

**The Relationship Between Individual Personality
Characteristics
and Person-Job Fit Among Primary and Secondary
School Teachers in New Zealand.**

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Abstract

Research has shown that individual personality characteristics are strongly related to an employee's affective and behavioural responses to the job and/or workplace (Barrick & Mount, 1991; Judge & Bono, 2001, Kumar & Bakhshi, 2010). The perception of positive person-job fit was proposed as a favourable employee response in this research, and hypotheses that are relevant to individual personality characteristics and person-job fit were examined. The concept of person-job fit refers to the degree which an individual's knowledge, skills, abilities (KSAs), preferences, needs and values align with his/her job requirements (Brkich, Jeffs & Carless, 2002). The two types of person-job fit are the match between the KSAs of an individual and the demands of the job, also known as demands-abilities fit, and the match between the preferences, needs and values of an individual, and what is supplied by the job, also known as needs-supplies fit (Lauver & Kristof-Brown, 2001). The relationship of person-job fit, both demands-abilities fit and needs-supplies fit with a number of affective and behavioural responses, such as job satisfaction, turnover intention and organisational commitment, was also explored.

A total of 179 teachers from 88 primary and secondary schools completed an online self-report questionnaire. The results revealed that extraversion, agreeableness, conscientiousness and emotional stability were positively and significantly correlated with demands-abilities fit, while extraversion, agreeableness and emotional stability were positively and significantly correlated with needs-supplies fit. Both demands-abilities fit and needs-supplies fit were positively and significantly correlated with job satisfaction, turnover intention,

affective commitment and normative commitment. Mediation analysis revealed an indirect effect for conscientiousness on the relationship between demands-abilities fit and job satisfaction, as well as for emotional stability on the relationship between demands-abilities fit and continuance commitment. Emotional stability mediated the relationship between demands-abilities fit and job satisfaction, and needs-supplies fit and job satisfaction. The practical implications from these findings, as well as recommendations for future research, are discussed

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"Success is not final, failure is not fatal: it is the courage to continue that counts."

(Winston Churchill, 1874-1965).

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Chapter One

INTRODUCTION

“Find a job you like and you add five days to every week.”

(Jackson Brown, 2000).

The relationship between individual personality characteristics and a variety of affective and behavioural responses to the job and/or workplace has received tremendous attention over the past few decades within the field of industrial/organisational psychology (Agho, Mueller & Price, 1994; Barrick & Mount, 1991; Furnham & Zacherl, 1985; Hogan, 1998; Hurtz & Donovan, 2000; Judge, Heller & Mount, 2002). The relationship between individual personality characteristics and job satisfaction, job performance and tenure have been some of the focal points in research to date, with some early research having focused on the relationship between individual personality characteristics and job preferences (Brief & Aldag, 1975; Holland, 1973; Robey, 1974). Findings have shown that an employee’s affective and behavioural responses to the job and/or workplace can be related and are often influenced by a myriad of factors such as the characteristics of the job, the culture of the organisation, relationship with colleagues and dispositional factors (Hackman & Oldham, 1980; Strumpfer, Danana, Gouws & Viviers, 1998). According to Ilouse, Shane and Herrold (1996), dispositional factors are made up of an individual’s personality characteristics, attitudes, needs, preferences and motives, which can be related to an individual’s affective and behavioural responses. Based on this notion, a large amount of research has consistently revealed personality characteristics such as conscientiousness and emotional stability as consistent and strong predictors for

affective and behavioural responses such as job satisfaction, organisational commitment and turnover intention, as well as other job outcomes such as career success and high level of job performance (Barrick & Mount, 1991; Fallon, Avis, Kudisch, Gornet & Frost 2000; Judge & Bono, 2001; Kumar & Bakhshi, 2010; Salgado, 1997).

Despite the large amount of research conducted into the relationship between individual personality characteristics and a variety of affective and behavioural responses to the job and/or workplace, the relationship between individual personality characteristics and person-job fit has received less attention and research within the field of industrial/organisation psychology (Ehrhart & Makransky, 2007; Kristof-Brown, Zimmerman & Johnson, 2005; O'Reilly III, 1977). The concept and understanding of a good fit between individual employees and their job requirements can be traced back to the early work of Parsons (1909), Williamson (1939) and Strong (1955) as cited in Brkich, Jeffs and Carless (2002). The existing theoretical models and understanding of fit between an individual's knowledge, skills, abilities, preferences and values with the job requirements have been built upon the basic foundation of the theory of work adjustment proposed by Dawis, Lofquist and Weiss (1968). This theory has provided the framework for understanding how individuals may demonstrate their affective and/or behavioural responses to their jobs and/or workplaces, and the implications of these responses on a variety of other job outcomes.

According to the theory of work adjustment, the concept of person-job fit can be defined as the degree to which an individual's knowledge, skills, abilities

(KSAs), preferences, needs and values align with his or her job requirements (Dawis et al, 1968). Within this concept, two separate kinds of person-job fit have been proposed and defined (Edwards, 1991). Firstly, person-job fit can be conceptualised and defined as the match between the abilities of an individual and the demands of the job, also known as the demands-abilities fit. Secondly, it can also be conceptualised and defined as the match between the needs of an individual and what is supplied by the job, also known as the needs-supplies fit. The former refers to how well an individual is able to meet the demands of the job based on his or her knowledge, skills and abilities while the latter refers to how the needs of an individual are met by the job or organisation (Cable & Judge, 1997; Kristof, 1996).

According to Brkich et al (2002), the achievement of a good fit between individual employees and their job requirements has become increasingly complex due to the nature and process of organisational change and development (for example advancement and use of technology). Despite this complexity, research has shown that the benefits of good fit between individual employees and their job requirements include higher level of job satisfaction, job performance and career success (Arvey, Carter & Buerkley, 1991; Bretz & Judge, 1994; Caldwell & O'Reilly III, 1990; Edwards, 1991). It is crucial to emphasise and make a clear distinction between person-job fit and person-organisation fit. While person-job fit refers to the congruence between the individuals and their job demands, person-organisation fit refers to the congruence between the individual and the organisations which they are employed by (Brkich et al, 2002). The concept of fit between employees and their job requirements remains a highly

researched area within vocational behaviour, organisational behaviour and organisational psychology (Brkich et al, 2002). Despite some overlapping similarities and shared perceptions between person-job fit and person-organisation fit, empirical evidence suggests that person-job fit and person-organisation fit are indeed two separate and distinct constructs (Cable & Judge, 1996; Lauver & Kristof-Brown 2001; Saks & Ashford, 1997). Based on current research and literature on the benefits of person-job fit, this research has proposed the variable of person-job fit as one of the favourable perception perceived by employees.

This present research seeks to build upon previous person-job fit research and findings in two ways. Firstly, it seeks to investigate the relationship between individual personality characteristics and person-job fit. Secondly, it also seeks to explore and assess the relationship between person-job fit and job satisfaction, turnover intention and organisational commitment. The sample in this research will be made up of both primary and secondary school teachers in New Zealand; defined as individuals who teach students in either a public or private school setting in one or more subjects (O*Net, 2009).

As previously discussed, there appears to be limited research carried out to examine the relationship between individual personality characteristics and person-job fit (Ehrhart & Makransky, 2007; Kristof-Brown, Zimmerman & Johnson, 2005; O'Reilly III, 1977). Thus, this research is unique because it is one of the very few investigations that will seek to examine the relationship between individual personality characteristics with person-job fit. It is also unique as it will focus on one specific occupational group and some of the aims as well as

hypotheses will be constructed based on the major findings and recommendations from a research project entitled *Perceptions of Teachers and Teaching* commissioned by the Ministry of Education and the New Zealand Teachers Council (Kane & Mallon, 2006). Therefore, the present study allows for a thorough examination into the relationship between individual personality characteristics, person-job fit, job satisfaction, organisational commitment and turnover intention among primary and secondary school teachers in New Zealand.

Review of Past Research and Hypothesis Development

A literature review of a research project commissioned by the Ministry of Education and the New Zealand Teachers Council in 2004 as well as previous research on person-job fit, individual personality characteristics, job satisfaction, organisational commitment and turnover intention is presented and discussed below.

Perceptions of Teachers and Teaching

In 2004, the Ministry of Education and the New Zealand Teachers Council commissioned a research project in order to examine the relationships between perceptions of teachers and teachers' work in early childhood and school sectors. Other factors such as the recruitment, retention, performance, capability and professional status of teachers across the country were also explored and examined. This project was carried out in order to clarify and assess the nature and influence of current attitudes towards teachers and teaching, as well as to identify priorities for actions pertaining to the recruitment and retention of quality teachers (Kane & Mallon, 2006). The aim of this research project was two-fold.

Firstly, it sought to explore and understand the major factors that influenced the decisions of recruitment, retention, capability and performance of teachers.

Secondly, it sought to explore and understand the impact of perception of teachers, their work , and the status of teachers and the teaching profession on the behaviours of teachers.

Participants in this research project were divided into four key groups comprised of individuals who were either engaged in the teaching and the administration of schools or centres (teachers, principals and head teachers); the governance of schools and recruitment of teachers (board of trustees and centre management committee members); student teachers or senior secondary school students. Questionnaire were utilised to obtain participants' responses pertaining to the reason for choosing and retaining a teaching career, turnover intention, their perception of the teaching profession, and job satisfaction. Participants' opinions pertaining to the recruitment of teachers, the retention of teachers, their own as well as other peoples' perception of teachers, the status of teachers, job satisfaction, and their future ambitions were also obtained.

The findings gathered from this research project suggest that a large proportion of participants have based their decisions to teach on intrinsic motivations , such as having a desire to work with children, a wish to contribute to society or to work in a job which they can feel proud of (Kane & Mallon, 2006). Some of the most significant factors influencing staff retention rates were the teachers' commitment to their students, the enjoyment of the job, and working in a job of which they feel proud of. However, some of the significant factors

influencing staff turnover intention were the workload associated with changes, deterioration in students' behaviour, and the degree to which teachers felt misunderstood and undervalued by the general public.

Participants in this research project also revealed a desire and enthusiasm for on-going professional development in order to increase their levels of commitment and expertise. Some of the main factors identified for on-going professional development are related to the availability of funding, support, opportunities as well as the extent to which the environment and culture of the school supports and values these developments. According to the findings, participants have also identified that there is a general understanding that the nature of teachers' work is complex, demanding and often misunderstood by people outside the teaching environment. In addition to this, there has been a dramatic increase in teachers' workloads and in what was expected of teachers, especially in resolving and/or responding to increasing social problems in an effective manner (Kane & Mallon, 2006). Consistent feedback was also received from participants pertaining to the increase in workload associated with the pace of change, as well as the lack of adequate resources to adapt and respond to these changes in an effective manner.

On this basis, this thesis proposes that the relationship between individual personality characteristics of teachers and person-job fit will be a valid area of research to understand teachers' perception of fit and how this fit is related to other affective and/or behavioural responses to the job and/or schools.

Person-Job Fit

Despite the importance and benefits of person-job fit on the affective and behavioural responses of employees towards their job and/or workplaces, the understanding of the role and impact of person-job fit has been marked by the lack of research in this area (Cable & DeRue, 2002), as well as measurement problems (Edwards, 1991; Lauver & Kristof-Brown, 2001). Despite these shortcomings, a research has revealed a strong relationship between person-job and various aspects of affective responses and behavioural outcomes (Brkich et al, 2002; Caldwell & O'Reilly III, 1990, Lauver & Kristof-Brown, 2001). For example, employees who perceived a high level of person-job fit have demonstrated a high level of job performance and reported a high level of job satisfaction and organisational commitment. A high perception of person-job fit was also strongly related to job stress and turnover intention (Lauver & Kristof-Brown, 2001). Employees who perceived a high level of person-job fit reported a low level of stress as well as turnover intention. These findings have reinforced previous research conducted by Cable and Judge (1996) and Kristof-Brown (2000). According to the findings from a meta-analysis conducted by Kristof-Brown et al (2005), both demands-abilities fit and needs-supplies fit revealed significant correlations with job satisfaction, organisational commitment and turnover intention. These findings indicate that employees' perceptions of person-job fit may have a unique relationship with job satisfaction, organisational commitment as well as turnover intention.

Individual Personality Characteristics

In addition, the relationship between individual personality characteristics and person-job fit have been explored and examined by the works of O'Reilly III (1977) and Ehrhart and Makransky (2007). The findings revealed from this research will be discussed in the following section.

Early research, which examined the role of individual personality characteristics, has suggested that affective and behavioural responses to a job and/or workplace may be more directly influenced by the characteristics of the job and/or the workplace instead of individual personality characteristics (Herman, Dunham & Hulin, 1975; O'Reilly III & Roberts, 1975; Stone & Porter, 1975). However, the fundamental notion that an individual's affective and behavioural responses to a job and/or workplace are influenced by personality characteristics remains as a core theory among numerous organisational theorists (Argyris, 1973; Ayan & Kocacik, 2010; Dubin, 1956; Fallon et al, 2000; O'Reilly III, 1977; Pervin, 1968).

One of the most widely utilised personality characteristic measure tool is known as the Big-Five Factor Model (Mount & Barrick, 1991). This model was originally proposed by Tupes and Christal (1961) based on the personality variables of Cattell (1957) as cited in Goldberg (1992). Since then, a large amount of research utilising trait-descriptive terms has consistently reported five broad factors of personality characteristics. The personality characteristics included in this model are known as extraversion, emotional stability (versus neuroticism), agreeableness, conscientiousness and openness to experience, also referred to as

culture, intellect/imagination (Goldberg, 1992). As previously discussed, individual personality characteristics, such as conscientiousness and emotional stability, have emerged as consistent and strong predictors for various affective responses and behavioural outcomes relating to a job and/or workplace (Barrick & Mount, 1991; Kumar & Bakhshi, 2010; Sutherland, De Bruin & Crous, 2007).

In a meta-analysis conducted by Salgado (1997) on the Five-Factor personality dimensions and job performance across five different occupational groups, both conscientiousness and emotional stability were found to be valid predictors for all job performance criteria across most occupational groups. Similar findings were also reported by a subsequent meta-analysis conducted by Judge, Heller and Mount (2002). Both extraversion and openness to experience were found to be valid predictors for training proficiency across different occupational groups, while extraversion was also found to be a valid predictor for occupational groups involved with high level of social interaction (Barrick & Mount, 1991).

Conscientiousness was also found to be related to an employee's perception of fit with jobs that are highly structured and predictable (Ehrhart & Makransky, 2007). In addition, findings from O'Reilly III (1977) have shown that the interaction between personality characteristics and the job was related with changes in employees' affective and behavioural responses. The implications from these findings are numerous. Firstly, it provides support to the notion that an individual's affective and behavioural responses to a job and/or workplace are related to personality characteristics. Secondly, it strengthens the support for the

use of personality testing in the process of selection and recruitment, and performance appraisal as well as training and development. Lastly, it provides further evidence to the validity of the Big-Five as an assessment tool.

Based on the findings above as well as the findings from the research commissioned by the Ministry of Education in 2004, it is reasonable to propose that employees' individual personality characteristics can be used to examine and understand their perception of person-job fit. It is proposed that a teacher who perceives a high level of intellect/imagination, conscientiousness, extraversion, agreeableness and emotional stability may experience a high level of person-job fit, in this case both demands-abilities fit and needs-supplies fit. Therefore, the following hypotheses are proposed and will be tested (Figure 1.1):

Hypothesis 1_a: *Intellect/imagination will be positively related to demands-abilities fit.*

Hypothesis 1_b: *Conscientiousness will be positively related to demands-abilities fit.*

Hypothesis 1_c: *Extraversion will be positively related to demands-abilities fit.*

Hypothesis 1_d: *Agreeableness will be positively related to demands-abilities fit.*

Hypothesis 1_e: *Emotional stability will be positively related to demands-abilities fit.*

Hypothesis 2_a: *Intellect/imagination will be positively related to needs-supplies fit.*

Hypothesis 2_b: *Conscientiousness will be positively related to needs-supplies fit.*

Hypothesis 2_c: *Extraversion will be positively related to needs-supplies fit.*

Hypothesis 2_d: *Agreeableness will be positively related to needs-supplies fit.*

Hypothesis 2_e: *Emotional stability will be positively related to needs-supplies fit.*

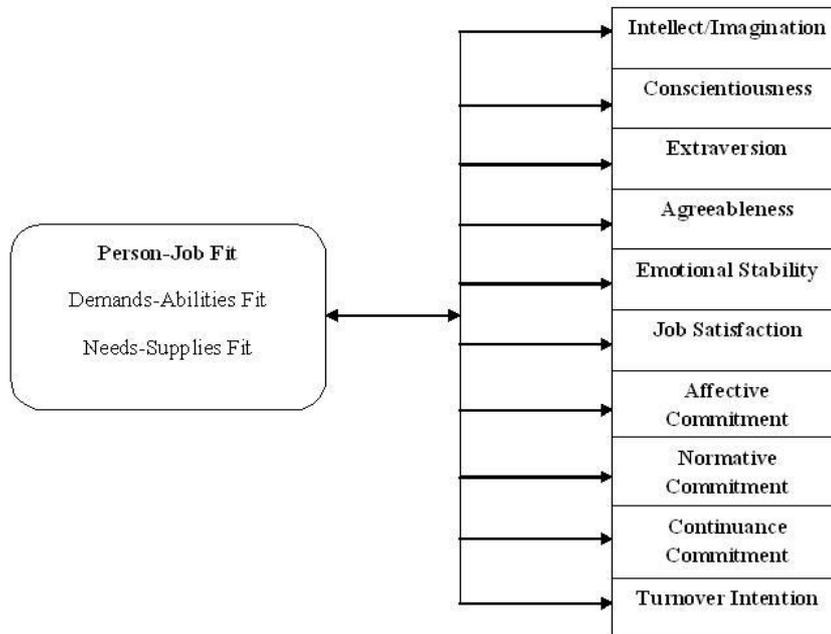


Figure 1: Theoretical framework of the proposed hypotheses (H1a to H6b)

Job Satisfaction

Job satisfaction refers to the positive emotional state reflecting an affective response to a job (Spector, 2008). According to Johnson and Johnson (2000), job satisfaction can also be construed as an individual's response to a range of factors that are associated with his or her job as well as the workplace. In this instance, job satisfaction is related to an employee's perception of fit (both demands-abilities fit and needs-supplies fit). The degree of congruence between an employee's knowledge, skills, abilities, values, needs and preferences with the job and/or workplace should determine the strength of the affective response.

The relationship between person-job fit and job satisfaction has been thoroughly researched and documented. In a longitudinal study conducted by Saks and Ashforth (1997), a significant positive relationship between person-job fit and job satisfaction was reported. Employees who perceived a high level of person-job fit reported a higher level of job satisfaction. Kristof-Brown et al (2005) reported a significant and positive correlation between person-job fit and job satisfaction. Upon analysing the two different types of person-job fit and job satisfaction, they reported that the correlation between needs-supplies fit and job satisfaction ($r = .61$) was stronger than the correlation between demands-abilities fit and job satisfaction ($r = .41$), suggesting that needs-supplies fit was a stronger predictor of an individual's job satisfaction. The stronger correlation between needs-supplies fit and job satisfaction was also reported by Cable and DeRue (2002). In their study, employees who perceived a high level of needs-supplies fit reported a higher level of job satisfaction. These findings provide support to the notion that person-job fit, in terms of both demands-abilities fit and needs-supplies fit, is crucial to the affective response an employee experiences in relation to his or her job and/or workplace. These findings are crucial as they support and extend previous research conducted on person-job fit and job satisfaction (Cable & Judge, 1996; Caldwell & O'Reilly III, 1990; Edwards, 1991). In addition, high level of job satisfaction and perception of fit have also been reported to have long lasting impacts on an employee's career (Steffy, Shaw & Noe, 1989). This finding suggests that high degree of congruence between an employee's perceptions of fit and job satisfaction can also account for long term affective and/or behavioural responses to the job and/or workplace (Kristof, 1996). The implications of these

findings suggest that an employee's perception of fit is strongly related to the affective response, in this case, job satisfaction among employees.

Based on the findings above as well as the findings from the research commissioned by the Ministry of Education in 2004, it is reasonable to propose that employees' perception of person-job fit can be used to examine and understand their satisfaction with the job. It is proposed that a teacher who perceives a high level of fit between his or her knowledge, skills and abilities with the demands of the job (demands-abilities fit) may report a high level of job satisfaction. It is also proposed that a teacher who perceives a high level of fit between his or her preferences, needs and values with the job (needs-supplies fit) may report a high level of job satisfaction. Therefore, the following hypotheses are proposed and will be tested (Figure 1.1):

Hypothesis 3_a: *Demands-abilities fit will be positively related to job satisfaction.*

Hypothesis 3_b: *Needs-supplies fit will be positively related to job satisfaction.*

Organisational Commitment

Organisational commitment refers to the attachment an individual has towards an organisation (Spector, 2008). In a review of organisational commitment literature, the three different types of organisational commitments proposed by Meyer, Allen and Smith (1993) are identified as affective, continuance and normative commitment. The attributes for each type of organisational commitment differ according to the nature of the psychological attachment.

According to Spector (2008), affective commitment refers to the positive emotional attachment an employee has towards the organisation. This type of commitment is characterised by a sense of belonging and psychological attachment towards the organisation (Hartmann & Bambacas, 2000). Continuance commitment refers to the perceived benefits and/or costs associated with staying or leaving the organisation (Rusbult & Farrell, 1983). Employees are said to exhibit continuance commitment due to financial and/or non-financial reasons such as current pay and reward benefits, and a lack of other job opportunities. That is, an employee remains in his or her job due to perceived benefits of remaining with the organisation and the costs of leaving the organisation. Meanwhile, normative commitment refers to the sense of obligation an employee has towards the organisation, in which case an employee remains in his or her job due to moral responsibilities (Spector, 2008).

According to Meyer (1997) as cited in Brkich et al (2002), person-job fit may be a crucial factor in the development of organisational commitment. This is because strong responses to the job and/or organisation is said to arise when there is a match between the employees and organisations' expectations, values and goals. In order to examine the relationship between person-job fit and organisational commitment, studies have been conducted by Saks and Ashforth (1997) and Brkich et al (2002). The findings from Saks and Ashforth (1997) and Brkich et al (2002) have revealed a significant and positive relationship between person-job fit with affective commitment ($r = .54, p < .01$) and normative commitment ($r = .17, p < .01$), suggesting that the perceptions of employees' person-job fit were strongly related to these two types of organisational

commitment. The degree of congruence between the employees' fit and their jobs was related to the positive affect and moral obligations they experienced. Similar findings were also reported by Kristof-Brown et al (2005) whereby person-job fit was found to be strongly correlated with organisational commitment. In the study conducted by Cable and DeRue (2002), needs-supplies fit was a stronger predictor of organisational commitment ($r = .43, p < .01$) in comparison to demands-abilities fit ($r = .24, p < .01$). This finding suggests that the congruence between an employee's values, needs and preference with the job and/or organisation are more important than the congruence between the KSAs of the employee with the job. The implication from these findings suggests that an employee's perception of fit, both demands-abilities fit and needs-supplies fit, can be related to organisational commitment. If an employee perceives a high degree of congruence between the demands, abilities, values and preference with the job, he or she is more likely to display high level of attachment, in this instance, affective, normative and/or continuance commitment towards the job and/or organisation.

Based on the above findings, as well as the findings from the research commissioned by the Ministry of Education in 2004, it is reasonable to propose that employees' perception of person-job fit can be used to examine and understand employees' affective, normative and continuance commitment. It is proposed that a teacher who perceives a high level of fit between his or her knowledge, skills and abilities with the demands of the job (demands-abilities fit) may report a high level of commitment to the school in which they work. It is also proposed that a teacher who perceives a high level of fit between his or her preferences, needs and values with the job (needs-supplies fit) may report a high level of commitment to

the school in which they work. Therefore, the following hypotheses are proposed and will be tested (Figure 1.1):

Hypothesis 4_a: *Affective commitment will be positively related to demands-abilities fit.*

Hypothesis 4_b: *Normative commitment will be positively related to demands-abilities fit.*

Hypothesis 4_c: *Continuance commitment will be positively related to demands-abilities fit.*

Hypothesis 5_a: *Affective commitment will be positively related to needs-supplies fit.*

Hypothesis 5_b: *Normative commitment will be positively related to needs-supplies fit.*

Hypothesis 5_c: *Continuance commitment will be positively related to needs-supplies fit.*

Turnover Intention

Turnover intention is defined as an employee's propensity to leave his or her job (Slattery & Selvarahan, 2005). Due to difficulties in obtaining accurate actual turnover rates, participants' turnover intention will be measured in the present research. According to Dalton, Johnson and Daily (1999), turnover intention and actual turnover are closely related because the assessment of turnover intention can help to ascertain employees' work attitudes, since whether or not an employee will quit his or her can be influenced by the conditions and environment in the workplace (Moynihan & Pandey, 2007). In this instance, an

employee who perceives a lack of demand-abilities fit and/or need-supplies fit is more likely to think about leaving his or her job. The relationship between person-job fit and turnover intention was reviewed in a longitudinal study conducted by Saks and Ashforth (1997). In this study, a significant negative correlation between person-job fit and turnover intention was reported. Employees who perceived a high level of high level of person-job fit reported lower levels of turnover intention ($r = -.35, p < .01$ at 4 months and $r = -.30, p < .01$ at 10 months). A similar result was also reported by Lauver and Kristof-Brown (2001), whereby a significant negative correlation was found between person-job fit and turnover intention ($r = -.31$). These findings provide further information and support to earlier findings which have also suggested that person-job fit is negatively related to turnover intention (Caldwell & O'Reilly, 1990; Tett & Meyer, 1993).

According to a meta-analysis conducted by Kristof-Brown et al (2005), person-job fit has a strong correlation with turnover intention ($r = -.46$), and upon analysing the two different types of person-job fit and turnover intention, the correlation between needs-supplies fit and turnover intention ($r = -.50$) was stronger than the correlation between demands-abilities fit and turnover intention ($r = -.23$). This finding suggests that needs-supplies fit was a stronger predictor of an individual's turnover intention in comparison to demands-abilities fit. The implications from these findings suggest that an employee's perception of fit, both demands-abilities fit and needs-supplies fit are related to turnover intention. That is, an employee who perceives a good fit between his or her knowledge, skills, abilities and values with the job is more likely to remain in the job, and by the

same token, an employee who perceives a good fit between his or her preferences and needs with the workplace is more likely to remain with the organisation.

Based on the above findings as well as the findings from the research commissioned by the Ministry of Education in 2004, it is reasonable to propose that employees' perception of person-job fit can be used to examine and understand their turnover intention. It is proposed that a teacher who perceives a high level of fit between his or her knowledge, skills and abilities with the demands of the job (demands-abilities fit) may report a low level of withdrawal cognitions associated with turnover intention. It is also proposed that a teacher who perceives a high level of fit between his or her preferences, needs and values with the job (needs-abilities fit) may report a low level of withdrawal cognitions associated with turnover intention. Therefore, the following hypotheses are proposed and will be tested (Figure 1.1):

Hypothesis 6_a: *Turnover intention will be negatively related to demands-abilities fit.*

Hypothesis 6_b: *Turnover intention will be negatively related to needs-supplies fit.*

Mediating Effects of Individual Personality Characteristics

Individual Personality Characteristics and Job Satisfaction

The relationship between individual personality characteristics and job satisfaction has received considerable attention and research over the decades. Early research conducted by Fisher and Hanna (1931) and Hoppock (1935) has revealed a strong correlation between an employee's emotional adjustment and

levels of job satisfaction, suggesting that an employee's personality characteristics were strongly related to their affective and behavioural responses. At the present time, the notion that an individual's behaviour is related and influenced by personality characteristics remains quite significant. Much research has explored and examined the influence of individual personality characteristics on the affective and behavioural responses to their jobs and/or workplaces, and has continued to provide strong support for this notion (Judge et al, 2002; Thomas, Buboltz & Winkelspecht, 2004). For example, Organ and Lingl (1995) have proposed that conscientiousness should be related to job satisfaction because it represents a disposition towards general work involvement that can lead to a higher chance of achieving both formal and informal job satisfaction (for example pay, promotion and recognition). Since then, a number of studies have produced findings to support this proposal (DeNeve & Cooper, 1998; Judge et al, 2002).

Due to the validity of conscientiousness as a predictor across a myriad of job outcomes, it may be appropriate to examine the mediating effects of conscientiousness on the relationship between person-job fit and job satisfaction. Therefore, the following hypotheses are proposed and will be tested (Figure 1.2):

Hypothesis 7_a: *Conscientiousness will mediate the relationship between demands-abilities fit and job satisfaction.*

Hypothesis 7_b: *Conscientiousness will mediate the relationship between need-supplies fit and job satisfaction.*

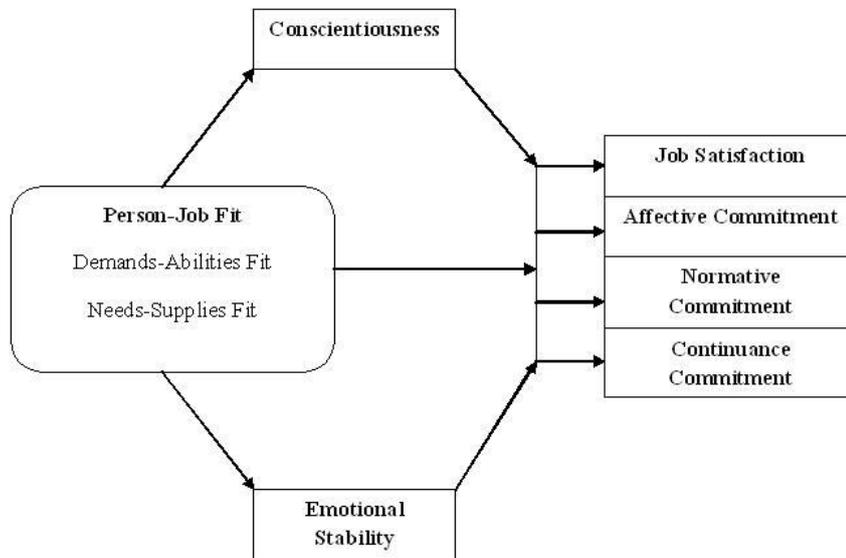


Figure 2: Theoretical framework of the proposed hypotheses (H7a to H10f)

In addition, neuroticism (or emotional stability) appeared to be one of the strongest and most consistent predictors of job satisfaction (Connolly & Visweswaran, 2000; Judge et al, 2002). Neuroticism has been characterised as the main source of negative affect; individuals with high levels of neuroticism tend to experience more negative events, partly because they tend to self-select themselves into situations that cultivate negative affect (Emmons, Diener & Larsen, 1985; Magnus, Diener, Fujita & Pavot, 1993). In this instance, when an individual with high levels of neuroticism, or low levels of emotional stability experiences any negative events with respect to the job and/or workplace, the level of job satisfaction decreases remarkably. Ayan and Kocacik (2010) too, examined the relationship between job satisfaction and personality types among high school teachers and revealed that teachers who displayed high levels of emotional stability also reported higher levels of job satisfaction.

These findings continue to provide support for the notion that certain individual personality characteristics are related to job satisfaction. Based on these findings, it is reasonable to propose that high level of emotional stability may mediate the relationship between an individual's perceptions of person-job fit and job satisfaction. Therefore, the following hypotheses are proposed and will be tested (Figure 1.2):

Hypothesis 8_a: *Emotional stability will mediate the relationship between demands-abilities fit and job satisfaction.*

Hypothesis 8_b: *Emotional stability will mediate the relationship between needs-supplies fit and job satisfaction.*

Individual Personality Characteristics and Organisational Commitment

According to Erdheim, Wang and Zickar (2006), research into organisational commitment has increased in the past twenty years. Because organisational commitment is regarded as a form of favourable affective job response, Erdheim et al (2006) proposed that the use of individual personality characteristics can be utilised to obtain a more in-depth understanding towards the development of organisational commitment among employees. However, the relationship between individual personality characteristics and organisational commitment has received little research attention and only a small number of studies have sought to explore and examine the relationship between individual personality characteristics and organisational commitment (Erdheim et al, 2006; Gelade, Dobson & Gilbert, 2006; Silva, 2006). In order to fill the gap in this area of research, Erdheim et al (2006) conducted a study to explore the relationship between individual personality characteristics and organisational commitment.

Findings from their study revealed that conscientiousness was significantly correlated with affective and continuance commitment, while neuroticism was significantly correlated with continuance commitment.

A subsequent study conducted by Kumar and Bakhshi (2010) revealed similar findings to those of Erdheim et al (2006). In their study, conscientiousness was revealed as a significant predictor of employees' affective and continuance commitment while neuroticism was revealed as a significant predictor of employees' continuance commitment. According to Organ and Lingl (1995), conscientiousness is expected to be significantly related to affective commitment because individuals with high levels of conscientiousness tend to exhibit greater involvement with their job, which can then extend to the organisation as well. Conscientiousness is also expected to be significantly related to continuance commitment because increased job involvement often leads to the accumulation of financial and/or non-financial rewards. The accumulation of these rewards can then influence the advantages and disadvantages that are associated with leaving the organisation (Erdheim et al, 2006). Meanwhile, neuroticism was expected to be significantly related to continuance commitment because individuals with high levels of neuroticism and low levels of emotional stability are constantly aware of the advantages and disadvantages of leaving the organisation. Thus, they tend to exhibit a greater level of continuance commitment (Erdheim et al, 2006).

The findings of Erdheim et al (2006) and Kumar and Bakhshi (2010) provide support for the notion that personality characteristics can serve as an important factor to account for the development of employees' organisational

commitment. It is therefore reasonable to propose that an individual's personality characteristics, in this case conscientiousness and emotional stability, can be used to examine the mediating effects they have in the relationship between person-job fit and organisational commitment. Consequently, it is proposed that a teacher with high levels of conscientiousness and emotional stability may perceive high levels of fit, which will be strongly related to high levels of affective, normative and continuance commitment to the school where they teach. Although some research has excluded normative commitment in their studies due to the high correlation it has with affective commitment, which makes it difficult to discriminate between affective and normative commitment (Meyer, Stanley, Herscovitch & Topolnytsky, 2002; Organ & Lingl, 1995). However, this research proposes that normative commitment should be included in these hypotheses because a teacher with a high level of conscientiousness and emotional stability may perceive a high level of person-job fit that can be strongly related to the moral responsibilities, or normative commitment they feel towards their job and/or school. Therefore, the following hypotheses are proposed and will be tested (Figure 1.1):

Hypothesis 9_a: *Conscientiousness will mediate the relationship between demands-abilities fit and affective commitment.*

Hypothesis 9_b: *Conscientiousness will mediate the relationship between demands-abilities fit and normative commitment.*

Hypothesis 9_c: *Conscientiousness will mediate the relationship between demands-abilities fit and continuance commitment.*

Hypothesis 9_d: *Conscientiousness will mediate the relationship between needs-supplies fit and affective commitment.*

Hypothesis 9_e: *Conscientiousness will mediate the relationship between needs-supplies fit and normative commitment.*

Hypothesis 9_f: *Conscientiousness will mediate the relationship between needs-supplies fit and continuance commitment.*

Hypothesis 10_a: *Emotional stability will mediate the relationship between demands-abilities fit and affective commitment.*

Hypothesis 10_b: *Emotional stability will mediate the relationship between demands-abilities fit and normative commitment.*

Hypothesis 10_c: *Emotional stability will mediate the relationship between demands-abilities fit and continuance commitment.*

Hypothesis 10_d: *Emotional stability will mediate the relationship between needs-supplies fit and affective commitment.*

Hypothesis 10_e: *Emotional stability will mediate the relationship between needs-supplies fit and normative commitment.*

Hypothesis 10_f: *Emotional stability will mediate the relationship between needs-supplies fit and continuance commitment.*

At this point, it is crucial to note that the relationship between person-job fit and the hypothesised job responses will not always be fully mediated by individual personality characteristics, in this case, conscientiousness and emotional stability. There is a possibility for partial mediation as well as a direct relationship between person-job fit (both demands-abilities fit and needs-supplies fit) and the hypothesised job responses without any mediating effect. Both conscientiousness and emotional stability are the variables of interest in this

research due to their validity and robustness as predictors of a large number of job responses. It is proposed that conscientiousness and emotional stability may be able to provide a deeper insight into the concept of person-job fit as well as its relationship with other job responses.

In summary, research which examined the relationship and influences of individual personality characteristics and affective and/or behavioural responses has received a large amount of interest and attention over the years. However, the research on the relationship between individual personality characteristics and person-job fit is limited. The aim of this research is two-fold. Firstly, it seeks to examine the relationship between individual personality characteristics with person-job fit (both demands-abilities fit and needs-supplies fit) among primary and secondary school teachers in New Zealand. Secondly, it seeks to examine the relationship between person-job fit with job satisfaction, turnover intention and organisational commitment. Both conscientiousness and emotional stability have been proposed as mediating variables to further understand the relationship between person-job fit and the hypothesised job responses.

Summary of Hypotheses

Person-Job Fit and Individual Personality Characteristics

Hypothesis 1_a: Intellect/imagination will be positively related to demands-abilities fit.

Hypothesis 1_b: Conscientiousness will be positively related to demands-abilities fit.

Hypothesis 1_c: Extraversion will be positively related to demands-abilities fit.

Hypothesis 1_d: Agreeableness will be positively related to demands-abilities fit.

Hypothesis 1_e: Emotional stability will be positively related to demands-abilities fit.

Hypothesis 2_a: Intellect/imagination will be positively related to needs-supplies fit.

Hypothesis 2_b: Conscientiousness will be positively related to needs-supplies fit.

Hypothesis 2_c: Extraversion will be positively related to needs-supplies fit.

Hypothesis 2_d: Agreeableness will be positively related to needs-supplies fit.

Hypothesis 2_e: Emotional stability will be positively related to needs-supplies fit.

Person-Job Fit and Job Satisfaction

Hypothesis 3_a: Demands-abilities fit will be positively related to job satisfaction.

Hypothesis 3_b: Needs-supplies fit will be positively related to job satisfaction.

Person-Job Fit and Organisational Commitment

Hypothesis 4_a: Demands-abilities fit will be positively related to affective commitment.

Hypothesis 4_b: Demands-abilities fit will be positively related to normative commitment.

Hypothesis 4_c: Demands-abilities fit will be positively related to continuance commitment.

Hypothesis 5_a: Affective commitment will be positively related to needs-supplies fit.

Hypothesis 5_b: Normative commitment will be positively related to needs-supplies fit.

Hypothesis 5_c: Continuance commitment will be positively related to needs-supplies fit.

Person-Job Fit and Turnover Intention

Hypothesis 6_a: Demands-abilities will be negatively related to turnover intention.

Hypothesis 6_b: Needs-supplies fit will be negatively related to turnover intention.

Individual Personality Characteristics, Job Satisfaction and Person-Job Fit

Hypothesis 7_a: Conscientiousness will mediate the relationship between demands-abilities fit and job satisfaction.

Hypothesis 7_b: Conscientiousness will mediate the relationship between needs-supplies fit and job satisfaction.

Hypothesis 8_a: Emotional stability will mediate the relationship between demands-abilities fit and job satisfaction.

Hypothesis 8_b: Emotional stability will mediate the relationship between job satisfaction and needs-supplies fit.

Individual Personality Characteristics, Organisational Commitment and Person-Job Fit

Hypothesis 9_a: Conscientiousness will mediate the relationship between demands-abilities fit and affective commitment.

Hypothesis 9_b: Conscientiousness will mediate the relationship between demands-abilities fit and normative commitment.

Hypothesis 9_c: Conscientiousness will mediate the relationship between demands-abilities fit and continuance commitment.

Hypothesis 9_d: Conscientiousness will mediate the relationship between needs-supplies fit and affective commitment.

Hypothesis 9_e: Conscientiousness will mediate the relationship between needs-supplies fit and normative commitment.

Hypothesis 9_f: Conscientiousness will mediate the relationship between needs-supplies fit and continuance commitment.

Hypothesis 10_a: Emotional stability will mediate the relationship between demands-abilities fit and affective commitment.

Hypothesis 10_b: Emotional stability will mediate the relationship between demands-abilities fit and normative commitment.

Hypothesis 10_c: Emotional stability will mediate the relationship between demands-abilities fit and continuance commitment.

Hypothesis 10_d: Emotional stability will mediate the relationship between needs-supplies fit and affective commitment.

Hypothesis 10_e: Emotional stability will mediate the relationship between needs-supplies fit and normative commitment.

Hypothesis 10_f: Emotional stability will mediate the relationship between needs-supplies fit and continuance commitment.

Chapter Two

METHOD

The present research has explored the relationship between individual personality characteristics and person-job fit among primary and secondary school teachers in New Zealand. The responses gathered from the sample group of primary and secondary school teachers were used to explore and assess this relationship. The relationship between person-job fit and other aspects of affective responses and behavioural outcomes such as job satisfaction, turnover intention and organisational commitment were also explored.

Participants

The participants in this research consisted of teachers who were recruited from primary and secondary schools across New Zealand. A total of 88 primary and secondary schools were involved in this research, and the number of teachers who participated was 179. An accurate response rate could not be ascertained due to the unknown number of teachers who were invited to participate in this research.

A demographic analysis of the sample showed that 71% of the participants who responded to the questionnaire were female ($n = 119$). The participants' age ranged from 22 to 67 years with a mean of 47.5 years ($SD = 11.2$, $n = 169$). Eighty percent ($n = 136$) of the participants identified themselves as New Zealanders of European descent and five percent ($n = 8$) of the participants identified themselves as New Zealanders of Maori descent. Of the participants, 70% were teaching in primary schools while 30% were teaching in secondary schools

(n = 168) (Table 2). Further demographic analysis of the composition of the sample based on the years of teaching and years of teaching in current school are provided in Table 1.

Table 1: Demographic characteristics of the sample

Age (n = 169)	20-29 (n = 12) 7.1%	30-39 (n = 32) 18.9%	40-49 (n = 43) 25.4%	50-59 (n = 58) 34.3%	60+ (n = 24) 14.2%	
Ethnic Origin (n = 169)	European (NZ) (n = 136) 80%	European (Other) (n = 17) 10%	Maori (n = 8) 5%	Pacific People (n = 2) 1%	Asian (n = 1) 1%	Other (n = 5) 3%
Years of Teaching (n = 169)	1-5 (n = 35) 20.7%	6-10 (n = 21) 12.4%	11-15 (n = 21) 12.4%	16-20 (n = 16) 9.5%	21+ (n = 76) 45%	
Years of Teaching in Current School (n = 168)	1-5 (n = 86) 51.2%	6-10 (n = 38) 22.6%	11-15 (n = 23) 13.7%	16-20 (n = 12) 7.1%	21+ (n = 9) 5.4%	

Procedure

A pilot survey of the questionnaire was conducted with three participants from outside the participating schools. Pilot participants were required to complete the questionnaire as well as provide feedback pertaining to the instructions, content, face validity; whether the items in the questionnaire measured what they purport to measure, length, and time required for completion. Feedback received from this pilot survey highlighted that the use of words such as ‘shirk’ and ‘exacting’ (questions 38 and 48 respectively in Section C of Appendix C) were unclear to participants and a decision was made to include the synonyms

of these words in order to provide further clarification of the meanings of these words. The questionnaire was then formatted into an online questionnaire using the software program Qualtrics. The final content of the questionnaire is provided in Appendix C.

A list of primary and secondary schools (n = 2568) across New Zealand was obtained through a contact from the Ministry of Education. A total of 2153 schools that have had their email addresses released to the public were contacted and offered the opportunity to participate in this research. A cover letter (Appendix A) which introduced the researcher, the background, purpose and requirement of the research as well as the Ethics Approval form was sent to the principals of these schools. Principals who offered their support and assistance to this research were then sent the survey link to be distributed among their teachers. An information sheet (Appendix B) which introduced the researcher and outlined the background, purpose and requirement of this research was attached to the survey link. Participants were informed that the items in the questionnaire sought to obtain information pertaining to the participants' perceptions of person-job fit (both demand-abilities fit and needs-supplies fit), work attitudes and individual personality characteristics.

Information pertaining to the rights of the participants such as confidentiality, anonymity, voluntary participation and contact with the researcher and/or research supervisor was also outlined in this information sheet. Participants were also informed that a summary of the overall findings from the research

would be made available to the respective participating primary and secondary schools for general distribution upon its completion in March 2012.

Ethics

Ethics approval for this research was granted on 22nd June, 2011 by the Research and Ethics Committee of the School of Psychology at the University of Waikato (Appendix D).

Measures

An online questionnaire was utilised in this research. The questionnaire comprised items designed to measure the participants' perceptions of person-job fit (both demands-abilities fit and needs-supplies fit), job satisfaction, turnover intention, organisational commitment and individual personality characteristics. General demographic characteristics of the participants were also collected.

Principal axis factor and reliability analyses were conducted in order to assess the dimensionality as well as the internal consistency of each individual scale utilised in this research. Recoding of items with reversed scoring was also conducted. In order to account for missing data values from the questionnaires (n ranges from 1 to 12), mean imputation analysis was conducted. Results from a study carried out by Roth, Switzer III and Switzer (1999) suggested that this method is an effective approach in reproducing the results of data sets with missing data values. The mean score for each research variable displayed in Table 3 (Chapter 3) was obtained by totaling all the responses across every item in each

measurement scale and dividing this total by the number of items responded by each participant.

Person-Job Fit. The two forms of person-job fit, demands-abilities fit and the needs-supplies fit, were measured each using a set of scales developed by Cable and DeRue (2002). Each scale consists of three items. Participants responded to these six items (Questions 1 to 6 in Section A of Appendix C) using a seven-point scale with responses anchored from 1 (*strongly disagree*) to 7 (*strongly agree*) with lower scores indicating less demands-abilities and/or needs-supplies fit. The coefficient alpha values for the demands-abilities fit scale have indicated a range from .84 to .89; while the coefficient alpha values for the needs-supplies fit scale have indicated a range from .89 to .93 (Cable & DeRue, 2002).

Principal axis factor analysis was conducted to explore the factor structure of the six-item bank of questions (KMO-MSA = .83 and Bartlett's Test $p < .001$). The results from this analysis showed that the measure represented two distinct factors with eigenvalues of 4.04 and .87. Despite the low eigenvalue of < 1 , two factors were retained based on the factor loadings on the pattern matrix and the scree plot. The factor loadings of individual items ranged from .64 to .97 and the two factors accounted for 81.83% of the variance (Appendix E). The coefficient alpha for the demands-abilities and needs-supplies scales in this research were .84 and .93 respectively.

Job Satisfaction. Overall job satisfaction was measured using a three-item bank of questions known as the Michigan Organisational Assessment

Questionnaire developed by Cammann, Fichman, Jenkins and Klesh (1979) as cited in Cook, Hepworth, Wall and Warr (1981). Participants responded to these items (Questions 7 to 9 in Section A of Appendix C) using a seven-point scale with responses anchored from 1 (*strongly disagree*) to 7 (*strongly agree*) with lower scores indicating lower overall satisfaction with the current job. The coefficient alpha values for this scale have indicated a range from .67 to .95 (Fields, 2002).

One item (Item 9) which was reverse scored was recoded (refer to Section A in Appendix C) before principal axis factor analysis was conducted to explore the factor structure of the three-item bank of questions (KMO-MSA = .66 and Bartlett's Test $p < .001$). The results from this analysis showed that the measure represented a unitary factor with an eigenvalue of 2.30, which was also evident from the scree plot. The factor loadings of individual items ranged from .83 to .93 and the factor accounted for 76.5% of the variance (Appendix E). The coefficient alpha for this scale in this research was .85.

Turnover Intention. Participants' turnover intention was measured using a five-item bank of questions developed by Bozeman and Perrewe (2001). Participants responded to these items using a seven-point scale with responses anchored from 1 (*strongly disagree*) to 7 (*strongly agree*) (Appendix C). The coefficient alpha values for this scale have indicated a range from .90 to .94 (Bozeman & Perrewe, 2001).

Item 12, 13 and 14 which were reverse scored, were recoded (refer to Section A in Appendix C) before a principal axis factor analysis was conducted to explore the factor structure of the five-item bank of questions (KMO-MSA = .76 and Bartlett's Test $p < .001$). The results from this analysis showed that the measure represented a unitary factor with an eigenvalue of 2.91, which was also evident from the scree plot. The factor loadings of individual items ranged from .71 to .82, and the factor accounted for 58.24% of the variance (Appendix E). The coefficient alpha for this scale in this research was .82.

Organisational Commitment. The three types of organisational commitment, affective commitment, continuance commitment and normative commitment were measured using three distinct six-item banks of questions known as the Organisational Commitment Scale (OCS) developed and revised by Meyer and Allen (1997). Participants responded to these questions using a seven-point scale with responses anchored from 1 (*strongly disagree*) to 7 (*strongly agree*). The word 'organisation' used in the OCS was replaced with the word 'school'. Questions 1 to 6 (Section B) measured participants' level of affective commitment, Questions 7 to 12 (Section B) measured participants' level of continuance commitment, and Questions 13 to 18 (Section B) measured participants' level of normative commitment to their schools (Appendix C). The reported coefficient alpha values for the affective, continuance, and normative scales are .85, .79 and .73 respectively (Meyer & Allen, 1997).

Item 3, 4, 6 and 7 which were reverse scored, were recoded (refer to Section B in Appendix C) before principal axis factor analysis was conducted to

explore the factor structure of the 18-item bank of questions. One item designed to measure affective commitment (Item 2) as well as one item designed to measure normative commitment (Item 7), and two items designed to measure continuance commitment (Item 13 and 14) were loaded onto separate component. Thus, these items were removed and another principal axis factor analysis was conducted. A total of five items were retained in the affective commitment and normative commitment scales, while four items were retained in the continuance commitment scale (refer to Section B in Appendix C). In the final principal factor analysis (KMO-MSA = .78 and Bartlett's Test $p < .001$), the results from this analysis showed that the measure represented three distinct factors with eigenvalues of 4.44, 2.38 and 1.77, which was also evident from the scree plot. The factor loadings of individual items ranged from .58 to .90, and the three factors accounted for 61.30% of the variance (Appendix E). The coefficient alpha values for the affective, normative and continuance commitment scales in this research were .79, .85 and .77 respectively.

Individual Personality Characteristics. The five-facets of personality characteristics included conscientiousness, extraversion, agreeableness, emotional stability and intellect/imagination were measured using the 50-item bank of questions obtained from the International Personality Item Pool (2011). These items are the representation of the Goldberg (1992) markers for the Big-Five Factor structure. Participants responded to these items (questions 1 to 50 in Section C of Appendix C) using a five-point scale with responses anchored from 1 (*very inaccurate*) to 5 (*very accurate*). Each facet of personality characteristics was measured with 10 items. The coefficient alpha values for the extraversion,

agreeableness, conscientiousness, emotional stability and intellect/imagination scales have been reported as .87, .82, .79, .86 and .84 respectively (Saucier & Goldberg, 2002).

Twenty items which were reverse scored were recoded (refer to Section C in Appendix C) before principal axis factor analysis was conducted to explore the factor structure of the 50-item bank of questions. Four items designed to measure agreeableness (Item 7, 12, 27 and 47), three items designed to measure conscientiousness (Item 13, 38 and 48) and two items designed to measure intellect/imagination (Item 20 and 45) were loaded onto separate components. Thus these items were removed and another principal factor analysis was conducted. Ten items were retained in both the extraversion and emotional scales, eight items were retained in the intellect/imagination scale, seven items were retained in the conscientiousness scale and six items were retained in the agreeableness scale (refer to Section C in Appendix C). In the final principal factor analysis, (KMO-MSA = .76 and Bartlett's Test $p < .001$), the results from this analysis showed that the measure represented five distinct factors with eigenvalues of 6.96, 4.10, 3.61, 2.68 and 2.13, which was also evident from the scree plot. The factor loadings of individual items ranged from .37 to .80, and the five factors accounted for 47.52% of the variance (Appendix E). The coefficient alpha values for the extraversion, agreeableness, conscientiousness, emotional stability and intellect/imagination scales in this research were .86, .70, .78, .87 and .76 respectively.

Mediation Analysis

In order to examine the influence of a mediator on the predictor variable to the criterion variable, a mediation analysis was conducted. A mediator is defined as an additional variable that accounts for the relationship between two other variables (MacKinnon, Fairchild & Fritz, 2007). According to MacKinnon (2000), the three major methods of mediation analysis are path steps, difference in coefficients, and product of coefficients.

In order to establish mediation in this research, the path steps approach proposed by Baron and Kenny (1986) was utilised. This approach is also one of the most commonly used methods in establishing mediation (MacKinnon et al, 2007). The four conditions required to establish mediation are: a significant relationship between the predictor variable and criterion variable, a significant relationship between the predictor variable and mediating variable, a significant relationship between the criterion variable and mediating variable while both the predictor variable and mediating variable are predictors of the criterion, and the coefficient of the predictor variable to the criterion variable in Equation 3 has to be larger than the coefficient of the predictor variable to the criterion variable in Equation 2 with both the predictor and the mediating variables predicting the criterion variable (Baron & Kenny 1986). Full mediation is said to exist when there is no significant relationship between the predictor and criterion variables while controlling for the mediating variable. Partial mediation is said to exist when there is a reduced but significant relationship between the predictor and criterion variables while controlling for the mediating variable. No mediation is said to exist when there is no significant relationship between the predictor,

criterion and the mediating variable. An indirect effect can also exist when there is no significant relationship between the predictor and criterion variables, but the predictor and criterion variables are significantly correlated to the mediating variable.

The mediating effects of conscientiousness and emotional stability were tested using the causal steps approach proposed by Baron and Kenny (1986). The Sobel Test provides an indication of the significance of each mediation effect. These results are presented and discussed in Chapter 3.

Chapter Three

RESULTS

The results generated from this research are presented and discussed in this chapter. A Pearson Product Moment Correlation Coefficient analysis was conducted using SPSS to determine the strength of the correlation coefficients between the research variables (Table 2). Correlation coefficient values at $p < .05$ and $< .01$ (2-tailed) were treated as significant.

Descriptive Statistics

Mean scores of 6.14 and 5.85 were obtained for the Demands-Abilities and Needs-Supplies scales respectively (Table 2). These scores suggest a majority of the participants perceived a high level of fit in relation to their job requirements. A mean score of 6.14 was obtained for the Job Satisfaction scale, suggesting that a majority of the participants perceived a high level of job satisfaction with their current jobs. A mean score of 2.49 was obtained for the Turnover Intention scale, suggesting that a majority of the participants were not considering and/or actively seeking alternative employment options. Mean scores of 5.17, 4.66 and 3.78 were obtained for the Affective Commitment, Normative Commitment and Continuance Commitment scales respectively. These scores suggest that a majority of the participants perceived a moderate to high level of affective, continuance and normative commitment to their school. Mean scores of 3.35, 3.97, 3.41, 3.58 and 3.77 were obtained for the Agreeableness, Intellect/Imagination, Conscientiousness, Emotional Stability and Extraversion scales respectively. These scores suggest a majority of the participants perceived that the behavioural

statements were a moderately accurate indication of their personality characteristics or actions in relation to their environment and surroundings.

Table 2: Correlation of Research Variables

Variable	M	SD	1	2	3	4	5	6	7	8	9	10	11	12
1. EXT	3.78	.98	.86											
2. AGR	3.35	1.35	.35*	.70										
3. CON	3.41	1.21	.04	.04	.78									
4. ES	3.58	1.58	.25**	.14*	.10	.87								
5. II	3.76	1.03	.20**	.30**	.19*	.01	.76							
6. DA Fit	6.14	1.48	.17*	.27**	.15*	.33**	.12	.84						
7. NS Fit	5.85	1.26	.25**	.21**	-.02	.29**	-.12	.65**	.93					
8. JS	6.14	0.69	.25**	.20**	-.05	.35**	-.06	.63**	.87**	.85				
9. TI	2.49	0.37	-.01	-.14	.15*	-.13	.07	-.25**	-.46**	-.50**	.82			
10. AffCom	5.17	.45	.11	.14	-.05	.26**	.03	.40**	.59**	.62**	-.49**	.79		
11. NorCom	4.66	0.72	.08	.14	.05	.18*	-.02	.27**	.49**	.51**	-.39**	.50**	.85	
12. ConCom	3.78	0.43	-.11	-.11	-.04	-.17*	-.03	-.07	-.03	-.07	-.11	.08	.22**	.77

* Correlation is significant at the $p < .05$ level (2-tailed)

**Correlation is significant at the $p < .01$ level (2-tailed)

Coefficient alpha values are presented on the diagonal

EXT = Extraversion (five-point scale), AGR = Agreeableness (five-point scale), CON = Conscientiousness (five-point scale),

ES = Emotional Stability (five-point scale), II = Intellect/Imagination (five-point scale), DA Fit = Demands-Abilities Fit (seven-point scale),

NS Fit = Needs-Supplies Fit (seven-point scale), JS = Job Satisfaction (seven-point scale), TI = Turnover Intention (seven-point scale),

AffCom = Affective Commitment (seven-point scale), NorCom = Normative Commitment (seven-point scale),

ConCom = Continuance Commitment (seven-point scale)

Transformation Analysis

The skew for each measure was assessed to determine if the data were normally distributed. The Skew Index (SI) for Extraversion (-.18), Agreeableness (-.31), Conscientiousness (-.19), Emotional Stability (-.46), Intellect/Imagination (-.16) and Organisational Commitment (-.55) measures displayed an approximately symmetrical skewness, while the SI for Job Satisfaction (-1.99), Person Job-Fit (-1.63) and Turnover Intention (-.89) measures displayed a moderate degree of skewness. Since the SI for all measures was less than three, no transformation of the data was conducted (Kline, 2011).

Testing of Hypotheses – Direct Relationships

Hypothesis 1: Demands-Abilities Fit and Individual Personality Characteristics

It was hypothesized that intellect/imagination, conscientiousness, extraversion, agreeableness and emotional stability would be positively related to demands-abilities fit. A positive and significant correlation was found between Demands-Abilities Fit and Extraversion ($r = .17, p < .05$), Agreeableness ($r = .27, p < .01$), Conscientiousness ($r = .15, p < .05$) and Emotional Stability ($r = .33, p < .01$) (Table 2). No significant correlation was found between Demands-Abilities Fit and Intellect/Imagination. The nature of these relationships suggests that, an increase in the level of extraversion, agreeableness, conscientiousness and emotional stability was related to the increase in an individual's perception of demands-abilities fit. In this instance, support was found for hypothesis 1_b, hypothesis 1_c, hypothesis 1_d and hypothesis 1_e. Thus, partial support was found for hypothesis one.

Hypothesis 2: Needs-Supplies Fit and Individual Personality Characteristics

It was hypothesized that intellect/imagination, conscientiousness, extraversion, agreeableness and emotional stability would be positively related to needs-supplies fit. A positive and significant correlation was found between Needs-Supplies Fit and Extraversion ($r = .25, p < .01$), Agreeableness ($r = .21, p < .01$) and Emotional Stability ($r = .29, p < .01$) (Table 2). The nature of these relationships suggests that an increase in extraversion, agreeableness, and emotional stability was related to the increase in an individual's perception of needs-supplies fit. No significant correlation was found between Needs-Supplies Fit and Conscientiousness and Intellect/Imagination. In this instance, support was found for hypothesis 2_c, hypothesis 2_d and hypothesis 2_e. Thus, partial support was found for hypothesis two.

Hypothesis 3: Person-Job Fit and Job Satisfaction

It was hypothesized that individuals who perceived a high level of fit would also report greater job satisfaction. A positive and significant correlation was found between Demands-Abilities Fit and Job Satisfaction ($r = .63, p < .01$), as well as Needs-Supplies Fit and Job Satisfaction ($r = .87, p < .01$) (Table 2). The high correlation between Needs-Supplies Fit and Job Satisfaction suggests that the items were strongly related. This phenomenon is discussed in the next chapter as a potential limitation to the findings from this research. However, the nature of these relationships suggests that as an individual's perception of fit increases, so does job satisfaction. In this instance, full support was found for hypothesis three.

Hypothesis 4: Demands-Abilities Fit and Organisational Commitment

It was hypothesized that individuals who perceived a high level of demands-abilities fit would also report greater affective, normative and continuance commitment to their schools. A positive and significant correlation was found between Demands-Abilities Fit and Affective Commitment ($r = .40, p < .01$), as well as Demands-Abilities Fit and Normative Commitment ($r = .27, p < .01$) (Table 2). The nature of these relationships suggests that individuals who perceive a high level of demands-abilities fit will also report greater affective and/or normative commitment to their schools. No significant correlation was found between Demands-Abilities Fit and Continuance Commitment. In this instance, support was found for hypothesis 4_a and 4_b. Thus, partial support was found for hypothesis four.

Hypothesis 5: Needs-Supplies Fit and Organisational Commitment

It was hypothesized that individuals who perceived a high level of needs-supplies fit would report greater affective, normative and continuance commitment to their schools. A positive and significant correlation was found between Needs-Supplies Fit and Affective Commitment ($r = .59, p < .01$), as well as Needs-Supplies Fit and Normative Commitment ($r = .49, p < .01$) (Table 2). The nature of these relationships suggests that individuals who perceive a high level of needs-supplies fit will also report greater affective and/or normative commitment to the schools in which they teach. No significant correlation was found between Needs-Supplies Fit and Continuance Commitment. In this instance, support was found for hypothesis 5_a and 5_b. Thus, partial support was found for hypothesis five.

Hypothesis 6: Person-Job Fit and Turnover Intention

It was hypothesized that individuals who perceived a high level of fit would report less turnover intention. A negative and significant correlation was found between Demands-Abilities Fit and Turnover Intention ($r = -.25, p < .01$), as well as Needs-Supplies Fit and Turnover Intention ($r = -.46, p < .01$) (Table 2). The nature of these relationships suggests that as an individual's perception of fit increases, turnover intention decreases. In this instance, full support was found for hypothesis six.

Testing of Hypotheses – Mediating Relationships

Hypothesis 7: Conscientiousness, Job Satisfaction and Person-Job Fit

Hypothesis 7_a proposed that individuals who perceived a high level of demands-abilities fit may report a high level of conscientiousness, which in turn is related to greater job satisfaction. No significant correlation was found between Conscientiousness and Job Satisfaction (Table 2). However, results from the mediation analysis revealed partial mediation for Conscientiousness on the relationship between Demands-Abilities Fit and Job Satisfaction (Sobel Test = -2.40, $p < .05$), suggesting an indirect effect of Conscientiousness on the relationship between Demands-Abilities Fit and Job Satisfaction (Sobel Test = -2.40, $p < .05$) (Table 3.1). In this instance, support was found for hypothesis 7_a.

Hypothesis 7_b proposed that individuals who perceived a high level of needs-supplies fit may report a high level of conscientiousness, which in turn is related to greater job satisfaction. Results from the mediation analysis revealed no mediation for Conscientiousness on the relationship between Needs-Supplies Fit

and Job Satisfaction (Sobel Test = .09, $p > .05$) (Table 3.2). In this instance, no support was found for hypothesis 7_b.

Table 3.1: Mediating effects of Conscientiousness on the relationship between Demands-Abilities Fit and Job Satisfaction

Equation	Predictor Variable	Criterion Variable	B	Std. Error	Beta	t
1	Demands-Abilities Fit	Conscientiousness	.07	.03	.15	2.01*
2	Demands-Abilities Fit	Job Satisfaction	.78	.07	.63	10.93**
3	Demands-Abilities Fit	Job Satisfaction	.81	.07	.65**	11.34**
	Conscientiousness		-.39	.16	-.14	-2.51*
Sobel Test						-2.40*

**Significant at the $p < .001$ level

*Significant at the $p < .05$ level

Table 3.2: Mediating effects of Conscientiousness of the relationship between Needs-Supplies Fit and Job Satisfaction

Equation	Predictor Variable	Criterion Variable	B	Std. Error	Beta	t
1	Needs-Supplies Fit	Conscientiousness	-.01	.02	-.27	.79
2	Needs-Supplies Fit	Job Satisfaction	.78	.03	.87	24.17**
3	Needs-Supplies Fit	Job Satisfaction	.78	.03	.87	24.13**
	Conscientiousness		-.09	.10	-.03	-.87
Sobel Test						-.90

**Significant at the $p < .001$ level

*Significant at the $p < .05$ level

Hypothesis 8: Emotional Stability, Job Satisfaction and Person-Job Fit

Hypothesis 8_a proposed that individuals who perceived a high level of demands-abilities fit may report a high level of emotional stability, which in turn

is related to greater job satisfaction. A positive and significant correlation was found between Emotional Stability and Job Satisfaction ($r = .35, p < .01$) (Table 2). Results from the mediation analysis revealed partial mediation for Emotional Stability on the relationship between Demands-Abilities Fit and Job Satisfaction (Sobel Test = 2.50, $p < .05$) (Table 4.1). In this instance, support was found for hypothesis 8_a.

Hypothesis 8_b proposed that individuals who perceived a high level of needs-supplies fit may report a high level of emotional stability, which in turn is related to greater job satisfaction. Results from the mediation analysis revealed partial mediation for Emotional Stability on the relationship between Needs-Supplies Fit and Job Satisfaction (Sobel Test = 2.75, $p < .01$) (Table 4.2). In this instance, support was found for hypothesis 8_b.

Table 4.1: Mediating effects of Emotional Stability on the relationship between Demands-Abilities Fit and Job Satisfaction

Equation	Predictor Variable	Criterion Variable	B	Std. Error	Beta	t
1	Demands-Abilities Fit	Emotional Stability	.24	.05	.33	4.66
2	Demands-Abilities Fit	Job Satisfaction	.78	.07	.63	10.93**
3	Demands-Abilities Fit	Job Satisfaction	.72	.07	.58	9.64**
	Emotional Stability		.27	.10	.16	2.66*
Sobel Test						2.50*

**Significant at the $p < .01$ level

*Significant at the $p < .05$ level

Table 4.2: Mediating effects of Emotional Stability on the relationship between Needs-Supplies Fit and Job Satisfaction

Equation	Predictor Variable	Criterion Variable	B	Std. Error	Beta	t
1	Needs-Supplies Fit	Emotional Stability	.16	.04	.29	4.14**
2	Needs-Supplies Fit	Job Satisfaction	.78	.03	.87	24.17**
3	Needs-Supplies Fit	Job Satisfaction	.76	.03	.84	22.71**
	Emotional Stability		.17	.06	.10	2.71*
Sobel Test						2.75*

**Significant at the $p < .001$ level

*Significant at the $p < .05$ level

Hypothesis 9: Conscientiousness, Organisational Commitment and Person-Job Fit

Hypothesis 9_a proposed that individuals who perceived a high level of demand-abilities fit may report a high level of conscientiousness, which in turn is related to greater affective commitment. No significant correlation was found between Affective Commitment and Conscientiousness (Table 2). Results from the mediation analysis revealed no mediation for Emotional Stability on the relationship between Demands-Abilities Fit and Affective Commitment (Sobel Test = 1.61 $p > .01$) (Table 5.1). In this instance, no support was found for hypothesis 9_a.

Hypothesis 9_b proposed that individuals who perceived a high level of demands-abilities fit may report a high level of conscientiousness, which in turn is related to greater normative commitment. No significant correlation was found between Normative Commitment and Conscientiousness (Table 2). Results from

the mediation analysis revealed no mediation for Emotional Stability on the relationship between Demands-Abilities Fit and Normative Commitment (Sobel Test = .17, $p > .05$) (Table 5.2). In this instance, no support was found for hypothesis 9_b.

Hypothesis 9_c proposed that individuals who perceived a high level of demands-abilities fit may report a high level of conscientiousness, which in turn is related to greater continuance commitment. No significant correlation was found between Continuance Commitment and Conscientiousness (Table 2). Results from the mediation analysis revealed no mediation for Conscientiousness on the relationship between Demands-Abilities Fit and Continuance Commitment (Sobel Test = -.38, $p > .05$) (Table 5.3). In this instance, no support was found for hypothesis 9_c.

Hypothesis 9_d proposed that individuals who perceived a high level of needs-supplies fit may report a high level of conscientiousness, which in turn is related to greater affective commitment. Results from the mediation analysis revealed no mediation for Conscientiousness on the relationship between Needs-Supplies Fit and Affective Commitment (Sobel Test = -.64, $p > .05$) (Table 5.4). In this instance, no support was found for hypothesis 9_d.

Hypothesis 9_e proposed that individuals who perceived a high level of needs-supplies fit may report a high level of conscientiousness, which in turn is related to greater normative commitment. Results from the mediation analysis revealed no mediation for Conscientiousness on the relationship between Needs-

Supplies Fit and Normative Commitment (Sobel Test = .95, $p > .05$) (Table 5.5).

In this instance, no support was found for hypothesis 9_e.

Hypothesis 9_f proposed that individuals who perceived a high level of needs-supplies fit may report a high level of conscientiousness, which in turn is related to greater continuance commitment. Results from the mediation analysis revealed no mediation for Conscientiousness on the relationship between Needs-Supplies Fit and Continuance Commitment (Sobel Test = -.48, $p > .05$) (Table 5.6). In this instance, no support was found for hypothesis 9_f.

Table 5.1: Mediating effects of Conscientiousness on the relationship between Demands-Abilities Fit and Affective Commitment

Equation	Predictor Variable	Criterion Variable	B	Std. Error	Beta	t
1	Demands-Abilities Fit	Conscientiousness	.07	.03	.15	2.01*
2	Demands-Abilities Fit	Affective Commitment	.42	.07	.40	5.95**
3	Demands-Abilities Fit	Affective Commitment	.44	.07	.42	6.16**
	Conscientiousness		-.26	.16	-.11	-.167
Sobel Test						1.61

**Significant at the $p < .001$ level

*Significant at the $p < .05$ level

Table 5.2: Mediating effects of Conscientiousness on the relationship between Demands-Abilities Fit and Normative Commitment

Equation	Predictor Variable	Criterion Variable	B	Std. Error	Beta	t
1	Demands-Abilities Fit	Conscientiousness	.07	.03	.15	2.01*
2	Demands-Abilities Fit	Normative Commitment	.40	.11	.27	3.73**
3	Demands-Abilities Fit	Normative Commitment	.40	.11	.26	3.66**
	Conscientiousness		.04	.24	.01	.16
Sobel Test						.17

**Significant at the $p < .001$ level

*Significant at the $p < .05$ level

Table 5.3: Mediating effects of Conscientiousness on the relationship between Demands-Abilities Fit and Continuance Commitment

Equation	Predictor Variable	Criterion Variable	B	Std. Error	Beta	t
1	Demands-Abilities Fit	Conscientiousness	.07	.03	.15	2.01*
2	Demands-Abilities Fit	Continuance Commitment	-.09	.10	-.07	-.98
3	Demands-Abilities Fit	Continuance Commitment	-.09	.10	-.07	-.92
	Conscientiousness		-.07	.21	-.03	-.35
Sobel Test						-.38

**Significant at the $p < .001$ level

*Significant at the $p < .05$ level

Table 5.4: Mediating effects of Conscientiousness on the relationship between Needs-Supplies Fit and Affective Commitment

Equation	Predictor Variable	Criterion Variable	B	Std. Error	Beta	t
1	Needs-Supplies Fit	Conscientiousness	-.01	.02	-.02	-.27
2	Needs-Supplies Fit	Affective Commitment	.45	.05	.59	9.85**
3	Needs-Supplies Fit	Affective Commitment	.45	.05	.59	9.82**
	Conscientiousness		-.09	.14	-.04	-.67
Sobel Test						-.64

**Significant at the $p < .001$ level

*Significant at the $p < .05$ level

Table 5.5: Mediating effects of Conscientiousness on the relationship between Needs-Supplies Fit and Normative Commitment

Equation	Predictor Variable	Criterion Variable	B	Std. Error	Beta	t
1	Needs-Supplies Fit	Conscientiousness	-.01	.02	-.02	-.27
2	Needs-Supplies Fit	Normative Commitment	.53	.07	.49	7.57**
3	Needs-Supplies Fit	Normative Commitment	.53	.07	.49	7.59**
	Conscientiousness		.20	.21	.06	.93
Sobel Test						.95

**Significant at the $p < .001$ level

*Significant at the $p < .05$ level

Table 5.6: Mediating effects of Conscientiousness on the relationship between Needs-Supplies Fit and Continuance Commitment

Equation	Predictor Variable	Criterion Variable	B	Std. Error	Beta	t
1	Needs-Supplies Fit	Conscientiousness	-.01	.02	-.02	-.27
2	Needs-Supplies Fit	Continuance Commitment	-.03	.07	-.03	-.40
3	Needs-Supplies Fit	Continuance Commitment	-.03	.07	-.03	-.41
	Conscientiousness		-.10	.21	-.04	-.50
Sobel Test						-.48

**Significant at the $p < .001$ level

*Significant at the $p < .05$ level

Hypothesis 10: Emotional Stability, Organisational Commitment and Person-Job Fit

Hypothesis 10_a proposed that individuals who perceived a high level of demands-abilities fit may report a high level of emotional stability, which in turn is related to greater affective commitment. A positive and significant correlation was found between Emotional Stability and Affective Commitment ($r = .26, p < .01$) (Table 2). However, results from the mediation analysis revealed no mediation for Emotional Stability on the relationship between Demands-Abilities Fit and Affective Commitment (Sobel Test = 1.91, $p > .05$) (Table 6.1). In this instance, no support was found for hypothesis 10_a.

Hypothesis 10_b proposed that individuals who perceived a high level of demands-abilities fit may report high level of emotional stability, which in turn is related to greater normative commitment. A positive and significant correlation was found between Emotional Stability and Normative Commitment ($r = .18, p < .05$) (Table 2). However, results from the mediation analysis revealed no

mediation for Emotional Stability on the relationship between Demands-Abilities Fit and Normative Commitment (Sobel Test = 1.35, $p > .05$) (Table 6.2). In this instance, no support was found for hypothesis 10_b.

Hypothesis 10_c proposed that individuals who perceived a high level of demands-abilities fit may report a high level of emotional stability, which in turn is related to greater continuance commitment. A negative and significant correlation was found between Emotional Stability and Continuance Commitment ($r = -.17, p < .05$) (Table 2). Results from the mediation analysis revealed partial mediation for Emotional Stability on the relationship between Demands-Abilities Fit and Continuance Commitment (Sobel Test = -1.98, $p < .05$) (Table 6.3). In this instance, support was found for hypothesis 10_c.

Hypothesis 10_d proposed that individuals who perceived a high level of needs-supplies fit may report a high level of emotional stability, which in turn is related to greater affective commitment. Results from the mediation analysis revealed no mediation for Emotional Stability on the relationship between Needs-Supplies Fit and Affective Commitment (Sobel Test = 1.43, $p > .05$) (Table 6.4). In this instance, no support was found for hypothesis 10_d.

Hypothesis 10_e proposed that individuals who perceived a high level of needs-supplies fit may report a high level of emotional stability, which in turn is related to greater normative commitment. Results from the mediation analysis revealed no mediation for Emotional Stability on the relationship between Needs-

Supplies Fit and Normative Commitment (Sobel Test = .06, $p > .05$) (Table 6.5).

In this instance, no support was found for hypothesis 10.

Hypothesis 10_f proposed that individuals who perceived a high level of needs-supplies fit may report a high level of emotional stability, which in turn is related to greater continuance commitment. Results from the mediation analysis revealed no mediation for Emotional Stability on the relationship between Needs-Supplies Fit and Continuance Commitment (Sobel Test = -2.41, $p > .05$) (Table 6.6). In this instance, no support was found for hypothesis 10_f.

Table 6.1: Mediating effects of Emotional Stability on the relationship between Demands-Abilities Fit and Affective Commitment

Equation	Predictor Variable	Criterion Variable	B	Std. Error	Beta	t
1	Demands-Abilities Fit	Emotional Stability	.24	.05	.33	4.66**
2	Demands-Abilities Fit	Affective Commitment	.42	.07	.40	5.95**
3	Demands-Abilities Fit	Affective Commitment	.38	.08	.36	5.03**
	Emotional Stability		.20	.10	.14	1.95
Sobel Test						1.91

**Significant at the $p < .001$ level

*Significant at the $p < .05$ level

Table 6.2: Mediating effects of Emotional Stability on the relationship between Demands-Abilities Fit and Normative Commitment

Equation	Predictor Variable	Criterion Variable	B	Std. Error	Beta	t
1	Demands-Abilities Fit	Emotional Stability	.24	.05	.33	4.66**
2	Demands-Abilities Fit	Normative Commitment	.40	.11	.27	3.73**
3	Demands-Abilities Fit	Normative Commitment	.35	.11	.23	3.08*
	Emotional Stability		.22	.16	.11	1.40
Sobel Test						1.35

**Significant at the $p < .001$ level

*Significant at the $p < .05$ level

Table 6.3: Mediating effects of Emotional Stability on the relationship between Demands-Abilities Fit and Continuance Commitment

Equation	Predictor Variable	Criterion Variable	B	Std. Error	Beta	t
1	Demands-Abilities Fit	Emotional Stability	.24	.05	.33	4.66**
2	Demands-Abilities Fit	Continuance Commitment	-.09	.10	-.07	-.98
3	Demands-Abilities Fit	Continuance Commitment	-.02	.10	-.02	-.23
	Emotional Stability		-.29	.14	-.17	2.16*
Sobel Test						-1.98*

**Significant at the $p < .001$ level

*Significant at the $p < .05$ level

Table 6.4: Mediating effects of Emotional Stability on the relationship between Needs-Supplies Fit and Affective Commitment

Equation	Predictor Variable	Criterion Variable	B	Std. Error	Beta	t
1	Needs-Supplies Fit	Emotional Stability	.16	.04	.29	4.14**
2	Needs-Supplies Fit	Affective Commitment	.45	.05	.59	9.85**
3	Needs-Supplies Fit	Affective Commitment	.43	.05	.56	9.02**
	Emotional Stability		.13	.09	.09	1.45
Sobel Test						1.43

**Significant at the $p < .001$ level

*Significant at the $p < .05$ level

Table 6.5: Mediating effects of Emotional Stability on the relationship between Needs-Supplies Fit and Normative Commitment

Equation	Predictor Variable	Criterion Variable	B	Std. Error	Beta	t
1	Needs-Supplies Fit	Emotional Stability	.16	.04	.29	4.14**
2	Needs-Supplies Fit	Normative Commitment	.53	.07	.49	7.57**
3	Needs-Supplies Fit	Normative Commitment	.52	.07	.48	7.05**
	Emotional Stability		.09	.14	.04	.61
Sobel Test						.06

**Significant at the $p < .001$ level

*Significant at the $p < .05$ level

Table 6.6: Mediating effects of Emotional Stability on the relationship between Needs-Supplies Fit and Continuance Commitment

Equation	Predictor Variable	Criterion Variable	B	Std. Error	Beta	t
1	Needs-Supplies Fit	Emotional Stability	.16	.04	.29	4.14**
2	Needs-Supplies Fit	Continuance Commitment	-.03	.07	-.03	-.40
3	Needs-Supplies Fit	Continuance Commitment	.02	.07	.02	.30
	Emotional Stability		-.32	.13	-.18	-2.35*
Sobel Test						-2.41

**Significant at the $p < .001$ level

*Significant at the $p < .05$ level

Summary of Results

In summary, a significant correlation was found between Demands-Abilities Fit and Extraversion, Agreeableness, Conscientiousness and Emotional Stability, providing support for hypothesis 1_b, 1_c, 1_d and 1_e. A significant correlation was also found between Needs-Supplies Fit and Extraversion, Agreeableness and Emotional Stability, providing support for hypothesis 2_c, 2_d and 2_e. Both Demands-Abilities Fit and Needs-Supplies Fit were significantly correlated with Job Satisfaction and Turnover Intention, providing support for hypothesis 3_a, 3_b, 6_a and 6_b. Both Demands-Abilities Fit and Needs-Supplies Fit were also significantly correlated with Affective Commitment and Normative Commitment, providing support for hypothesis 4_a, 4_b, 5_a and 5_b.

The results from the mediation analysis revealed partial mediation for Emotional Stability on the relationship between Demands-Abilities Fit and Job Satisfaction, for Emotional Stability on the relationship between Needs-Supplies

Fit and Job Satisfaction, and for Emotional Stability on the relationship between Demands-Abilities Fit and Continuance Commitment. These results provided support for hypothesis 8_a, 8_b and 10_c. Meanwhile, an indirect effect was found for Conscientiousness on the relationship between Demands-Abilities Fit, providing support for hypothesis 7_a.

Chapter Four

DISCUSSION

The relationship between individual personality characteristics and a variety of affective responses and/or behavioural outcomes such as job satisfaction, organisational commitment, job performance and turnover intention has received considerable attention within the field of industrial/organisational psychology in the past two decades (Agho, Mueller & Price, 1994; Barrick & Mount, 1991; Furnham & Zacherl, 1985; Hogan, 1998; Judge, Heller & Mount, 2002). Personality characteristics, such as conscientiousness and emotional stability, have been identified as consistent and strong predictors of an employee's affective responses and behavioural outcomes to the job and/or workplace (Barrick & Mount, 1991; Fallon et al, 2000; Judge & Bono, 2001; Kumar & Bakhshi, 2010). Therefore, high levels of conscientiousness and emotional stability are desirable among employees in order to achieve favourable job affective responses and/or behavioural outcomes. One favourable response proposed by this research was the perception of positive person-job fit, both demands-abilities fit and needs-supplies fit. Myriad research has reported the favourable affective responses and/or behavioural outcomes from positive person-job fit among employees. Some of these favourable affective responses and/or behavioural outcomes include higher job satisfaction (Saks & Ashforth, 1997), lower turnover intention (Lauver & Kristof-Brown, 2001), as well as higher job performance and career success (Arvey et al, 1991; Bretz & Judge, 1994; Caldwell & O'Reilly III, 1990; Edwards, 1991).

Despite the complexity arising from the process of organisational change and development (for example advancement and use of technology), the achievement of good person-job fit between employees and their job requirements remains highly favourable (Brkich et al, 2002). Similar perceptions pertaining to the concept of good fit between employees and their job requirement have also been reported by a research project commissioned by the Ministry of Education and the New Zealand Teachers Council (2004). The achievement of good fit among teachers and their job requirements has also become increasingly complex over the years due to changes in the curriculum, as well as a perceived lack in adequate resources to adapt and respond to these changes (Kane & Mallon, 2006).

The main aim of this research was two-fold. Firstly, it sought to investigate the relationship between individual personality characteristics and person-job fit among primary and secondary school teachers in New Zealand. Secondly, the relationship between person-job fit with other affective responses and behavioural outcomes, such as job satisfaction, turnover intention and organisational commitment, were explored. Self-report measures of individual personality characteristics adopted from the IPIP (2011), included conscientiousness, extraversion, agreeableness, emotional stability and intellect/imagination. The relationship of the variables with person-job fit, both demands-abilities fit and needs-supplies fit, was explored. Overall, the results generated from this research have shown that emotional stability, extraversion, agreeableness and conscientiousness were significantly and positively related to person-job fit. Teachers who perceived a high level of person-job fit also reported a high level of job satisfaction, affective commitment, normative commitment,

and a low level of turnover intention. In addition, the results gathered from the mediation analysis have revealed a lack of mediation for the proposed mediating hypotheses. In this instance, only two partial mediation and two indirect effects were revealed.

The findings from this research have implications for teachers and their employers, as well as providing additional insight into the relationship between individual personality characteristics and person-job fit, and into the relationship between person-job fit and other aspects of affective responses and behavioural outcomes to the job and/or school, such as job satisfaction, turnover intention and organisational commitment. This chapter is divided into five sections, discussing the main findings generated by this research, the practical implications, the strengths and limitations of this research, possibilities for further research in this area, and the final conclusions derived from this research.

Main Findings – Direct Relationships

The findings from this research confirmed a positive and significant relationship between extraversion, agreeableness, conscientiousness, and emotional stability and demands-abilities fit. A positive and significant relationship was also revealed between extraversion, agreeableness, emotional stability and needs-supplies fit. Of the individual personality characteristics, emotional stability demonstrated the strongest relationship with both demands-abilities fit and needs-supplies fit.

Previous research has found a strong relationship between emotional stability and a variety of affective responses and behavioural outcomes among employees (Barrick & Mount, 1991; Salgado, 1997; Tett, Jackson & Rothstein, 1991). As mentioned above, of the personality characteristics, Emotional Stability has demonstrated the strongest relationship with both Demands-Abilities Fit and Needs-Supplies Fit in this research. Some possible explanations for these findings are offered by the theory of Learned Helplessness proposed by Peterson and Seligman (1984) and the Self-Consistency theory proposed by Korman (1970).

According to the theory of Learned Helplessness, there is a relationship between an individual's levels of emotional stability and their affective responses and/or behavioural outcomes. For example, when individuals with high levels of emotional stability are faced with unfavorable circumstances, they will be less likely to be affected by motivational deficits such as negative emotional responses. This is because these individuals will seek out strategies in order to efficiently manage and cope with these unfavorable circumstances.

According to the theory of Self-Consistency proposed by Korman (1970), individuals are often compelled to behave in ways that are consistent with their self-image. For example, individuals who perceive themselves to possess high levels of emotional stability will behave in a manner that supports this perception. Therefore, when faced with unfavorable circumstances, they will also seek out methods in order to deal with the problems they are faced with effectively.

Based on these theories, it is reasonable to suggest that teachers with high levels of emotional stability are more likely to seek out and engage in effective coping strategies in order to cope and deal efficiently with unfavorable circumstances, such as behavioural issues from students and increased workload. The ability to cope efficiently with these circumstances can be related to their perception of fit, both demands-abilities fit and needs-supplies fit.

According to Ozer and Benet-Martinez (2006), agreeableness has been found to be a strong predictor of affective responses and behavioural outcomes associated with the formation and maintenance of successful personal and social relationships. Since one of the primary roles of teachers includes the ability to foster and maintain successful and caring relationships with their students (Kane & Mallon, 2006), it is important for teachers to possess high levels of agreeableness in order to achieve a variety of favourable responses and/or behavioural outcomes (Kane & Mallon, 2006). The findings from this research have revealed a positive relationship between agreeableness and a teacher's perception of both demands-abilities fit and needs-supplies fit. In this instance, it is reasonable to suggest that teachers with high levels of agreeableness are more likely to form and maintain successful relationships with their student and colleagues. This in turn, is related to their perceptions of fit, both demands-abilities fit and needs-supplies fit.

Previous research has also revealed extraversion as a valid predictor of affective responses such as job satisfaction for occupational groups involved with high levels of social interactions (Barrick & Mount, 1991; Judge et al, 2002).

According to Watson and Clark (1997) as cited by Judge et al (2002), individuals with high levels of extraversion are more likely to perceive and derive high levels of satisfaction from their social interactions at the workplace. These high levels of satisfaction in turn can be related to the individual's perception of affective responses and/or behavioural outcomes to the job and/or workplace.

The findings from this research have also revealed a positive relationship between extraversion and a teacher's perception of both demands-abilities fit and needs-supplies fit. In this instance, it is reasonable to suggest that teachers with high levels of extraversion may derive high levels of satisfaction from their social interaction with their students and/or colleagues. This in turn, is related to their perception of fit, both demands-abilities fit and needs-supplies fit.

Contrary to expectations, conscientiousness was found to demonstrate a weak relationship with demands-abilities fit and no significant relationship with needs-supplies fit. These findings are inconsistent with studies that have revealed conscientiousness as a valid predictor of various affective responses and behavioural outcomes such across various occupational groups (Fallon et al, 2000; Mount & Barrick, 1998, Organ & Lingl, 1995). One possible explanation for these findings may be found in Ehrhart and Makransky (2007), who suggested that conscientiousness has been found to be related to an employee's perception of fit with jobs that are highly structured and predictable. Based on this notion, it is reasonable to suggest that the participants in this research, teachers, do not consider their jobs as highly structured and predictable. Thus, this personality characteristic may not be related to their perception of fit.

Findings from this research also revealed that conscientiousness may not be a valid predictor for the teachers' perception of fit, especially needs-supplies fit. The relationship between conscientiousness and person-job fit will need to be explored and examined through more in-depth research.

In addition, no significant relationship was found for intellect/imagination with demands-abilities fit and needs-supplies fit. In this instance, the validity of using intellect/imagination as a predictor of employees' affective responses and behavioural outcomes has been challenged by the findings from Tett et al (1991) and DeNeve and Cooper (1998). According to DeNeve and Cooper (1998), the relationship between intellect/imagination and employees' affective responses, such as job satisfaction and subjective well-being, remains unclear. Based on these findings, as well as the findings from this research, it is reasonable to suggest that intellect/imagination may not be a valid predictor for the perception of person-job fit, in terms of both demands-abilities fit and needs-supplies fit, among teachers. In this instance, the relationship between intellect/imagination and person-job fit will also need to be explored and examined through more in-depth research; although the findings between individual personality characteristics and person-job fit extend and provide support to the fundamental notion that that an individual's affective responses and behavioural outcomes have a unique relationship with personality characteristics (O'Reilly III, 1977).

Findings pertaining to the relationship between person-job fit, both demands-abilities fit and needs-supplies fit, and the affective responses and behavioural outcomes from this research are consistent with previous findings and

literature. For example, individuals who perceived a high level of person-job fit, both demands-abilities fit and needs-supplies fit, have reported high level of job satisfaction and low level of turnover intention (Caldwell & O'Reilly III, 1990; Lauver & Kristof-Brown, 2001; Saks & Ashforth, 1997). In this instance, both measures of demands-abilities fit and needs-supplies fit from this research have demonstrated a positive and significant relationship with job satisfaction, and a negative and significant relationship with turnover intention. These results suggest high levels of person-job fit, both demands-abilities fit and needs-supplies fit, are related to high levels of job satisfaction and low levels of turnover intention.

It was noted that Needs-Supplies Fit demonstrated a stronger relationship with both Job Satisfaction and Turnover Intention, in comparison to Demands-Abilities Fit. These findings were also consistent and supported by the findings from a meta-analysis conducted by Kristof-Brown et al (2005). According to Schneider et al (1995) and Kristof-Brown et al (2005), employees who perceived a good fit between his or her needs-supplies fit with the job and/or workplace were more likely to experience and report stronger positive affective responses and behavioural outcomes. The congruence between employees' needs, values and preference with the organisation, that is needs-supplies fit, may be a stronger predictor of job satisfaction because an employee who perceives good needs-supplies fit will perceive his or her needs to be met sufficiently by the job and/or workplace.

By the same token, the congruence between employees' needs, values and preference with the organisation, that is needs-supplies fit, may be a stronger

predictor of turnover intention because, when an employee perceives a lack in demands-abilities fit, he or she may try to develop his or her knowledge, skills and/or abilities in attempt to meet the demands of the job before deciding to leave the job altogether. However, when an employee perceives a lack in needs-supplies fit with the job and/or workplace, he or she may consider leaving the job altogether in order to find a different job and/or workplace that is more congruent with his or her values, needs and preferences.

In addition, the significant relationships between demands-abilities fit and needs-supplies fit and both affective commitment and normative commitment in this research are also consistent with existing literature. Individuals who perceived high levels of person-job fit have reported high levels of affective commitment and normative commitment (Kristof-Brown et al, 2005; Saks & Ashforth, 1997). As discussed in Chapter 3, both measures of Demands-Abilities Fit and Needs-Supplies Fit from this research have demonstrated a positive and significant relationship with Affective Commitment and Normative Commitment. According to Kane and Mallon (2006), one of the most significant factors influencing teachers to remain in the teaching career was related to the teachers' commitment to their students. Thus, it is reasonable to suggest that the good fit between a teacher's perceptions of person-job fit, both demands-abilities fit and needs-supplies fit, with the teacher's commitment to their students, are positively related to their levels of affective commitment.

Another significant factor influencing teachers to remain in the teaching career was related to their personal desires, such as having a strong motivation to

work with children, to contribute to society, and to work in a job which they can feel proud of (Kane & Mallon, 2006). Thus, it is also reasonable to suggest that the good fit between a teacher's perceptions of person-job fit, both demands-abilities fit and needs-supplies fit, with the teacher's desires to work with children, and to contribute to society are positively related to their levels of normative commitment. No significant relationship was found between both Demands-Abilities Fit and Needs-Supplies Fit with Continuance Commitment. One possible explanation for these results is offered by the findings by Kane and Mallon (2006). It was reported that a majority of teachers have indicated that their decisions to teach were not influenced by financial reasons such as current pay and/or reward benefits (Kane & Mallon, 2006). Since normative commitment is often characterized by employees' commitment to the job and/or workplace due to financial and/or non-financial reasons such as current pay and reward benefits, it is reasonable to suggest that the perceptions of person-job fit, both demands-abilities fit and needs-supplies fit, are not related to the teachers' levels of continuance commitment.

It was noted that Needs-Supplies Fit also demonstrated a stronger relationship with Affective Commitment and Normative Commitment in comparison to Demands-Abilities Fit. Similar findings have also been reported by Kristof-Brown et al (2005), whereby needs-supplies fit was found to be a stronger predictor of organisational commitment in comparison to demands-abilities fit. When there is congruence between the employee's needs, values and preference with the workplace, stronger affective responses are often demonstrated and reported (Kristof-Brown et al, 2005). This is because, employees who perceive a

good fit between their values, needs and preferences with the job and/or workplace tend to derive more satisfaction from the job and be actively involved with the activities that occur in the workplace. The findings from this research support and suggest that needs-supplies fit is a stronger predictor for both affective and normative commitment, in comparison to demands-abilities fit.

Main Findings – Mediating Relationships

The findings of this research may be explained by conscientiousness and emotional stability, which were found to mediate two of the proposed mediating hypotheses. Although no full mediation was observed in this research, partial mediation was revealed for Emotional Stability on the relationship between Demands-Abilities Fit and Job Satisfaction, as well as Needs-Supplies Fit and Job Satisfaction. In this research, a direct positive relationship was observed between Emotional Stability and Job Satisfaction, while a direct negative relationship was observed between Emotional Stability and Continuance Commitment. The findings from Ayan and Kocacik (2010) have revealed a significant relationship between emotional stability and job satisfaction, while findings from Erdheim et al (2006) have revealed a significant negative relationship between emotional stability and continuance commitment. Based on these finding, as well as the findings from this research, it is reasonable to suggest that emotional stability may be related to the affective responses and behavioural outcomes among teachers.

An indirect effect was also revealed for two of the proposed mediating hypotheses: Conscientiousness on the relationship between Demands-Abilities Fit and Job Satisfaction, and Emotional Stability on the relationship between

Demands-Abilities Fit and Continuance Commitment. These findings suggest that both Conscientiousness and Emotional Stability may be related to the relationships between Demands-Abilities Fit with Job Satisfaction and Continuance Commitment. However, Conscientiousness did not mediate the relationship between Needs-Supplies Fit and Job Satisfaction, nor the relationship between Person-Job Fit (both demands-abilities fit and needs-supplies fit) and Organisational Commitment (affective, normative and continuance commitment). No significant relationship was found between Conscientiousness and Job Satisfaction. Based on these findings, it is reasonable to suggest that the inclusion of Conscientiousness did not function as a mediator for the proposed mediating hypotheses. The role of conscientiousness as a mediator may warrant more in-depth research.

No mediation was revealed for Emotional Stability in the relationship between Demands-Abilities Fit and Affective Commitment, Demands-Abilities Fit and Normative Commitment, nor Needs-Supplies Fit with Affective, Normative and Continuance Commitment. Although a significant relationship was found between Demands-Abilities Fit and Affective Commitment, between Demands-Abilities Fit and Normative Commitment, between Needs-Supplies Fit and Affective Commitment, Needs-Supplies Fit with Normative Commitment as well as Emotional Stability with Affective, Normative and Continuance Commitment, the inclusion of Emotional Stability did not function as a mediator for the proposed mediating hypotheses. In this instance, the role of emotional stability as a mediator may warrant more in-depth research.

Practical Implications

The findings from this present research have implications for individuals involved in the teaching profession. Firstly, there is evidence to suggest that individual personality characteristics such as extraversion, agreeableness, conscientiousness and emotional stability are related to a teacher's perception of person-job fit. As discussed in Chapter 1, these personality characteristics are strongly related to myriad of favourable affective responses and/or behavioural outcomes to the job and/or workplace. It is therefore reasonable to propose and advocate the use of personality assessment in the recruitment and selection of teachers in order to promote favourable affective responses and/or behavioural outcomes to the job and/or workplace, specifically, person-job fit.

Secondly, there is also evidence to suggest that a high level of person-job fit has important implications for teachers. This research has revealed that a high level of person-job fit, especially needs-supplies fit, is related to a number of affective responses and behavioural outcomes, which include a high level of job satisfaction, a high level of affective commitment, a high level of normative commitment and a low level of turnover intention. These findings suggest that teachers who perceive a high level of person-job fit are likely to derive more enjoyment and satisfaction from their job, which in turn can create stronger affective responses and behavioural outcomes to their jobs and schools. Because these affective responses and behavioural outcomes can have important consequences to both the schools as well as the students, for example commitment to the schools and achievement of the students, it may also be beneficial for

principals of the schools to emphasize the importance of person-job fit among teachers.

However, in order to maximise the full benefit of both demands-abilities fit and needs-supplies fit, there is a need to address the nature and workloads of teachers to ensure that the core needs and requirements of the teachers are met. Some of the suggestions proposed by Kane and Mallon (2006) can be used as a starting point and guideline to address these issues. As discussed in Chapter 1, the ambiguity of a teacher's role, as well as increases in their workload, appear to be two of the main concerns voiced by teachers (Kane & Mallon, 2006). In order to address these issues, it is important to redefine the core role and responsibilities of a teacher, both academically and socially (Kane & Mallon, 2006). There is also a need to review and increase the access and availability of support, training and resources for teachers to cope with the changes that are associated with the curriculum and assessment. According to the findings of Kane and Mallon (2006), the lack of support, training and resources were identified as the main factors influencing the level of satisfaction among teachers; that is, some teachers do not feel confident to adapt and respond to these changes in an effective manner. In addition, a proposal was also made to promote the profession of teaching and teachers in an informed and positive manner to the wider community. According to Kane and Mallon (2006), this action may further enhance the intrinsic motivation, satisfaction and self-esteem of teachers. Based on these recommendations, as well as some of the findings revealed from this current research, it is reasonable to suggest that increasing the amount of support, training opportunities and resources, as well as promoting teaching and teachers in a

positive manner, may enhance the perception of fit, both demands-abilities fit and needs-supplies fit, among teachers.

Strengths and Limitations

The strengths of this research include the nature of the research itself, the use of a single occupational group and the use of subjective measures in which person-job fit was measured. Since this research is one of the very few which has examined the relationship between individual personality characteristics and person-job fit, the findings generated from this research have implications for the use of personality testing in the recruitment and selection of teachers, as well as the positive affective responses and behavioural outcomes that are related to the relationship between individual personality characteristics and person-job fit. The findings from this research have demonstrated certain personality characteristics as moderately related to person-job fit. The use of a single occupational group has allowed for a detailed exploration of the relationship of the hypothesized research variables based upon a homogeneous occupational group. Although the use of both subjective and objective measures should be utilised to measure person-job fit, findings from Cable and DeRue (2002) have shown that subjective measures of person-job fit were strong predictor of various affective responses and behavioural outcomes to the job and workplace. In this instance, it is reasonable to suggest that the subjective perception of a teacher's person-job fit is more likely to have a strong relationship with affective responses and/or behavioural outcomes to the job and/or school.

Despite the strengths in this research, there are also two limitations to note. Since the participants were provided the option to either participate or decline in this research, self-selection bias can occur. This may be a possible explanation for some of the findings revealed in this research. The relatively small sample size of 179 also suggests that these findings may limit the extent to which it can be generalised across all school teachers. Common method variance can emerge from the use of self-report data, which may also influence the findings from this research. Since the research data were collected at a single point in time, it is also impossible to infer any causality between the research variables. The use of longitudinal research can provide the opportunity to establish causal relationships between the research variables.

Another limitation in this research pertains to the items measuring job satisfaction and needs-supplies fit. According to the results in Table 2, there is a high correlation among these two variables. Principal factor analysis confirmed that these items loaded onto the same component, thus they may be measuring the same construct. In this instance, this phenomenon may also be a possible explanation for some of the findings that were revealed from this research.

Future Research

As discussed in Chapter 1, there appears to be limited research on the relationship between individual personality characteristics and person-job fit. Therefore, there is an opportunity for more research to be conducted in this area to further determine the relationship between individual personality characteristics and person-job fit. For example, the use of a different personality scale such as the

16 Personality Factors can be advantageous because it has the potential to allow for a more comprehensive and specific analysis of the primary and secondary personality traits. Research could also extend to discover the specific primary and secondary personality traits that are related to the two different types of person-job fit, both demands-abilities fit and needs-supplies fit.

In addition, further research could be conducted to examine and explore the impact of person-job fit on other affective responses and behavioural outcomes such as organisational citizenship behaviour, work-life balance, job performance and job success. An opportunity also exists to further examine and explore other factors apart from individual personality characteristics that can influence and/or enhance teachers' perceptions of person-job fit.

Due to the conflicting findings on the relationship between conscientiousness and other variables in this research, further research is definitely warranted in order to determine if similar results will be revealed. The use of longitudinal research can also be considered to measure the long term effects of person-job fit on job outcomes, as well as allowing for an opportunity to infer causality. Since this research utilised a single occupational group, there is also an opportunity for future research to be replicated with other occupational groups in order to determine if similar experiences are reported.

Overall, the results generated from the mediation analysis revealed little mediation for the proposed mediating hypotheses. However, emotional stability may be a potential important explanatory variable in understanding the effects of

person-job fit on job outcomes such as job satisfaction and normative commitment. However, more comprehensive research is required in order to obtain a better understanding of the effects of emotional stability on person-job fit, both demands-abilities fit and needs-supplies fit.

Conclusion

In summary, the research on individual personality characteristics continues to gather interest due to its unique relationship and impact on a variety of affective responses and behavioural outcomes to jobs and/or workplaces. The findings generated from this research provided support for a majority of the proposed hypotheses, as well as findings from previous person-job fit research. Individual personality characteristics such as extraversion, agreeableness and emotional stability were found to be significantly correlated with both demands-abilities fit and needs-supplies fit, while conscientiousness was found to be significantly correlated with demands-abilities fit. Teachers who perceived a high level of person-job fit also reported high levels of job satisfaction, affective commitment and normative commitment. A high level of person-job fit was also associated with a low turnover intention. Needs-supplies fit was found to be a stronger predictor of job satisfaction, affective commitment, normative commitment and turnover intention in comparison to demands-abilities fit. In addition, the results generated from this research have also revealed emotional stability as a potentially important explanatory variable in understanding the effects of person-job fit on other job outcomes.

This research is valuable in providing an understanding of the relationship between individual personality characteristics and person-job fit among primary and secondary school teachers in New Zealand and of the relationship between person-job fit with other affective and behavioural responses. However, further research can be carried out to further examine and explore further personality traits as well as factors that can influence the perception of person-job fit among school teachers, as well as the impact of person-job fit on other affective responses and behavioural outcomes. It would also be interesting to examine if similar experiences will be shared and reported by individuals from different occupational groups and/or sectors within the New Zealand labour market.

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APPENDIX A – Cover Letter

Dear Sir/Madam,

My name is Daphne Chan and I am a post-graduate student at the University of Waikato in Hamilton and I am currently completing a thesis as part of the requirement for the Master in Applied Psychology degree.

I am interested in exploring and assessing the concept of Person-Job (PJ) fit among **primary and secondary school teachers** in New Zealand. PJ fit refers to the degree to which an individual's knowledge, skills, abilities (KSAs), preferences, needs and values align with his or her job requirements. The aim of this research project is to collect information pertaining to an individual's PJ fit, work attitudes, and individual attributes in order to explore and assess the relationship between these variables. This research project will also provide an opportunity for participants to reflect on their jobs, their preferences and values and what they mean to them.

Research has shown that high level of PJ fit is related to higher level of job satisfaction, higher level of job performance, career success and lower turnover intention among individuals. I believe these outcomes are favourable and crucial for both the personal and professional development of primary and secondary school teachers. In addition to these outcomes, I also believe that my research project can provide insight on (a) the relationship between the demands of teaching and the perceived abilities of teachers to manage these demands, as well as (b) the needs of the teachers and whether these needs are met or unmet by their jobs.

I am seeking your support and assistance with this research project by distributing both the Information Sheet and online questionnaire to the teachers in your school. A copy of the Information Sheet outlining the purpose and requirements of this research project, as well as the Ethics Approval document are attached to this email. The link to the online survey will be sent to you via email. If you are able to support and assist me with this research project, I will be available to discuss further expectations and requirements of this research project. Your assistance with this research project will be greatly appreciated.

A summary of the findings will be made available upon the completion of this research project in March 2012. This research project has approved by the Research and Ethics Committee of the School of Psychology. Any questions about the ethical conduct of this research may be raised with the Convener of the Research and Ethics Committee (Dr. Lewis Bizo, phone: 07-8384466 ext. 6402 or 07-8560095, email-lbizo@waikato.ac.nz).

I look forward to hearing from you and please do not hesitate to contact me if you have any questions about this research project.

Researcher: Daphne Chan Email: jyc7@waikato.ac.nz

Supervisor: Donald Cable Email: dcable@waikato.ac.nz

Yours sincerely,

Daphne Chan.

APPENDIX B – Information Sheet

Participant Information Sheet

Please read this Information Sheet before proceeding with the online questionnaire.

Dear colleague,

My name is Daphne Chan and I am a post-graduate student at the University of Waikato. I am currently completing a research project as part of the requirement for my Master in Applied Psychology degree. I would like to invite you to participate in my research project by completing a brief online questionnaire.

What is this research project about?

This research will explore and assess Person-Job (PJ) fit among **primary and secondary school teachers** in New Zealand. PJ fit refers to the degree which an individual's knowledge, skills, abilities (KSAs), preferences, needs and values align with his/her job requirements. Information pertaining to a teacher's PJ fit, work attitudes, and personality characteristics will be collected in this research project.

Research has shown that the benefits of high level of PJ fit include higher level of job satisfaction, higher level of job performance, career success and lower turnover intention. I believe these outcomes are favourable and crucial for the personal and professional developments of primary and secondary school teachers.

I also believe that this research project can provide insight on the link between a) the demands of teaching and the perceived abilities of teachers to manage these demands, as well as b) the needs of the teachers and how these needs are met or unmet by their jobs. Participating in this research project will provide you with the opportunity to reflect on your job, your preferences and values and what they mean to you.

What is required of the participants?

Participants are required to complete an online questionnaire which will take approximately **15 minutes**. The online questionnaire includes a series of questions pertaining to your views of your job, your attitudes towards your job and your personality characteristics. **Please complete this online questionnaire within five days of receiving the link.**

Confidentiality and Ethical Approval

All information collected from this online questionnaire will be treated in the strictest confidence. Participants may withdraw from this research project by not submitting their online questionnaire. Please note that the identity of participants in this research project will remain **anonymous** as participants are **not** required to provide their names.

This research project has been approved by the Research and Ethics Committee of the School of Psychology. Any questions about the ethical conduct of this research may be raised with the Convener of the Research and Ethics Committee (Dr. Lewis Bizo, phone: 07–8384466 ext. 6402 or 07–8560095, email–lbizo@waikato.ac.nz).

Summary of findings

A summary of overall findings from this research project will be made available to the respective primary and secondary schools for general distribution to all participants.

Contact details:

If you have any questions about this research project, please do not hesitate to contact me.

Researcher: Daphne Chan

Email: jyc7@waikato.ac.nz

Supervisor: Donald Cable

Email: dcable@waikato.ac.nz

Yours sincerely,

Daphne Chan.

APPENDIX C – Final Questionnaire

PERSON-JOB FIT RESEARCH QUESTIONNAIRE

INSTRUCTIONS

Please read the following instructions before proceeding.

1. Please read the Information Sheet before proceeding with this questionnaire.
2. All information collected will remain **confidential** to the researcher.
3. This questionnaire will take approximately **15 minutes** to complete.
4. Please complete all questions in this questionnaire, taking care not to skip any questions.
5. You may choose to withdraw from this research project by not submitting your questionnaire.
6. Please contact the researcher if you have any queries about the questionnaire or the research project itself.

Questionnaire

Section A

Below are some statements related to your current job. Please indicate the extent to which you agree or disagree with each statement by clicking on the appropriate box next to the item.

1	2	3	4	5	6	7
Strongly Disagree	Moderately Disagree	Slightly Disagree	Neither Agree or Disagree	Slightly Agree	Moderately Agree	Strongly Agree

1. The match is very good between the demands of my job and my personal skills.
2. There is a good fit between what my job offers me and what I am looking for in a job.
3. My abilities and training are a good fit with the requirement of my job.
4. The attributes that I look for in a job are fulfilled very well by my present job.
5. My personal abilities and education provide a good match with the demands that my job places on me.
6. The job that I currently hold gives me just about everything I want from a job.
7. All in all, I am satisfied with my job.
8. In general, I like working at this school.
9. In general, I don't like my job (R).
10. I will probably look for a new job in the near future.
11. At the present time, I am actively seeking another job in a different school.
12. I do not intend to quit my job (R).
13. It is unlikely that I will actively look for a different school to work for in the next year (R).
14. I am not thinking about quitting my job at the present time (R).

Section B

Below are some more statements related to your current job. Please indicate the extent to which you agree or disagree with each statement by clicking on the appropriate box next to the item.

1	2	3	4	5	6	7
Strongly Disagree	Moderately Disagree	Slightly Disagree	Neither Agree or Disagree	Slightly Agree	Moderately Agree	Strongly Agree

1. I would be very happy to spend the rest of my career with this school.
2. I really feel as if this school's problems are my own (D).
3. I do not feel like 'part of the family' at my school (R).
4. I do not feel 'emotionally attached' to this school (R).
5. This school has a great deal of personal meaning for me.
6. I do not feel a strong sense of belonging to my school (R).
7. I do not feel any obligation to remain with my current school (D).
8. Even if it were to my advantage, I do not feel it would be right to leave my school now.
9. I would feel guilty if I left my school now.
10. This school deserves my loyalty.
11. I would not leave my school right now because I have a sense of obligation to the people in it.
12. I owe a great deal to my school.
13. It would be very hard for me to leave my school right now, even if I wanted to (D).
14. Too much in my life would be disrupted if I decided I wanted to leave my school right now (D).

15. Right now, staying with my school is a matter of necessity as much as desire.

16. I believe that I have too few options to consider leaving this school.

17. One of the few negative consequences of leaving this school would be the scarcity of available alternatives.

18. If I had not already put so much of myself into this school, I might consider working elsewhere.

Section C

Below are some behavioural statements related to how people generally perceive their environment and surroundings. Please describe **yourself as you generally are now**, not as you wish to be in the future. Provide an indication for each statement by clicking on the appropriate box next to the item.

Very Inaccurate 1	Moderately Inaccurate 2	Neither Accurate Nor Inaccurate 3	Moderately Accurate 4	Very Accurate 5
-------------------------	-------------------------------	--	-----------------------------	-----------------------

I describe myself in the following way. I....

1. Am the life of the party.
2. Feel little concern for others (R).
3. Am always prepared.
4. Get stressed out easily (R).
5. Have a rich vocabulary.
6. Don't talk a lot (R).
7. Am interested in people (D).
8. Leave my belongings around (R).
9. Am relaxed most of the time (D).
10. Have difficulty understanding abstract ideas (R).

11. Feel comfortable around people.
12. Insult people (D).
13. Pay attention to details.
14. Worry about things (R).
15. Have a vivid imagination.
16. Keep in the background (R).
17. Sympathize with others' feelings.
18. Make a mess of things (D).
19. Seldom feel blue (D).
20. Am not interested in abstract ideas (D).
21. Start conversations (R).
22. Am not interested in other people's problems.
23. Get chores done right away.
24. Am easily disturbed (R).
25. Have excellent ideas.
26. Have little to say (R).
27. Have a soft heart (D).
28. Often forget to put things back in their proper place (R).
29. Get upset easily (R).
30. Do not have a good imagination (R).
31. Talk to a lot of different people at parties.
32. Am not really interested in others (R).
33. Like order (D).
34. Change my mood a lot (R).
35. Am quick to understand things.

- 36. Don't like to draw attention to myself (R).
- 37. Take time out for others.
- 38. Shirk (avoid) my duties (D).
- 39. Have frequent mood swings (R).
- 40. Use difficult words.
- 41. Don't mind being the center of attention.
- 42. Feel others' emotions.
- 43. Follow a schedule.
- 44. Get irritated easily (R).
- 45. Spend time reflecting on things (D).
- 46. Am quiet around strangers (R).
- 47. Make people feel at ease (D).
- 48. Am exacting (demanding) in my work (D).
- 49. Often feel blue (R).
- 50. Am full of ideas.

Section D

Please provide some general demographic information for statistical analysis purposes.

1. What is your age?

2. What is your gender?

Male

Female

3. How do you describe your ethnic origin?

European New Zealand

- European Other
- Maori
- Asian
- Pacific People
- Other (Please specify)

4. What sector do you teach in?

- Primary school
- Secondary school

5. How many years have you been teaching?

6. How many years have you been teaching in your current school?

Note: (R) = Items recoded due to reversed scoring.

(D) = Items deleted from scale.

***This is the end of the questionnaire. Thank you for your participation.
Please click the 'submit' button when you are satisfied with the completion of
this questionnaire.***

APPENDIX D – Ethics Approval

School of Psychology
The University of Waikato
Private Bag 3120
Hamilton 3242,
New Zealand
Phone 64-7-855 2631
Facsimile 64-7-858 2152
www.waikato.ac.nz/psychology



22 June 2011

Daphne Chan
4 Nobliaman Place
Hillcrest
Hamilton

Dear Daphne

Ethics Approval Application – # 11/20

Title: The relationship between personality characteristics and Person-Job (PJ) fit among primary and secondary school teachers in New Zealand

Thank you for your ethics application which has been fully considered and approved by the Psychology Research and Ethics Committee.

Please note that approval is for three years. If this project has not been completed within three years from the date of this letter, you must request reapproval.

If any modifications are required to your application, e.g., nature, content, location, procedures or personnel these will need to be submitted to the Convenor of the Committee.

I wish you success with your research.

Yours sincerely

Dr Lewis Bizo
Convenor
Psychology Research and Ethics Committee
School of Psychology
University of Waikato

APPENDIX E – Principal Factor Analysis

Person-Job Fit

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.831
Bartlett's Test of Sphericity	Approx. Chi-Square	774.382
	df	15
	Sig.	.000

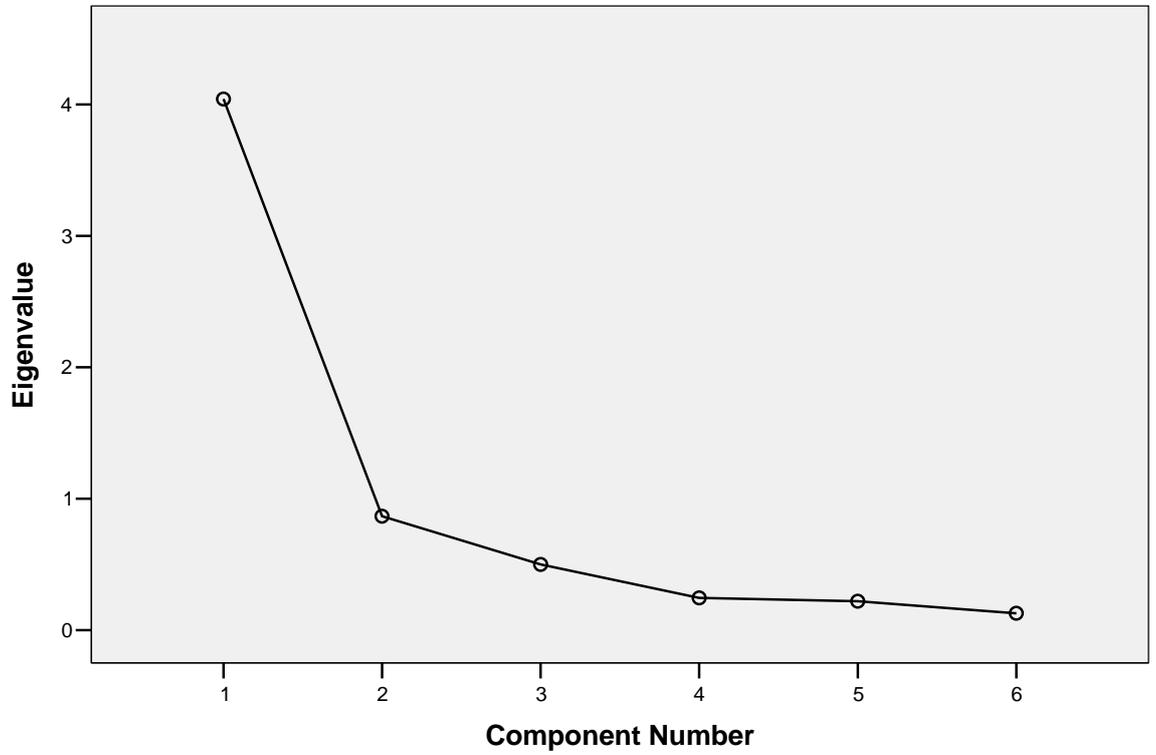
Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total
1	4.042	67.363	67.363	4.042	67.363	67.363	3.555 ^a
2	.866	14.440	81.803	.866	14.440	81.803	3.294
3	.499	8.325	90.128				
4	.245	4.080	94.208				
5	.220	3.662	97.870				
6	.128	2.130	100.000				

Extraction Method: Principal Component Analysis.

^a When components are correlated, sums of squared loadings cannot be added to obtain a total variance.

Scree Plot



Pattern Matrix^a

	Component	
	1	2
DA1		.643
NS1	.868	
DA2		.922
NS2	.919	
DA3		.944
NS3	.972	

Extraction Method: Principal Component Analysis.
Rotation Method: Oblimin with Kaiser Normalization.

a. Rotation converged in 6 iterations.

Job Satisfaction

KMO and Bartlett's Test

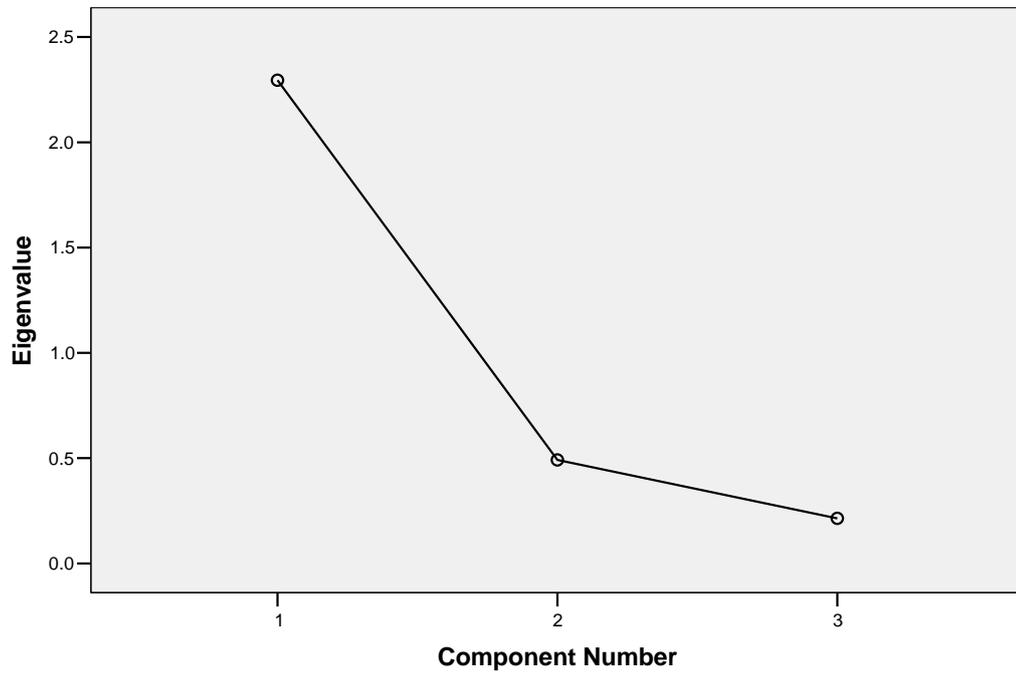
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.658
Bartlett's Test of Sphericity	Approx. Chi-Square	247.781
	df	3
	Sig.	.000

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	2.295	76.496	76.496	2.295	76.496	76.496
2	.491	16.377	92.873			
3	.214	7.127	100.000			

Extraction Method: Principal Component Analysis.

Scree Plot



Component Matrix^a

	Component
	1
JS_7	.930
JS_8	.862
JS_9_R	.829

Extraction Method: Principal Component Analysis.

a. 1 components extracted.

Turnover Intention

KMO and Bartlett's Test

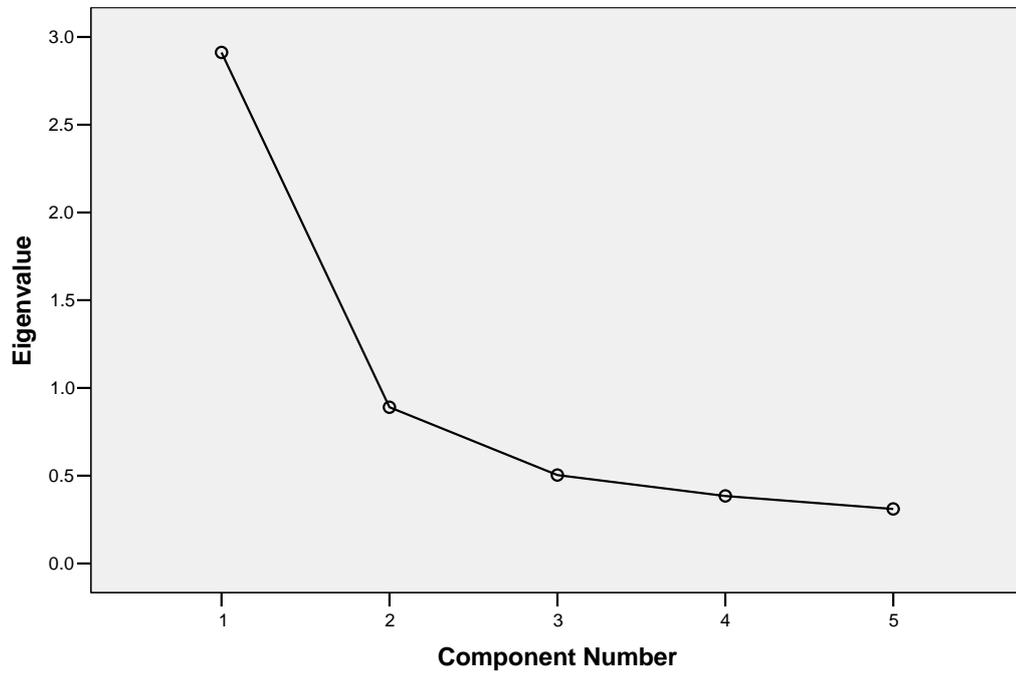
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.763
Bartlett's Test of Sphericity	Approx. Chi-Square	319.092
	df	10
	Sig.	.000

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	2.912	58.239	58.239	2.912	58.239	58.239
2	.890	17.801	76.040			
3	.503	10.069	86.109			
4	.384	7.685	93.794			
5	.310	6.206	100.000			

Extraction Method: Principal Component Analysis.

Scree Plot



Component Matrix^a

	Component
	1
Tl_10	.711
Tl_11	.756
Tl_12_R	.730
Tl_13_R	.823
Tl_14_R	.791

Extraction Method: Principal Component Analysis.

a. 1 components extracted.

Organisational Commitment

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.779
Bartlett's Test of Sphericity	Approx. Chi-Square	956.527
	df	91
	Sig.	.000

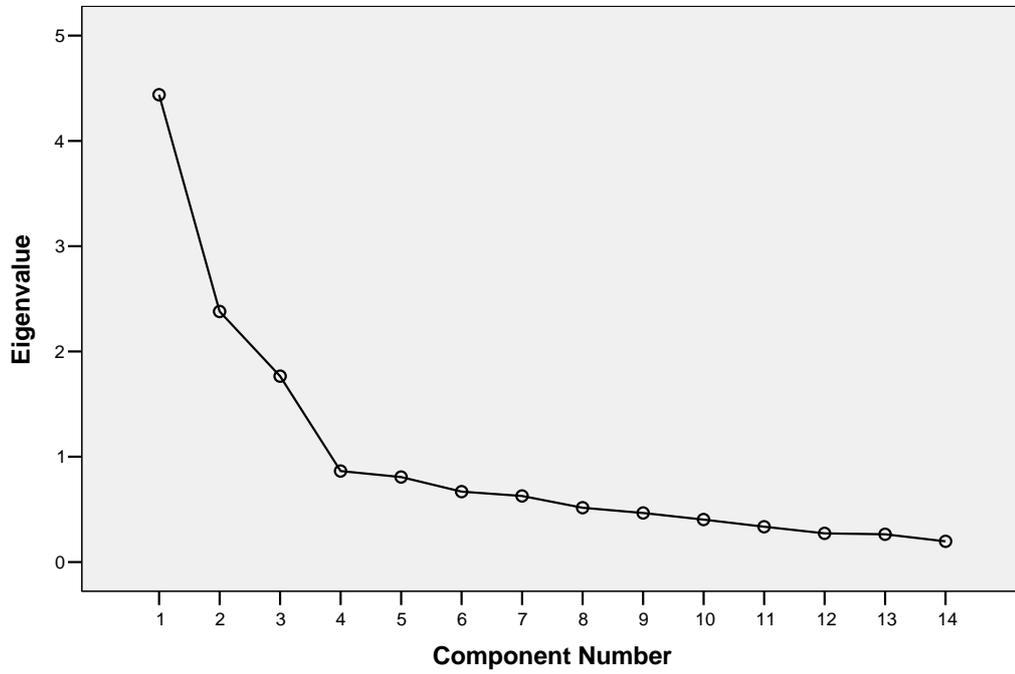
Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total
1	4.439	31.704	31.704	4.439	31.704	31.704	3.547 ^a
2	2.379	16.993	48.698	2.379	16.993	48.698	2.446
3	1.765	12.606	61.304	1.765	12.606	61.304	3.493
4	.864	6.172	67.476				
5	.807	5.764	73.240				
6	.668	4.774	78.014				
7	.627	4.480	82.494				
8	.515	3.681	86.175				
9	.465	3.324	89.499				
10	.403	2.877	92.376				
11	.335	2.394	94.770				
12	.272	1.944	96.714				
13	.263	1.881	98.595				
14	.197	1.405	100.000				

Extraction Method: Principal Component Analysis.

a. When components are correlated, sums of squared loadings cannot be added to obtain a total variance.

Scree Plot



Pattern Matrix^a

	Component		
	1	2	3
AC_1	.614		
AC_3_R	.798		
AC_4_R	.788		
AC_5	.691		
AC_6_R	.775		
NC_8			-.786
NC_(-.901
NC_10			-.579
NC_11			-.816
NC_12			-.615
CC_15		.767	
CC_16		.863	
CC_17		.823	
CC_18		.609	

Extraction Method: Principal Component Analysis.
 Rotation Method: Oblimin with Kaiser Normalization.

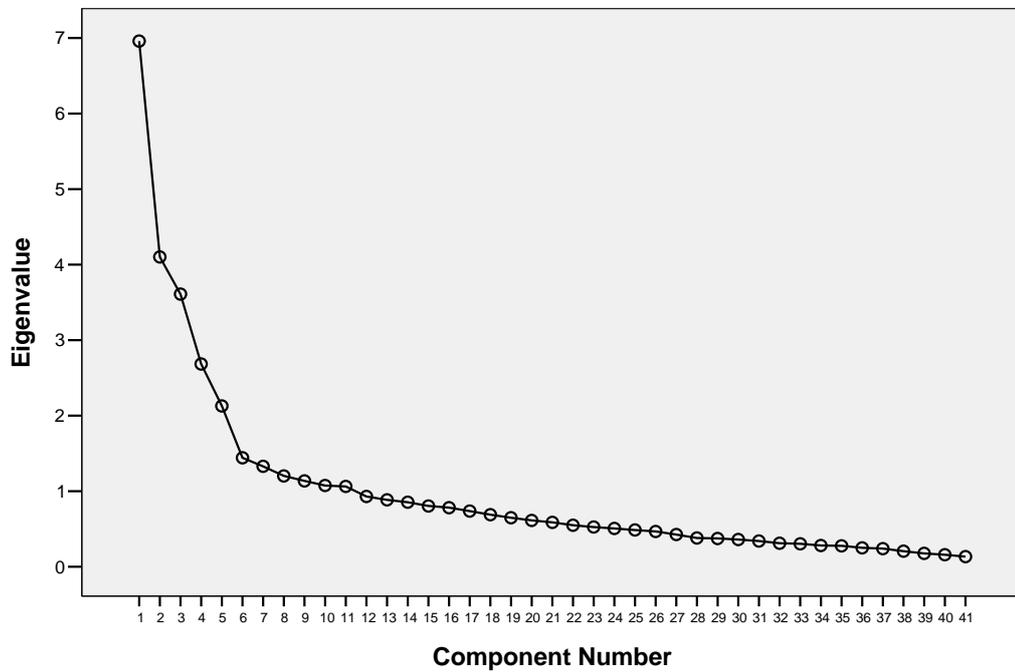
a. Rotation converged in 8 iterations.

Individual Personality Characteristic

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.760
Bartlett's Test of Sphericity	Approx. Chi-Square	2516.648
	df	820
	Sig.	.000

Scree Plot



Pattern Matrix^a

	Component				
	EXT	ES	I/I	CON	AGR
IPC1	.704				
IPC11	.445				
IPC21	.534				
IPC31	.640				
IPC41	.681				
IPC_6_R	.644				
IPC_16_R	.742				
IPC_26_R	.458				
IPC_36_R	.798				
IPC_46_R	.629				
IPC17					-.740
IPC37					-.516
IPC42					-.560
IPC_2_R					-.429
IPC_22_R					-.638
IPC_32_R					-.571
IPC3				.532	
IPC13				.580	
IPC23				.702	
IPC33				.727	
IPC43				.705	
IPC_8_R				.641	
IPC_28_R				.787	
IPC9		-.602			
IPC_4_R		-.749			
IPC_14_R		-.655			
IPC_24_R		-.595			
IPC_29_R		-.767			
IPC_34_R		-.737			
IPC_39_R		-.705			
IPC_44_R		-.659			
IPC_49_R		-.734			
IPC5			.689		
IPC15			.681		
IPC25			.629		
IPC35			.568		
IPC40			.650		
IPC50			.560		
IPC_10_R			.369		
IPC_30_R			.632		

Extraction Method: Principal Component Analysis.
 Rotation Method: Oblimin with Kaiser Normalization.

a. Rotation converged in 11 iterations.

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total
1	6.960	16.975	16.975	6.960	16.975	16.975	4.854 _a
2	4.101	10.002	26.977	4.101	10.002	26.977	5.406
3	3.609	8.803	35.780	3.609	8.803	35.780	3.878
4	2.684	6.546	42.326	2.684	6.546	42.326	3.682
5	2.128	5.191	47.517	2.128	5.191	47.517	3.648
6	1.441	3.516	51.033				
7	1.329	3.242	54.275				
8	1.202	2.931	57.206				
9	1.136	2.771	59.977				
10	1.075	2.622	62.599				
11	1.063	2.592	65.191				
12	.930	2.268	67.459				
13	.885	2.158	69.617				
14	.854	2.082	71.699				
15	.804	1.961	73.661				
16	.782	1.906	75.567				
17	.736	1.796	77.363				
18	.689	1.680	79.044				
19	.648	1.580	80.624				
20	.613	1.494	82.118				
21	.587	1.432	83.551				
22	.549	1.339	84.890				
23	.525	1.280	86.170				
24	.506	1.234	87.405				
25	.486	1.185	88.590				
26	.466	1.137	89.727				
27	.426	1.038	90.765				
28	.380	.926	91.692				
29	.373	.911	92.602				
30	.360	.877	93.480				
31	.339	.828	94.308				
32	.311	.759	95.066				
33	.303	.740	95.806				
34	.281	.685	96.491				
35	.277	.675	97.165				
36	.250	.609	97.774				
37	.239	.584	98.358				
38	.205	.501	98.859				
39	.176	.430	99.289				
40	.159	.387	99.675				
41	.133	.325	100.000				

Extraction Method: Principal Component Analysis.

a. When components are correlated, sums of squared loadings cannot be added to obtain a total variance.