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Research Article

Causal relationship between core self-evaluation, information processing styles and job compatibility, and the mediation of integrative self-knowledge in secondary school (second stage) teachers

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Abstract

Aim: The aim of the present study was to investigate th Causal relationship between core self-evaluation, information processing styles and job compatibility, and the mediation of integrative self-knowledge in secondary school (second stage) teachers

Methods: The statistical population was all Man and Woman secondary school teachers in Ramhormoz City in the academic year 2022-2023. The statistical sample included 420 people and were selected by one-stage cluster sampling method.To collect data, questionnaires of information processing styles (REI), central self-evaluations (CSES), integrated self-knowledge (ISK) and occupational adaptation of Shahrabi teachers were used. 55 questionnaires were excluded from the study due to incompleteness and outlier data of several variables. And the information of 366 people was subjected to final analysis using SPSS 26 and Amos 24 software. Descriptive statistics methods were used to calculate the mean and standard deviation, and inferential statistics and path analysis methods were used to test the hypotheses. Also, a significance level of 0.05 and in the form of two domains has been considered for all research analyses.

Results: The results of the fitted model showed that information processing styles of rationalism and central self-evaluations had a direct, positive and significan effect on Integrative self-knowledge. Experiential information processing style had a direct, negative and significant effect on Integrative self-knowledge. And Integrative self-knowledge also had a significant direct effect on job compatibility. Also, the information processing style of rationalism and central self-evaluations with the mediation of Integrative self-knowledge had an indirect, positive and significant effect on job compatibility.

Discussion: According to the fitted model, the two variables of central self-evaluation and rationalistic information processing style can increase the level of coherent Integrative self-knowledge. And the increase of Integrative self-knowledge as a mediating variable increases job compatibility in teachers. The results of this research can help to increase the quality of work and improve teachers' work interactions by identifying the variables that affect the job compatibility of teachers. and help education in order to attract more adaptable teachers and also hold in-service courses for current teachers to improve their level.

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1. Introduction

Adaptability can be defined as the ability to emerge from difficult situations or adjust them. In fact, adaptability is an individual's capacity to stay healthy, resilient, and tolerant in challenging and risky conditions, where not only do they overcome these difficult conditions, but they also become stronger through them, therefore, adaptability means the ability to succeed, live, and grow in difficult conditions despite the presence of risk factors.

Adaptability enables individuals to utilize their existing capacities for success and life growth in challenging conditions and despite risk factors, and take advantage of these challenges and tests as an opportunity to empower themselves and emerge victorious from them (Matijas & Sersic, 2021). According to adaptability definitions, occupational adaptability refers to an individual's ability to cope with current and future duties, transitions, and challenges. This definition is not specific to a particular age or socio-cultural demographic (Fraser, 2017).

According to the career construction theory, when individuals transition from university to the workplace, from one workplace to another, or from one career to another, they perceive differences, and person demonstrate adaptability to these transitions through five main behaviors: 1) accepting these contradictions, becoming their uniforms, 2) exploring them, 3) accepting and recording them, 4) managing them, and 5) not accepting them. These main activities form a cycle of compatibility that can be repeated in cycles.

People who are adaptable in their jobs are eager to work in unpredictable environments, and this eagerness allows them to easily adapt to new responsibilities, information, policies, and conditions in the workplace (Moore, 2018).

Undoubtedly, starting a job activity exposes a working person to specific conditions, and the working person interacts with these conditions based on their characteristics. The occupational and organizational environment can extend from adaptability to neutrality and from neutrality to incompatibility (Momeni et al., 2019).

Occupational adaptability is a crucial factor for the successful continuation of teachers' employment, as all people, especially teachers, expect their job to provide them with satisfaction, health, and adequate credibility, or at least meet their most basic psychological needs (Jonaabadi, 2018).

In order to realize its goals, that is, science and human education, the education organization needs hard-working, compassionate, and committed teachers with high career adaptability and mental health. Adaptable teachers, with practical commitment and a sense of responsibility, perform their duties in the best possible way, leading to increased efficiency, effectiveness, and productivity in the education system (Naderlou et al., 2017).

Variables that affect occupational adaptability differ in various work and social conditions. Also, some of these variables are related to the work environment, while others are related to individuals' psychological characteristics, the faster the conditions of the workplace, the more dynamic, and the faster the changes, the greater the level of flexibility and variability of employees, and the more consistent the term. (Ashoughani & Burns, 2016).

Gholami et al. (2019) demonstrated that one of the influential factors on individuals' adaptability and their activities in work and life is central self-evaluation. Central self-evaluation refers to individuals' fundamental evaluations of their own values and abilities,

indicating a stable personality structure including the person's unconscious and the assessment of the person's abilities and self-control (Khaola & Mahao, 2019).

Central self-evaluation includes fundamental evaluations that individuals have about themselves, the world, and others. It also encompasses people's beliefs about their abilities (life control) and competencies (performance, coping processes, success) (Bono & Judge, 2003). People with positive central assessment have a more positive opinion of themselves and others, evaluate their work more positively, have better social relationships, naturally thrive in the workplace, and use a positive and future-oriented approach (Pujol-Cols et al., 2021).

Positive components of self-evaluation in people lead them to think positively about themselves and feel capable and valuable, believing they have control over their lives, this leads to greater and better adaptation of people (Zuo et al., 2020).

According to the central self-evaluation theory, self-assessment with low perceived competence in activities or tasks poses a threat to pervasive self-worth (Gang et al., 2020).

As mentioned, in self-evaluation, people evaluate their abilities as well as the information they receive from their surroundings. The way people judge the information they receive and solve related issues is referred to as the information processing style. Recent research has shown that information processing styles are also important determinants of psychological adaptation (Izanloo & Noroozbigi, 2017). Izanloo and Noroozbigi (2017) demonstrated a positive and relatively strong relationship between deep information processing styles and occupational adaptability. The world is conceptualized in people through two information processing systems: rationalism and empiricism. Although humans may benefit from both styles, they are independent of each other, often referred to as dual-processing patterns (Epstein & Pacini, 1999; Kafshdoz, 2021).

Information processing styles demand high levels of cognitive resources and are more verbal, analytical, deliberate, and relatively slow, operating through logical reasoning and deduction. This system mediates behaviors through conscious evaluation of events. The empiricism information processing style is intuitive, innate, and adaptive, allowing us to learn from experience. This system influences behaviors by decoding previous outcomes, particularly emotional experiences, by avoiding negative emotions and facilitating positive emotions (Pallant, 2000). In fact, the more a person uses his previous experiences, have more compatibility and adaptability to new job and work conditions and situations.

Rebecca et al. (2017) demonstrated that appropriate information processing alongside self-perceptions, well-being, support, and commitment leads to occupational adaptability in teachers. The results of the study by Rezavani et al. (2017) showed a significant positive relationship between information processing style and occupational adaptability. Specifically, individuals with a justice-oriented information processing style exhibited higher career adaptability.

Given that information processing styles reflect cognitive processes and are significantly associated with similar adaptability-related indicators, these styles can impact teachers' occupational adaptability, however, alongside these variables, self-concordance emerges as a significant variable in professional development, job satisfaction, and improved individual performance in the workplace (Rezaei et al., 2022). Self-concordance is a dynamic and adaptive psychological process.

Self-concordance consists of experiential and contemplative aspects. The experiential aspect pertains to the processing of information related to the self that occurs dynamically in real-time. In reflective self-concordance, a person analyzes personal experiences through superior cognitive actions (Shariat et al., 2020), Coherent self-concordance refers to people's active efforts to integrate their past, present, and future experiences for self-adjustment and enhancement (Jlilirad, 2014). Coherent self-concordance combines experiential and reflective self-concordance processes. These two processes enhance internal harmony through self-regulation and integration (Mehri & Langeroudi, 2012). Therefore, in the present study, self-concordance is posited as a mediating variable that can process both people's moment changes and analyze their experiences, its effective result can make the person compatible and adaptable.

Johnson and Stevenson (2004) demonstrated a positive and significant correlation between central self-evaluation and coherent self-coherence. Cotter and Spector (2017) examined the relationship between coherent self-coherence and job adaptability in a systematic review. The results indicated a positive and significant correlation between coherent self-coherence and career adaptability across various diverse studies investigated. Mirzaee (2016) explored the relationship between central self-evaluation, coherent self-coherence, and mental health in medical students at Kermanshah University of Medical Sciences, showing that coherent self-coherence has a positive and significant impact on mental health, while central self- evaluation directly influences mental health negatively and significantly. Gioia and Khoury (2014) demonstrated in their study on the influence of coherent self-coherence and information processing styles on learning that self-coherence can impact learning. This impact may be moderated by personal information processing styles.

Sultani and Qasempour (2018) also investigated how coherent self-coherence influences the relationship between information processing styles and employees' career commitment. The results indicated that coherent self-coherence had a positive and significant effect on career commitment. The results showed that coherent self-knowledge had a positive and significant effect on career commitment and information processing style had an indirect positive and significant effect on career commitment. Heinen et al. (2006) in a study on 250 employees showed a positive and significant relationship between coherent self-coherence and career adaptability. The research results of Sarvali et al. (2017); Du et al. (2019) and Bahari et al. (2020) indicated that coherent self-coherence is an important factor in career adaptability. People with high coherent self-coherence are more likely to feel satisfied and committed in their work environment. This helps people understand their values, goals, and skills, and this can help them to successfully adapt to the needs of their jobs and in the face of environmental changes. Collectively, these studies suggest that coherent self-concept coherence is an important factor in career adaptability.

Given the crucial role teachers play in societal growth and advancement, research on their career adaptability and the factors influencing it is essential for improving the quality of education and better organizing the teaching process, the importance and necessity of conducting research in this field is clearly seen on the society and the education industry. Therefore, the main goal of the current research is to investigate the causal relationship

between central self-evaluation, information processing styles, and career adaptability with the mediation of coherent self-coherence in secondary school teachers of Ramhormoz City.

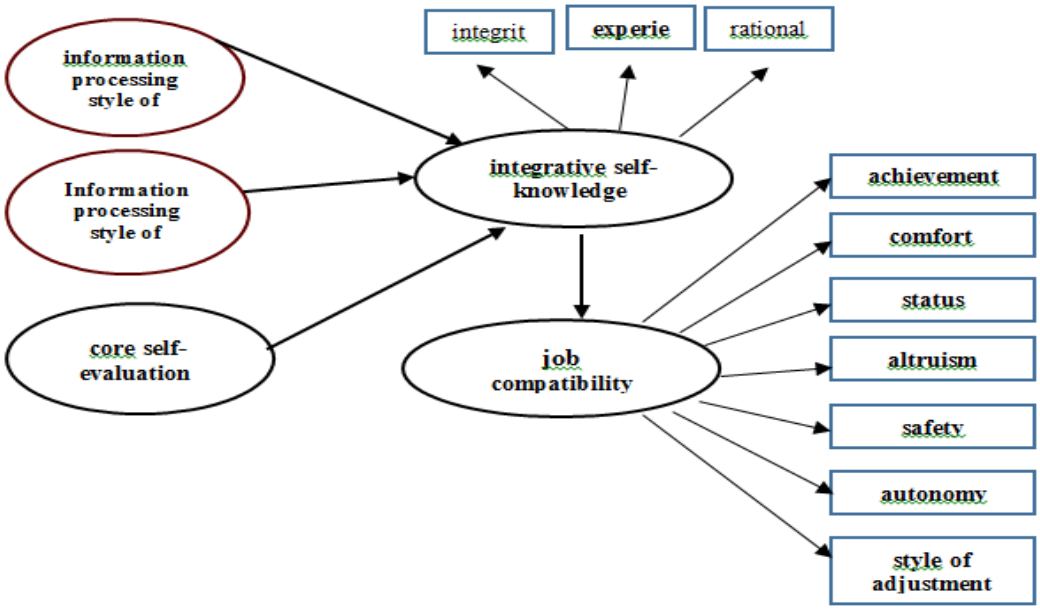


Figure 1.

2. Objective

The objective of this study was to investig th Causal relationship between core self-evaluation, information processing styles and job compatibility, and the mediation of integrative self-knowledge in secondary school (second stage) teachers

3. Methods

The statistical population of the research included all male and female secondary school teachers of the first and second period of Ramhormoz city. The total number of secondary teachers was equal to 917 people (Deputy of Secondary Education of Ramhormoz Department of Education, 2023). 420 teachers were selected from the mentioned statistical population by one-stage cluster sampling method. In this way, 35 schools were randomly selected from the list of schools and then 12 teachers were selected from each school. To determine the sample size, considering that 14 parameters of the current research model were examined, 20 people were considered for each parameter (Bashlideh, 2011). Inclusion criteria for participation in the study included teaching at first and second-grade secondary schools in Ramhormoz, and willingness to respond to the questionnaires, and exclusion criteria included unwillingness to participate in the research.

During the data preparation stage, due to missing or incomplete responses in some parts of the questionnaires by teachers, the questionnaires of 34 individuals were set aside, and then, in the model modification stage using Amos software, the questionnaire data from another 20 person were excluded due to missing data from several variables, and finally, data from 366 participants were included in the final analysis. Data analysis was performed using SPSS 26 and Amos 24 software, and descriptive statistics were used to calculate means and

standard deviations, while inferential statistics and path analysis methods were utilized to test hypotheses. The significance level was set at 0.05, and a two-tailed approach was considered for all research analyses.

4. Data collection tools

The Central Self-Evaluation Scale (CSES) was designed by Judge et al. (2003). This scale consists of 12 questions scored on a 5-point Likert scale ranging from strongly disagree to strongly agree. Judge et al. (2003) validated the scale in their study using exploratory and confirmatory factor analysis methods, revealing the presence of a common factor. In this study, the reliability of the scale was estimated to be between 0.80 and 0.84 by calculating Cronbach's alpha and conducting the scale on four different sample groups.

Validity and reliability of the scale in research by Shariati et al. (2010) were obtained by implementing the formal validity methods of factor analysis and the Cronbach's alpha coefficient was 0.84.

Shabani and et al research (2019) showed that this scale has acceptable reliability. Also, the validity of this questionnaire was confirmed through factor analysis.

In the present study, for the above scale, the fit index was as follows; the Chi-square goodness-of-fit index (CMIN/DF) was 3.130, the Goodness-of-Fit Index (GFI) was 0.931, the incremental Fit Index (IFI) was equal 0.943, and the root mean square residual standard fit index is equal to 0.79, also, Cronbach's alpha was 0.77, and the composite reliability was 0.78, both exceeding 0.7, indicating the scale's stability. Overall, all indexes indicate that the measurement model has a good fit.

The Information Processing Styles Questionnaire (REI) was developed by Pachini and Wapstein in 1999. This 22-item questionnaire is rated on a 5-point Likert scale ranging from strongly disagree to strongly agree. In research studies, the questionnaire items have been analyzed as two factors (empiricism and rationalism) and reported evidence of reliability and internal consistency. Marx et al. (2008); Wetman et al. (2009); Sladkov et al. (2010) evaluated the structural validity and content validity of this questionnaire satisfactorily, reporting Cronbach's alpha coefficients of 0.90 for the rationalism subscale and 0.84 for the empiricism subscale.

Rezaei (2011) calculated the validity of this questionnaire by correlating item scores with total scores of subscales and assessing item discrimination power, deeming them satisfactory. Also, the reliability of the questionnaire was obtained through the methods of internal consistency and retesting. Cronbach's alpha coefficient for intuitionism and rationalism subscales were 0.80 and 77, respectively, and the correlation coefficient after four weeks of retesting for these subscales was 0.94 and 0.90, respectively.

Firtash (2010) and Shirzadi Fard (2011) also reported evidence of its high validity (alpha coefficients from 0.76 to 0.83) for this questionnaire.

In the present study, for the above scale, reliability was obtained using Cronbach's alpha method for the empiricism component of 0.84, the rationalism component of 0.77, and for all questions in the questionnaire of 0.77, and the construct validity was also confirmed using factor analysis. The chi-square fit index CMIN/DF is equal to 1.980, the goodness-of-fit index GFI is equal to 0.909, the fit index of interaural coordination is equal to 0.914, the

root mean square residual standard RMSRA is equal to 0.052, and the combined reliability is 0.89, which is higher than 0.7 and shows that the scale is stable.

Coherent self-coherence questionnaire was developed by Qorbani et al. (2008) and consists of 12 items. This scale is scored on a 5-point Likert scale ranging from mostly true to mostly false. Scores range from 12 for low self-coherence to 40 for high self-coherence. Ghorbani et al. (2008) in their study on three Iranian and three American samples Cronbach's alpha scale respectively, in the first Iranian sample 0.82, the second Iranian sample 0.81, and the third Iranian sample 0.81, and in the first American sample, 0.78, the second American sample 0.78, and the third American sample reported 0.74, convergent, criterion, differential and incremental validity of the scale was also confirmed in this study. In the study of Ghorbani et al. (2010), was also reported Cronbach's alpha of 0.79.

In the study by Jalilirad (2014), the validity was confirmed at 0.75, and the reliability was 0.90 for this scale. The reliability and Cronbach's alpha coefficient for a group of 230 students at the University of Tehran were 0.90 for experiential self-coherence and 0.84 for reflective self-coherence, and the correlation between the two aspects was equal to r=0.74 (Ghorbani et al., 2003).

In the present study, for the above scale, the chi-square fit index CMIN/DF is equal to 2.736, the goodness-of-fit index of GFI is equal to 0.940, the fit index of interaural coordination is equal to 0.926, the fit index of the root mean square residual standard, RMSRA is equal to 0.069, also, Cronbach's alpha was 0.83 and composite reliability was 0.88, which shows that the scale is stable.

Teachers' career adaptability questionnaire: Shahrabifarahani (2012) used Cronbach's alpha to examine the concept and components of Davis and Lafqvist's career adaptability theory, and build a tool to measure it among female teachers in the 15th district of Tehran to check the reliability of the questions.

The reliability of the initial questionnaire of 44 questions was calculated as 0.713. Then, 8 questions that had a factor load of less than 0.4 were deleted from the set of questions, and the reliability coefficient of the 36-question questionnaire was equal to 0.84. This questionnaire has 7 factors progress value, comfort value, base value, altruism value, safety value, autonomy value, and adaptation style. Each question has 5 options on a Likert scale.

The questionnaire, developed by Shahabifarhani et al. (2012), was simultaneously administered with the Dent career satisfaction questionnaire to a sample of 50 individuals, and a significant correlation of 0.73 was found between the scores of the subjects, indicating that the questionnaire possesses sufficient structural validity. Furthermore, the content and face validity of the questionnaire were confirmed by expert professors Farahbakhsh, Asgari, Karami, and Soleimani. However, no practical application of this tool was found in foreign research studies.

In the current study, for the above scale, the fit index was as follows; the Chi-square goodness-of-fit index (CMIN/DF) was 2.843, the Goodness-of-Fit Index (GFI) was 0.971, the Incremental Fit Index (IFI) was 0.978, and the Root Mean Square Residual (RMSRA) was 0.079, also, the Cronbach's alpha was 0.83, and the composite reliability was 0.88, indicating scale stability. Overall, all indexes indicate that the measurement model is a good fit, and the teacher career adaptability scale is a reliable and valid tool for measuring the research model.

5. Results

Table 1. Mean, Standard Deviation and Correlation coffcients of Research Variables

Row	Variable	Mean	SD	1	2	3	4	5
1	JobCompatibility	3.47	0.63	1				
2	IntegrativeSelf_Knowledge	2.61	0.64	.488**	1			
3	Core_Self_evaluation	3.49	0.52	.313**	.616**	1		
4	Rational__InformationProcessingStyles	3.76	0.53	.154**	.420**	.282**	1	
5	Empirical_InformationProcessingStyles	3.32	0.63	-.005	-.113*	-.022	-.022	1

*P<= 0.05 **P<=0.01

Table 1 shows mean and standard deviation of research variables. As shown, mean response of people to the index of job compatibility is equal to 3.47, 2.61 for the index of self-knowledge, 3.49 for the index of core self-evaluation, 3.76 for the index of information processing style of rationalism and 3.32 for the index of information processing style of empiricism. Also, the correlation coefficient between job compatibility and integrative self-knowledge is 0.488, 0.616 between integrative self-knowledge and core self-evaluation, 0.420 between integrative self-knowledge and information processing style of rationalism and -0.113 between integrative self-knowledge and information processing style of empiricism.

By making the necessary corrections according to the recommendations of AMOS 24, including a covariance relationship between the errors of the indicators and removing 20 multivariate outlier data from the Mahalanobis distance, the Saturated Model was optimally fitted as shown in **Figure 2.**

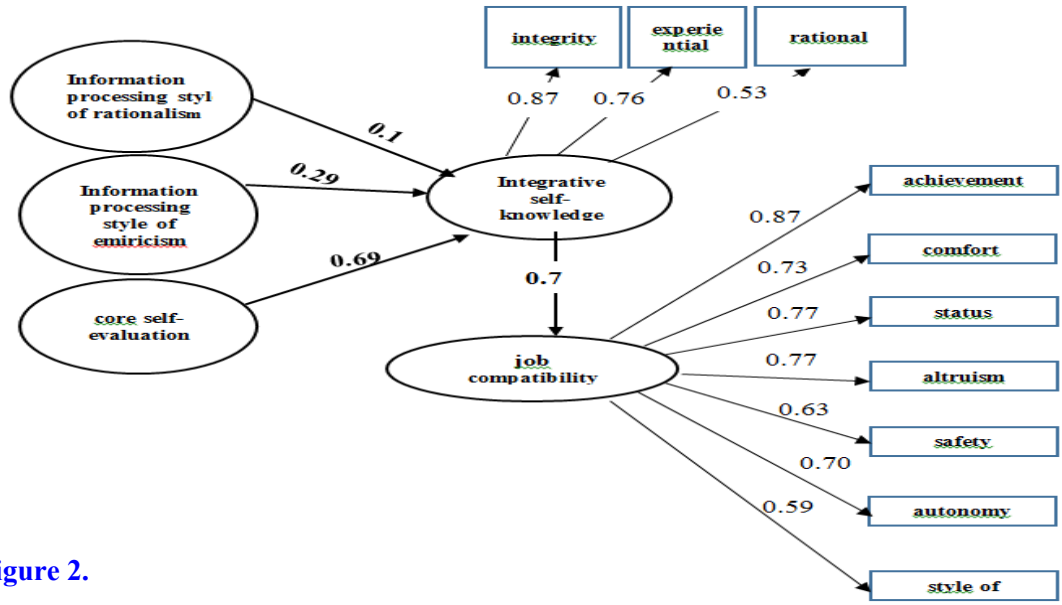


Figure 2.

Table 2. Results of Final Fitness Indices

Fitness indices	RMSRA	PRATIO	IFI	CFI	CMIN/DF	χ^2/df
Final pattern Values	0.036	0.923	0.914	0.912	1.466	1590.944

As shown in **Table 2**, the value of CMIN/DF is equal to 1.466, which less than 5 is acceptable. CFI and IFI are indicators that measure the fit of the proposed model to the independent model (which assumes that no relationship is between the data) and they are equal to 0.912 and 0.914 in the model, respectively. Given that the values are higher than 0.9, they are acceptable, and the fit of the model is acceptable. The value of PRATIO is also equal to 0.923. Given that the values are higher than 0.9, they are within the allowable limit. RMSE is mean residual between the observed correlation/covariance of the sample and the expected model estimated from the population, and its value in this model is equal to 0.036, which according to Loehlin, a value less than 0.08 shows a good fit. Given that 5 fit indices are good, the research model has a suitable fit. In the following, the results of each of the research hypotheses will be presented.

Table 3. Path coefficient of direct effects in final model

Row	Path	Direction	β	C.R	α	result
1	Rational Information Processing Styles to Job Compatibility	Direct	-0.039	-0.550	0.584	Rejected
2	Empirical_Information ProcessingStyles to Job Compatibility	Direct	0.179	3.216	0.01	Accept
3	Core_Self_evaluation to Job Compatibility	Direct	-0.073	-0.180	0.680	Rejected
4	Rational Information Processing Styles to Integrative Self_Knowledge	Direct	0.291	4.380	0.046	Accept
5	Empirical_Information Processing Styles to Integrative Self_Knowledge	Direct	-0.103	-2.254	0.046	Accept
6	Core_Self_evaluation to Integrative Self_Knowledge	Direct	0.625	6.68	0.021	Accept

As shown in **Table 3,** in rows 1 and 3, the significance level of the relationship between the variables is higher than 0.05, and the value of the statistic (t) is less than 1.96. Therefore, the hypothesis corresponding to these paths is not confirmed. As shown in rows 2, 4, 5, and 6 of Table 3, the significance level of the relationship between the variables is less than 0.05, and the value of the statistic (t) is higher than 1.96. Therefore, the hypothesis corresponding to these paths is confirmed.

Table 4 . Path coefficient of indirect effects in final model

row	Path	Direction	β	α	result
1	Rational Information ProcessingStyles to JobCompatibility	Indirect	0.205	0.003	Accept
2	Empirical_Information ProcessingStyles to JobCompatibility	Indirect	-0.073	0.01	Accept
3	Core_Self_evaluation to JobCompatibility	Indirect	0.624	0.021	Accept

As shown in in rows 1, 2, and 3 of **Table 4**, the significance level of the relationship between the variables through the bootstrapping test is less than 0.05. Therefore, all hypotheses corresponding to these paths are confirmed.

Table 5 . Path coefficient of indirect effects in final model

row	Path	Direction	β	α	result
1	IntegrativeSelf_Knowledge to JobCompatibility	Direct	0.704	0.05	Accept

As shown in **Table 5**, the significance level of the relationship between the hypothesis variables through the bootstrapping test is equal to 0.05. Therefore, the hypothesis corresponding to this path is confirmed, i.e. at the error level of 0.05, the relationship

between integrative self-knowledge and job compatibility is significant. According to its standard coefficient β, which is equal to 0.705, its mediating role on the model is significant and effective.

5.1. Analysis of the role of mediation in the model

To analyze the role of mediation in the model, the method of Baron and Keni (1986) was used and the fit indices were extracted and compared for two states of full model and direct model.

Table 6. Fit indices between full mediation model and indirect model

Model	AIC	PNFI	AGFI	GFI	TLI	IFI	CFI	RMSRA	CMIN	DF	CMIN/DF
Full Mediation Model	1870.944	0.711	0.832	0.851	0.905	0.914	0.912	0.036	1590.944	1085	1.476
Indirect Model	1875.345	0.713	0.831	0.850	0.904	0.912	0.911	0.036	1602.345	1089	1.471

According to the data in **Table 6**, most of the fit indices in full model have a higher value than direct model and support full model, and the Akaike information criterion (AIC) also has a lower value and supports full model.

Table 7. Mediator role in different paths

Row	Path	Direct Path (β)	α	Indirect Path (β)	α	result
1	Rational Information ProcessingStyles to Integrative Self_Knowledge to Job Compatibility	-0.039	0.584	0.205	0.03	Full Mediator
2	Empirical_Information ProcessingStyles to Integrative Self_Knowledge to Job Compatibility	0.179	0.007	-0.073	0.01	Partial Mediation
3	Core_Self_evaluation to Integrative Self_Knowledge to Job Compatibility	-0.073	0.587	0.440	0.005	Full Mediator

Table 8. Bootstrap results between research variables

Predictive variable	Mediator variable	Criterion variable	Bootstrap value	Low level	High level	Standard Error	Bias
Rational Information	IntegrativeSelf_ Knowledge	Job Compatibility	0.205	0.120	0.355	0.003	%95
Empirical_ Information	IntegrativeSelf_ Knowledge	Job Compatibility	-0.073	-0.163	-0.018	0.010	%95
Core_Self_ evaluation	IntegrativeSelf_ Knowledge	Job Compatibility	0.440	0.264	0.708	0.005	%95

As shown in **Table 7 & 8**, information processing style of empiricism → integrative self-knowledge → job compatibility was both directly and indirectly significant. In this regard, the role of mediation is minor, but in other paths, it was not significant directly, but significant indirectly, and the value of β increased, so the role of mediation is complete.

Also, given that there are 3 independent variables and the significance level is 0.05 and the coefficient of determination (R^2) of the dependent variable in the model is 0.35 and the

sample size is n=366, the Power Analysis of the model was 1. As its value is higher than 0.8, the Power Analysis of the model is very good.

5.2. Discussion and conclusion

The objective of the present study was to investigate the causal relationship of core self-evaluation, information processing styles and job compatibility, and the mediation of integrative self-knowledge in secondary school (second stage) teachers. For this purpose, hypotheses related to direct and indirect effects were analyzed. According to the results, the empiricism information processing style was significant on the job compatibility variable. This is consistent with the study results of Rebecca (2017); Rezavani et al. (2017); Noroozbigi and Izanloo (2017). For explaining this finding, the self-concept theory of Charles Cooley (1902) & George Mead (1934) can be used. Self-concept is the image that a person has of himself and includes his beliefs, feelings and values about himself and is formed through social interactions between a person and others. Consistent with the self-concept theory, people who have an experiential and intuitive information processing style may be able to understand the needs and demands of others and the environment well by using their feelings, and they can also use their communication skills to establish an effective relationship with others, which can help them to be more successful and compromise at work.

According to the results, rationalism had a direct effect on integrative self-knowledge, which is consistent with the study results of Noroozbigi and Izanloo (2017) & Gioia and Khoury (2014). Locke (1995) believed that self-knowledge is a process of self-representation. Rationalism can help people portray themselves accurately and completely. For example, rationalism can help people identify their strengths and weaknesses and apply them in different fields of knowledge, indicating that rationalism can help people to have a higher integrative self-knowledge.

Also, the results showed that empiricism had a direct effect on teachers' integrative self-knowledge and the hypothesis was confirmed. This is consistent with the study results of Sultani and Qasempour (2018). According to the emotional information processing theory of Bar and Parker (1997), emotions can interfere in any information processing. They can affect our attention to information, our interpretation of information, and our recall of information. People with information processing style of empiricism tend to process information using their emotions. They often use their emotions to direct their attention, interpret information, and make decisions. This can have a positive effect on integrative self-knowledge. Because emotions can help people process information more deeply and gain more insight into themselves and the world.

According to the results, core self-evaluation had a direct effect on integrative self-knowledge. This is consistent with the study results of Rezavani et al. (2017) & Gioia and Khoury (2014). One of the theories that can explain the relationship between core self-evaluation and integrative self-knowledge is the social self-concept theory of Leary and Baumeister (2006). According to this theory, it can be said that core self-evaluation makes a person pay more attention to his self-concept and seek to maintain and strengthen it, which can lead to an increase in integrative self-knowledge. In fact, people with core self-evaluation , tend to process information about themselves accurately and completely and use this

information for self-evaluation. This makes them have a clear image of themselves and their self-concept is integrated.

Also, the results showed that rationalism had an indirect effect on teachers' job compatibility through integrative self-knowledge. This is consistent with the study results of Noroozbigi and Izanloo (2017); Gioia and Khoury (2014) & Sarvali et al. (2017). For explaining this mechanism, the self-knowledge theory of Rogers (1961) can be used. Rogers believed that integrative self-knowledge is achieved when people feel that they have a correct understanding of themselves and are consistent with themselves. On the other hand, rationalism can help people to have a better understanding of themselves and their strengths and weaknesses, which can help them deal with job challenges more effectively.

According to the results, information processing style of empiricism with the mediation of integrative self-knowledge had an indirect effect on teachers' job compatibility. This is consistent with the study results of Sultani and Qasempour (2018) & Nekfarjam et al. (2017). The information processing style of empiricism refers to the tendency of people to process information experimentally and based on their feelings and emotions. This information processing style can help people use their experiences to understand themselves and comply with themselves. The information processing style of empiricism can also help people to be aware of their feelings and emotions and manage job challenges better.

The results showed that core self-evaluation through integrative self-knowledge had an indirect effect on teachers' job compatibility. This is consistent with the study results of Mirzaee (2016); Bahari et al. (2020) & Cotter et al. (2017). Core self-evaluation can have a positive effect on people's integrative self-knowledge. This is because self-evaluation helps people understand their personal values and beliefs. As a result, people with high core self-evaluation may have a correct understanding of themselves and their place in the world and cope with job challenges effectively.

According to the results, integrative self-knowledge had a direct effect on teachers' job compatibility. This is consistent with the study results of Du et al. (2019); Heinenet al. (2006) & Sarvali et al. (2017). Lauri and Tengni (2012) argued that integrative self-knowledge helps people to know their strengths and weaknesses, find a job that matches their values and beliefs, and cope with job challenges effectively. Therefore, these factors can help people enjoy their work and have higher job satisfaction and compatibility.

Given that the present study was conducted on secondary school (second stage) teachers in Ramhormoz, generalizing the results to other groups and statistical populations as well as cities and provinces should be with caution. Consistent with the limitations of this study, it is suggested to conduct this study using the presented model on other statistical populations except teachers. Considering the sensitive job and the key role of teachers in nurturing the future builders of society, it is suggested to pay attention to individual factors, social support and work factors of job compatibility of teachers.

6. Contribution of the authors

In the present study, the corresponding author was responsible for designing the general framework, content collection and content analysis, submitting and correcting the article, and the second author collaborated in designing the general framework, selecting approaches, final review, comparing approaches and concluding.

7. Conflict of interest

The authors acknowledge that there is no conflict of interest in this article. This article is part of the master's thesis under the supervision of Dr. Fariba Kalantari.

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