

**THE EFFECT OF PERSON-ORGANIZATION FIT ON INTENTION TO STAY WITH ACHIEVEMENT MOTIVATION AND JOB SATISFACTION AS MEDIATING VARIABLES (CASE STUDY OF PRIVATE JUNIOR HIGH SCHOOLS IN PEKANBARU)****\*Sri Familawaty, Budiyanto and Agustedi**

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**Abstract**

This study adopts Person-Environment (P-E) Fit theory as a theoretical perspective to empirically investigate the mediating role of achievement motivation and job satisfaction in affecting Teacher Person-Organization (P-O) Fit on intention to stay. The sample consists of 128 teachers from private junior high schools in Pekanbaru. The data were analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM). This study proposes achievement motivation and job satisfaction as strategies to improve junior high school teacher performance. The findings reveal that Person-Organization Fit directly affects teachers' intention to stay. However, achievement motivation does not mediate the effect of P-O Fit on intention to stay. Conversely, job satisfaction does mediate the effect of P-O Fit on intention to stay. These findings indicate that P-O Fit job satisfaction strengthens Person-Environment (P-E) Fit theory in relation to reconfiguring internal human resource competencies to respond to environmental, organizational-person changes quickly.

**Keywords:** Person-Environment (P-E) Fit theory, Person-Organization (P-O) Fit, Achievement motivation, Job satisfaction, Intention to stay.

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**INTRODUCTION**

According to information provided by the Head of the Pekanbaru Education Office in August 2024, fluctuations in the number of private junior high school teachers were attributed to several factors, including dismissal by the principal, teacher-initiated transfers, and the expiration of their tenure or passing the selection to become government employees under a work agreement (PPPK). The decrease in the number of teachers remaining in private junior high schools in Pekanbaru, as reported by school principals or foundation leaders, was largely due to financial difficulties faced by schools particularly following the economic impact of the COVID-19 pandemic or efforts to improve operational efficiency. Additionally, the reasons given for why teachers chose to leave their positions at private junior high schools included: 1) rigid leadership styles from principals or foundation leaders, who exerted excessive pressure on teachers, especially in meeting learning objectives that exceeded set targets, 2) compensation that did not match the workload, coupled with more competitive salary offers from other schools, and 3) other burdensome requirements, such as withholding original diplomas and restricting teachers from conducting private tutoring sessions outside school hours. Furthermore, preliminary research involving data from 30 private junior high school teachers in Pekanbaru revealed that, despite these challenges, some teachers still demonstrated a strong intention to stay. For instance, teachers continued to stay despite declining welfare, financial difficulties faced by the school, or other unfavorable conditions. The reasons cited for staying included: 1) loving their job as a teacher (teacher as a mandate), with 20 respondents (66.67%), 2) have been teaching at the school in question for a long time, with 17

respondents (56.76%), and becoming a teacher to meet/suffice family needs, with 16 respondents (53.33%). Based on a review of previous theories, studies, and field phenomena related to school supervisor performance, it was determined that the performance of school supervisors can be addressed using the Person-Environment (P-E) Fit theory (Jansen & Brown, 2006). Jansen and Brown suggest that P-E Fit theory reflects an organization's ability to create a work environment that aligns with the needs, comfort, and expectations of teachers essentially, the alignment between organizational values and employee preferences. Several studies have found that Person-Organization (P-O) Fit has an effect on intention to stay including those by Apriyanti and Pusparini (2022), Kakar *et al.* (2022), Radite (2019), Silva and Preira (2023), Leng and Chin (2016), Gul *et al.* (2018), and Chew and Chan (2014). To date, no research has indicated that P-O fit does not affect the intention to stay. However, there are differing views on the mediating factors that affect this relationship, as indicated by studies from Johari *et al.* (2019), Silva and Preira (2023), and Sitanggang and Azzuhri (2023). Given these inconsistencies in the findings on the effect of P-O Fit on intention to stay, this study proposes the inclusion of achievement motivation and job satisfaction as mediating variables. The hypothesis is that when P-O Fit is in accordance with achievement motivation and job satisfaction, it logically increases the intention of private junior high school teachers in Pekanbaru to stay (remain in their positions).

**LITERATURE REVIEW****The effect of person organization fit on intention to stay**

In general, Person-Organization (P-O) Fit is a match between employees and organizations, which occurs when both parties meet each other's needs or share fundamental characteristics. Kristof-Brown *et al.* (2005) identify P-O Fit as a critical factor

in reducing turnover rates. When there is a mismatch between employees and their jobs (roles), individuals may attempt to improve their abilities, shift jobs within the organization, or change positions. However, when there is a mismatch between employees and the organization (P-O Fit), employees are more likely to leave the organization. Based on previous research, it can be concluded that P-O Fit significantly affects employees' intention to stay (ITS) within their organization; this finding is supported by studies conducted by Apriyanti and Pusparini (2022), Kakar *et al.* (2022), Radite (2019), Silva and Preira (2023), Leng and Chin (2016), Gul *et al.* (2018), and Chew and Chan (2014). Therefore, the match (alignment) between workers/employees (P-O Fit) and their organization is an important factor for employees to continue working and staying in the organization. Conversely, a decrease in P-O Fit may prompt employees to seek alternative opportunities or consider leaving their jobs or organizations. Based on these statements and research findings, the following hypothesis is proposed:

H1: There is an Effect of Person-Organization Fit on the intention to stay of private junior high school teachers in Pekanbaru.

#### **The role of achievement motivation as a mediator that affects person-organization fit on intention to stay**

The concept of achievement motivation refers to an individual's drive for success, reflecting their efforts to compete, fulfill personal goals, and realize their potential. Several factors can foster employee motivation, including opportunities for promotion, recognition of work achievements, material and non-material rewards, and acknowledgment of expertise. Additionally, the sense of responsibility workers feel toward their duties, and their view of themselves as partners in the company, can also improve motivation. According to Cole and Balcetiş (2021), motivation fundamentally concerns the energy that drives individuals to work with a particular method and level of determination. While the precise definition of motivation may vary, a widely accepted view, aligned with the cognitive approach, describes motivation as a process where activities are directed by internal and external forces towards growth and development. Achievement, in this context, is associated with task-oriented behaviors that allow individual capabilities to be assessed against established standards and criteria.

Chang *et al.* (2003) found that achievement motivation is related to job satisfaction and, in turn, job satisfaction affects employees' intention to stay (ITS) in an organization. Specifically, auditors in large Consultant in Public Accounting (CPA) firms in Taiwan who demonstrated higher levels of achievement motivation also experienced greater job satisfaction, which led to a stronger intention to stay with their companies. Similarly, Gamage and Herath (2022) found that employees' satisfaction with their salary contributed to their desire to remain employed in Sri Lankan IT companies. To date, no research has identified achievement motivation as a mediating variable between Person-Organization Fit (P-O Fit) and intention to stay (ITS). In theory, when there is a match between the individual and the organization (P-O Fit), achievement motivation provides employees with the opportunity and incentive to maximize their potential, thereby reducing their likelihood of leaving the organization. McClelland and Atkinson's (2001) classic study on

achievement motivation primarily focused on individual success and performance. Building on this, Lee and Liu (2009) drew several conclusions from their study: (1) Achievement motivation significantly affects psychological contracts, which in turn affect job attitudes, and (2) achievement motivation directly affects job attitudes, including job satisfaction. High levels of job satisfaction, they argue, reduce employees' intentions to leave the organization. The current study aims to address this gap by exploring the mediating role of achievement motivation in the relationship between P-O Fit and ITS, particularly in the context of education. The researchers propose that achievement motivation serves as a key mediator that increases the positive effect of P-O Fit on intention to stay. Based on these insights, the following hypothesis is proposed:

H2: Achievement Motivation Mediates the Effect of Person-Organization Fit on the Intention to Stay of Private Junior High School Teachers in Pekanbaru.

#### **The role of job satisfaction as a mediator that affects person-organization fit on intention to stay**

Employee job satisfaction is essentially determined by the gap between what is expected and what is actually experienced or received in the workplace. Job satisfaction can also be described as the degree of pleasure or displeasure an employee feels about their work, either by assessing it as a whole or by examining specific aspects of their working conditions within the organization. Gibson (2001) posits that satisfaction is one of the key criteria for organizational effectiveness and serves as a measure of an organization's success in meeting employee needs. When employee needs are not adequately addressed, job dissatisfaction may arise, which can lead to increased turnover. A low level of intention to stay (ITS) among employees can result in higher costs associated with replacing those who leave. These costs can ultimately impair the organization's ability to function efficiently and achieve its goals. Moreover, a low ITS rate can disrupt company operations, as frequent employee turnover requires time for new hires to adapt. This time gap in onboarding and integration can delay the organization's ability to meet its output targets, undermining overall effectiveness.

Several studies have indicated that job satisfaction affects intention to stay (ITS), as reported by Amiroh and Asteria (2023), Listyani and Suryawirawan (2023), Fasih *et al.* (2023), Santoso and Yuliantika (2022), and Saraswati *et al.* (2023). However, other studies have also indicated that job satisfaction does not affect ITS, as noted by Romadhona *et al.* (2020) and Listyani and Suryawirawan (2023). Regarding the mediating role of job satisfaction on ITS, Johari *et al.* (2019) concluded that work ability serves as a mediator between job satisfaction and ITS. Conversely, Sitanggang and Azzuhri (2023) concluded that job satisfaction does not serve as a mediator between organizational commitment and ITS. Meanwhile, Romadhona *et al.* (2020) and Azzuhairi *et al.* (2022) suggested that organizational commitment mediates the effect of job satisfaction on ITS. Based on varying findings and perspectives, the following hypothesis is proposed:

H3: Job satisfaction mediates the effect of Person-Organization Fit on the Intention to Stay of Private Junior High School Teachers in Pekanbaru.

In the following, the researchers present the conceptual framework for this study:

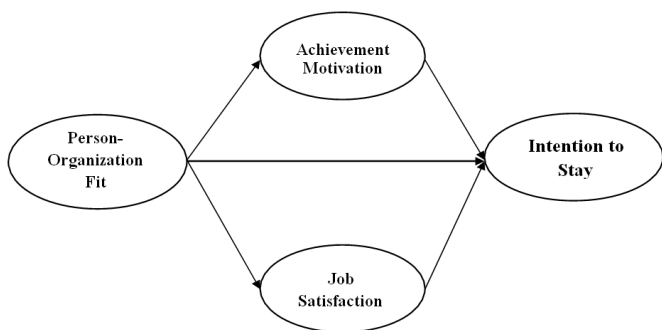


Figure 1. Conceptual Framework

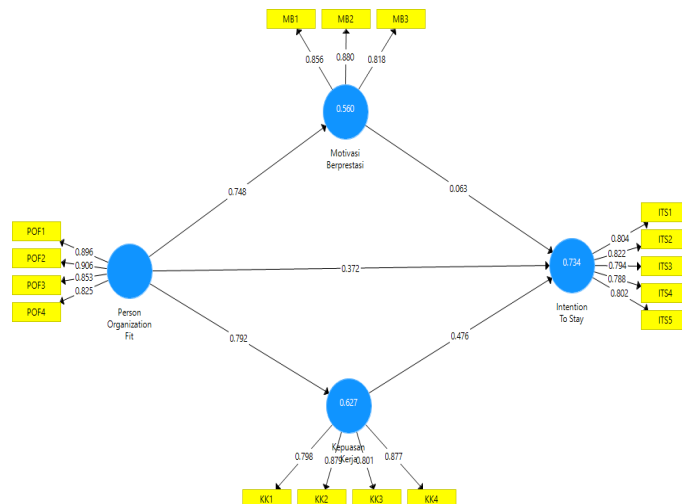
**METHODS**

To test the model, researchers took private junior high school teachers in Pekanbaru as samples. This study recognizes the role of achievement motivation and job satisfaction in increasing intention to stay. The rationale for selecting private junior high school teachers as samples is due to the dual demands they face not only managing the teaching and learning process but also handling significant administrative responsibilities. A random sample of 128 private junior high school teachers was selected. Data were collected through a survey using a questionnaire instrument. The data were then analyzed using structural equation modeling (SEM) with SMARTPLS 3.0 to test the hypotheses. In this study, the measurement of intention to stay was based on the indicators developed by Lum *et al.* (1998), which consist of five factors: (1) the intention to stay (remain), (2) not seeking other job opportunities, (3) the desire to stay, (4) staying in the short term, and (5) staying even when better opportunities arise. The measurement of Person-Organization Fit (P-O Fit) followed the indicators from Sekiguchi (2004), which include: value alignment, goal congruence, fulfillment of teacher needs, and personality-culture fit. The measurement of achievement motivation followed the indicators from McClelland (1987) which include: (1) need for achievement, (2) need for power, and (3) need for affiliation. The measurement of job satisfaction followed the indicators from Spector (1997), which include: satisfaction with (1) the work itself, (2) career development, (3) coworker cooperation, and (4) supervision.

**RESULTS AND DISCUSSION**

The study involved 128 private junior high school teachers in Pekanbaru. The majority of respondents (86.90%) held an undergraduate degree (S1), and 57.00% had a work tenure of 0–10 years. Most respondents were aged 31–40 years (49.20%), with the majority being female (69.20%). Respondents' overall responses to the intention to stay variable were categorized as high. The highest achievement indicator was "staying even when better opportunities arise," while the lowest was "staying in the short term." Additionally, respondents' overall responses to the Person-Organization Fit variable were also categorized as high. The highest achievement indicator was "goal congruence," while the lowest was "personality-culture fit." In terms of the achievement motivation variable, respondents' overall responses were similarly high. The highest achievement indicator was the "need for achievement," while the lowest was the "need for

power." Finally, for the job satisfaction variable, respondents' overall responses were also high. The highest achievement indicator was "satisfaction with the work itself," while the lowest was "career development." The following is the research path model:



Source: SmartPLS 3.0

Figure 2. Research Path Model

**Measurement Model Analysis (Outer Model)**

**Convergent Validity Test**

The results of the convergent validity test of the data in this study are presented in the following Table 1:

Table 1. Loading Factor

Variables	Indicator	Factor Loading
Intention to Stay (ITS)	ITS 1-The intention to stay (remain)	0.804
	ITS 2-Not seeking other job opportunities	0.822
	ITS 3-The desire to stay	0.794
	ITS 4-Staying in the short term	0.788
	ITS 5-Staying even when better opportunities arise	0.802
Person-Organization Fit (POF)	POF 1-Value alignment	0.896
	POF 2-Goal congruence	0.906
	POF 3-Fulfillment of teacher needs	0.853
	POF 4-Personality-culture fit	0.825
Achievement Motivation (MB)	MB 1-Need for achievement	0.856
	MB 2-Need for affiliation	0.880
	MB 3-Need for power	0.818
Job satisfaction (KK)	KK 1-The work itself	0.798
	KK 2-Career development	0.879
	KK 3-Coworker cooperation	0.801
	KK 4-Supervision/monitoring	0.877

Source: SmartPLS 3.0

Based on the results of the convergent validity test in Table 1, if the factor loading value is <0.5, it must be removed from the model then the factor loading value must be re-estimated. By removing several factor loadings of <0.5, all indicators are used to continue the analysis to the next stage. The convergent validity is met if all factor loadings are >0.5. Because all factor loadings in this study are >0.5, meaning that all indicators are valid to form a variable construct.

**Discriminant Validity Test**

The results of the discriminant validity test of the data in this study are presented in the following Table 2:

**Table 2. Cross Loading Values**

Indicator	ITS	POF	MB	KK
ITS 1-The intention to stay (remain)	0.804	0.651	0.570	0.608
ITS 2-Not seeking other job opportunities	0.822	0.624	0.510	0.611
ITS 3-The desire to stay	0.794	0.549	0.557	0.566
ITS 4-Staying in the short term	0.788	0.694	0.727	0.860
ITS 5-Staying even when better opportunities arise	0.802	0.652	0.510	0.587
POF 1-Value alignment	0.709	0.896	0.699	0.743
POF 2-Goal congruence	0.797	0.906	0.679	0.758
POF 3-Fulfillment of teacher needs	0.699	0.853	0.623	0.648
POF 4-Personality-culture fit	0.544	0.825	0.598	0.591
MB 1-Need for achievement	0.660	0.637	0.856	0.738
MB 2-Need for affiliation	0.632	0.686	0.880	0.733
MB 3-Need for power	0.564	0.584	0.818	0.591
KK 1-The work itself	0.620	0.560	0.605	0.798
KK 2-Career development	0.790	0.701	0.742	0.879
KK 3-Coworker cooperation	0.680	0.665	0.630	0.801
KK 4-Supervision/monitoring	0.658	0.720	0.733	0.877

Source: SmartPLS 3.0

Based on the results of the discriminant validity test in Table 2, the model has good discriminant validity if each indicator loading value of a latent variable is greater than other correlated variables. The cross loading value in this study for each indicator is greater than the other latent variables. This shows that each variable has good discriminant validity.

### Construct Reliability Test

Average Variance Extracted (AVE) has a value of  $>0.5$  and Composite Reliability (CR) has a value of  $>0.7$ , meaning that the construct is well-built or is reliable (Hair et al., 2019). The results of the construct reliability test of the data in this study are presented in the following Table 3:

**Table 3. Construct Reliability**

Variables	Cronbach's Alpha	Composite Reliability
Intention to Stay	0.862	0.900
Person-Organization Fit	0.893	0.926
Achievement Motivation	0.811	0.888
Job satisfaction	0.860	0.905

Source: SmartPLS 3.0

### Structural Model Analysis (Inner Model)

#### Coefficient of Determination (R2)

The R-Square values in this study are presented in the following Table 4:

**Table 4. R-Square**

Variables	R Square
Intention to Stay	0.734
Person-Organization Fit	-
Achievement Motivation	0.560
Job satisfaction	0.627

Source: SmartPLS 3.0

The R2 results of 0.67; 0.33; and 0.19 indicate that the models are "good", "moderate", and "weak" respectively (Hair et al., 2019). Based on Table 4, the adjusted R-Square value for the intention to stay variable is 0.743, meaning that the percentage of effect of the variables Person Organization fit, job satisfaction and achievement motivation is 74.30% and the model is categorized as good.

#### Predictive Relevance (Q2)

The Q2 value has the same meaning as the coefficient of determination (R-Square). A Q Square (Q2) value of 0 indicates the model has predictive relevance; conversely, a Q2 value of less than 0 indicates that the model has less predictive relevance; or in other words, if all the Q2 values are higher, the model can be considered more fit to the data (Hair et al., 2019). The Q2 value in this study are presented in the following:

$$Q2 = 1 - (1 - R12)(1 - R22) \dots (1 - Rn2)$$

$$Q2 = 1 - (1 - 0.743)$$

$$Q2 = 1 - 0.257$$

$$Q2 = 0.743$$

The calculation results show a Q2 value of 0.743, meaning that the variables studied can be explained by this model and the remaining 0.257 is affected by variables not studied.

### Hypothesis Analysis

The results of hypothesis testing are presented in the following Table 5:

#### Hypothesis 1

The regression coefficient was found to be 0.372 with a positive relationship direction and a P-value of  $0.000 < 0.05$ . If using a T-statistic comparison of  $4.076 > 1.96$ , then the hypothesis (H1) is accepted, so it is concluded that the Person-Organization Fit variable has a significant positive effect on the intention to stay (ITS) of private junior high school teachers in Pekanbaru. These findings are in line with studies of Apriyanti and Pusparini (2022), Kakar *et al.* (2022), Radite (2019), Silva and Preira (2023), Leng and Chin (2016), Gul et al (2018), and Chew and Chan (2014), all of which confirmed that Person-Organization Fit affects the intention to stay. Informal discussions between the researchers and several private junior high school teachers in Pekanbaru revealed that many teachers expressed satisfaction and comfort in their roles due to the supportive and family-like work environment. To enhance teachers' intention to stay, schools could focus on fostering a pleasant and supportive workplace environment, emphasizing the sense of community. For example, when one teacher faces illness, others often empathize and offer support.

**Table 5. Hypothesis Test Results**

	Original Sample (O)	T Statistics ( O/STDEV )	P Values	Note
Person-organization fit(POF) -> Intention to Stay(ITS)	0.372	4,076	0,000	Accepted
Person-organization fit(POF) -> Achievement Motivation (MB) -> Intention to Stay (ITS)	0.047	0.650	0.516	Rejected
Person-organization fit(POF) -> Job Satisfaction (KK) -> Intention to Stay (ITS)	0.377	4.309	0.000	Accepted

Source: SmartPLS 3.0

In line with these findings, Becker (2012) also argued that cultivating a positive work environment can help build an organizational culture that enhances employee engagement, performance, and retention. Similarly, Sakr *et al.* (2019) highlighted that creating a fun and enjoyable workplace is essential for reducing work-related stress, absenteeism, and turnover while improving customer service, employee retention, and the ability to attract talent.

### Hypothesis 2

The regression coefficient was found to be 0.047 with a positive relationship direction and a P-value of  $0.516 > 0.05$ . If using a T-statistic comparison of  $0.650 > 1.96$ , then the hypothesis (H2) is rejected, so it is concluded that the achievement motivation variable does not mediate the effect of Person-Organization Fit on the intention to stay (ITS) of private junior high school teachers in Pekanbaru. Informal discussions with several teachers revealed that their suggestions, ideas, or concepts are often not implemented by school management, which negatively affects their motivation to achieve. Additionally, teacher involvement in decision-making processes is frequently limited to a select few, excluding others. As a result, when teachers' contributions are not acknowledged or incorporated, their need for autonomy and achievement diminishes. This lack of motivation may lead teachers to disengage from school plans, aligning with the findings of Snow and Jackson (2012), who noted that unaddressed motives can result in avoidance behaviors.

### Hypothesis 3

The regression coefficient was found to be 0.377 with a negative relationship direction and a P-value of  $0.000 > 0.05$ . If using a T-statistic comparison of  $4.309 < 1.96$ , then the hypothesis (H3) is accepted, so it is concluded that the job satisfaction variable mediates the effect of Person-Organization Fit on the intention to stay (ITS) of private junior high school teachers in Pekanbaru. Informal discussions with several teachers revealed that their motivation to work extends beyond financial compensation. Many view the knowledge they impart to students as a form of charity, which they believe brings long-lasting rewards as students continue to apply what they have learned. This belief contributes to their job satisfaction, making them more content with their work, which in turn increases their intention to stay. As a result, schools are better positioned to build, integrate, and manage existing competencies to adapt to rapidly changing individual-environment dynamics, consistent with Person-Environment Theory.

### Conclusion

This study aims to develop Person-Environment Theory by developing a conceptual model incorporating the variables of intention to stay, Person-Organization Fit, job satisfaction, and achievement motivation. The findings indicated that two out of the three proposed hypotheses were supported: the significant effect of Person-Organization Fit on intention to stay and the mediating role of job satisfaction in the relationship between Person-Organization Fit and intention to stay. These results suggest that enhancing job satisfaction is a key strategy for increasing teachers' intention to stay.

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