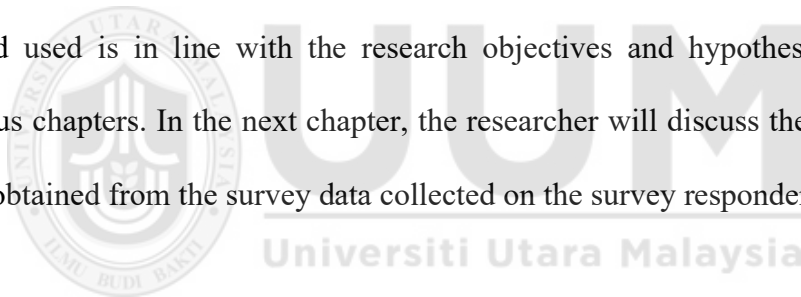
ii. **Inferential Analysis**

Inferential analysis is used to determine if there is a relationship between the independent and dependent variable. It is also to see the strength of the relationship, if any.

The data gathered were analyzed using Statistical Package for the Social Sciences (SPSS) Version 22. A test to acquire the Cronbach's Alpha as well as a measurement of internal consistency, or how closely connected a set of items are as a group, were used to determine whether the results were reliable.

3.11 Summary

Overall, this chapter discusses the methods used in this study. The researcher has described in detail the study design, the study area, the subject of the study, the research tools used, the method of marking the study tools and the methods of analysis. The researcher also reports on the reliability of the research tools used from some of the previous researchers using the test tools used by the researchers. The research method used is in line with the research objectives and hypotheses presented in previous chapters. In the next chapter, the researcher will discuss the findings of the study obtained from the survey data collected on the survey respondents.



CHAPTER FOUR

RESULTS AND FINDINGS

4.1 Introduction

This chapter examines the results and findings of the analysis conducted on the data obtained from the respondents. It further discusses the results and findings to accomplish the objectives of the research presented and at the same time to provide or rather attempt to provide answers to the research question as well as proving the research hypotheses developed. All data gathered from the primary source, which is the questionnaire were analysed via frequency, descriptive analysis, and reliability test, namely Pearson.

Descriptive analysis was used to describe the background of respondents such as age, gender, level of education, field of education and length of service. Meanwhile, inferential analysis was used to analyse the relationship between independent variables (person-job fit, person-organization fit) and dependent variable (job satisfaction). Descriptive and inferential analyses were executed using the Statistical Package for Social Science (SPSS) version 22 for Windows.

4.2 Overview of Data Collected

A total of 500 sets of questionnaires were distributed to respondents in twenty one secondary schools in Kuala Selangor started from 1st February 2016. Until 28th February 2016, 400 units of questionnaires were completed and returned to researcher.

The majority of the questions received were fully completed, and no questionnaires were left unattended.

4.2.1 Response Rate

The response rates are frequently the first thing that is reported in any study. The response rate is calculated by dividing the number of completed questionnaires by the number of questionnaires sent out. If more than 25% of the items are not completely answered, the questionnaire will be removed from the data set for analysis, according to Sekaran and Bougie (2010). The response rate was found to be 80.0 percent (see Table 4.1 below). Therefore, in this study, 80% of response rate is acceptable and can be used in this research.

Table 4. 1 Sample Study Response Rate

Questionnaire Distributed	500
Number of questionnaires returned	400
Number of incomplete questionnaires	100
Number of usable questionnaires	400
Response rate (400/500)	80.0%

4.2.2 Reliability Test

The level of consistency between two measures of the same thing is defined as reliability. The goal of a reliability test is to determine whether the items in each section of a questionnaire are consistent. The questionnaire is reliable if there is any same repeated result with consistent score. The stronger the relation between items, the scale of reliability will be higher (Sekaran, 2003).

Cronbach's Alpha (Reliability Coefficients) is a measurement of reliability that ensures that the factors to be assessed are consistent with the items to be measured. If the alpha coefficient is more than 0.6, the data is credible and suitable for further study (Hair et al, 2006). If the Cronbach's alpha is less than 0.6, according to Sekaran (2005), the instrument used has a low reliability and thus exposes certain flaws). According to Sekaran (2003), the minimum acceptable reliability is 0.60.

For this study, a pilot test was conducted for ten days from 11th to 21st August 2015. A total of 30 questionnaires were distributed to teachers from Sekolah Menengah Kebangsaan Pengkalan Permatang, Kuala Selangor and all the respondents successfully responded to the pilot test. Table 4.2 below shows the Cronbach's Alpha for Job Satisfaction, Person-Job Fit and Person-Organization Fit were 0.884, 0.839 and 0.847 respectively, higher than the minimum level of acceptable reliability (0.6). Therefore, in this study, the questionnaire items are consistence and reliable for further analysis.

Table 4. 2 The Cronbach's Alpha for independent and dependent variables

Variables	Number of Items	Items Dropped	Cronbach's Alpha
Job Satisfaction	12	0	0.884
Person-Job Fit	6	0	0.839
Person-Organization Fit	4	0	0.847

4.3 Demographic Profile of Respondents

The demographic profile of the respondents is assessed in Section A of the questionnaire, which consists of five items: age, gender, level of education, field of

study, and length of service. Appendix D contains the complete demographic and background analysis of the respondent.

Table 4.3 provides detailed descriptive statistics on the demographic profile of the participants. The majority of the 400 respondents in this study were between the ages of 31 and 50 years old (42.3 percent), with 41-50 years old coming in second (33.5 percent).

Most of the respondents were female with 63.3 percent out of 400 respondents. It can be concluded that there are more female teachers compared to male teachers in the secondary schools in Kuala Selangor. Majority of the respondents are a bachelor's degree holder (83.5 percent). Out of 400 respondents, 26.3 percent chose others in the field of education which means most of the respondents were from the other field of education that were no listed in the questionnaires. The largest portion of the respondents have worked for 6-10 years (26.5 percent).

Table 4. 3 Demographic Profile of Respondents

	Frequency	Percentage
Age:		
21-30 years old	52	13.0%
31-40 years old	169	42.3%
41-50 years old	134	33.5%
51-60 years old	45	11.3%
Gender:		
Male	147	36.8%
Female	253	63.3%
Level of Education:		
STPM/Diploma	38	9.5%
Bachelor's degree	334	83.5%
Master's degree	27	6.8%
PhD	1	0.3%
Field of Education:		
Science	59	14.8%
Mathematics	53	13.3%
Economy	16	4.0%

Language	76	19.0%
History	39	9.8%
Geography	20	5.0%
Skills	32	8.0%
Others	105	26.3%
Length of Service:		
1-5 years	48	12.0%
6-10 years	106	26.5%
11-15 years	72	18.0%
16-20 years	94	23.5%
21-25 years	50	12.5%
>25 years	30	7.5%

Note: Total respondents = 400

4.4 Data Screening

Data was screened to ensure that the information gathered was clean and ready for statistical analysis. This is necessary to ensure that the data used to test the causal theory is reliable, valuable, and valid.

4.4.1 Missing Data

The investigation of missing data revealed that there are no missing values for any of the questionnaire's items. As a result, the data has no missing values. The results for missing value analysis were in Appendix D.

4.4.2 Normality

The skewness and kurtosis values for each variable were used to test the normality of the data distribution. An informal technique to test normality is to compare a histogram of the sample data to a normal probability curve. A bell-shaped empirical distribution (histogram) that resembles the normal distribution should be present in the data. According to Hair et al. (2010) the acceptable range for skewness statistics is between ± 2.00 , whereas for kurtosis statistics is between ± 3.00 .

A visual inspection of the histograms of every sample data shows that all of the variables were normally distributed. Appendix D illustrates the histogram to examine the normality distribution for the variables. In the same way, the result in Table 4. 4 shows that data for all of the variables in this study have a normal distribution due to the value of the skewness and kurtosis which lies within the range of ± 2.00 for skewness and ± 3.00 for kurtosis. Hence, it is suggested that all of the variables were normally distributed and did not deviate the normality test requirement.

Table 4. 4 Normality Test of the Variables

Variables	P-J	P-O	JS
Kurtosis	1.460	.650	2.110
Skewness	-.481	-.199	-.915

4.5 Mean and Standard Deviation of Collected Data

Descriptive analysis of each item measure was examined in order to explain the mean, median, mode, range and standard deviation of the variables. However, only the mean and standard deviation are the most common descriptive statistics used by the researcher for interval and ratio scaled data (Sekaran & Bougie, 2010). According to Hair et al. (2010), mean values can be categorized into three levels; low 1.00 to 2.25, moderate 2.26 to 3.75 and high 3.76 to 5.00. Mean value based on five-point scale.

Table 4.5 presents the summary of the descriptive analysis for the summated major variables of mean, minimum value, maximum value and standard deviation for Person-Job fit and Person-Organisation fit as independent variables and Job Satisfaction as dependent variable.

Based on Table 4.5, the mean value for Person-Job fit on a Likert five-point scale are $M = 4.12$, $SD = .537$ with a minimum value is 2, and maximum value is 5. The Person-Organisation fit variables mean value on a five-point scale are $M = 4.04$, $SD = .493$ with a minimum value of 2 and maximum value of 5. Finally, the Job Satisfaction variable mean value on a five-point scale are $M = 3.85$, $SD = .521$ with a minimum value is 1 and maximum value of 5. The full analysis of means and standard deviations shows at the Appendix D.

Table 4. 5 Descriptive Statistics for Independent and Dependent Variables

Variables	Min	Max	Mean	Std. Deviation
Person-Job fit (PJ)	2	5	4.12	.537
Person-Organization Fit (PO)	2	5	4.04	.493
Job Satisfaction (JS)	1	5	3.85	.521

4.5.1 Person-Job Fit (PJ)

The mean and standard deviation of independent variable “Person-Job fit” are being represented in Table 4. 66 below. The most dominant factor in measuring the variable is an item “*My abilities fit the demands of my job*” with a mean value of 4.25 and $SD = .571$. In contrast, the item “*The match is very good between the demands of my job and my personal skills*” scored the lowest mean value that is 4.01. The finding provides evidence that most of respondents believe their abilities fit the demands of their job. The overall average mean for Person-Job Fit is 4.12 and $SD = .625$. It also shows that most of the respondents believe that they are highly matched with their current job as teachers.

Table 4. 6 Person-Job Fit Means and Standard Deviation Test of each item

Items	Mean	Std. Deviation
My abilities fit the demands of my job.	4.25	.571
I have the right skills and abilities to perform in my job.	4.17	.600
There is a good match between the requirement of my job and my skills.	4.06	.669
The match is very good between the demands of my job and my personal skills.	4.01	.649
My abilities and training are a good fit with the requirements of my job.	4.11	.625
My personal abilities and education provide a good match with the demands that my job places on me.	4.13	.637
Average (Person-Job Fit)	4.12	.625

4.5.2 Person-Organisation fit

The mean and standard deviation of independent variable “Person-Organisation fit” are being represented in Table 4.7 below. There are two items that have the highest value of mean. Firstly, item “*I have knowledge and skills that meet the organization’s demands*” which is 4.06 and SD .617. Secondly, item “*My ability matches the characteristics of the business*” which is 4.06 and SD .652. The lowest mean value is item “*I believe my skills and abilities “match” those required by this organization in general*” which is 4.01 and SD .621. The findings suggest that most of respondents believe they have knowledge and skills that meet the organization’s demands, and their ability matches the characteristics of the business. The overall average mean for Person-Organisation fit is 4.04 and SD .619. It also shows that most of the respondents believe that they are highly matched with the organisations which are their current secondary schools.

Table 4. 7 Person-Organisation fit Means and Standard Deviation Test of each item

Items	Mean	Std. Deviation
I possess the skills and abilities to succeed at this organization.	4.04	.587
I believe my skills and abilities “match” those required by this organization in general.	4.01	.621
I have knowledge and skills that meet the organization’s demands.	4.06	.617
My ability matches the characteristics of the business.	4.06	.652
Average (Person-Organization fit)	4.04	.619

4.5.3 Job Satisfaction

Mean and standard deviation of items in measuring Job Satisfaction is shown in Table 4. 8. The item “*I have a good relationship with my counterpart*” has the highest mean, which is 4.44 and SD .563. Despite this, the item “*The promotion opportunity in this organization is easy*” scored the lowest value mean which is 3.26 and SD .977. These statistics shows that most of respondents believe that they have a good relationship with their counterparts and the promotion opportunity in this organization is moderately easy. The overall average mean for Job Satisfaction is 3.85 and SD .838. Therefore, it shows that the most of the respondents have a high level of satisfaction on their job.

Table 4. 8 Job Satisfaction Means and Standard Deviation Test of each item

Items	Mean	Std. Deviation
I have the opportunity to do multiple tasks from time to time.	3.97	.810
I am free to use my discretion when performing my work.	3.62	.929
I feel satisfied with my pay with what I produced in my organization.	3.83	.845
My work promises a good career prospect.	3.98	.715
I am satisfied with the organizational working environment including air conditioning, light, and the surroundings.	3.68	1.013
My supervisor guided me and helped to simplify my tasks.	3.85	.844
My superior perceived everyone as equally important.	3.65	.908
I received recognition due to my perfection in work.	3.73	.826
The promotion opportunity in this organization is easy.	3.26	.977
I have a good relationship with my counterpart.	4.44	.563
I feel this organization possesses good image at the eyes of public.	4.16	.803
The work policy which is practiced in this organization is good.	3.99	.827
Average (Job Satisfaction)	3.85	.838

4.6 Correlation Analysis

The researcher used a correlation analysis to see if the independent factors had a relationship with the dependent variable. Correlation is the study of the relationship between two metric variables and it is measured by a correlation coefficient (Hair et al., 2010). In this study, Pearson's correlation tests were performed to determine whether Person-Job Fit, and Person-Organisation fit have any relationship towards Job

Satisfaction. The interpretation of the strength of correlation as shown in paragraph 3.6 and Appendix D for the full result.

The values of Pearson correlations as presented in Table 4. 9 shows the relationships between the two independent variables and dependent variable. There was a positive relationship between Person-Job Fit and Job Satisfaction and Person-Organisation fit and Job Satisfaction that was significant at .01 levels.

The highest correlation was between Person-organisation fit and Job Satisfaction. The analysis result show that there is a moderate and positive relationship ($r = .45$, $n = 400$), which was significant at .01 level. Higher level of Person-Organisation fit will increase Job Satisfaction among the secondary school teachers.

The second highest correlation was between Person-Job fit and Job Satisfaction. The analysis result show that there is a moderate and positive relationship ($r = .415$, $n = 400$), which was significant at .01 level. Higher level of Person-Job fit will increase Job Satisfaction among the secondary school teachers.

The-inter correlation analysis results show that there is a very strong and positive relationship between Person-job fit and Person-organisation fit ($r = .731$, $n = 400$), which was significant at .01 level. An increment level of Person-Job fit will also increase Person-Organisation fit among the secondary school teachers in Kuala Selangor.

Table 4. 9 Correlations of Variables

Variables	PJ	PO	JS
Person-Job fit (PJ)	1		
Person-Organization fit (PO)	.731**	1	
Job Satisfaction (JS)	.415	.450 **	1

*Note**.* Correlation is significant at the 0.01 level (2-tailed)

4.7 Multiple Regression Analysis

Due to two or more independent variables used by the researcher to make a prediction towards dependent variable, so the multiple regression analysis is appropriate and used in this study. Multiple regression analysis was used to analyze either the independent variable involved, namely Person-Job Fit and Person-Organisation fit influence Job Satisfaction as a dependent variable.

For this analysis, two hypotheses are tested to ensure whether the independent variables are able to influence dependent variable that is in line with the objectives of the study. The detail analysis of multiple regressions can be referred in Appendix D.

Table 4.10 below shows the result of the tested model using multiple regression analysis. Collectively, the result explained that R Square value is .219, and the model was statistically significant. This result demonstrates that 21.9 percent of the variance in Job Satisfaction among secondary school teachers was explained by the two independent variables that is Person-Job Fit and Person-Organisation fit as predictors of Job Satisfaction. The remaining 79.1 percent of secondary school teacher's Job Satisfaction was contributed by other factors not included in this study. This model is highly significant, as indicated by the F-value = 55.551 and significant value is .000

($p < .05$). This model also showed that Person-Job Fit and Person-Organisation fit affected Job Satisfaction among secondary school teachers.

Table 4. 10 Regression Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	F	Sig.
1	.468 ^a	.219	.215	.476	55.551	.000 ^a

Predictors: (constant), Person-Job Fit, Person-Organization fit

Dependent Variable: Job Satisfaction

Note: $n = 400$

The outputs of the regression test done individually as presented in Table 4.11 below.

Table 4.11 Regression Results of Independent Variables on Job Satisfaction

Model	Unstandardised coefficient		Standardized coefficient	<i>t</i>	Sig.
	<i>B</i>	Std. Error	Beta		
(Constant)	1.703	.209		8.157	.000
Person-Job Fit (PJ)	.201	.071	.184	2.832	.005
Person-Organization fit (PO)	.326	.067	.316	4.856	.000
<i>R</i> square = .219 Adjusted <i>R</i> square = .215 <i>F</i> value = 55.551 Durbin-Watson = 1.796					

Dependent Variable: Job Satisfaction

The results showed that all of the two independent variable factors were significant predictors of Job Satisfaction since the significant value less than .05 ($p < .05$). Between the two predictors, Person-Organisation fit ($\beta = .316$, $t = 4.856$, $p = .000$) had the highest and significant standardized beta coefficient, which indicated that Person-Organisation fit, was the first important variable in predicting the Job Satisfaction.

The second predictor was Person-Job fit ($\beta = .184$, $t = 2.832$, $p = .005$) and significant standardized beta coefficient, which indicated that Person-Job fit is the second important variable in predicting the Job Satisfaction.

4.8 Summary of Hypotheses Testing

Table 4.12 indicates briefly about the hypotheses results which analyzed by the researcher. An analysis of multiple regression coefficients explained that all the two hypotheses are supported and have a significance influence between independent variables and dependent variable.

Table 4. 11 Summary of Hypotheses Testing

	Statement of hypotheses	Results
H1	There is a significant relationship between Person-Job (P-J) fit and job satisfaction.	Supported
H2	There is a significant relationship between Person-Organization (P-O) fit and job satisfaction.	Supported

4.9 Summary

This chapter presented and discussed the findings of the study. Based on the results obtained, the data can be accepted and was reliable for this research. There are two results of correlation. Firstly, there is a significant relation between Person-Organisation fit and Job Satisfaction and secondly, there is a significant relation between Person-Job fit and Job Satisfaction among secondary school teachers in the district of Kuala Selangor.

The relationship between Person-Organisation fit and Job Satisfaction is higher than the relationship between Person-Job fit and Job Satisfaction. The next chapter

will discuss the research implications, limitations, recommendation and direction for future research.



CHAPTER FIVE

DISCUSSIONS, RECOMMENDATIONS AND CONCLUSIONS

5.1 Introduction

In this final chapter, the researcher gives a quick overview of Chapter Four's findings and summarises them. The researcher must conclude and give a recommendation based on the research findings in this study. The research implications, research recommendations, proposals for future research, study limits, and conclusion are the sections of this chapter.

The theoretical and practical implications of research are separated into two categories. The researcher's opinion is included in the research suggestions. Aside from that, the researcher makes a suggestion for future research in order to improve the study's worth and help many parties in the future. This chapter can help the reader grasp the study's implications, recommendations, and suggestions for further research.

5.2 Summary of the Research

The main purpose of this study is to determine the relationship between person-job (PJ) fit, person-organisation (P-O) fit and job satisfaction among teachers. Correlation analysis and multiple regression analysis were conducted to test the research hypotheses.

Correlation analysis was used to determine whether Person-Job Fit, and Person-Organisation fit have any relationship towards Job Satisfaction. This method was used to examine whether the independent variables have a relationship with dependent variable or not. The findings revealed that there is a significant relation between Person-Organisation fit and Job Satisfaction and secondly, there is a significant relation between Person-Job fit and Job Satisfaction among secondary school teachers in the district of Kuala Selangor.

Multiple regression analysis was used to analyze either the independent variable involved, namely Person-Job Fit and Person-Organisation fit influence Job Satisfaction as a dependent variable. The findings revealed that the relation between Person-Organisation fit and Job Satisfaction is higher than the relation between Person-Job fit and Job Satisfaction. This suggests that secondary school teachers' in Kuala Selangor may value their Person-Organisation fit with their teaching colleagues more during their first year as a teacher of record and then less as they gain more experience (Miller & Youngs, 2021).

5.2.3 Relationship between Person-Job fit and Job Satisfaction

Person-Job Fit and Job Satisfaction was the first independent variables tested and the research results found that Person-Job Fit was significantly positively related to Job Satisfaction. These findings indicated that Person-Job Fit has affected on job satisfaction among secondary school teachers. Thus, it provides evidence that one's job suitability leads to job satisfaction.

This is supported by the study on the impact of Person Job Fit on Job Satisfaction and its subsequent impact on employee's performance by Muhammad Tahir Iqbal (2012) found that the tasks that are not suited to employees' skills contribute to job dissatisfaction. Job fit is an important aspect that contributes to job satisfaction, in addition to the rewards and benefits that determine the level of job satisfaction. Mulky (2011) in his exploration of salesperson job satisfaction in India also found that person-job fit has a positive and significant relationship with job satisfaction. This finding adds to the current literature base regarding the importance of positive relationships between and among teachers (Miller & Youngs, 2021; Chan et al., 2008; Ellis et al, 2017; Johnson et al., 2012; Kraft et al., 2016).

The present framework suggests specific individual's factors can lead to better work adjustment (Rajagani, 2014). School teachers in Kuala Selangor with higher levels of self-efficacy and higher levels of person job-fit are believed to achieve better work adjustment. Effective mentoring programme and positive school culture are also believed to lead better work adjustment among the teachers (Rajagani, 2014). Therefore, based on the domain of correspondence, job satisfaction can be linked strongly to the correspondence of teacher's jobs in Kuala Selangor. In addition, it is believed that person job-fit can have a significant impact on a teacher's work performance.

5.2.4 Relationship between Person-Organisation fit and Job Satisfaction

Person-Organisation fit and Job Satisfaction was the second independent variables tested and the research results found that Person-Organisation Fit was significantly positively related to Job Satisfaction.

These findings indicated that Person-Job Fit has affected on job satisfaction among secondary school teachers. Thus, it provides evidence that organizational suitability leads to employee satisfaction. This is supported by the study of Djoko Santoso and Isnu Irwantoro (2014) among officers at KPPBC TMP Tanjung Emas Semarang which found that the Person-Organisation Fit (PO-Fit) variable has significant and positive impact on job satisfaction. Abdul Latif and Usman Bashir (2013) study on Person organization fit, job satisfaction and turnover intention: An empirical study in the context of Pakistan also found that there is a positive relationship between Person Organization Fit and Job Satisfaction. This finding adds to the previous and current literature base regarding the importance of positive relationships between and among teachers (Chan et al., 2008; Ellis et al, 2017; Johnson et al., 2012; Kraft et al., 2016; Miller & Youngs, 2021).

In applying P-O fit theory to teachers and schools in the district of Kuala Selangor, this study provides support for the notion that teaching colleagues shared professional interests and goals as well as a shared sense of belonging are likely to affect whether they remain in their schools. As a result, it is important for school administrators in Kuala Selangor to have a strong understanding of their teachers' professional goals and interests prior to hiring them (Ellis et al., 2017; Liu & Johnson, 2006). It is also important for prospective teachers to have a strong understanding of their professional goals and interests prior to applying for teaching positions (Ellis et al., 2017; Liu & Johnson, 2006).

5.3 Implication of Study

The investigation would be able to highlight a few key points that some parties should be concerned about. As a result, this section demonstrates how research implications are divided into two categories: theoretical and practical implications.

5.3.1 Theoretical Implication

In general, the findings from this study can enhance the contribution to expanding the existing knowledge, mainly related to the topic of Job Satisfaction. According to Drucker (1993), the only meaningful resource in today's world is knowledge. Although this study focuses on a school organisation, the research questions and hypotheses can be proposed to other government agencies that may be different in one or more factors.

More importantly, the findings from this study can make a few contributions to the current literature. Thus, it can increase the collection of Job Satisfaction research in Malaysia context due to the lack of studies on this topic before. The researcher also hopes that this study will help the readers to improve their knowledge, understanding, and attract readers to do research on the job satisfaction topic in the future.

5.3.2 Practical Implication

In terms of practical implications, there are some implications of this research for practitioners. First, the findings from this study can be useful in enhancing public policy towards job satisfaction among employees in public sectors. This finding suggests that principals and district administrators of school in Kuala Selangor may want to focus on policies and practices that build positive perceptions of Person Job

and Person Organization fit with their teaching colleagues. Principals and district administrators may want to explore ways to help teachers develop strong bonds with each other.

Secondly, human resource management needs to realize the value of the person-job fit in recruiting personnel. Then, the management can develop a strategy to choose the right candidates to work in the organization. Teacher education programs can embed learning experiences that focus on developing teaching candidates' understanding of their professional goals, identities, and interests (Drake, 2006; Drake, Spillane, & Hufferd-Ackles, 2001). These learning experiences can be incorporated within methods, seminar, or practicum courses. Additionally, these learning experiences can take place as part of benchmark activities throughout the program. The teaching candidates' understanding of themselves will be important in their ability to identify a potentially strong professional fit with a school during the hiring process (Miller & Youngs, 2021). Therefore, the management should be thinking and start to plan for an effective personnel recruitment system so that the right employee is hired for the right job.

With regard to the hiring process, school-level administrators in Kuala Selangor may want to utilize information-rich hiring practices or accurate job previews that have been discovered to predict higher levels of Person Organization and Person Job fit and higher levels of job satisfaction in teachers (Ellis et al., 2017; Liu & Johnson, 2006). Information-rich practices and accurate job previews can provide prospective candidates as well as administrators with more information regarding the Person

Organization fit between the prospective candidate and the current teachers at the schools in Kuala Selangor.

Thirdly, the top management in the organization can improve working environment among employees, between employees and organization to increase the quality of services. When individuals (specifically teachers in this study) first enter the world of work, their aims are more focused to meet the working environment needs where certain skills that prepare them well adjusted to the work environment (Rajagani, 2014). Work environment complete certain rewards (salary, prestige, personal relationships) needed by the teachers. Therefore matching the skills of the teacher to his or her work is the individual response to meet the demands of the work environment (e.g. rewards). Change is a dynamic and ongoing process that occurs in teachers and schools in response to the current and future needs. Thus, the working environment can alter the responsibilities of the role that better suits the natural strength of the individual or change the reward in trying to increase job satisfaction.

5.4 Limitations and Direction for Future Research

The study's first restriction is that it is limited to secondary school teachers, therefore it cannot be applied to all other government organisations. This study's sample is also limited to twenty-one schools in the Kuala Selangor district. As a result, the perspectives are exclusively restricted to this department. Furthermore, some teachers were preoccupied with school operations, which is predicted to impair the data collection procedure later. To reflect the respondent's actual confessions, the study is limited to the extent of the respondent's honesty and sincerity in answering to

questions via a questionnaire. There is also essential data that is confidential and restricted and cannot be revealed.

A time limitation was identified as the second barrier as a result of this study. Only five months have been set aside for this study (June to November). The respondents' response rate was reduced by the time constraint (80%, n = 400). As a result, if a more realistic time is given, the response rate may rise, allowing for more precise generalisations. Thus, the researcher concentrates on a sample that is solely available to him, the secondary school teachers in the Kuala Selangor district. With a longer time horizon, it was thought that more data from other departments would be available, allowing a generalisation to be made to all teachers in the Kuala Selangor district, including elementary schools, private schools, and universities.

The third limitation identified is the other factors that may affect job satisfaction. For example, a study conducted by Hashim and Marappan (2011) found that level of job satisfaction among teachers from Tamil primary schools in district of Kulai is moderately high for the aspects of the work as a teacher (3.38), promotion (3.30), and supervisors (3.52), while respondents' job satisfaction is very high for aspects counterparts (3.88). In terms of salary, the level of satisfaction is low (2.94).

In other words, there are other additional factors that are important in explaining job satisfaction that have not been considered in this study but may have significant influence on job satisfaction. To explain more of the variation in job satisfaction, more research may be required. There are other factors such as attitude,

reward, and culture that need to be examined which perhaps could be a link to job satisfaction.

5.5 Recommendation

The finding of this study can be used to provide some valuable insights for the Ministry of Education to actually see how important person-job fit and person-organization fit to influence job satisfaction among teachers. Therefore, there are multiple recommended strategies by the researcher that can be implemented by the Ministry of Education to improve the quality of teaching.

First and foremost, strategy is to enhance the quality of the teachers. Each candidate should be chosen thoroughly to suit the organisation and the job. Thus, it will improve the overall performance of the department if the teachers have the appropriate knowledge and skills to perform a task. Therefore, Education Service Commission Malaysia (ESC) should consider the importance of Person-Job fit and Person-Organisation fit factors in recruiting and retaining the best talent in the education service.

The second strategy that can be implemented is to train existing teachers to acquire the skills needed for the job. At first, The Ministry of Education provides adequate allocations to train teachers in order to improve their skills. Next, introduce personalized training initiatives for teachers and gear it towards a particular skill. Trainings are needed to help the teachers learn or create new teaching strategies to encourage learning. They should be able to permanently instil the skills and make full use of them while teaching the students. The management also needs to establish a

mentor-mentee program where senior teachers will teach one or two junior teachers to ensure that the junior teachers are familiar with the intricacies and knowledge required to perform the teaching.

The third strategy is organizations need to change related areas to be suitable for employees. The management needs to maintain a pleasant work environment or upgrade and improve the current working environment. They can also improve communication within the organisation, from leaders to workers and, more crucially, workers to leaders, which has been linked to higher job satisfaction in many organizations. This can be done if the management measure job's satisfaction, get feedback from employees regularly.

5.6 Conclusions

The aim of this study was to determine the relationship between person-job (PJ) fit, person-organisation (P-O) fit and job satisfaction among teachers. The finding of this study will be used to provide some valuable insights for the Ministry of Education to actually see how important person-job fit and person-organization fit to influence job satisfaction among teachers. The results of this study have indicated that all the two factors were positively and significantly related to job satisfaction.

Based on the findings, this study has discussed the research hypotheses and provides some recommendations towards the management of the Ministry of Education and for future research. To summarise, in order to improve teacher work satisfaction, it is critical for the Ministry of Education's top management to identify the related aspects that influence job satisfaction. Management must also hire the right

staff for the job because the suitability of the employees for the job and the organization is something that needs to be emphasized. Subsequently, this will help the Ministry of Education to strive for excellence in order to contribute to the achievement of the Government Transformation Programme (GTP) to increase the quality of education and also to improve the public service delivery of the Ministry of Education under the National Key Results Areas (NKRA).



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APPENDICES

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Dear Sir/Madam

A STUDY ON THE RELATIONSHIP BETWEEN PERSON-JOB FIT, PERSON-ORGANIZATION FIT AND JOB SATISFACTION AMONG SECONDARY SCHOOL TEACHERS IN KUALA SELANGOR

I am in the process of completing a research entitled “The Relationship Between Person-Job Fit, Person-Organization Fit And Job Satisfaction Among Secondary School Teachers In Kuala Selangor ”.

The general purpose of the study is to investigate whether Person-Job Fit, Person-Organization Fit might contribute to Job Satisfaction among Secondary School Teachers In Kuala Selangor. My target respondents are the Secondary School Teachers In Kuala Selangor. I am seeking your kind support to participate in the study. It will take you approximately 5 – 10 minutes to complete this survey. The questionnaire form is provided in two languages for your convenience.

Since you are among the best person who can give me the insight about this study, I hope that you will provide me with the information by completing this questionnaire. Your responses will be kept **STRICTLY CONFIDENTIAL** and only be used to serve for **ACADEMIC PURPOSE** only.

I sincerely thank you in advance for your help, support and cooperation in this study. If you have any queries or would like further information about this study, please email me at mohdfaizal2020@gmail.com or call me at 013-2233994.

Yours Truly,
MOHD FAIZAL BIN ABDUL RAJI
Master of Science (MSc) Student
College of Business
UUM Sintok
06010 Kedah Darul Aman

Questionnaire

Section A: Demographic

Seksyen A: Demografi

Instruction: For each item, please tick \surd in the blank for the appropriate answer.

Arahan: Untuk setiap item, sila tandakan \surd dalam kotak kosong untuk jawapan yang sesuai.

A1. Age (*Umur*)

- | | |
|--------------------------|---------------------------------------|
| <input type="checkbox"/> | 1. 21 – 30 years old (<i>tahun</i>) |
| <input type="checkbox"/> | 2. 31 – 40 years old (<i>tahun</i>) |
| <input type="checkbox"/> | 3. 41 – 50 years old (<i>tahun</i>) |
| <input type="checkbox"/> | 4. 51 – 60 years old (<i>tahun</i>) |

A2. Gender (*Jantina*): 1. Male (*Lelaki*) 2. Female (*Perempuan*)

A3. Level of education (*Tahap Pendidikan*)

- | | |
|--------------------------|--|
| <input type="checkbox"/> | 1. STPM/ Diploma or equivalent (<i>atau setaraf</i>) |
| <input type="checkbox"/> | 2. Bachelor's Degree or equivalent (<i>atau setaraf</i>) |
| <input type="checkbox"/> | 3. Master's Degree or equivalent (<i>atau setaraf</i>) |
| <input type="checkbox"/> | 4. PhD or equivalent (<i>atau setaraf</i>) |

A4. Field of education (*Bidang pengajaran*)

- | | | | |
|--------------------------|-------------------------------------|--------------------------|--------------------------------|
| <input type="checkbox"/> | 1. Science (<i>Sains</i>) | <input type="checkbox"/> | 8. Others (<i>Lain-lain</i>) |
| <input type="checkbox"/> | 2. Mathematics (<i>Matematik</i>) | _____ | |
| <input type="checkbox"/> | 3. Economy (<i>Ekonomi</i>) | | |
| <input type="checkbox"/> | 4. Language (<i>Bahasa</i>) | | |
| <input type="checkbox"/> | 5. History (<i>Sejarah</i>) | | |
| <input type="checkbox"/> | 6. Geography (<i>Geografi</i>) | | |
| <input type="checkbox"/> | 7. Skills (<i>Kemahiran</i>) | | |

A5. Length of Service (*Tempoh Perkhidmatan*)

- | | |
|--------------------------|---|
| <input type="checkbox"/> | 1. 1 – 5 years (<i>tahun</i>) |
| <input type="checkbox"/> | 2. 6 – 10 years (<i>tahun</i>) |
| <input type="checkbox"/> | 3. 11 – 15 years (<i>tahun</i>) |
| <input type="checkbox"/> | 4. 16 – 20 years (<i>tahun</i>) |
| <input type="checkbox"/> | 5. 21 – 25 years (<i>tahun</i>) |
| <input type="checkbox"/> | 6. More than 25 years (<i>lebih 25 tahun</i>) |

Section B: Job Satisfaction
Seksyen B: Kepuasan Kerja

Instruction: Choose the most appropriate answer by circling the number according to the following scale.

Arahan: Pilih jawapan yang paling sesuai dengan membulatkan nombor yang mengikut skala berikut.

Scale Perception Skala Persepsi	Strongly Disagree <i>Sangat Tidak Setuju</i>	Disagree <i>Tidak Setuju</i>	Uncertain <i>Tidak Pasti</i>	Agree <i>Setuju</i>	Strongly Agree <i>Sangat Setuju</i>
	1	2	3	4	5

B13. I have the opportunity to do multiple tasks from time to time. <i>Saya mempunyai peluang untuk melakukan pelbagai tugas dari semasa ke semasa.</i>	1	2	3	4	5
B14. I am free to use my discretion when performing my work. <i>Saya bebas untuk menggunakan budi bicara saya apabila melakukan kerja saya.</i>	1	2	3	4	5
B15. I feel satisfied with my pay with what I produced in my organization. <i>Saya berasa berpuas hati dengan gaji saya dengan apa yang saya hasilkan dalam organisasi saya.</i>	1	2	3	4	5
B16. My work promises a good career prospect. <i>Kerja saya menjanjikan prospek kerjaya yang baik.</i>	1	2	3	4	5
B17. I am satisfied with the organizational working environment including air conditioning, light and the surroundings. <i>Saya berpuas hati dengan persekitaran kerja organisasi termasuk penyaman udara, cahaya dan persekitaran.</i>	1	2	3	4	5
B18. My supervisor guided me and helps to simplify my tasks. <i>Penyelia saya membimbing saya dan membantu untuk memudahkan tugas saya.</i>	1	2	3	4	5
B19. My superior perceived everyone as equally important.	1	2	3	4	5

	<i>Semua orang atasan saya melihat setiap orang sebagai sama penting.</i>	
B20.	I received recognition due to my perfection in work. <i>Saya menerima pengiktirafan kerana kesempurnaan dalam kerja-kerja saya.</i>	1 2 3 4 5
B21.	The promotion opportunity in this organization is easy. <i>Peluang kenaikan pangkat dalam organisasi ini adalah mudah.</i>	1 2 3 4 5
B22.	I have a good relationship with my counterpart. <i>Saya mempunyai hubungan yang baik dengan rakan sejawatan saya.</i>	1 2 3 4 5
B23.	I feel this organization possesses good image at the eyes of public. <i>Saya rasa organisasi ini mempunyai imej yang baik di mata rakyat.</i>	1 2 3 4 5
B24.	The work policy which is practiced in this organization is good. <i>Dasar kerja yang diamalkan dalam organisasi ini adalah baik.</i>	1 2 3 4 5

Section C: Person-Job Fit
Seksyen C: Kesesuaian Individu-Pekerjaan

Instruction: Choose the most appropriate answer by circling the number according to the following scale.

Arahan: Pilih jawapan yang paling sesuai dengan membulatkan nombor yang mengikut skala berikut.

Scale Perception Skala Persepsi	Strongly Disagree Sangat Tidak Setuju	Disagree <i>Tidak Setuju</i>	Uncertain <i>Tidak Pasti</i>	Agree <i>Setuju</i>	Strongly Agree Sangat Setuju
	1	2	3	4	5

C7. My abilities fit the demands of my job. <i>Kebolehan saya sesuai dengan tuntutan kerja saya.</i>	1	2	3	4	5
C8. I have the right skills and abilities to perform in my job. <i>Saya mempunyai kemahiran dan kebolehan yang tepat untuk melaksanakan dalam tugas saya.</i>	1	2	3	4	5
C9. There is a good match between the requirement of my job and my skills. <i>Terdapat padanan yang baik antara keperluan kerja saya dan kemahiran saya.</i>	1	2	3	4	5
C10. The match is very good between the demands of my job and my personal skills. <i>Padanan yang sangat baik di antara tuntutan kerja saya dan kemahiran peribadi saya.</i>	1	2	3	4	5
C11. My abilities and training are a good fit with the requirements of my job. <i>Kebolehan serta latihan saya sesuai dengan keperluan kerja saya.</i>	1	2	3	4	5
C12. My personal abilities and education provide a good match with the demands that my job places on me. <i>Kebolehan peribadi dan pendidikan saya adalah padanan yang baik dengan tuntutan tugas saya.</i>	1	2	3	4	5

Section D: Person-Organization Fit
Seksyen D: Kesesuaian Individu-Organisasi

Instruction: Choose the most appropriate answer by circling the number according to the following scale.

Arahan: Pilih jawapan yang paling sesuai dengan membulatkan nombor yang mengikut skala berikut.

Scale Perception Skala Persepsi	Strongly Disagree <i>Sangat Tidak Setuju</i>	Disagree <i>Tidak Setuju</i>	Uncertain <i>Tidak Pasti</i>	Agree <i>Setuju</i>	Strongly Agree <i>Sangat Setuju</i>
	1	2	3	4	5

D5. I possess the skills and abilities to succeed at this organization. <i>Saya mempunyai kemahiran dan kebolehan untuk berjaya di organisasi ini.</i>	1	2	3	4	5
D6. I believe my skills and abilities "match" those required by this organization in general. <i>Saya percaya kemahiran dan kebolehan saya "padan" yang diperlukan oleh organisasi ini secara umum.</i>	1	2	3	4	5
D7. I have knowledge and skills that meet the organization's demands. <i>Saya mempunyai pengetahuan dan kemahiran yang memenuhi permintaan organisasi.</i>	1	2	3	4	5
D8. My ability matches the characteristics of the business. <i>Keupayaan saya sepadan dengan ciri-ciri urusan organisasi.</i>	1	2	3	4	5

THANK YOU FOR YOUR KIND COOPERATION

Frequencies

Frequency Table

Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	21-30 years old	52	13.0	13.0	13.0
	31-40 years old	169	42.3	42.3	55.3
	41-50 years old	134	33.5	33.5	88.8
	51-60 years old	45	11.3	11.3	100.0
	Total	400	100.0	100.0	

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	147	36.8	36.8	36.8
	Female	253	63.2	63.2	100.0
	Total	400	100.0	100.0	

Level of Education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STPM/Diploma	38	9.5	9.5	9.5
	Bachelor Degree	334	83.5	83.5	93.0
	Master Degree	27	6.8	6.8	99.8
	PhD	1	.3	.3	100.0
	Total	400	100.0	100.0	

Field of Education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Science	59	14.8	14.8	14.8
	Mathematics	53	13.3	13.3	28.0
	Economy	16	4.0	4.0	32.0
	Language	76	19.0	19.0	51.0
	History	39	9.8	9.8	60.8
	Geography	20	5.0	5.0	65.8
	Skills	32	8.0	8.0	73.8
	Others	105	26.3	26.3	100.0
	Total	400	100.0	100.0	

Length of Service

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-5 years	48	12.0	12.0	12.0
	6-10 years	106	26.5	26.5	38.5
	11-15 years	72	18.0	18.0	56.5
	16--20 years	94	23.5	23.5	80.0
	21-25 years	50	12.5	12.5	92.5
	>25 years	30	7.5	7.5	100.0
	Total	400	100.0	100.0	

School

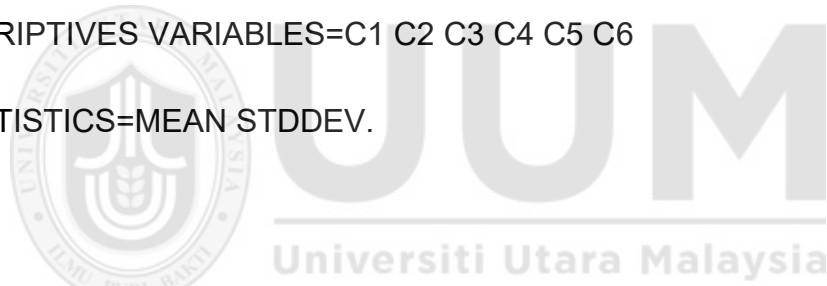
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SMK Pengkalan Permatang	50	12.5	12.5	12.5
	SMK Dato' Haron	30	7.5	7.5	20.0
	SMK Sains Kuala Selangor	46	11.5	11.5	31.5
	SMK Sungai Burong	43	10.8	10.8	42.3
	SMK Tiram Jaya	45	11.3	11.3	53.5
	SMK Kuala Selangor	50	12.5	12.5	66.0
	SMK Sultan Sulaiman Shah	29	7.2	7.2	73.3
	SMK Sri Desa	20	5.0	5.0	78.3
	SMK Jeram	29	7.2	7.2	85.5
	SMK Bukit Kuching Tengah	21	5.3	5.3	90.8
	SMK Puncak Alam3	37	9.3	9.3	100.0
	Total	400	100.0	100.0	

DESCRIPTIVES VARIABLES=D1 D2 D3 D4
 /STATISTICS=MEAN STDDEV.

Descriptive Statistics

	N	Mean	Std. Deviation
P-O	400	4.04	.587
P-O	400	4.01	.621
P-O	400	4.06	.617
P-O	400	4.06	.652
Valid N (listwise)	400		

DESCRIPTIVES VARIABLES=C1 C2 C3 C4 C5 C6
 /STATISTICS=MEAN STDDEV.



Descriptive Statistics

	N	Mean	Std. Deviation
P-J	400	4.25	.571
P-J	400	4.17	.600
P-J	400	4.06	.669
P-J	400	4.01	.649
P-J	400	4.11	.625
P-J	400	4.13	.637
Valid N (listwise)	400		

DESCRIPTIVES VARIABLES=B1 B2 B3 B4 B5 B6 B7 B8 B9 B10 B11 B12
 /STATISTICS=MEAN STDDEV.

Descriptive Statistics

	N	Mean	Std. Deviation
JS	400	3.97	.810
JS	400	3.62	.929
JS	400	3.83	.845
JS	400	3.98	.715
JS	400	3.68	1.013
JS	400	3.85	.844
JS	400	3.65	.908
JS	400	3.73	.826
JS	400	3.26	.977
JS	400	4.44	.563
JS	400	4.16	.803
JS	400	3.99	.827
Valid N (listwise)	400		

DESCRIPTIVES VARIABLES=PJ PO JS
 /STATISTICS=MEAN STDDEV MIN MAX.

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Person Job Fit	400	2	5	4.12	.493
Person Organization Fit	400	2	5	4.04	.521
Job Satisfaction	400	1	5	3.85	.537
Valid N (listwise)	400				

Correlations

		Job Satisfaction	Person Job Fit
Job Satisfaction	Pearson Correlation	1	.415**
	Sig. (2-tailed)		.000
	N	400	400
Person Job Fit	Pearson Correlation	.415**	1
	Sig. (2-tailed)	.000	
	N	400	400

** . Correlation is significant at the 0.01 level (2-tailed).

Correlations

		Job Satisfaction	Person Organization Fit
Job Satisfaction	Pearson Correlation	1	.450**
	Sig. (2-tailed)		.000
	N	400	400
Person Organization Fit	Pearson Correlation	.450**	1
	Sig. (2-tailed)	.000	
	N	400	400

** . Correlation is significant at the 0.01 level (2-tailed).

CORRELATIONS

/VARIABLES=PJ PO JS
/PRINT=TWOTAIL NOSIG
/MISSING=PAIRWISE.

Correlations

		Person Job Fit	Person Organization Fit	Job Satisfaction
Person Job Fit	Pearson Correlation	1	.731**	.415**
	Sig. (2-tailed)		.000	.000
	N	400	400	400
Person Organization Fit	Pearson Correlation	.731**	1	.450**
	Sig. (2-tailed)	.000		.000
	N	400	400	400
Job Satisfaction	Pearson Correlation	.415**	.450**	1
	Sig. (2-tailed)	.000	.000	
	N	400	400	400

** . Correlation is significant at the 0.01 level (2-tailed).

REGRESSION
 /MISSING LISTWISE
 /STATISTICS COEFF OUTS R ANOVA
 /CRITERIA=PIN(.05) POUT(.10)
 /NOORIGIN
 /DEPENDENT JS
 /METHOD=ENTER PJ PO.

Regression

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Person Organization Fit, Person Job Fit ^b	.	Enter

a. Dependent Variable: Job Satisfaction

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.468 ^a	.219	.215	.476

a. Predictors: (Constant), Person Organization Fit, Person Job Fit

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	25.193	2	12.597	55.551	.000 ^b
	Residual	90.023	397	.227		
	Total	115.216	399			

a. Dependent Variable: Job Satisfaction

b. Predictors: (Constant), Person Organization Fit, Person Job Fit

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t
		B	Std. Error	Beta	
1	(Constant)	1.703	.209		8.157
	Person Job Fit	.201	.071	.184	2.832
	Person Organization Fit	.326	.067	.316	4.856



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