



## The Effect of Person-Job Fit and Job Embeddedness on a Teacher's Task Performance

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**Abstract:** The quality of an institution can be seen through the task performance of its employees. Task performance can be enhanced with various supportive aspects, including fulfilling work wants and needs, individual-job fit congruence, individual and job or institutional attachment, and formal and informal relationships with coworkers. This study aims to determine how the influence of person-job fit on a teacher's job embeddedness, the influence of person-job fit on a teacher's task performance, and the influence of job embeddedness on the task performance of public junior high school teachers in Bengkulu City. The method used in this research is descriptive quantitative. The data were then analyzed descriptively to answer the research questions. One hundred fourteen respondents from various public junior high schools in Bengkulu City were taken randomly. The data collection tool used is a questionnaire instrument. Results revealed a noteworthy positive correlation between person-job fit and job embeddedness ( $t=10.876$ ,  $p<0.05$ ), as well as a significant positive effect on the task performance of teachers ( $t=5.223$ ,  $p<0.05$ ). Conversely, job embeddedness did not significantly affect teacher task performance ( $t=0.027$ ,  $p>0.05$ ). This study underscores the importance of prioritizing institutional leaders prioritizing employee needs fulfilment, as it serves as a vital support mechanism for enhancing task performance.

**Abstrak:** Kualitas dari sebuah instansi dapat dilihat melalui kinerja tugas setiap karyawannya. Kinerja tugas dapat ditingkatkan dengan berbagai aspek pendukung, diantaranya yaitu: pemenuhan keinginan dan kebutuhan kerja, kecocokan individu dan pekerjaan, keterikatan individu dan pekerjaan atau instansi, hubungan formal dan informal dengan sesama rekan kerja. Penelitian ini bertujuan untuk mengetahui bagaimana pengaruh dari person-job fit terhadap job embeddedness seorang guru, pengaruh person-job fit terhadap kinerja tugas seorang guru, dan pengaruh job embeddedness terhadap kinerja tugas guru SMP Negeri di Kota Bengkulu. Metode yang dilakukan dalam penelitian ini adalah kuantitatif deskriptif. Data kemudian dianalisis secara deskriptif guna menjawab pertanyaan penelitian. 114 responden dari berbagai SMP Negeri yang ada di Kota Bengkulu yang diambil secara acak. Alat pengumpulan data yang digunakan yaitu instrument angket. Hasil penelitian menunjukkan bahwa variabel person-job fit berpengaruh secara positif dan signifikan terhadap job embeddedness dengan nilai  $t$  ( $10,876 > 1,96$ ), person-job juga berpengaruh secara positif dan signifikan terhadap kinerja tugas setiap guru dengan nilai  $t$  ( $5,223 > 1,196$ ). Sedangkan variabel job embeddedness tidak memiliki pengaruh yang signifikan terhadap kinerja tugas seorang guru dengan nilai  $t$  ( $0,027 < 1,96$ ). Implikasi dari penelitian ini memberikan inspirasi bagi para pemimpin instansi untuk mulai mempertimbangkan pemenuhan kebutuhan karyawan, sebagai penunjang peningkatan kinerja tugas.

## A. Introduction

Task performance is one of the crucial components of individual performance, with field experimental studies indicating that more challenging goals yield better performance than more manageable goals. Additionally, it has been found that shorter deadlines result in faster work rates compared to more extended deadlines (Locke et al., 1981). Task performance (TP) measures an individual's ability to complete specific tasks that align with their responsibilities in the work environment. Other research suggests that employees must adapt to job demands, especially when faced with new tasks, considering various task aspects and autonomy (Kim et al., 2020). Setting primary goals as a motivational mechanism to explain the direction, intensity (effort), and duration (persistence) of actions is considered effective in enhancing performance (Locke et al., 1981). However, challenges in the education context must be addressed, especially when many teachers leave the profession during the early years of teaching, which undoubtedly affects the institution's performance. This is due to high job demands, requiring employees to acquire new skills to perform their tasks effectively (Skelton et al., 2020).

Person-job fit is a crucial factor in research, focusing on aligning an employee's characteristics and job or tasks (Lee et al., 2021). In this study, we develop and test theories on how Person-job fit evolves and how these changes relate to attachment and employee work attitudes. Person-job fit describes the extent to which perceived changes in individual characteristics (abilities/needs) or job demands and supplies match the job, with changes perceived in DA (demand-ability), NS (need-supply), and person-job fit. NS fit indicates the extent to which an employee's desires can be met by what the job offers (Kim et al., 2020). Low supplies over time may be accompanied by lower needs, as lower needs and expectations provide employees with a way to cope with undesirable situations (Skelton et al., 2020). Individual-job fit (P-J fit) is the job specification process to identify an employee's ability to achieve institutional success and goals (Kaur & Kang, 2021). On the other hand (Skelton et al., 2020) stated that Person-job fit indirectly also helps improve retention and reduce institutional turnover costs, meaning that if all three are improved, job embeddedness will increase with reduced turnover rates.

High employee turnover costs can consume more than 100% of an employee's annual salary, lowering productivity and profits. Understanding the factors contributing to high turnover remains essential for organizational leaders from institutional and societal perspectives (Skelton et al., 2020). Researching the work environment can start in work-life domains, investigating person-job fit in six domains: rewards, control, workload, community, justice, and values (El-Gazar et al., 2022). The job embeddedness concept can predict employee performance if they work with a high level of job embeddedness. This proves that job embeddedness significantly impacts employee performance (Liu, 2018). Job embeddedness provides a retention-based structure for employees in their institutions, examining why employees remain in their jobs by considering institutional and community factors (Goliroshan et al., 2021). In their research, (El-Gazar et al., 2022) proposed that self-efficacy may be a precursor to the depth of individual job attachment.

However, (Greene et al., 2018) argued that job embeddedness does not always influence performance, depending on conditional conditions that may affect the employee's relationship with the institution. An employee may leave after adverse events, such as unexpected performance evaluations, missed promotions, and lower-than-expected salary increases.

Regular task performance assessments will enhance the quality and efficiency of completing tasks assigned to an employee. Therefore, changes in job and employee characteristics must be modelled to understand better the reality of individual reactions to person-job fit, job embeddedness, and their effects on task performance (Kim et al., 2020). With high teacher turnover rates and many leaving the profession, more than a quarter of newly graduated teachers still need to become teachers in schools due to low salaries and the teaching profession's poor image (Shibiti, 2019). Improving an employee's task performance will affect the organization's goal-achievement process. The possibility of a decline in task performance may be discovered, as some managers or institutional leaders may need help understanding how much employee job satisfaction and job attachment can predict turnover intentions (Skelton et al., 2020). This study focuses on the relationship between Person-Job fit, Job Embeddedness, and Task Performance among teachers in SMP Negeri schools in Bengkulu City. Teachers tend to stay in their institutions if they are recognized for their contributions to the school's social context, such as their relationships with students, colleagues, and administrators (Shibiti, 2019). Although there are limitations to the study, which only covers task performance in educational institutions in Bengkulu City, this study remains relevant.

Fulfilling desires and needs will enhance the abilities and skills possessed by employees, allowing them to perform assigned tasks efficiently (Tworek et al., 2023). Fulfilling desires and needs will enhance the abilities and skills possessed by employees, allowing them to perform assigned tasks efficiently (Bauer et al., 2019). Currently, institutions prefer high employee loyalty and work ethics. This research aims to understand how a teacher's performance relates to the relationship between individual job fit and job attachment. More specifically, unmet desires and needs are considered stressors that disrupt performance (Stankevičiūtė et al., 2021). With good formal and informal relationships, it will be easier for leaders to know the needs of their employees. Therefore, task performance assessments will become increasingly important. The efficiency and quality of employee task performance need to be analyzed to understand how to improve an employee's task performance, especially the causes of decreased effectiveness. This research plays a crucial role in understanding task performance, particularly in the context of SMP Negeri teachers in Bengkulu City. This study explores the relationship between Person-Job fit, Job Embeddedness, and Task Performance. Compared to previous research, our approach stands out in several aspects. Random sampling methods differ from earlier approaches, which may have focused more on executive or managerial samples.

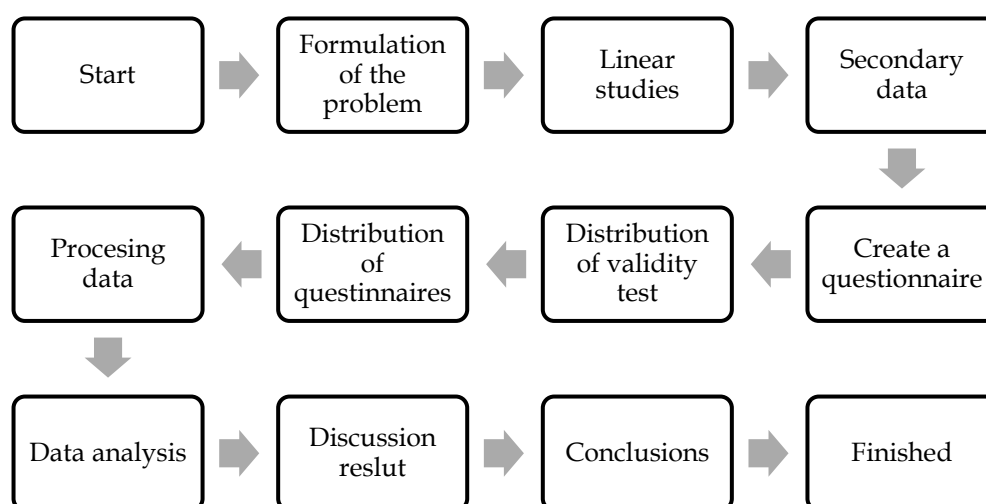
In the context of individual performance in the workplace, task performance plays a crucial role. Several field experimental studies have indicated that more challenging

goals perform better than more manageable goals. Additionally, (Locke et al., 1981) found that shorter deadlines can lead to faster work rates than more extended deadlines. Within this framework, measuring task performance is critical for evaluating an individual's ability to complete tasks that align with their responsibilities in the workplace. However, achieving optimal performance must be addressed, especially in education. The high teacher turnover rate in the early years of teaching has severe implications for the performance of educational institutions. This is due to high job demands, which require educators to continually enhance their skills to adapt to new tasks (Skelton et al., 2020). Therefore, a deep understanding of the factors influencing individual performance is essential in improving work effectiveness and efficiency, particularly in the educational context of Bengkulu City.

In this study, we evaluate social interactions on a small group scale, adding to our understanding of how the work environment affects performance. Additionally, we expand the research focus to include teachers from various schools, not just one specific institution. High employee turnover, especially among new teachers, highlights the urgency of improving employee performance and retention in institutions. This study provides valuable insights for organizational leaders, from an institutional and societal perspective, on understanding the factors influencing employee performance and retention. Through this research, we can significantly contribute to understanding the factors influencing employee performance and retention, especially in the context of education in Bengkulu City. This research is conducted to deepen the understanding of task performance, especially in the context of SMP Negeri teachers in Bengkulu City, by exploring the relationship between Person-Job fit, Job Embeddedness, and Task Performance. Specifically, this research uses random sampling methods to collect employee data, measures social interactions on a small group scale, and expands the research focus to include teachers from multiple schools.

## **B. Method**

The stages in this research require several processes to generate thoughts and writing. Here is an overview of the process and stages of writing in the study:



**Figure 1.** Research Flow

This research employs a causal model to test the proposed hypotheses regarding relationships or influences. Two methods of analysis are utilized: first, descriptive analysis is conducted using SPSS (Version 23), which incorporates the correlation of all variables under study. This is followed by simple regression analysis to examine the direct relationships between each variable, followed by SEM analysis to identify the dimensions of a construct. The SEM analysis process utilizes SmartPLS 4 statistical software, which can test formative and reflective SEM models with different measurement scale indicators within a single model. The scale formats (e.g., definite ratio, Likert scale, etc.) can be tested within a single model. The analysis is carried out in nine stages, starting with creating a new project, importing data files in CSV format, then initiating the construction of the Research Model in the Drawing Area, Validity Testing, Reliability Testing, Multiple Regression Testing, Intervening Testing, and Moderating Testing (Bloom & Reenen, 2010).

Task performance variables are measured to interpret the level of teachers' task performance during teaching, employing 6 statement items adopted from the research (Pradhan & Jena, 2017). Each statement item utilizes a Likert scale, with scores ranging from 1 = strongly disagree to 5 = strongly agree. Some items also employ reverse scoring, where a score of 1 is given for a strongly disagree response, up to a score of 5 for a strongly agree response. In this study, person-job fit and job embeddedness are independent variables influencing the task performance of State Junior High School teachers in Bengkulu City. The person-job fit variable is measured using a questionnaire developed by (Azizah & Setyawati, 2021). Respondents are asked to respond to 6 statement items to describe their perception of how well they fit with their current job or position in the school. Among the questionnaire items is "the match between the subject I teach and my educational background." This person-job fit variable is then measured by six valid statement items with outer loadings ranging from 0.722 to 0.893, indicating the validity of the measurement of person-job fit.

Similarly, the job embeddedness variable is measured using a questionnaire developed by (Karatepe, 2013). Respondents are asked to respond to 7 statement items to describe how they feel connected or attached to their job and social environment in the school. Among the questionnaire items is "I feel comfortable with this school, and it would be difficult for me to leave it." This job embeddedness variable is then measured by five valid statements with outer loadings ranging from 0.720 to 0.852, indicating that the measurement is valid and reflects job embeddedness.

In this study, we also define statistical hypotheses and research hypotheses to be tested in addition to measuring task performance variables. The statistical hypotheses (Ho) proposed for the person-job fit and job embeddedness variables are that there is no relationship between them, formulated as  $H_0: \beta = 0$ . Conversely, our research hypothesis (H1) is that there is a relationship between person-job fit and job embeddedness, formulated as  $H_1: \beta \neq 0$ . We also state statistical and research hypotheses for the person-job fit and task performance variables, job embeddedness and task performance variables. The results of these tests will help understand the extent to which independent variables (person-job fit and job embeddedness) influence the dependent variable (task performance) in the context of State Junior High School teachers in Bengkulu City.

This study collected data from State Junior High School teachers in Bengkulu City using online and offline surveys. Data collection was conducted from October to November 2023 with 120 teachers. Out of the 120 questionnaires distributed, only 114 teachers completed the questionnaire, resulting in a response rate of 95%. The sample consisted of 77 female teachers (67%) and 38 male teachers (33%), representing the percentage for the occupational group. Most respondents were over 40 years old, accounting for 44%, with 10% aged 36 to 40 years, 34% aged 25 to 35 years, and the remainder, 10%, aged less than 25 years. Eleven per cent of respondents had more than 30 years of work experience, 13% had 21 to 30 years of work experience, 28% had 11 to 20 years of work experience, and the remaining 5% had less than one year of work experience. The majority of respondents, 74%, had a bachelor's degree (S1), 23% had a master's degree (S2), and 1% of respondents had a diploma degree (DI).

## C. Result and Discussion

### Result

Table 1 provides a descriptive statistics overview for all research variables, including mean, standard deviation, and correlations. Preliminary analysis was conducted to ensure no assumption violations were identified for all variables under investigation before running correlation and model analysis. Pearson correlation was used to test the relationship between different variables, namely gender, age, length of employment, person-job fit, job embeddedness, and task performance.

**Table 1.** Descriptive Statistics

	M	SD	1	2	3	4	5
Gender	0,33	0,473					
Age	39,05	9,405	-0,264**				
Tenure	12,02	9,411	-0,204**	0,900**			
PJF	14,26	4,810	-0,012	-0,048	0,110		
JE	11,68	3,115	-0,012	0,036	0,048	0,638**	
TP	21,21	3,952	-0,020	-0,048	-0,048	-0,541	-0,353**

Source: Data processing results with SPSS23

**Notes:** Combined scores for each variable were calculated by averaging their respective scores; gender was coded as a binary variable (1 for male and 0 for female); SD = Standard Deviation; \*\* $\rho > 0.01$

This study utilized indicators derived from questionnaire distribution. Confirmatory Factor Analysis (CFA) was employed to test the instruments' validity. Instruments with high validity are considered valid. In this testing model, each question item must have a loading factor greater than 0.40 (Bloom & Reenen, 2010). One aspect to consider in CFA is that the output of the rotated matrix must be thoroughly extracted. Failure to do so may require retesting the validity using factor analysis only by removing items with double values. If items are used as indicators of research variable data, consistency must be tested through reliability testing. Ensure that the data used can be trusted or meet the reliability required for further analysis. By using Cronbach Alpha values, the reliability of items in the questionnaire can be evaluated.

**Table 2.** Validity Test and Reliability Test

No.	Variable	Composite Reliability	Cronbach's Alpha	AVE
1.	PJF	0,924	0,901	0,671
2.	JE	0,882	0,833	0,601
3.	TP	0,947	0,933	0,750

Source: Output SmartPLS 4, 2023

Each variable was tested only once on the respondent group, with the research instrument considered reliable if its coefficient alpha ( $\alpha$ ) exceeded 0.60. The research findings indicate that each statement item in the study is deemed valid due to their strong correlations, with loading factors exceeding 0.40, consistent with previous studies conducted by (Bloom and Reenen, 2010). Data analysis has revealed that these items effectively represent the measured constructs and are dependable for further analysis. Furthermore, Table 3 illustrates that each statement item in the study is considered valid as it exhibits significant correlations with the measured constructs. This suggests that the instruments used have been able to measure the variables under study effectively, as observed from Cronbach Alpha values and composite reliability exceeding 0.60, as well as Average Variance Extracted (AVE) values exceeding 0.50. Thus, it can be concluded that the methodology employed in this research is reliable for collecting data effectively and

providing an accurate depiction of the phenomena occurring among teachers in State Junior High Schools in Bengkulu City. This demonstrates that the instruments utilized in this research possess adequate validity and reliability, enabling the findings to contribute to our understanding of the factors influencing teacher performance in educational environments.

**Table 3.** Path Coefficients Direct Effect

Direct Effect	O	Mean	STDEV	T Values	P Values
Person-job fit -> Job embeddedness	0,648	0,656	0,060	10,876	0,000
Person-job fit -> Job embeddedness	-0,561	-0,563	0,107	5,223	0,000
Job embeddedness -> Task performance	0,003	-0,003	0,123	0,027	0,979

Source: Ouput SmartPLS 4, 2023

Based on the research results in Table 3, three hypotheses were tested in this study. First, testing the relationship between the variables of person-job fit and job embeddedness, with a t-value of 10.876, exceeding the critical value of 1.96, and a p-value of 0.000, smaller than the significance level  $\alpha = 0.05$ . This indicates a positive and significant relationship between the variables of person-job fit and job embeddedness, so the first hypothesis (H1) can be accepted. The statistical hypothesis can be formulated as  $H_0: \beta = 0$  and  $H_1: \beta \neq 0$ . Second, the testing results of the second hypothesis indicate that the variable of person-job fit has a positive and significant effect on the task performance of SMP Negeri teachers in Bengkulu City. The t-value obtained is 5.223, exceeding the critical value of 1.196, and the p-value is 0.000, which is smaller than the significance level  $\alpha = 0.05$ . Therefore, the second hypothesis (H1) can also be accepted. The statistical hypothesis for the second hypothesis is  $H_0: \beta = 0$  and  $H_1: \beta \neq 0$ . However, for the third hypothesis testing the relationship between job embeddedness and task performance, the research results show that the t-value is 0.027, smaller than the critical value of 1.96, and the p-value is 0.979, which is larger than the significance level  $\alpha = 0.05$ . This indicates no significant relationship between job embeddedness and task performance. Therefore, the third hypothesis ( $H_0$ ) cannot be accepted. The statistical hypothesis for this is  $H_0: \beta = 0$  and  $H_1: \beta \neq 0$ .

## Discussion

According to the results reported in this study, individual-job fit enhances task performance and increases the attachment between individuals and their jobs. This includes job satisfaction to prevent job turnover and increase employee retention, age, social communication, and peer group (Goliroshan et al., 2021). The depth of job-related relationships can prevent individuals from leaving their jobs, representing the number of valuable resources provided by institutions by acting as job-related factors that mitigate the adverse effects of job uncertainty on performance (Qian et al., 2019). This study also shows that person-job fit indirectly helps improve teacher retention and reduce turnover

rates or job changes. This means that if the match between individuals and jobs is improved, job embeddedness will also increase, resulting in reduced or even decreased turnover rates. Moreover, enhancing individual job fit can lead to a more positive organizational climate, as employees feel a stronger sense of belonging and commitment to their roles. This fosters a supportive work environment where employees are more likely to collaborate and contribute positively to organizational goals.

Additionally, by understanding the factors contributing to individual job fit, organizations can tailor their recruitment and selection processes to identify candidates likely to thrive in specific roles. This targeted approach can lead to better employee-job matches and improve organizational effectiveness. Furthermore, promoting individual job fit can benefit organizations financially, as lower turnover rates reduce the costs associated with recruiting, hiring, and training new employees. By investing in strategies to enhance individual job fit, organizations can create a win-win situation where employees are more satisfied and engaged, leading to improved performance and retention rates.

These results indicate that teachers who feel fit with their jobs demonstrate comfort and enthusiasm for their institutions and have a high level of job attachment. Moreover, a positive relationship exists between person-job fit and task performance (Amarneh et al., 2021). This is supported by the availability of job resources, such as salary, additional facilities, allowances, and good working conditions, which will fulfil the physiological and psychological needs as well as the preferences of teachers (Saufi et al., 2020). Generally, the operationalization of person-job fit is divided into two dimensions: need-supply and demand-ability. Each dimension, respectively, refers to the alignment between the needs, desires, and preferences of individuals with the environmental supply provided by the job and the alignment between the individual's KSAOs (Knowledge, Skills, Abilities, and Attitudes) with the requirements of the job (Sylva et al., 2019). Individual behaviour that shares job-related skills can meet their job competency needs (Lee et al., 2021). However, on the other hand, supervisor assessments also influence person-job fit, ensuring that trust is created by creating certainty that employees will perform their tasks optimally (Tworek et al., 2023).

However, supervisor assessments also influence person-job fit, ensuring trust is created by creating certainty that employees will perform their tasks optimally (Kwon & Kang, 2019). With the attachment forming individuals into a psychological field and influencing decision-making, they choose to stay, while individuals with low job embeddedness tend to turn over. Employees like that have poor teaching process performance (Karatepe, 2013). Such a fit creates a good impression on them, and they do not leave the organization. Attachment combines various environmental, psychological, and social strengths and binds individuals into a psychological field to influence individual decision-making. However, in this study, job embeddedness does not positively affect performance, especially a teacher's task performance. This is supported by (Greene et al., 2018), stating that job embeddedness does not always influence performance but depends on conditional conditions that can affect the individual's relationship with the

institution. Various things can cause job turnover, which comes from internal and external factors of the individual himself or internal and external factors of the institution.

An individual may leave a job after adverse events, such as unexpected performance evaluations, missed promotions, and lower-than-expected salary increases. This means that the high or low level of job attachment between teachers and institutions or schools does not affect the teachers' performance. Especially for civil servant teachers, even though they do not have a solid attachment to their institution or school, they still have a task and work contract attachment to an institution or school. Moreover, job embeddedness encompasses not only the individual's attachment to the job but also their attachment to the community and organization where they work. This broader perspective acknowledges that job retention is influenced not only by job-related factors but also by social and relational aspects of the workplace environment. For example, strong bonds with colleagues, a supportive work culture, and opportunities for professional growth can all contribute to an employee's sense of embeddedness in their job and organization.

Furthermore, the impact of job embeddedness on employee retention extends beyond the individual level to encompass organizational outcomes as well. Research suggests that organizations with higher levels of job embeddedness among their employees tend to experience lower turnover rates and more excellent stability in their workforce. This stability can lead to increased productivity, continuity in operations, and improved overall performance for the organization. Additionally, understanding the factors contributing to job embeddedness can inform organizational talent management and retention strategies. By identifying the key drivers of embeddedness, such as social connections, organizational support, and opportunities for advancement, organizations can develop targeted initiatives to enhance employee engagement and commitment. For example, fostering a sense of community through team-building activities, providing mentorship opportunities, and offering clear pathways for career development can all contribute to greater job embeddedness among employees. Moreover, organizations can leverage the concept of job embeddedness to design more effective recruitment and selection processes. By assessing candidates based on their qualifications and skills and their fit with the organizational culture and community, organizations can identify individuals who are more likely to become deeply embedded in their roles. This approach can lead to higher employee satisfaction, reduced turnover, and a more robust organizational culture. Furthermore, recognizing the role of job embeddedness in employee retention highlights the importance of ongoing efforts to cultivate a positive work environment and organizational culture. Organizations can create a workplace where employees feel valued, engaged, and committed to their roles by prioritizing initiatives that foster meaningful connections, provide growth opportunities, and support employee well-being. In doing so, they can enhance job embeddedness and reap the benefits of a more stable and productive workforce.

Furthermore, the work environment encompasses physical and intangible factors such as interpersonal relationships and organizational norms. These elements are crucial

in shaping teachers' daily experiences and can significantly impact their performance. For instance, a positive and inclusive workplace culture fosters a sense of belonging and encourages open communication, promoting teacher engagement and job satisfaction. On the other hand, a toxic work environment characterized by conflicts, micromanagement, or lack of support can lead to stress and burnout among teachers, ultimately affecting their effectiveness in the classroom. Moreover, the alignment between organizational policies and teacher expectations also plays a vital role in determining teacher performance. Teachers are more likely to feel valued and motivated to excel in their roles when policies are perceived as fair, transparent, and supportive of professional growth. Conversely, discrepancies between stated policies and actual practices can erode trust and undermine teacher morale, leading to disengagement and decreased performance.

Additionally, the availability of resources and support services within the educational institution can significantly influence teacher performance. Adequate access to teaching materials, technology, professional development opportunities, and administrative support can enhance teachers' effectiveness and job satisfaction. Conversely, resource shortages or inadequate support may impede teachers' ability to meet student needs and fulfil their professional responsibilities. Furthermore, the broader societal context and economic conditions can indirectly impact teacher performance. Economic factors such as salary levels, job security, and access to affordable housing can influence teachers' stress levels and job satisfaction.

Similarly, social factors such as community support, parental involvement, and public perception of education can shape the overall climate in which teachers work, affecting their motivation and morale. In conclusion, a comprehensive understanding of the multifaceted influences on teacher performance requires considering individual, interpersonal, organizational, and societal factors. By examining the interplay between these elements, researchers and educational stakeholders can develop targeted interventions to support teachers and enhance their effectiveness in the classroom.

#### **D. Conclusion**

The research results show a significant relationship between individual-job mismatch and job-person attachment with a decrease in task performance. The first hypothesis, which states a positive relationship between the person-job fit variable and job embeddedness, is supported by the data, with statistically significant t-values. Similarly, the second hypothesis linking the person-job fit variable with the task performance of teachers is also substantial, indicating a positive impact between individuals' alignment with their job tasks and their performance in carrying out educational tasks. However, the third hypothesis, which connects the job embeddedness variable with task performance, needs more empirical support. Therefore, the conclusion of this research is that the alignment of individuals with their jobs and the attachment between individuals and their jobs significantly impact the performance of teachers at State Junior High Schools in Bengkulu City.

The implications of the findings from this research are highly significant in the context of human resource management in educational institutions. With a deeper understanding of the importance of individual job fit and individual job attachment, academic institutions can take more appropriate steps to improve teaching staff performance. Using locally validated instruments can also assist other institutions in measuring their teachers' performance more accurately and reliably. Additionally, the implications of these findings can enrich the literature on human resource management and provide valuable contributions to our understanding of the factors influencing teacher performance in educational environments.

For future research, there are several recommendations to consider. First, broader research is needed to confirm the generalizability of these findings in a wider context. Replication studies with larger samples are also recommended to strengthen the generalizability of the research results. Moreover, testing the validity of research instruments using more diverse methods is necessary to enhance the reliability of the research findings. Finally, further research is also suggested to conduct a generalizability test of the proposed model, thereby validating the applicability of the model in different and broader contexts. Thus, future research can provide more profound and more comprehensive insights into the strategies that educational institutions can use to improve the performance of their teaching staff and achieve better educational goals overall.

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