

Job Satisfaction among Public and Private Employees: Exploring the Effects of Person-job Fit and Work-life Balance Policies*

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With the increasing demand for high-skilled workers and the importance of strategic human resource management (SHRM), researchers have emphasized the congruence of education-job fit and skill-job fit through training. This study investigates the impact of education-job fit and skill-job fit on job satisfaction. In this research, work-life balance (WLB) policies (i.e., family friendly policies, supports for individual growth, etc.) are regarded as critical for an individual's satisfaction at home and for improving organizational efficiency. Therefore, this study examines the moderating effect of WLB policies on the relationship between person-job fit (i.e., education-job fit, skill-job fit) and job satisfaction.

Many studies have been conducted regarding the impact of education-job fit and skill-job fit on job satisfaction; however, most of them viewed education-job fit and skill-job fit as one combined concept. Given that person-job fit is subdivided into two levels, education-job fit and skill-job fit, this study focuses on the different impacts of each type of fit on outcomes. Moreover, we also examined how WLB policies have a moderating influence on job satisfaction. In order to verify a set of hypotheses, a correlation analysis, t-test, and a hierarchical multiple regression analysis were carried out. Employing the Korea Labor and Income Panel Study, we conducted an impact analysis and a comparative analysis of the public and private sectors. Based on the discussion of the findings, the theoretical and practical implications, the limitations of the study, and the recommendations for future research are provided in the final section.

Key Words: education-job fit: skill-job fit: work-life balance policies: job satisfaction

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I . Introduction

The processes of understanding human resources and workplace are crucial steps to increase organizational performance and obtain long-term profitability. One of the most important challenges in strategic human resource management (SHRM) is matching individual goals to organizational goals. From the perspective of SHRM, these influences may contribute significantly to organizational development and hence, it is very essential to determine how WLB policies could synergize with the influence of person-job fit. Thus, the main objective of this study is to investigate how the influences of person-job fit and WLB policies affect organizational efficiency, with special emphasis on the fact that person-job fit is subdivided into two levels – education-job fit and skill-job fit. This approach is expected to provide some useful findings that will enable us to establish systematic organizational strategies.

Due to rapid social and technological changes, HRM paradigms have evolved from efficiency-based new public management (NPM) approaches to post-NPM perspectives (Park & Joaquin, 2012). This situation has led to increased concerns regarding family and work lives. Since personal satisfaction or stress in the family life has an impact on the work life, great emphasis has been placed on work-life balance (WLB) policy to reconcile the family and work lives. WLB policy has recently become an important research topic that has gained the attention of scholars in different fields, including the public and private sectors. Despite the increased number of studies on WLB policies, few have attempted to conduct a comparative study of WLB policies in the public and private sectors.

Given that there are substantial differences in employee motivation, attitude, behavior, and the operation and management of organizations between the public and private sectors, how do the influences of person-job fit and WLB policies differ between each sector? To what extent are these influences present in each sector? This study is partially based on these questions. From the perspective of SHRM, these influences may contribute significantly to organizational development. We need to determine how WLB policies synergize with the influence of person-job fit. Thus, the main objective of this study is to investigate how the influences of person-job fit and WLB policies affect organizational efficiency, with special emphasis on the fact that person-job fit is subdivided into two levels – education-job fit and

skill-job fit. This approach is expected to provide some useful findings that will enable us to establish systematic organizational strategies.

In the next section, we attempt to conceptualize and operationalize the dimensions of the two referents of person-job fit identified in previous literature: education-job fit and skill-job fit. The second section of this paper also presents a strong theoretical basis for exploring and analyzing the moderating effect of WLB policies on person-job fit and job satisfaction. The third section provides information about the data and measures used in this study along with the research framework. The fourth section presents a hierarchical regression analysis used to determine the impact of education-job fit and skill-job fit on job satisfaction. The moderating impact of WLB policies on the relationship between person-job fit and job satisfaction is also examined in the section. The last section provides a discussion of the findings and the research and practical implications for the implementation and maintenance of SHRM in the public sector. It is expected that the analysis framework and the results of this study, which compares the different types of organizations in Korea, could help in determining the proper role and range of WLB policies that should be pursued in the future.

II . Theoretical Foundations

1. SHRM in the Public and Private Sectors

In order to ensure an organization's competitiveness, a different approach, beyond the traditional view of HRM, is required. HRM for control is no longer an acceptable alternative. Recently, many organizations are becoming attracted to SHRM, which connects various HR activities with organizational objectives (Wright & McMahan, 1992). SHRM can be defined as the design and implementation of strategic activities to ensure that their human capital contributes to organizational success (Huselid, Jackson, & Schuler, 1997). According to Wright and McMahan (1992), SHRM is "the pattern of planned human resource deployments and activities intended to enable an organization to achieve its goals." SHRM has been recognized as an essential precondition for maximizing organizational goals. Thus, analytic approaches to

the individual, organization, and job are vital for SHRM. Reflecting these analytic approaches, our study subdivides person-job fit (education-job fit & skill-job fit) and WLB policy (family friendly policies & supports for individual growth), and examines these in two sectors (the public & the private sectors).

Although the barriers between the public and private sectors are increasingly disappearing, public and private organizations still differ in many ways. These two types of organizations have a number of differences in respect of their employee motivation and behavior, organizational culture, vision, structure and management, etc. (Rainey, 2009). Such organizational differences may help practitioners and researchers in both sectors to understand the hardships and obstacles they face. Recently, public and private organizations have gone through a variety of internal and external environmental changes. In order to effectively respond to those environmental turbulence and uncertainty, they have put a more emphasis on high performance working systems. For example, by strengthening the link between HRM and overall strategies of their organizations, supervisors and managers in both sectors have tried to maximize and sustain organizational performance and effectiveness. In this sense, our study clarifies the distinction between public and private organizations, thereby contributing to SHRM practices.

2. Person-job Fit: Education-job Fit & Skill-job Fit

From the managerial perspective, the role of person-job fit is crucial as it could increase organizational effectiveness by boosting a level of fit between the abilities of a person and the attributes of a job (Sekiguchi, 2004). Person-job fit can be defined as a measure of the congruence between an individual's knowledge, skills, and abilities (KSA) and the demands of a specific job (Edwards, 1991). It measures how individual characteristics and competencies meet the demands of the task environment (Muchinsky and Monahan, 1987). The fit of the individual to the job can affect social relations as well as individual career management (Steffy et al., 1989). Consequently, person-job fit has received considerable attention in previous studies (Kristof-Brown et al., 2005; Caldwell & O'Reilly, 1990; Brkich et al., 2002; Lauver & Kristof-Brown, 2001; Carless, 2005). According to the previous studies, among the various types of person-environment configurations (e.g., p-p fit, p-o fit, p-c fit), it is evident that

person-job fit has shown the most significant impact on work attitudes (Kristof-Brown et al., 2001; Sekiguchi, 2004). However, if individual characteristics or competencies can be subdivided into the education and skill levels, and the effects of education and skill are not the same, education-job fit and skill-job fit can be different. The congruence between personal traits, educational backgrounds, and skill characteristics was significantly addressed in previous studies (García-Espejo & Ibáñez, 2006; Ryan & Sinning, 2009, 2011). Allen and Van der Velden (2001) also identified education-job fit and skill-job fit as different subtypes. In contrast to the multiple studies regarding person-job fit, there have been relatively few general studies on its two separate subtypes: education-job fit and skill job fit. This study aims to add a new perspective to person-job fit by subdividing person-job fit into two levels. This concept seems plausible, but requires further examination. Studies that reflect this new perspective have gradually begun to appear (Allen & De Weert, 2007; Green & Tsitsianis, 2005; Verhaest & Omey, 2006; Allen & Van der Velden, 2001). Next, we will examine how education-job fit and skill-job fit affect job satisfaction.

3. Job Satisfaction

Job satisfaction refers to the pleasurable or positive emotional state resulting from the appraisal of job experience (Locke, 1969). In the field of organizational behavior, job satisfaction is generally recognized as very important and is a frequently studied attitude (Mitchell and Larson, 1987). There is a growing body of evidence that job satisfaction might be positively connected with organizational performance and efficiency (Mafini & Poole, 2013; Ostroff, 1992; Koys, 2001). Numerous studies have attempted to find and investigate the determinants of job satisfaction; however, relatively few studies have been devoted to a comparative study of job satisfaction in the public and private sectors. Nevertheless, DeSantis and Durst (1996) found differences between public and private employees with regard to the determinants of job satisfaction. A recent research explored the relationship of age, gender, and sector with job satisfaction (Jung et al., 2007). This study aimed to broaden our understanding of job satisfaction in the public and private sectors.

4. Work-life Balance Policy

WLB policy plays a pivotal role in human resource policy. Rapidly changing family demographics, particularly the recent sharp increase in female workers in Korea, is a major challenge faced in this study. In order to understand the importance of the WLB policy, it is necessary to examine 'Role Conflict Theory' and 'Spillover Theory'. Role conflict theory is a recurrent issue in our fast-changing society. Role conflict occurs when there are incompatible demands placed upon an individual such that compliance with both would be difficult (Robbins & Judge, 2011). In order to improve the efficiency and competitive position of an organization, we need to reduce role conflict. WLB policy plays an important role in reducing role conflict, and spillover theory postulates that "the conditions under which the spillover between the work microsystem and the family microsystem is positive or negative" (Hill et al., 2003). According to this theory, the positive behavior and attitude of a person at home will have a positive impact on the attitude and behavior in the workplace. Therefore, WLB policy plays a crucial role in enhancing the positive spillover effect.

5. Review of related Literature and Significance of the Study

The relationship between person-organization fit and job satisfaction has been extensively discussed (Silverthorne, 2004; Autry & Daugherty, 2003; Liu et al., 2010; Wheeler et al., 2007). However very few empirical findings of person-job fit and job satisfaction have been reported. Specifically, in the Korea public administration literature, the match between individual and organizational characteristics is prominently featured and probed as Korean organizations have been heavily influenced by the group-oriented culture. However, as taking the wrong job could be just a one step forward to the huge crisis for the individual and the organization, the compatibility between individuals and the job or tasks is significantly associated with organizational effectiveness such as job satisfaction, organizational commitment, and turnover intention etc (Sekiguchi, 2004; Edwards, 1991; Boon et al., 2011). For this reason, the specification on education-job fit and skill-job fit might be more innovative and creative. Also, given the fact that a high level of job stress and organizational conflicts could be generated by a lack of work-life balance cultures and structures in Korean society, testing and confirming the

moderating role of WLB policies should be more pronounced in order to gain practical implications in a way that more effectively manages stress and encourages positive job attitude in the workplace.

6. Research Hypotheses

Drawing on the significant findings and limitations, and research directions that were addressed in the previous studies (see Kristof-Brown et al., 2001; Silverthorne, 2004; Autry & Daugherty, 2003; Liu et al., 2010; Wheeler et al., 2007; Allen and Van der Velden, 2001), we developed a set of research hypotheses. It can be concluded that person-job fit (i.e., education-job fit, skill-job fit) and WLB policy can become important variables governing job satisfaction. WLB policy is considered as a key factor for improving organizational performance by managing intrinsic diversity and fulfilling individual needs. In particular, WLB policy is expected to regulate the relationship between person-job fit and job satisfaction. Based on the above literature review and for the sake of comparing the public and private sectors, we developed the following eight hypotheses. Although it is revealed that differences between public and private sectors have become more blurry, as well as being much harder to find the evidence on the factors that lead to the differences, we also need to admit that it is necessary to find any idiosyncratic individual, managerial, and organizational characteristics embedded in both sectors. In this regard, we are very confident that a set of research propositions which test and confirm the differences of the WLB policies and p-j fit between public and private organizations should be very essential.

Hypothesis 1a: In the public sector, education-job fit will have a positive impact on job satisfaction.

Hypothesis 1b: In the private sector, education-job fit will have a positive impact on job satisfaction.

Hypothesis 2a: In the public sector, skill-job fit will have a positive impact on job satisfaction.

Hypothesis 2b: In the private sector, skill-job fit will have a positive impact on job satisfaction.

Hypothesis 3a: In the public sector, WLB policies will have a positive impact on job satisfaction.

Hypothesis 3b: In the private sector, WLB policies will have a positive impact on job satisfaction.

Hypothesis 4a: In the public sector, WLB policies will regulate the relationship between person-job fit (i.e., education-job fit, skill-job fit) and job satisfaction.

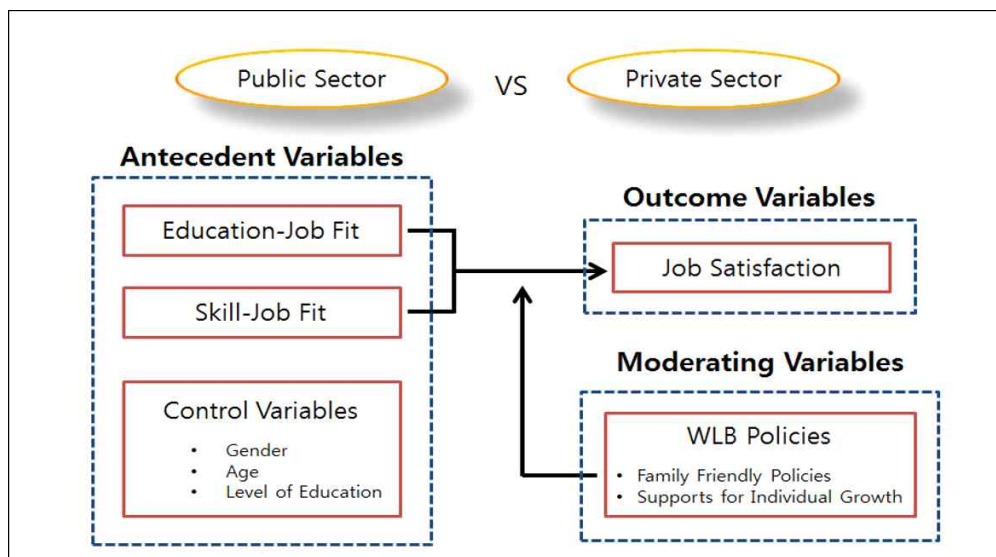
Hypothesis 4b: In the private sector, WLB policies will regulate the relationship between person-job fit (i.e., education-job fit, skill-job fit) and job satisfaction.

Ⅲ. Research Methods

1. Research Model

Based on the previous studies and research findings, our study develops and proposes a research model as seen in Figure 1. Drawing upon this framework, we hypothesized the causal relationships among main variables such as education-job fit, skill-job fit, WLB policy, and job satisfaction. To probe and prove the hypothesized research statements, we conducted t-tests, a correlation analysis, and hierarchical multiple regression analyses.

〈Figure 1〉 Research model



2. Data Collection and Sample

To identify and compare the factors contributing to job satisfaction in the public and private sectors, we used data from the Korean Labor and Income Panel Study (KLIPS). KLIPS is a longitudinal survey regarding labor-related issues and was launched by the Korea Labor Institute in 1998 (1st Wave). The sample used in this study comes from 7 metropolitan cities and urban areas in 8 provinces. In this study, we only used the 13th wave of the KLIPS questionnaire. The sample for the empirical analysis was selected from the original sample according to the following standards: (1) only respondents aged 20 to 60 were included, and (2) only employed persons were included. As <Table 1> indicates, out of the 14,118 collected questionnaires, only 7,429 were used in this study.

<Table 1> Respondents' Characteristics

Variables		Frequencies	%	Variables		Frequencies	%
Gender	Male	4432	59.7	Final Education	Uneducated	77	1.0
	Female	2997	40.3		Elementary School	697	9.4
Age	20's	866	11.7		Middle School	833	11.2
	30's	2047	27.6		High School	2654	35.7
	40's	2060	27.7		College	1154	15.5
	50's	1623	21.8		Bachelor Degree	1704	22.9
	60's	833	11.2		Master Degree	256	3.4
					Doctorate	53	.7
Type of Workplace	Public	643	8.7	Type of Work	Missing	1	.0
	Private	4337	58.4		Regular	3339	44.9
	Others	162	2.2		Temporary	1780	24.0
	Missing	2287	30.8		Missing	2310	31.1
Total 7,429							

The sample comprised of 59.7% males and 40.3 % females. A majority of the respondents belonged to the “40s” (27.7%) age group, followed by “30s” (27.6%) and “50s” (21.8%) age groups. Most of people in the sample worked in “Private Sector” (58.4%). In the public sector sample, agencies are categorized as government agencies, government-invested enterprises, and

government funded institutes. And the private sector sample comprises of private corporations and foreign-affiliated firms. In terms of final education level, “High School” (35.7%) had the highest percentage of representation in the sample. Out of the 7429 respondents, 3,339 respondents were “Regular” (44.9%) employees, and 1,780 were “Temporary” (24.0%) employees.

3. Measurement of the Main Variables

In the study, we aim to identify the difference in job satisfaction between the public and private sectors. Therefore, respondents were asked to indicate their job satisfaction using a 5-point Likert scale from 1 (very satisfied) to 5 (very dissatisfied). For the regression analysis, reverse coding was conducted as follows: 1= very dissatisfied, 2=dissatisfied, 3=normal, 4=satisfied, 5=very satisfied. Job satisfaction, as conceptualized in this study, is measured by nine aspects: satisfaction with pay, job security, job content, working conditions, working hours, personal development, human relations, appraisal justice, and welfare programs.

As the main independent variable, person-job fit was subdivided into education-job fit and skill-job fit. The respondents were asked to rate their education-job fit and skill-job fit (1=very low; 2=low; 3=suitable; 4=high; 5=very high). In order to measure the degree of suitability between individual competence and the required specific job, the following rating scale was used: 1= very low or very high; 2 = low or high; 3=suitable.

As moderating variables, the WLB policies were also subdivided into family friendly policies and supports for individual growth. To determine how WLB policies affect the relationship between person-job fit and job satisfaction, the interaction terms were operationalized as follows - (1) education-job fit \times family friendly policies, (2) education-job fit \times supports for individual growth, (3) skill-job fit \times family friendly policies, and (4) skill-job fit \times supports for individual growth.

IV. Analyses and Findings

1. Independent Samples t-test

To examine the average level of job satisfaction between the public and private sectors, we used the independent samples t-test method. As <Table 2> indicates that public sector employees are more satisfied than private sector employees in every job satisfaction category. Moreover, the differences between two groups (public and private sectors) are statistically significant in all of the questions about job satisfaction.

<Table 2> Independent Samples t-test

Type of Job Satisfaction		Public Sector	Private Sector	t-value
Pay	Mean	3.11	2.89	-7.082***
	Standard Deviation	0.747	0.742	
Job Security	Mean	3.6	3.27	-10.036***
	Standard Deviation	0.784	0.68	
Job Content	Mean	3.6	3.36	-8.667***
	Standard Deviation	0.673	0.653	
Working Conditions	Mean	3.55	3.26	-10.245***
	Standard Deviation	0.676	0.68	
Working Hours	Mean	3.59	3.22	-11.944***
	Standard Deviation	0.69	0.731	
Personal Development	Mean	3.43	3.18	-8.779***
	Standard Deviation	0.697	0.674	
Human Relations	Mean	3.58	3.34	-9.083***
	Standard Deviation	0.645	0.621	
Appraisal Justice	Mean	3.31	3.07	-8.595***
	Standard Deviation	0.661	0.586	
Welfare Program	Mean	3.3	2.83	-14.687***
	Standard Deviation	0.755	0.776	

*, p<.05, **, p<.01, ***, p<.001

2. Correlation Analysis

In order to determine the degree of correlation, we employed correlation analysis on the variables in the hypotheses. The following results were obtained: Gender is positively correlated with age, education level, family friendly policies, and supports for individual growth. Age is positively correlated with education-job fit and skill-job fit, and is negatively correlated with education level, family friendly policies, supports for individual growth, and job satisfaction. Education level is positively correlated with family friendly policies, supports for individual growth, and job satisfaction, and is negatively correlated with education-job fit and skill-job fit. Education-job fit is positively correlated with skill-job fit, family friendly policies, supports for individual growth, and job satisfaction. Skill-job fit is positively correlated with family friendly policies, supports for individual growth, and job satisfaction. Family friendly policies are positively correlated with supports for individual growth and job satisfaction. Supports for individual growth are positively correlated with job satisfaction.

〈Table 3〉 Correlation Analysis

	Mean	S.D.	1	2	3	4	5	6	7	8
1	.60	.491	1							
2	3.93	1.185	.027*	1						
3	5.41	1.382	.147**	-.533**	1					
4	2.82	.409	.002	.029*	-.023*	1				
5	2.83	.400	.011	.031**	-.021	.858**	1			
6	1.36	.582	.100**	-.136**	.380**	.123**	.128**	1		
7	1.63	.524	.177**	-.187**	.351**	.130**	.137**	.698**	1	
8	3.17	.529	-.005	-.164**	.315**	.175**	.175**	.389**	.337**	1

1: Gender, 2: Age, 3: Educational level, 4: Education-job Fit, 5: Skill-job Fit, 6: Family Friendly policies, 7: Supports for Individual Growth, 8: Job Satisfaction

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

3. Test of the Hierarchical Multiple Regression Model

We used two separate regression models to distinguish between job satisfaction in the public and private sectors. In order to determine the moderating role of WLB policies, each regression

analysis was carried out in four steps. In the first step, gender, age, and education level as control variables were regressed on job satisfaction. In the next step, the education-job fit and skill-job fit were introduced. In the third step, WLB policies variables (family friendly policies and supports for individual growth) were introduced. Finally, in the last step, variables representing interactions between the person-job fit and the WLB policies were added to the analysis.

<Table 4> summarizes the results of the analysis of the influences on job satisfaction in the public sector. The three demographic factors account for 7.0% of the total variance in job satisfaction. Model 2 explains approximately 7.3% of the variance, while Model 3 accounts for nearly 13.6%. Finally, Model 4 accounts for about 13.8% of the variance in job satisfaction. The results of models 1, 2, 3, and 4 confirms that the education level increases job satisfaction. The

<Table 4> Results of Hierarchical Multiple Regression Analysis: Public Sector

Job Satisfaction				
Variables	Model 1 Standardized Coefficient β (t-statistics)	Model 2 Standardized Coefficient β (t-statistics)	Model 3 Standardized Coefficient β (t-statistics)	Model 4 Standardized Coefficient β (t-statistics)
Step 1				
Gender	.061(1.560)	.059(1.518)	.023(.604)	.021(.541)
Age	.016(.372)	.012(.267)	.011(.252)	.023(.535)
Education	.270*** (6.265)	.259*** (5.990)	.159*** (3.587)	.154*** (3.448)
Step 2				
E-J Fit		.073(1.000)	.058(.812)	.075(.651)
S-J Fit		.007(.093)	-.002(-.034)	-.002(-.014)
Step 3				
FFP			.280*** (5.258)	.363*** (4.338)
SIG			-.001(-.014)	.084(1.072)
Step 4				
E-J Fit \times FFP				-.654(-1.011)
E-J Fit \times SIG				.376(.577)
S-J Fit \times FFP				.560(.871)
S-J Fit \times SIG				-.482(-.738)
Adjusted R^2	0.07	0.073	0.136	0.138
F-statistic	17.012***	11.097***	15.431***	10.344***

*, p<.10, **, p<.05, ***, p<.01

results of models 3 and 4 confirms that family friendly policies increase job satisfaction. For Model 4, WLB policies do not provide a statistically significant moderating impact on the relationship between person-job fit and job satisfaction. These findings provide support for Hypothesis 3a.

<Table 5> summarizes the results of the analysis of the influences on job satisfaction in the private sector. Model 1 accounts for nearly 8.7% of the variance. In Model 2, the explained variance (Adjusted R^2) increases to 13.0%. Model 3 accounts for about 19.5% of the variance in job satisfaction, while Model 4 accounts for approximately 19.6% of the variance. The results of the four models confirm that more females than males are satisfied by their job, and that education level increases job satisfaction. The results of models 2, 3, and 4 confirm that education-job fit and skill-job fit increases job satisfaction. In models 3 and 4, the family

<Table 5> Results of Hierarchical Multiple Regression Analysis: Private Sector

Job Satisfaction				
	Model 1 Standardized Coefficient β (t-statistics)	Model 2 Standardized Coefficient β (t-statistics)	Model 3 Standardized Coefficient β (t-statistics)	Model 4 Standardized Coefficient β (t-statistics)
Step 1				
Gender	-.048***(-3.258)	-.050***(-3.464)	-.077***(-5.454)	-.076***(-5.348)
Age	.012(.740)	.008(.509)	.013(.823)	.015(.969)
Education	.307*** (17.995)	.312*** (18.695)	.221*** (13.169)	.221*** (13.192)
Step 2				
E-J Fit		.093*** (3.234)	.082*** (2.951)	.071** (2.346)
S-J Fit		.121*** (4.207)	.090*** (3.250)	.104*** (3.444)
Step 3				
FFP			.201*** (10.687)	.235*** (7.164)
SIG			.099*** (5.242)	.134*** (5.224)
Step 4				
E-J Fit \times FFP				-.254(-.972)
E-J Fit \times SIG				.404(1.584)
S-J Fit \times FFP				.227(.869)
S-J Fit \times SIG				-.458*(-1.791)
Adjusted R^2	0.087	0.13	0.195	0.196
F-statistic	139.040***	130.466***	150.611***	96.728***

*, p<.10, **, p<.05, ***, p<.01

friendly policies and supports for individual growth increase job satisfaction. Finally, the result of Model 4 indicates that family friendly policies have a statistically significant moderating impact on the relationship between skill-job fit and job satisfaction. These findings provide support for hypotheses 1b, 2b, 3b, and 4b.

V. Conclusion and Discussion

As mentioned earlier, the main purpose of this study was to explore job satisfaction among public and private sector employees. This study also attempted to identify the nine dimensions of job satisfaction. To carry out the comparative study, we examined job satisfaction in the Korean public and private sectors by looking at the various antecedents (demographic characteristics, education-job fit, skill-job fit, and WLB policies). Employing the KLIPS, we used independent samples t-test, correlation analysis, and hierarchical multiple regression analysis.

First, it was found that in all job satisfaction categories, public sector employees were more satisfied than were their private sector counterparts. In other words, regardless of the nine dimensions of job satisfaction (pay, job security, job contents, working conditions, working hours, personal development, human relations, appraisal justice, and welfare program), the employees in the public sector were more satisfied with their job than those working in the private sector. These findings are similar to previous study (Jung et al., 2007).

Secondly, since hypotheses 1b, 2b, 3a, and 3b were tested, this study confirms that education-job fit and skill-job fit do not have a positive impact on job satisfaction in the public sector, while WLB policy (only the family friendly policies) has a positive impact on job satisfaction in the public sector. This study also confirms that education-job fit, skill-job fit, and WLB policy (both the family friendly policies and the supports for individual growth) have a positive impact on job satisfaction in the private sector.

Lastly, as partially confirmed by Hypothesis 4b, the WLB policy (only the supports for individual growth in private sector) plays a moderating role on the relationship between skill-job fit and job satisfaction. As being addressed in the table, the findings indicate that when

supports for individual growth are high, the relationship between skill-job fit and job satisfaction attenuated. This result implies that, if supports for individual growth is sufficient, individual-level job satisfaction does not necessarily require a high level of personal job skill neither s-j fit. However, we did not come up with any significant moderating effects in public sector.

1. Theoretical Implications

This study draws theoretical implications from the results of the analysis. First, a suitable person-job fit (i.e., education-job fit, skill-job fit) does not necessarily mean high job satisfaction, especially in the public sector. The determinants of job satisfaction are completely different between the public and private sectors. The reason for these results can be attributed to the distinct difference in the employee motivation, attitude, and behavior between public and private organizations. These two types of organizations have different organizational visions, structures, and environments, and hence, the factors that lead to job satisfaction are different. Public and private organizations must be approached differently as Rainey (2009) stated. This result also supports the previous evidence which suggests that while public organizations are likely to be mainly dominated by service-oriented employees, private organizations are likely to be mainly dominated by economic-oriented employees (Crewson, 1997).

Second, we found that WLB policy reduces role conflict and has a positive spillover effect based on the research results that WLB policy has a positive impact on job satisfaction in both the public and the private sectors. Generally, theoretical discussions on WLB were well related to the studies on employees with multiple roles (Rantanen et al., 2011). Our result supports that a multiple role balance is positively associated with overall satisfaction. (Bryant & Constantine, 2006). Hence, drawing upon those arguments, which are fairly consistent with the role conflict theory and spillover theory, we posit that the role balance could lead to positive work attitudes. Moreover, there was an inappreciable difference between the public and private sectors. This supports our argument that public and private organizations must be approached differently.

Finally, since the skill-job fit \times family friendly policies interaction term is significant in the private sector, we confirm the moderating role of WLB policies on the relationship between

person-job fit and job satisfaction. The findings of this study are that the effects of education-job fit and skill-job fit are not same as Allen and Van der Velden (2001) suggested and hence the distinction and categorization of sub-levels of person-job fit (i.e., skill-job fit and education-job fit) are more likely to be valid and to be generalized.

In a more comparative management perspective, our results highlight the importance of testing and confirming the research hypotheses which probe the differences between public and private organizations in terms of the WLB policies and p-j fit. The findings also provide a number of useful theoretical and practical lessons to public and business managers.

2. Practical Implications

The practical implications of these findings could be provided as follows: First, as relatively a higher level of job satisfaction in public organizations could be explained by strongly secured job positions and well-established career civil service systems that are apparent in the Korean public sector. These functional and institutional advantages and privileges might endow public officials with more psychological and emotional stability than private sector employees. In particular, small- and medium-sized private firms, in which inferior working conditions and life-long benefits would be expected, it is so much urgent that we need to devise more appealing factors that could boost the level of job satisfaction. The findings also suggest that we need to devise intrinsic and public value driven incentive systems in the public sector because monetary and extrinsic incentives would not main factors that lead to public employees' job satisfaction. That is, more intrinsically motivated public employees (i.e., employees with high PSM) are more prone to be attracted by non-monetary incentives and value-laden motivators.

Second, we have to understand that the impact of WLB policy on job satisfaction can differ depending on the organization type. Therefore, just introducing WLB programs is not sufficient; the appropriate WLB policy must be implemented according to organizational characteristics. It is also expected that additional research contributions could be achieved as our study has operationalized p-j fit into sub-dimensions such as education-job fit and skill-job fit, which elaborates and specifies HR management strategies and approaches. Through p-j fit perspectives, we could be more convinced that more in-depth understanding of individual and

organizational mechanisms might help HR managers and other relevant professionals manage, develop, and sustain their organizations. This will be an important issue for SHRM in the public and private sectors.

Third, with regard to SHRM, the systematic classification and management plan of person-job fit and WLB policy are necessary. As their moderating effects have been partially confirmed, it is clear that education-job fit and skill-job fit as well as family friendly policies and supports for individual growth influence organizational performance differently. More employee-centered and empowered management strategies necessary to pursue better outcomes as p-j fit matters as shown in this study.

3. Limitations and Suggestions for Future Research

Although this research revealed some surprising findings and implications in the Korean public and private sectors, a number of issues are yet to be explored. In particular, this study did not look closely at the level of person-job fit. We simply asked them if their competences met the demands of their specific job. This study cannot determine the degree of difference in the results when employee competence is high and when it is low in comparison with their specific job. To obtain a better understanding of person-job fit, we need to examine this issue closely. As limitations, we could not categorize a number of important organizational characteristics such as managerial levels, organizational size, income levels, etc. as we used secondary datasets. Hence, in the future research, we need to look at those factors more carefully and design and produce more robust research models. Moreover, this study investigates the interrelationships among perceived variables using self-reported data. Thus, our study faces the potential problem of mono-method bias and positive response bias. We need more qualitative studies to reduce the potential methodological shortcomings. These limitations require further refinement and correction in future research.

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오현규: 성균관대학교 국정관리대학원 석·박사통합과정에 재학중이며 주요 관심분야는 책임성, 전략적 인적자원관리 및 인적자원개발, 일과 삶의 균형 정책, 행정관리 등이다. 최근 논문으로는 “한국 공공기관 내 대인신뢰와 조직신뢰의 영향력에 관한 연구: 조직 내 책임성의 매개효과를 중심으로”(2014), “일과 삶의 균형 정책이 조직 구성원들의 직무 및 생활만족에 미치는 영향력 연구: 공공 및 민간 조직 내 조직몰입의 조절효과를 중심으로”(2014) 등이 있다(hyungyu516@skku.edu).

박성민: The University of Georgia에서 행정학 박사학위를 취득하고, 미국 네바다 주립대 (University of Nevada, Las Vegas) 그린스펀행정대학원에서 조교수로 재직 후 현재 성균관대행정학과/국정관리대학원에서 부교수 및 국정평가연구소 소장으로 재직 중이다. 관심분야는 인적자원관리 및 인적자원개발, 인사개혁, 행정관리, 리더십 등이며, 최근의 주요 연구업적으로는 “Unveiling the Value Creation Process of Electronic Human Resource Management (e-HRM)” (2014), “Determinants of Positive Job Attitude and Behavior in the Asian Work Context: Evidence from Korean Central Government Agencies”(2013), “Of Alternative Waves and Shifting Shores: The Configuration of Reform Values in the U.S. Federal Bureaucracy”(2012) 등이 있다. 또한 최근 저서로는 *조직과 인간관계*(2015), *Public Management: A Case Handbook* (2014), *Public Management: A Research Handbook* (2013), 「한국인사행정론」(2013) 등이 있다(sm28386@skku.edu).

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