Person-Environment Fit: Empowering Leadership Practices on Teachers' Work Engagement and Motivation

[1]John Vincent C. Aliazas, [2]Billy Ray P. Panoy & [3]Adora C. Baguna

Abstract

This research examines the relationship between Person-Environment fit (PE fit) and teachers' work engagement and motivation in the context of public elementary schools in the Department of Education (DepEd) in the Philippines. The study surveyed 117 teachers through random sampling and utilized multiple regression analysis to identify significant predictors of teachers' work engagement and motivation. Results indicate that P-E fit is highly observed among public elementary school teachers with high work engagement and motivation. Moreover, there was a moderate correlation between the different factors of P-E fit, including person-vocation fit, person-organization fit, person-group fit, and person-job fit. The study's most notable finding is that person-organization and person-group fit significantly influenced teachers' work engagement and motivation. This suggests that teachers who fit well with their organization and workgroup are more likely to be motivated and engaged. These findings have implications for human resource management and organizational leadership practices, highlighting the importance of considering P-E fit when hiring and managing teachers. Overall, this study contributes to the growing literature on P-E fit and its impact on work engagement and motivation. It provides valuable insights for school administrators and policymakers on creating a work environment that fosters teacher engagement and motivation, ultimately improving the quality of education for students.

Keywords: *Person-Environment Fit, Work Engagement, Work Motivation, Teacher Quality*

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About the authors:

[1]Corresponding author. Assistant Professor 3, Laguna State Polytechnic University, Philippines. Corresponding email: johnvincent.aliazas@lspu.edu.ph

[2]Principal 1, Sta. Maria Elementary School, SDO San Pablo City, Laguna, Philippines.

[3]Teacher 3, Col. Lauro D. Dizon Memorial Integrated School, SDO San Pablo City, Laguna, Philippines.

1. Introduction

Education is widely recognized as a fundamental human right, potentially impacting social and economic development significantly. It is essential for promoting innovation, productivity, and economic growth and reducing poverty, inequality, and social exclusion (UNESCO, 2015; Sayed & Ahmed, 2015). However, the effectiveness of education depends largely on the quality of the educational institutions and their ability to develop students who can contribute positively to society. To achieve this, schools must implement structural changes that support and sustain high-quality education and involve all teachers and other stakeholders.

One critical aspect of high-quality education is the involvement of teachers in a leadership routine that allows them to contribute according to their skills and commitment to promoting continuous improvement (Wani & Mehraj, 2014). Research has shown that teachers who are involved in decision-making and feel valued and appreciated are more likely to be motivated and committed to their work, resulting in better student outcomes (Díez et al., 2020). Therefore, schools must create an environment that enhances teacher motivation, involvement, and leadership skills to achieve educational goals.

Moreover, person-environment (PE) fit is an essential consideration in the recruitment and retention of teachers (Washington-Lawson, 2021). PE fit is a broad constellation of dimensions relating to an individual's congruence with their work environment, including job demands, social climate, values, and culture. Research has shown that teachers who experience a good fit between their characteristics and work environment tend to have better job satisfaction, performance, and retention (Rauvola et al., 2020). Therefore, schools must consider PE fit when recruiting and retaining teachers to create a supportive and conducive work environment.

In addition, schools and institutions must establish a framework that encourages maximum employee participation and contribution (Tepayakul & Rinthaisong, 2018). The institution should motivate individuals, departments, or teams to accomplish their goals. This can be achieved by creating a supportive work culture that values employee contributions,

provides opportunities for growth and development, and recognizes and rewards employee achievements (Leal Filho et al., 2019).

This paper investigates the factors influencing teacher motivation, involvement, and leadership skills in promoting continuous school improvement. Specifically, it investigates the influence of person-environment fit on teacher outcomes such as job satisfaction, performance, and retention, as well as the role of school culture in fostering employee engagement and contribution. It measures the degree to which the teacher's skills, values, and interests align with the work environment and the organization's culture, objectives, and values. This aims to evaluate the level of zeal and commitment that teachers demonstrate in their work, including their level of job enablement, alignment with organizational objectives, and efficiency of work processes. It measures the motivation and effort teachers put into their work, including their commitment to the organization, sense of accomplishment, recognition, and opportunities for advancement and development. In addition, this study aims to examine the relationship between the various constructs of PE fitness, work engagement, and work motivation and to determine if there is a significant relationship between these variables. Lastly, it seeks to identify the specific aspects of physical fitness most strongly associated with work engagement and motivation and the factors that can increase their engagement and motivation levels.

2. Literature Review

2.1. Person-Environment Fit

The concept of PE fit has been widely studied in organizational psychology, particularly concerning job satisfaction, performance, and retention. PE fit is a multi-dimensional construct encompassing the congruence between an individual's characteristics, such as values, interests, and personality traits, and the characteristics of their work environment, including job demands, social climate, and organizational culture (Seong et al., 2015). In education, research has shown that teachers who experienced a good fit between their characteristics and their work environment tend to have better job satisfaction, performance, and retention (Kristof-Brown et al., 2018; Rauvola et al., 2020). For example, teachers who perceive a good fit between their values and the school's values tend to be more satisfied with their jobs and are more likely to remain in their positions (Seong et al., 2015). Similarly, teachers who perceive a good fit between their personality traits and job demands, such as

autonomy and task variety, tend to be more motivated and engaged in their work (Jungert et al., 2018). Furthermore, PE fit is a critical factor in the recruitment and retention of teachers. Schools that consider PE fit when recruiting and selecting teachers are more likely to attract candidates who fit the school culture and work environment (Rauvola et al., 2020; Gander et al., 2020). Moreover, schools that promote a good fit between teachers and their work environment are more likely to retain their employees, reducing turnover and associated costs (Seong et al., 2015).

Despite the importance of PE fit in education, its implementation has some challenges. For example, schools may need to clearly understand the personal characteristics that are most important for job success, or they may need a structured approach to assessing these characteristics in job candidates (Rauvola et al., 2020). Moreover, schools may not have the resources or capacity to provide the necessary training and support to ensure a good fit between teachers and their work environment (Gander et al., 2020; Kristof-Brown et al., 2023).

PE fit is critical to teacher motivation, performance, and school retention. Schools that consider PE fit when recruiting and selecting teachers are more likely to attract candidates who fit the school culture and work environment, resulting in better job satisfaction, performance, and retention. Therefore, schools must develop a structured approach to assessing PE fit in job candidates and provide the necessary training and support to ensure a good fit between teachers and their work environment.

2.2. Teachers' Leadership Practices

Empowering teachers' leadership practices is critical in creating a positive work environment and improving student outcomes. Research suggests that teacher leadership can positively impact school culture, teacher collaboration, and student achievement (Harris & DeFlaminis, 2016). One way to empower teachers' leadership practices is to provide professional development and collaboration opportunities. Professional development can help teachers develop their leadership skills, enhance their knowledge and understanding of curriculum and instruction, and promote innovative teaching practices (Wenner & Campbell, 2017). Collaboration within and across schools can also enhance teachers' leadership practices

by providing opportunities for sharing knowledge and expertise and promoting a culture of continuous improvement field (Hargreaves & Fullan, 2020).

Another way to empower teachers' leadership practices is to give them autonomy and decision-making power. When teachers are given autonomy to make decisions about curriculum, instruction, and assessment, they are more likely to feel a sense of ownership and investment in their work (Hargreaves & Fullan, 2020). Additionally, involving teachers in decision-making processes at the school level can promote a sense of shared responsibility and ownership for school improvement (Whang, 2021).

Empowering teachers' leadership practices can also create opportunities for teacher-led initiatives and innovations. When teachers are allowed to pursue their professional interests and passions, they are more likely to be engaged and motivated in their work (Killion et al., 2016). This can also lead to the developing innovative teaching practices that benefit both teachers and students. Hence, empowering teachers' leadership practices can positively impact school culture, teacher collaboration, and student achievement. Strategies for empowering teachers' leadership practices include providing opportunities for professional development and collaboration, giving teachers autonomy and decision-making power, and creating opportunities for teacher-led initiatives and innovations. Schools should prioritize empowering teachers' leadership practices to promote a positive work environment and improve student outcomes.

2.3. Teachers' Work Engagement

Work engagement is a positive state of mind that involves energy, dedication, and absorption in work-related activities (Bakker & Albrecht, 2018). In education, work engagement is critical for teachers' well-being and job performance. Research has shown that highly engaged teachers tend to have better job satisfaction, lower burnout, and higher performance levels of performance (Skaalvik & Skaalvik, 2014).

Factors associated with work engagement among teachers include leadership practices, school culture, and professional development opportunities (Zahed-Babelan et al., 2019; Fu et al., 2022; McChesney & Cross, 2023; Cai et al., 2022). School leaders who adopt a transformational leadership style and promote a positive school culture that values employee

contributions and provides opportunities for growth and development are more likely to promote teacher work engagement (Leithwood et al., 2017). Additionally, professional development opportunities tailored to teachers' needs and interests can promote the development of new skills and knowledge, which in turn can lead to greater work engagement (Klassen & Kim, 2017). In contrast, factors that can undermine work engagement among teachers include high workload, low levels of autonomy, and lack of support from school leaders and colleagues (Skaalvik & Skaalvik, 2014). Research has also shown that emotional exhaustion, job demands, and work-life balance can negatively impact teachers' work engagement (Klassen & Kim, 2017).

Work engagement has been found to have important implications for student outcomes (Holmström et al., 2023; Addimando, 2019; Chinelato et al., 2019; Moore, 2017; Zeng et al., 2019). Teachers who are highly engaged in their work tend to create a positive learning environment, which can lead to better student achievement (Skaalvik & Skaalvik, 2014; Lei, 2018). Thus, promoting work engagement among teachers can have important benefits for both teachers and students.

2.4. Teachers' Work Motivation

Work motivation is an important factor that drives teacher performance and behavior. Research has shown that motivated teachers tend to be more productive, committed, and innovative, which can lead to better student outcomes (Aliazas & Chua, 2021). The literature suggests that various factors, including job characteristics, leadership practices, and personal characteristics influence work motivation (Kim, 2016; Smith & DeNunzio, 2020; Liu et al., 2022; Oerlemans & Bakker, 2018). Job characteristics such as autonomy, task variety, and feedback have positively influenced teachers' motivation and job satisfaction (Deci et al., 2015). Moreover, a positive work environment characterized by supportive leadership, a collaborative culture, and opportunities for growth and development can also enhance teachers' motivation and job satisfaction (Leithwood et al., 2017).

Personal characteristics such as self-efficacy and goal orientation have also been important predictors of teachers' motivation. Teachers with high levels of self-efficacy, or confidence in their ability to perform their job effectively, tend to be more motivated and

persistent in achieving their goal (Schunk & DiBenedetto, 2020). Similarly, teachers with mastery goal orientation, or a focus on learning and improvement, tend to be more motivated and engaged in their work (Wigfield et al., 2017). On the other hand, factors such as low salaries, limited opportunities for advancement, and high levels of job insecurity can negatively affect teachers' motivation and job satisfaction (März & Kelchtermans, 2020). Moreover, teachers who experience high levels of stress and burnout may become demotivated and disengaged from their work (Alhija, 2015).

Work motivation is a critical factor that drives teacher performance and behavior. Factors that positively influence teachers' motivation include job characteristics such as autonomy and feedback, a positive work environment characterized by supportive leadership and opportunities for growth and development, and personal characteristics such as self-efficacy and goal orientation. Factors that negatively affect teachers' motivation include low salaries, limited opportunities for advancement, high levels of job insecurity, and stress and burnout. Schools should prioritize strategies that enhance teachers' motivation to improve teacher performance and ultimately benefit student outcomes.

3. Methodology

3.1. Design, Sampling, Procedure, Treatment

Research methodology refers to the systematic and structured approach used to conduct research. In this particular study, the researcher aims to investigate the relationship between person-environment fit, work engagement, and work motivation among elementary school teachers in the DepEd Division of San Pablo City in the Philippines. The research design employed in this study is quantitative. This design involves collecting numerical data through surveys, questionnaires, and other standardized instruments (Rahi, 2017).

The study uses a survey questionnaire as the main instrument for data collection. The questionnaire comprises three parts that explore different aspects of the research topic. Part 1 of the questionnaire measures the extent of observation on the construct of person-environment fit. This part of the questionnaire is designed to assess the degree of alignment between the teacher's personal characteristics and the work environment. Part 2 measures the extent of manifestation of work engagement, which refers to the level of enthusiasm and dedication that

teachers exhibit in their work. Finally, Part 3 measures the extent of manifestation of work motivation, which refers to the level of drive and effort teachers put into their work.

Descriptive statistics such as mean and standard deviation are used to summarize the data collected from the questionnaire. These statistics help to describe the central tendency and variability of the data (Rahi, 2017). Multiple regression analysis is also employed to identify significant predictors of teachers' work engagement and motivation. Regression analysis is a statistical technique used to analyze the relationship between a dependent variable and one or more independent variables (Ray-Mukherjee et al., 2014).

In summary, the research methodology used in this study involves a quantitative research design, data collection using a survey questionnaire with three parts, descriptive statistics, and multiple regression analysis to identify significant predictors of teachers' work engagement and motivation.

4. Results and Discussions

The theory of person-environment fit suggests that individuals have an innate desire to seek out environments that match their personal characteristics, values, and goals (Gander et al., 2020). This theory proposes that individuals who are congruent with their environment are more likely to experience positive outcomes, such as job satisfaction, commitment, and performance, while those who are incongruent may experience negative outcomes, such as stress, burnout, and turnover (Van Vianen, 2018).

In this study, the person-environment fit is explored at the level of public school teachers. Specifically, the study investigates how teachers' personal and work environments align with their characteristics, including their vocational preferences, organizational values, group dynamics, and job demands. By examining the different facets of person-environment fit, the study seeks to identify factors contributing to teacher engagement and motivation in the workplace.

The study's findings shown in table 1 suggest that public school teachers' personal and work environments were highly observed. This indicates that teachers in the DepEd Division of San Pablo City are generally well-matched to their work environments, including their job

demands, organizational culture, and group dynamics. This finding has important implications for understanding teacher engagement and motivation, as it suggests that teachers who are congruent with their work environment may be more likely to experience positive outcomes regarding their job performance, commitment, and satisfaction (Madigan & Kim, 2021).

Table 1

The extent of person-environment fit observed among public school teachers

Person-Environment Fit	Mean	SD	VI
Person-Vocation Fit	3.79	.347	HO
Person-Organization Fit	3.76	.406	HO
Person-Group Fit	3.70	.426	HO
Person-Job Fit	3.61	.478	HO

Note:	3.50-4.00	HO	Highly Observed
	2.50-3.49	O	Observed
	1.50-2.49	MO	Moderately Observed
	1.00-1.49	NO	Not Observed

Overall, the theory of person-environment fit provides a useful framework for understanding the relationship between individuals and their work environment (Wang & Wang, 2018). By exploring the different facets of this relationship, researchers can identify the factors that contribute to positive outcomes for employees, such as engagement and motivation, and inform policies and practices to improve the work environment and promote better outcomes for both employees and organizations.

Table 2

The extent of teachers' work engagement manifested among public school teachers

Teachers' Work Engagement	Mean	SD	VI
Job Enablement	3.50	.415	HM
Performance and Accountability	3.52	.489	HM
Strategic Alignment	3.55	.441	HM
Work Processes	3.60	.422	HM

Note:	3.50-4.00	HM	Highly Manifested
	2.50-3.49	M	Manifested
	1.50-2.49	MM	Moderateley Manifested
	1.00-1.49	NM	Not Manifested

People's identities are often closely intertwined with their work, as they spend a significant portion of their lives engaged in work-related activities (Bakker & Albrecht, 2018). Consequently, work can profoundly impact an individual's sense of purpose and fulfillment (Klassen & Kim, 2017). It is common for individuals to seek meaning and purpose in their work, and to desire a job or career that offers more than just financial gain (Aliazas & Chua,

2021). Meaningful work is a term used to describe work perceived as particularly significant and fulfilling by an individual (Leal Filho et al., 2019). This type of work is often characterized by a sense of purpose and is viewed as more valuable than factors such as job stability, promotions, pay, or hours (Washington-Lawson, 2021). Individuals engaging in meaningful work are more likely to experience high work engagement, job satisfaction, and motivation.

In the context of this study, the findings shown in table 2 suggest that work engagement among public school teachers in the DepEd Division of San Pablo City was highly manifested. This indicates that teachers in this setting are likely to find their work meaningful and fulfilling and are, therefore, more likely to experience positive outcomes such as job satisfaction, commitment, and performance.

The recognition that individuals seek meaning and purpose in their work has important implications for organizations and policymakers (Hargreaves & Fullan, 2020). To promote employee engagement and satisfaction, organizations should strive to provide employees with opportunities to engage in meaningful work and to recognize and reward their contributions (Díez et al., 2020). This can involve initiatives such as allowing employees to participate in decision-making processes, providing opportunities for professional development and growth, and creating a culture that values employee well-being and work-life balance.

Overall, meaningful work provides a useful framework for understanding the relationship between individuals and their work environment. By promoting meaningful work, organizations can create a more engaged and motivated workforce, leading to positive outcomes for both employees and organizations.

Table 3

The extent of teachers' work motivation manifested among public school teachers

Teachers' Work Motivation	Mean	SD	VI
Commitment	3.62	.419	HM
Achievement	3.56	.459	HM
Recognition	3.59	.436	HM
Advancement and Growth	3.63	.434	HM

Note:	*3.50-4.00*	*HM*	*Highly Manifested*	
	2.50-3.49	*M*	*Manifested*	
	1.50-2.49	*MM*	*Moderateley Manifested*	
	1.00-1.49	*NM*	*Not Manifested*	

Motivation is an essential factor contributing to the success of classroom teaching and learning outcomes (Schunk & DiBenedetto, 2020). Highly motivated teachers are more likely to engage their students in the learning process, create a positive classroom environment, and provide quality instruction. Research has shown that motivation can be energizing, help individuals to focus, and encourage them to maintain good conduct over time. In the context of teaching, motivated teachers are more likely to go above and beyond their required duties, creating opportunities for student learning and success field (Wenner & Campbell, 2017).

The findings in table 3 suggest that teachers in public schools in the DepEd Division of San Pablo City appear to be more motivated due to several factors, including job satisfaction, competitive salaries, and advancement opportunities. Despite working in a highly controlled environment, teachers in this setting reported high levels of job satisfaction, which is often associated with increased motivation (Toropova et al., 2021). Furthermore, the competitive salaries and opportunities for advancement provided by the public school system contribute to higher work motivation among teachers. These factors may serve as incentives for teachers to perform well and continue to develop their skills and knowledge (Tehseen & Hadi, 2015).

It is worth noting that while the study found that teachers in public schools in the DepEd Division of San Pablo City were generally highly motivated, there may be variations in motivation levels among individual teachers. Therefore, school leaders need to continue to monitor teacher motivation and provide support to ensure that all teachers are adequately motivated to deliver quality instruction and support student learning (Whang, 2021).

In summary, motivation is critical in creating effective classroom teaching and learning outcomes. The findings of this study suggest that job satisfaction, competitive salaries, and advancement opportunities contribute to higher work motivation among public school teachers in the DepEd Division of San Pablo City. By recognizing and supporting these factors, schools can foster a more motivated and engaged teaching workforce, improving student learning outcomes.

The interrelationships between person-environment fit and teachers' work engagement and motivation suggest that the alignment between an individual's needs and their work environment plays a crucial role in their engagement and motivation. A high level of person-

environment fit can lead to increased job satisfaction and motivation, which, in turn, can lead to better performance and outcomes in the workplace (Duffy et al., 2015). The moderate association between person-environment fit and teachers' work engagement and motivation indicates that while a good fit is essential, other factors may also contribute to work engagement and motivation.

Table 4

Test of correlation between person-environment fit, teachers' work engagement and work motivation

	Person-Environment Fit			
	Preson-Vocation Fit	Preson-Organization Fit	Preson-Group Fit	Preson-Job Fit
Teachers' Work Engagement				
Job Enablement	.325**	.392**	.330**	.412**
Performance and Accountability	.322**	.333**	.297**	.278**
Strategic Alignment	.370**	.415**	.426**	.388**
Work Processes	.516**	.551**	.469**	.507**
Teachers' Work Motivation				
Commitment	.495**	.496**	.451**	.407**
Achievement	.484**	.529**	.495**	.499**
Recognition	.469**	.458**	.471**	.434**
Advancement and Growth	.447**	.450**	.363**	.473**

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

Moreover, the teachers' work engagement and motivation constructs are multidimensional, with various factors contributing to each construct (Zahed-Babelan et al., 2019). For instance, teachers' work engagement comprises job enablement, performance accountability, strategic alignment, and work processes. These constructs are all interconnected, and an improvement in one may positively impact the others. Similarly, teachers' work motivation comprises various factors, such as commitment, achievement, recognition, and advancement and growth (Raziq & Maulabakhsh, 2015). An improvement in any of these factors may lead to an increase in work motivation.

Therefore, the study's findings suggest that creating a work environment that aligns with the needs and motivations of teachers is essential in promoting their work engagement and motivation (Vermooten et al., 2019). This may involve providing opportunities for professional development, recognizing achievements, and creating a supportive work culture.

The relationship between person-environment fit and teachers' work engagement and motivation can be further explained by the Self-Determination Theory (SDT) (Ryan & Deci, 2020). According to SDT, individuals have three basic psychological needs: autonomy, competence, and relatedness. Autonomy refers to the need to feel in control of one's behavior and choices. Competence refers to the need to feel effective in one's actions and to experience mastery (Cook & Artino Jr, 2016). Relatedness refers to the need to feel connected to others and to experience a sense of belonging (Strayhorn, 2018).

When these basic psychological needs are satisfied, individuals experience greater well-being, intrinsic motivation, and engagement in their work (Ilies et al., 2017). The fit between an individual and their environment can influence the degree to which these needs are satisfied (Langer et al., 2019). For example, if teachers perceive a high degree of autonomy in their work environment, they may experience greater work engagement and motivation. Similarly, if teachers perceive a high degree of competence in their work environment, they may experience greater work engagement and motivation.

The relationship between person-environment fit and teachers' work engagement and motivation is complex and multifaceted. The degree to which teachers perceive a fit between themselves and their work environment can impact their basic psychological needs and ultimately influence their level of engagement and motivation in their work.

Table 5

Prediction of perceived person-environment fit to teachers' work engagement and work motivation

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.396	.262		5.332	.000
Person-Organization Fit	.337	.070	.406	4.801	.000
Person-Group Fit	.238	.067	.301	3.561	.001
F = (2,114) = 33.904; Adjusted R^2 = .362; p < .01; N = 117					
Dependent Variable: Teachers' Work Engagement					
(Constant)	1.128	.273		4.124	.000
Person-Organization Fit	.378	.073	.420	5.163	.000
Person-Group Fit	.285	.070	.332	4.077	.000
F = (2,114) = 41.280; Adjusted R^2 = .410; p < .01; N = 117					
Dependent Variable: Teachers' Work Motivation					

Stepwise multiple linear regression is a statistical technique used to identify which independent variables contribute significantly to predicting the dependent variable. In this study, the dependent variables were teachers' work engagement and motivation, and the independent variables were the four constructs of person-environment fit: person-vocation fit, person-organization fit, person-group fit, and person-job fit.

The results of the multiple regression analysis showed that two of the four constructs of person-environment fit, specifically person-organization fit and person-group fit, were significant predictors of teachers' work engagement. This means that when these two constructs were considered, they significantly contributed to the variation in teachers' work engagement scores (Rahi, 2017; Deci, 2015).

The F-value of the regression model was significant at F = (2,114) = 33.904, p < .05, which means that the model was a good fit for the data. The model accounted for 36.2% of the variation in teachers' work engagement scores, indicating moderate explanatory power.

These findings suggest that when there is a good fit between the teacher and the organization and the teacher and their colleagues, it is more likely that the teacher will be engaged in their work (Kristof-Brown et al., 2018). This highlights the importance of organizational and group factors in promoting teacher engagement and ultimately improving the quality of education in public elementary schools in the DepEd Division of San Pablo City.

Furthermore, multiple linear regression analyses in this study identified that person-organization fit and person-group fit significantly contributed to the regression model for teachers' work motivation. The F-value of the regression model was (2,114) = 41.280, and the p-value was less than .05, indicating that the model was statistically significant. These two constructs accounted for 41% of the variation in teachers' work motivation scores, suggesting that they substantially impact teachers' motivation in the context of public elementary schools in the DepEd Division of San Pablo City.

The results suggest that teachers who feel a good fit between themselves and their organization and their group are more likely to be motivated in their work field (Bakker & Albrecht, 2018). Person-organization fit refers to the degree to which an individual's values, goals, and personality match those of their employing organization. In contrast, person-group

fit refers to the degree of compatibility between an individual and their workgroup's values, goals, and characteristics (Rauvola et al., 2020). Therefore, educational institutions must consider the alignment of their values, goals, and practices with those of their employees, particularly with respect to group dynamics, to foster a more motivated and engaged workforce (Madigan & Kim, 2021).

5. Conclusion

The findings suggest that public elementary schools in the DepEd Division of San Pablo City in the Philippines could benefit from considering person-environment fit (PE fit) when hiring and managing teachers. The study revealed a moderate correlation between the different factors of PE fit on the teachers' work engagement and motivation constructs. The most significant predictors of teachers' work engagement and motivation were person-organization fit and person-group fit.

The study has important implications for school human resource management and organizational leadership practices. It highlights the importance of creating a work environment that fosters teacher engagement and motivation, ultimately improving the quality of education for students. The study's results can be used to guide school administrators and policymakers in creating policies and programs that enhance PE fit among teachers.

In conclusion, this study adds to the growing body of literature on P-E fit and its impact on work engagement and motivation. It offers insights for school administrators and policymakers on how to create an environment that encourages teachers' engagement and motivation. By considering P-E fit in teacher recruitment and management, schools can enhance teachers' job satisfaction, which can lead to improved teaching quality and better educational outcomes for students.

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