



Exploring the Nexus of Person-Environment Fit in Educator Workforce in Thailand

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Abstract

This research aimed to examine and elaborate the relationship between the person-environment fit theory (Person-Organization Fit, Person-Job Fit, and Person-Group Fit) on employee commitment in the education sector. As educational institutions face challenges related to declining trends in workforce retention, investigating how the alignment of individual traits within the organization, job, and team influences affective commitment. The data were collected from 208 samples selected from employees at two universities in Thailand through a purposive sampling approach. Questionnaires were sent to the correspondents both online and on paper. Descriptive statistics, Pearson correlation analysis, and regression analysis were used for data analysis. The results of the analysis showed that two out of three independent variables that are Person-Organization Fit (Beta = 0.430, $p = 0.000$) and Person-Group Fit (Beta = 0.258, $p = 0.000$) have a positive relation with Affective Commitment. However, Person-Job Fit, which did not support one of the proposed hypotheses, negatively influenced Affective Commitment (Beta = -0.106, $p = 0.044$).

Keywords: Affective commitment, Person-group fit, Person-job fit, Person-organization fit

I. INTRODUCTION

Education serves as the foundation of an individual's life and plays a vital role as the backbone of society, with the duty of upholding functional and enhanced sustainability in environmental, social, and governance (ESG) (Chan & Hsieh, 2022). It is important to keep current with a well-educated workforce in order to uphold innovation development, be ready for adaptation to environmental changes, and boost overall societal progress. Unfortunately, recent indications have illustrated a declining trend in education, especially in higher education, as predicted in a study by Cameron (1983). Therefore, not only a tendency to lead to a lack of society improvement mechanisms but also a challenge to retain a current improving social structure trend. To address these challenges, it is important to implement the togetherness of policymakers, educators, and society to prioritize and invest in education by enhancing education's quality. Especially accessible and adapting dimensions in order to meet the evolving needs of society. Additionally, lifelong learning and continuous education can contribute to a flexible and resilient workforce.

Developing a high-caliber workforce demands substantial investments in time, effort, and budget. Sustaining these resources presents an even greater challenge. A proficient worker, akin to the fruit of a tree, flourishes through a combination of inherent personal traits and an optimal environment. Just as water and sunlight are vital for a tree's growth, salary and benefits serve as the nourishment essential for the health and productivity of employees in the organization. In parallel, fertilizer significantly contributes ensuring to the overall success of the fruiting process, drawing connections to organizational management that provides incentives and other motivational sources to elicit willingness and produce expected outcomes aligned with organizational success.

Above all, the environment acts as the ultimate controller, influencing overall growth until the fruition of the process. Therefore, maintaining the right setting and surrounding environment is imperative to strengthen growth. For an organization, it is important to elaborate on the appropriate Person-Environment Fit (PE fit) to ensure the acquisition of the right individual as a valuable organizational resource. Included appropriate fit in job, team, and organization. The criticality of person and environment is a very important feature impacting different stages of an employee's organizational journey, including their decision to remain in a company (Greguras & Diefendorff, 2009), the theory underscores the importance of affective commitment in ensuring overall satisfaction, both physically and mentally, to encourage individuals to stay within an organization. The sufficiency of knowledge and effective communication is essential to strengthen the process of expressing shaping efficient behavior and retaining the maximum capacity to ensure business success (Anwar & Abdullah, 2021).

Affective commitment, indicating an employee's emotional connection and active involvement with the organization, emerges as a pivotal factor shaping their feeling to continue working (Brkich, Jeffs, & Carless, 2002). As humans manage all operational aspects within an organization, assessing human resource challenges becomes crucial for evaluating its success. In the education sector, human resources not only contribute to organizational accomplishments but also play a role in shaping societal initiatives for sustainable development. Research often distinguishes between Person-Organization Fit (PO fit) and Person-Job Fit (PJ fit) (Carless, 2005). This interest continues in 2023, as evident in works by Astuti and Amir (2023), Park and Hai (2024), and Liao (2023). PO fit typically involves aligning employee values with organizational culture, while PJ fit focuses on matching skills with job requirements (Cable & DeRue, 2002). Recent studies, such as Lin et al. (2022), underscore



the importance of aligning individual traits with the organization, extending the Person-Environment Fit theory to team dynamics.

Therefore, it is necessary to investigate the impact of aligning individual traits and organizational elements, guided by the Person-Environment Fit theory, on employee commitment, with a specific focus on the education sector. The study zeroes in individuals with tenure who are at a crossroads, grappling with the decision of whether to stay or leave their current workplace—a scenario commonly known as the 'fight or flight' dilemma. Examining how the fit within the organization, job, and team influences affective commitment becomes a central aspect of this research. Further, this research intends to fill gaps in understanding and adapting to the challenge of global trends education workforce declining trend with the ultimate goal to contribute to building a globally successful and inclusive learning society, ensuring that future generations have the necessary skills and knowledge for improving.

II. OBJECTIVES

1. To analyze the level of Person-Organization Fit, Person-Job Fit, Person-Group Fit, and Affective Commitment in the education sector.

2. To examine and elaborate the relationship between the Person-Environment Fit theory (Person-Organization Fit, Person-Job Fit, and Person-Group Fit) on Affective Commitment in the education sector.

III. LITERATURE REVIEWS

A. Human Resource in Education Sector Challenges

The challenge in the higher education market is due to declining population and globalization factors and it is a contribution to a scarcity of human resources (Yonezawa, 2020). Moreover, the discussion on young individuals who are neither employed, enrolled in education, nor undergoing training is widely acknowledged,

creating a significant knowledge gap (Mellberg, Minas, Korpi, & Andersson, 2023). Given that knowledge forms the fundamental foundation of life and enables individuals to fulfill roles and responsibilities in society, a comprehensive education is essential. Proper allocation and communication of general education are necessary to adapt to the current situation, foster improvement at societal, national, and global levels, and cultivate responsible global citizens.

Cameron (1983) suggests the potential for a declining trend in education, particularly in higher education. This decline is associated with factors such as outdated curricula, inadequate resources, and a lack of investment in the professional development of educators. Therefore, to address these challenges a collective effort is required from policymakers, educators, and society. It is imperative to prioritize and invest in education, enhance its quality, improve accessibility, and adapt to the needs of society.

The education sector faces recurrent challenges in effectively managing its human resources, which serve both as the workforce and as contributors to produce for other parties. Consequently, the allocation of importance to human resources in the education industry becomes crucial, considering their effectiveness and contribution to societal development. The challenges extend beyond the classroom, affecting administrative staff who face issues such as workload, burnout, and the need for continuous skill development. These challenges collectively create an environment where attracting and retaining high-caliber talent becomes increasingly difficult for the sector to adapt to changes effectively.

Promoting a culture of lifelong learning and continuous education is essential for educating a workforce to remain flexible and resilient in addressing these challenges. Investing in employee training and development not only ensures a skilled workforce but also supports a culture of continuous improvement

(Eisenbeiss, van Knippenberg, & Boerner, 2008), leading to increased employee satisfaction and commitment.

Succession planning is influenced by various factors, including how well individuals fit into their work environment (Fusarelli, Fusarelli, & Riddick, 2018). Effective communication is a powerful tool for keeping people informed, and satisfied and contributing to positive organizational outcomes. As organizations navigate challenges in the education sector, a strategic approach to human resource management becomes imperative. Establishing a positive organizational culture, aligning individual values with job requirements, and promoting compatibility within teams are critical factors that enhance employee commitment, retention, and overall performance.

B. PE Fit

The study of Andela and van der Doef (2019) has overlaid the concept of Person-Environment Fit (PE Fit) originally rooted in various theories such as Murray's need-press model in 1938, Lewin's field theory in 1951, and French, Rodgers, and Cobb's model in 1974. Where the emphasis is on an alignment between an individual and their environment both subjective and objective. Later, studies by Katzell and Locke built on the theory to become the central of focus research on job satisfaction, while French, Caplan, and Harrison's model in 1982, and McGrath's model in 1976, indicated job stress. After all, there are remaining areas that need further clarification.

The Person-Environment Fit (PE Fit) Theory is a framework that provides an understanding of how well individuals align with their work environment. This alignment involves psychological dimensions, and it is about compatibility between individuals and organizations. It is also related to why people might want to leave or stay in their jobs (Redelinghuys, 2023), with three main types of fit: 1) Person-Organization Fit, an expression of

how much someone feels their values match with their workplace. When this match is strong, people are less likely to want to quit. 2) Needs-Supplies Fit, perception of satisfaction from a job like what was wanted from the job like money or rewards. 3) Demands-Abilities Fit, personal observation of matching between job's requirements and employee's skills. Further, Person-Organization Fit and Needs-Supplies Fit are more significant than Demands-Abilities Fit in influencing turnover intention. (Redelinghuys, 2023)

C. PO Fit

Person-Organization Fit (PO Fit) is a relationship between organizational culture and employee values. Research by Cable and DeRue (2002) has found a suitable working environment physically and mentally can greatly enhance productivity. Personal dedication is strong evidence of personal emotionally attached to the organization; it is always followed by an optimistic viewpoint and comfortable feeling toward the organization (van Dick, Wagner, Stellmacher, & Christ, 2004). Employees with a strong alignment with an organization's values tend to reflect greater emotional feeling and commitment yielding a positive organizational climate and overall satisfaction.

Recent studies by Astuti and Amir (2023) and Park and Hai (2024) provide a contemporary viewpoint of PO fit. They explore and prove the positive alignment of personal values and organizational culture. The study of Astuti and Amir (2023) explored the effect of PO, PJ fit and AC on organizational citizenship behavior (OCB) in Indonesia's public sector and found a positive and significant effect on OCB, while the study of Park and Hai (2024) found a positive relation of PO, PJ, and OC among hotel employees.

Piasentin and Chapman (2006) found subjective PO fit important implications for workplace outcomes. Further, they represent an empirical measurement to



indicate the importance of PO fit in employees attributed to specific fit types and predict the tendency to provide positive work attitudes towards the organization and personal roles.

D. PJ Fit

Person-Job Fit (PJ Fit) is an alignment of individual skills with job requirements. Specifically, it emphasizes the match between the ability of a person fulfilled to the demands of their job. Employees with a high ability fit are expected to show a higher level of affective commitment.

As the study in the 19th century, allocated important determinant of job satisfaction is PJ fit (Arvey, Carter, & Buerkley, 1991). Therefore, the PJ fit directly influences the individual satisfaction to perform the job. This is the yield of the fruitful and multiplier effect resulting in accomplishing the organization's goal. Additionally, Cable and DeRue's (2002) studies initiate the importance of driven job satisfaction and commitment caused mainly by job fit. Along with this, the study of Iqbal (2012) addresses the job satisfaction caused by job fit. As well as, the study of Fauzan (2023), shows PJ Fit significantly influences job satisfaction, with both PJ Fit and job satisfaction are significantly impact organizational commitment. From these studies, the proximity timeline of every ten years, there are still scholars in academia who confirm the concept of correlation between job satisfaction and personal job fit.

Brkich, Jeffs, and Carless (2002) provide an internationally applicable self-measurement scale on PJ Fit, to discover knowledge, skills, abilities, needs, and values with job requirements. Where PJ Fit goes beyond skill matching, it involves work preferences to support organizational values. It is a significant sign when employees perceive that their values and preferences align with the values of the organization they work for, they are likely to demonstrate increased commitment.

E. PG Fit

Person-Group Fit (PG Fit) explores how well individuals align with their team. Individuals with a high fit to their team are likely to demonstrate a stronger emotional connection and commitment to the organization. Previous studies, such as Lin et al. (2022), extend the P-E fit theory to team dynamics, emphasizing the significance of aligning individual preferences with the organization for optimal team satisfaction and performance. When individuals feel a sense of unity and compatibility with their team members, they are more likely to be committed to the collective goals of the organization. Since the team is mostly connected to an individual and plays an important part in dealing with most work matters, team dynamics play a remarkable role in influencing employee commitment. Further, effective communication and positive interpersonal interactions are important to building both sides of Person-Group Fit in collaboration and shared values to work within teams (Pudjiarti & Hutomo, 2020)

In addition, St J. Burch and Anderson (2004) identified the need to measure and evaluate person-team fit for selection and development purposes as a psychometric tool. It is a contribution to prove the importance of team fit in various dimensions.

F. Affective Commitment

Workforce commitment is an essential factor for global sustainable development (Chan & Hsieh, 2022). The hardworking application of effort together with unwavering commitment yields a substantial multiplier effect; it amplifies the impact of meaningful contributions. Modern motivation goes beyond salary, it encompasses opportunities for advancement, salary increases, and professional growth. On the other hand, commitment isn't just about loyalty to the organization; it's also about how employees interact with each other, encouraging

them to willingly contribute (Putson, 2020). Therefore, designing effective employee engagement strategies requires alignment of a diverse workforce involving early planning, clear communication, collaboration, internal transitions, and proactive steps (Davis, 2015).

As Averin (2020) suggested normative commitment implies a sense of responsibility, continuance commitment is influenced by a perceived "need" to stay, and Affective Commitment (AC) signifies an emotional inclination or longing to continue being a member. This aligns with Meyer and Allen's (1997) illustrated three-component model, employee commitment encompasses three psychological states. The first stage is Affective Commitment (AC), involving emotional attachment, identification, and organizational involvement. Second, continuance commitment, which is related to perceived costs, associated with leaving the organization and last, normative commitment, reflecting employees' sense of obligation to remain with the organization.

Research by Meyer, Stanley, Herscovitch, and Topolnysky (2002) indicates that the three forms of commitment predict workplace behaviors differentially, with AC demonstrating the strongest positive association with desirable behaviors such as Organizational Citizenship Behaviors (OCB). These differences are significant due to the unique psychological nature of each commitment form. It reflects a willingness to invest time and effort in organizational goals with a sense of belonging. Further, noteworthy findings suggest that hope is a predictor of organizational commitment, specifically in the affective area (Chernyak-Hai, Bareket-Bojmel, & Margalit, 2024; Masale, Barkhuizen, & Schutte, 2021).

IV. Hypotheses development

A. Person-organization Fit and Affective Commitment

The level of Person-Organization Fit contributes to the competitive advantage of an organization. When there is a high alignment between individual and

organization, it is a tendency leading to a positive output and expected outcome i.e. organizational commitment, improvement in productivity, and decreased turnover intention (Alniaçik, Alniaçik, Erat, & Akçin, 2013). Affective Commitment is a key element of organizational commitment, it indicates an individual's emotional attachment and identification with their organization (Mercurio, 2015). Factors contributing to Affective Commitment include perceived organizational support, effective leadership, and a positive organizational culture and climate. It also influences an individual's decision-making and develops a sense of loyalty and engagement (Meyer et al., 2002). A study by Behery (2009) confirmed a positive correlation between PO fit and Affective Commitment to the organization. Individuals with a high organizational fit are likely to demonstrate a higher level of Affective Commitment.

H1: Person-Organization Fit has a positive relation with Affective Commitment.

B. Person-Job Fit and Affective Commitment

Job design influences the degree of Affective Commitment (Katz, Rudolph, Kühner, & Zacher, 2023). The characteristics of a job play a crucial role in the level of satisfaction, which is linked to Affective Commitment. Job satisfaction is an immediate outcome resulting from an arrangement between individual expectations and organizational reality. The development of Affective Commitment is measured by how well an organization meets employees' needs, where positive experiences suggest that those with greater job choice autonomy exhibit stronger commitment (Rifai, 2005). This connection results in positive outcomes for both individuals and organizations. Employees who are emotionally attached find fulfillment and happiness, often going beyond their formal duties to contribute to the organization's well-being (Miao, Newman, & Huang, 2014). Additionally, several recent studies have explored

the use of PJ Fit as a mediator between Affective Commitment and job satisfaction (Hayat & Afshari, 2022; Meredith et al., 2023; Moulik & Giri, 2022), shedding light on the possibility of examining employees with a high ability fit to the demands, likely demonstrating a higher level of Affective Commitment.

H2: Person-job Fit has a positive relation with Affective Commitment.

C. Person-Group Fit and Affective Commitment

According to Xiao, Mao, Quan, and Qing, (2020), individuals with good teamwork not only experience better health and increased happiness, but they are also seven times more likely to be engaged and committed to their work compared to those without such friendships. Building positive relationships among colleagues can improve the work environment by strengthening connections, encouraging cooperation, and improving respect. This enables them to share values, experiences, and joy. Employees with strong emotional bonds with coworkers have a higher tendency to be active in teamwork and show empathy and support for colleague's challenges (Berman, West, & Richter, 2002). An investigation of PG fit and commitment in a Korean company found low PG fit, and high PS fit with low PO fit leads to a higher level of commitment compared to low PS fit with high PO fit (Sung, Seong, & Kim, 2020). Therefore, Individuals who fit well with the team are likely to exhibit a higher level of Affective Commitment.

H3: Person-Group Fit has a positive relation with Affective Commitment.

All hypotheses are summarized in the conceptual model, as shown in Figure 1.

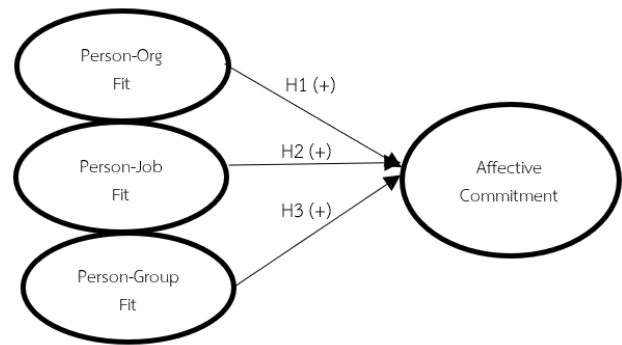


Figure 1: Conceptual framework

V. METHODS

A. Sample and Data Collection

The target population for this study encompasses the workforce within the education sector, aligning with the research objective of exploring the relationships individuals uphold with their jobs, teams, and organizations. Admitting the impracticality of gathering data from the entire population, a sampling frame has been instituted, narrowing the focus to employees in higher education institutions in Thailand. To enhance the feasibility of the study, a purposive sampling approach is adopted within each group subset, comprising both public and private higher education institutions. Specifically, two institutions are selected, one public university and one private university in the central part of Thailand to simplify the survey process.

A comprehensive questionnaire has been formulated, designed to be accessible both online and offline. For the private institution, since official permission to collect research participants, takes a long process and time, the researcher has invited individuals within the organization to participate anonymously in an online distribution through personal relations while process deferring. The researcher has access to the intranet and the employee name list, using personal connections to send invitations for participation in the survey through online channels, email, and social networks. On the other hand, for public institutions, since the researcher leveraged knowledge

of employees working together and existing email or social network, the invitation to participate in the questionnaire was sent to the contacted channel. The total questionnaire links were sent to approximately 400 neighbors, and only 42 responses were received, approximately a 10 percent response rate for online data collection.

Afterward, permission to visit in person was granted by both of the institutions to collect data, though authorization to use the network channel was not obtained. The researcher visited respondents door-to-door to explain the research purpose. The selection of participants for this method depended on their accessibility and willingness to engage during the visit. A QR code was provided to scan for survey access, and respondents could also choose to use a provided tablet or opt for a paper-printed questionnaire. Small tokens of appreciation were distributed after completing the survey. During the visits 166 out of 202 agreed to participate, which represents an 82 percent response rate from offline data collection. In total, 208 usable responses were collected and suitable for data analysis. The individual characteristics are summarized in Table 1.

Table 1: Descriptive statistics of the sample

Personal Characteristics	Number	Percentage
Organization type		
Private	69	33.2
Public	139	66.8
Gender		
Male	97	46.6
Female	111	53.4
Generation		
Boomer	50	24.0
Gen X	59	28.4
Gen Y	95	45.7
Gen Z	4	1.9
Education		
Doctorate	16	7.7
Master	98	47.1
Bachelor	94	45.2

Table 1: Descriptive statistics of the sample (Cont.)

Personal Characteristics	Number	Percentage
Year of Service		
0-5 Years	56	26.9
6-10 Years	35	16.8
More than 10 Years	117	56.2

B. Measures

Person-Organization Fit was assessed by using the scale developed by Piasentin & Chapman (2006). The scale consists of eight questions. Respondents rated all questions using a Likert scale with five points, rating from a minimum of 1 to a maximum of 5 (strongly disagree to strongly agree).

Person-Job Fit was assessed by using the scale developed by Cable and DeRue (2002). The scale consists of three questions. Respondents rated all questions using a Likert scale with five points, rating from a minimum of 1 to a maximum of 5 (strongly disagree to strongly agree).

Person-Group Fit was assessed by utilizing the categorization method and excluding specific questions within the similar categories scale developed by St J. Burch and Anderson (2004). The original scale, consisting of seventeen questions, they were classified into five groups, communication and information sharing, unity and team dynamics, connectivity and team interaction, team atmosphere, and team performance. Then choose the most suitable representative questions aligned with the research objectives. The final scale consists of five questions. Respondents rated all questions using a Likert scale with five points, rating from a minimum of 1 to a maximum of 5 (strongly disagree to strongly agree).

The Affective Commitment was assessed by using the scale developed by Kuvaas (2006). The scale consists of six questions. Respondents rated all questions using a Likert scale with five points, rating from a minimum of 1 to a maximum of 5 (strongly disagree to strongly agree).

C. Statistical Analysis

Correlation and regression analysis have been adopted to assess the strength and interaction relationships between variables. Particularly to analyze and interpret understanding of the connection between individual Affective Commitment and fits of job, team, and organization. The analysis was performed using descriptive analysis, Pearson Correlation Analysis, and Regression Analysis.

VI. RESULTS

A. Mean Value of the Factors Affecting Affective Commitment

The results of the analysis, as shown in Table 2, revealed the mean level and standard deviation of the person-organization fit, Person-Job Fit, Person-Group fit, and Affective Commitment.

The perceptions of individual traits and organizational elements, guided by the Person-Environment Fit theory, on employee commitment, with a specific focus on the education sector, were at a high level (\bar{x} more than 3.50).

When considering each of the Person-Environment Fit theory items, it was found that Person-Group Fit had the highest level ($\bar{x} = 3.95$), followed by Person-Job Fit ($\bar{x} = 3.88$) and Person-Organization Fit ($\bar{x} = 3.74$). The perception of Affective Commitment was also at a lower level ($\bar{x} = 3.65$) than all the Person-Environment Fit theory factors.

Table 2: Mean value of factors affecting affective commitment

Variables	\bar{X}	SD	Perception Level
Person-Organization Fit	3.74	.58	High level
Person-Job Fit	3.88	.86	High level
Person-Group fit	3.95	.61	High level
Affective Commitment	3.65	.64	High level

(n = 208)

B. The Regression Analysis of the Relationship between the Person-Environment Fits and the Affective Commitment

The results of Pearson Correlation Analysis, as shown in Table 3, indicate that only Person-Job Fit was not correlated with Affective Commitment.

Table 3: Pearson correlations

Variables	Affective Commitment	Person-Organization Fit	Person-Job Fit	Person-Group fit
Affective Commitment	1.000	-	-	-
Person-Organization Fit	.459**	1.000	-	-
Person-Job Fit	.132	.517**	1.000	-
Person-Group fit	.426**	.549**	.290**	1.000

** Correlation is significant at the 0.01; * Correlation is significant at the 0.05

Table 4: Multiple regression analysis between person-environment fits and the affective commitment

Factors of Person-Environment Fit	Affective Commitment			t	p
	b	S.E.b	β		
Constant	1.438	.288	-	4.984	.000**
Person-Organization Fit	.430	.089	.392	4.861	.000**
Person-Job Fit	-.106	.052	-.143	-2.028	.044*
Person-Group fit	.258	.074	.249	3.462	.000**

(n = 208) F= 24.152; P = 0.000; R = .514; R² = .264; AdjR² = .253

** Statistical significance at 0.01; * Statistical significance at 0.05

The rest of the variables were significantly correlated with each other with a statistical significance at the 0.01 level.

The results of the Multiple Regression Analysis, in Table 4, showed similar results as the Pearson Analysis. That is only Person -Job Fit has no relation or negative relation with Affective Commitment. The other two relationships showed significance at the 0.01 level. That is Person-Organization Fit and Person-Group Fit have a positive relation with Affective Commitment.

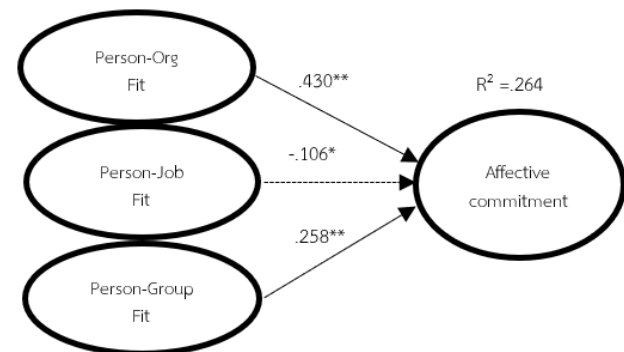
Specifically, the multiple correlation coefficient was 0.514 and was able to jointly predict successful performances in 26.4% of instances ($R^2 = .264$), with statistical significance at the 0.01 level, and with a standard error in forecasting equal to ± 0.548 . When considering the predictor regression coefficient, it was found that two predictors influenced Affective Commitment significantly at the 0.01 level. These predictors were Person-Organization Fit ($\text{Beta} = 0.430$, $p = 0.000$) and Person-Group Fit ($\text{Beta} = 0.258$, $p = 0.000$). However, Person-Organization Fit negatively influenced Affective Commitment significantly at the 0.05 level ($\text{Beta} = -0.106$, $p = 0.044$). When considering the R Square, which is 0.264, and the VIF values, which are between 1.365 and 1.781 indicating variables are moderately correlated and there is no significant multicollinearity that needs to be corrected (Daoud, 2017).

Thus, Hypothesis 1 was supported. Person-Organization Fit has a positive relation with Affective Commitment ($\text{Beta} = 0.430$, $p = 0.000$, $\text{VIF} = 1.781$).

Hypothesis 2 was not supported. Person-Job Fit does not have a positive relation with Affective Commitment. However, Person-Job Fit has a negative relation with Affective Commitment ($\text{Beta} = -0.106$, $p = 0.044$, $\text{VIF} = 1.365$).

Hypothesis 3 was supported (Model 3). Person-Group fit has a positive relation with Affective Commitment ($\text{Beta} = 0.442$, $p = 0.000$, $\text{VIF} = 1.424$).

The results of multiple regression analysis between person-environment fits and Affective Commitment are summarized in the conceptual model, as shown in Figure 2.



Notes: ** $< .01$, * $< .05$

Standardized beta coefficients are reported.

Dash lines represent non-significant results.

Figure 2: Results of multiple regression

VII. DISCUSSION AND CONCLUSION

A. General Discussion of the Results

The study investigated the factors influencing Affective Commitment in the education sector. The mean values and standard deviations for Person-Organization Fit, Person-Job Fit, Person-Group Fit, and Affective Commitment were analyzed. Person-Group Fit had the highest mean level, followed by Person-Job Fit and Person-Organization Fit. Affective Commitment had a slightly lower mean level. Pearson correlation analysis revealed significant correlations among all variables, except for Person-Job Fit. However, multiple regression analyses yielded different results. Person-Organization Fit and Person-Group fit positively influenced Affective Commitment, while Person-Job Fit did not. Person-Job Fit negatively influenced Affective Commitment. The overall model predicted Affective Commitment in 26.4% of instances. Control variables (organizational



type, gender, generation, and education level) showed no significant effects on the relationship between person-environment fits and Affective Commitment.

The results (Hypothesis 2) show that Person-Job Fit had a negative impact on Affective Commitment, which was inconsistent with existing research in this field. Research findings from various studies suggest a positive relationship between Person-Job Fit and Affective Commitment (Tsai and Tsao, 2017), rather than a negative correlation as the current results. Moreover, some studies highlight the mediating role of Person-Job Fit in enhancing Affective Commitment (e.g. Sheikh, Hassan & Sultana, 2022; Yulianti & Fitdiarini, 2022). Others emphasize the indirect impact of Person-Job Fit, through other variables such as job satisfaction and self-efficacy, ultimately leading to increased Affective Commitment (e.g. Dechkhram, 2022, Kim, Schuh, & Cai, 2020; Park & Hai, 2024; Peng & Mao, 2015; Yalabik, Rayton, & Rapti, 2017). Therefore, based on the available research, there is no evidence of a negative correlation between Person-Job Fit and Affective Commitment; instead, the literature suggests a positive or mediating relationship between these constructs.

Overall, the findings from the study align with several aspects of the literature review on human resource challenges in the education sector, Person-Environment Fit (PE fit), and Affective Commitment. For example, Choy and Yeung (2023) and Ju and Kamarudin (2023), found that PE fit influences various aspects such as turnover intention, employee engagement, positive affect, and affective commitment. The challenges in the education sector, include the scarcity of human resources due to declining populations and globalization factors. It emphasizes the need for comprehensive education, proper allocation and communication of general education, and addressing challenges such as outdated curricula and inadequate resources (Yonezawa, 2020). The study's focus on the education sector's

challenges in managing human resources, including issues faced by administrative staff, resonates with the empirical findings that highlight the importance of Person-Organization Fit, Person-Job Fit, and Person-Group Fit in influencing Affective Commitment among employees in the education sector.

Another important aspects of promoting a culture of lifelong learning and continuous education to address workforce challenges (Eisenbeiss, et al., 2008) align with the study's findings (Choy & Yeung, 2023; Ju & Kamarudin, 2023) which indicate that Person-Organization Fit and Person-Group Fit significantly influence Affective Commitment, supporting the idea that investing in employee training and development contributes to a skilled and committed workforce.

Furthermore, the concept of Person-Environment Fit (PE fit) theory, specifically focuses on Person-Organization Fit (PO fit), Person-Job Fit (PJ fit), and Person-Group Fit (PG fit) (Redelinghuys, 2023). The empirical study aligns with these concepts by investigating the relationship between these fits and Affective Commitment. The study's results support the positive relationships between Affective Commitment and Person-Organization Fit, Person-Job Fit, and Person-Group fit, in line with the literature's emphasis on the importance of these fits in organizational outcomes (Mellberg et al., 2023).

B. Recommendations for Future Research

Given that research on factors influencing Affective Commitment in the education sector, there is a potential for future research. First, investigating mediating and moderating variables, for instance, leadership style, organization climate, and retention period could lead to a better understanding of the correlation between person-environment fits and Affective Commitment. Next is to incorporate qualitative research methods, including an in-depth interview to enhance comprehension of individual preferences and experiences. Additionally,

longitudinal studies or a time series experiment could yield a better understanding evolving nature of these relationships. Further, additional control variables might contribute to a more nuanced examination of the factors influencing Affective Commitment. Researchers might consider person-supervisor fit as suggested by Alniaçik et al. (2013). Moreover, exploring the impact of external factors, such as global economic conditions is expecting additional dimension to the study. Finally, empirical evidence suggests a positive or mediating relationship between Person-Job Fit and Affective Commitment. The current results are inconsistent with existing research in this field. This needs to be investigated further in different contexts and measurements.

C. Limitations

The study has represented a strong point in exploring Affective Commitment in the education sector. However, there are certain limitations. First of all, a sample size and the selection process. Purposive sampling creates a potential influence to bias or underrepresentation, which not be able to represent the overall education segment. Moreover, from the R-square or adjusted R-square value, the model explains the dependent variable to a relatively low extent, approximately 25–26% (Table 4). This means more than 70% of Affective Commitment remains unexplained by this model. Thus, the model is inability to fully explain Affective Commitment. In addition, the focus of the study on the education sector may limit generalization to other industries. Further, the study has omitted variables and the impact of external factors on Affective Commitment. Addressing these weaknesses in future research would enhance the study's strength and applicability.

D. Managerial Implications

The study's findings provide valuable insights for management in the education sector to enhance employee commitment. Particularly, the most influential factor, indicated by the highest beta coefficient, is fostering Person-Organization Fit (PO Fit). To strengthen commitment, management should focus on aligning individual values with the organization's culture, emphasizing shared goals, and fostering a positive work climate to deepen emotional attachment.

Following closely in significance is the impact of Person-Group Fit (PG Fit) on Affective Commitment. Development of team dynamics by promoting compatibility among team members, encouraging effective communication, and fostering shared values within teams is essential for enhancing overall employee commitment.

Though Person-Job Fit (PJ Fit) did not show a statistically significant impact, it still warrants consideration. Management efforts can be directed towards refining job roles, providing skill development opportunities, and addressing any mismatches to positively influence commitment.

Regarding control variables like organizational type, gender, generation, and education level, the analysis suggests that they do not significantly affect the relationship between person-environment fits and Affective Commitment. Therefore, managerial focus may not need to be extensive in these areas when aiming to enhance commitment in the education sector.

In conclusion, a strategic emphasis on PO Fit and PG Fit is recommended for management, offering the most substantial impact on Affective Commitment among employees. By prioritizing these areas, educational institutions can create a workplace environment that fosters emotional attachment, commitment, and overall organizational success.

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