

EXPLORING THE SUB DIMENSIONS OF PERCEIVED OVER-QUALIFICATION

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Abstract

This study discusses the significance of studying over qualification and attempts to measure and explore the sub dimensions of perceived over qualification. Over qualification is a phenomenon resulting in the possession of higher educational qualifications by employees than what their job demands. The conduct of this study is found relevant because over qualification results in negative work attitudes among employees. The impact of over qualification is seemed to be more dismal when it is subjective. The primary reason behind over qualification is reported to be labor market imperfections resulting in oversupply of graduates and concentration of certain skills in the labor market. Perceived over qualification is the subjective aspect of over qualification and explores the individual's interpretations of their employment situations, focusing on their perceptions regarding use of their skills and abilities. The study reviews various existing measures for measuring perceived over qualification. The construct is measured by adapting statements from different existing scales of perceived over qualification. An exploratory factor analysis has been performed and three dimensions were explored namely excess education, excess skills and excess experience explaining 73% of variance.

Introduction

Over-qualification is a phenomenon resulting in the possession of higher educational qualifications by employees than what their job demands. Educational mismatch is of a serious concern as it results in employee frustrations, job dissatisfactions, less organizational performance, less productivity, increased labor turnover etc. It may even lead to psychological problems hindering the employee wellbeing and thereby organizational effectiveness. The primary reason behind over-qualification

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is reported to be labor market imperfections resulting in oversupply of graduates and concentration of certain skills in the labor market.

According to Black (2012) spending on education can be considered as an investment. Hence Individuals evaluate the returns to their education through the employment they achieve. Labor markets also critically evaluate such investments and the results are often interpreted through increased earnings, high labor force participation rates, increased worker productivity etc. This is done because labor market failures can negatively affect the returns that accrue to individuals and societies. The labor market failures are often judged through the failure to facilitate the full utilization of human capital attained through education. This happens due to market imperfections where firms are not in a position to adjust jobs so as to fully utilize the human capital of employees and so long as the employees are willing to accept jobs for which they are overeducated.

Berg (1971) pointed out that the expansion of education may have unintended and negative consequences for society. He argued that employers' increased reliance on education credentials of employees may place severe limitations on the achievement of disadvantaged groups. Individuals acquiring higher qualifications expect an “appropriate type of work” upon completing their education. This appropriate type of job might not be simply a high paying job but rather the one with a right kind of income, working conditions, associates and identity etc. Thus a lack of fit in the labor market can lead to a cognitive dissonance and dissatisfaction when the worker find himself in a position “beneath” that for which he was prepared..

Over-qualification can be understood under two main perspectives – objective and subjective (Khan & Marrow, 1991). Objective over-

qualification use accepted standards to determine whether an employee is overqualified or not. The objective aspect is defined in terms of the level of utilization of individuals' human capital, in comparison to an accepted standard of their referent group, for example other individuals with similar qualifications (Feldman, 1996).

Perceived over qualification

Perceived over-qualification is the subjective aspect of over-qualification and explores the individual's interpretations of their employment situations, focusing on their perceptions regarding use of their skills and abilities (Khan & Marrow, 1991; Jones Johnson & Johnson, 1995). Thus over-qualification is much more likely to reflect the underutilization of skills and it is generally termed as over-qualification in the literature (Green, McInthosh, & Vignoles, 1999).

Perceived over-qualification is defined as the extent to which an employed individual perceives that he or she (a) possess surplus job qualifications (b) has limited opportunities to acquire and use new job-related skills (Johnson, Morrow, & Johnson, 2002). Perceived over-qualification is said to exist when individuals perceive that they possess education, experience and skills that exceed the required job requirements. It may stem from a lack of promotional opportunities associated with the job, which leads to dead ends (Green, Intosh & Vignoles, 1999).

Subjective over-qualification is literally considered to be measuring occupation related relative deprivation, which is a self-perceived situation of unfairly disadvantaged employment conditions or unmet job expectations (Johnson and Johnson 1995). Although both constructs are helpful to understand the employee behavior they serve different outcomes. Subjective over-qualification helps to identify who is "likely to leave" the

organisation, whereas objective over-qualification explains who is “able” to leave (Hoskins, 2003).

Impact of Perceived Over-Qualification

The impact of over-qualification seemed to be more dismal when it is subjective. It has been studied that subjective over-qualification shows more effect on work attitudes than objective over-qualification (Burriss, 1983; Maynard, Joseph, & Maynard, 2006 Johnson Marrow & Johnson, 2002). The subjective feelings of over-qualification were not closely related to educational background (Burriss 1983). For some individuals, when they feel that they had mastered over jobs wanted to try something different. Another reason is their potential not being fully used and the opportunity to learn and grow on the job is limited. Their feelings are also observed to be high when working along with undereducated graduates in the same post. Lack of training and promotional opportunities, autonomy, constitutes another reason. The inability to apply skills and knowledge acquired in college, the difficulty of applying the specific content which they have learned also amount to a negative perception towards over-qualification.

Most of the existing literature of perceived over-qualification studied its impact on various work attitudes. The work attitudes that have been generally studied include job satisfaction, career satisfaction, organizational commitment, turnover and turnover intention, job crafting, job stress, psychological wellbeing, job involvement, job acceptance intentions etc. One extensively studied consequence of perceived over-qualification is job dissatisfaction. It is been found that an individual who possess a high perceived over-qualification will show a job dissatisfaction (Herzberg, 1966; Fine & Nevo, 2008; Hoskins, 2003; Saravanabawan &

Uthayatharshika, 2014; Jhonson & Jhonson 1996, 2002) and will be engaged in job search behavior and ultimately result in turnover behavior (Maynard & Parfyonova, 2013; Wald, 2005; Maynard, Joseph, & Maynard, 2006; Cable & Hendey, 2009/2010). Overqualified employees are found dissatisfied with their wages, responsibilities, challenges, career advancements and other aspects of their job. Basically the job search behavior and turnover intention observed among overqualified employees are partly driven by the urge to find an employment worth enough to utilize their skills better (Feldman C. , 2011)

Johnson and Johnson (2002) studied two components of perceived over-qualification. They were perceived lack of growth and opportunity and perceived mismatch of individual qualifications and job requirements. It was found that both components were significantly negatively related to work satisfaction. Thomas Hoskins (2003) conducted a study on the graduates of Air force institute of technology in US and found that the perception regarding utilization of skills play a role on job satisfaction and organizational commitment. In another study conducted by Saravanabawan & Uthayatharshika, (2014) perceived over-qualification was found negatively correlated with job satisfaction, affective , continuance commitment and positively related to turnover intention.

One immediate consequence of perceived over-qualification is found to be turnover intention (Hersch, 1991; Johnson and Johnson, 2001, 2002; Burris 1983; Tsang, 1985 and 1987; Feldman and Turnley, 1995; Sagie et al, 2002; Maynard, Joseph, & Maynard, 2006). The dissatisfaction of overqualified employees forms the basis behind their turnover intention. An overeducated worker feels dissatisfied with his present job requiring lesser skills and education. This leads to lower organizational commitment.

These negative attitudes form the root cause of turnover intention. According to Sloane et al (1991), overeducated workers are likely to have shorter tenure. The consequent attritions are to pave the way to a chain of consequences like employee dissatisfaction ending up with organizational inefficiency, poor service quality, high customer turnover and decreased profitability.

Hersch (1991) conducted a study on education - job match in manufacturing and warehouse firms and found that overqualified workers are less satisfied with their jobs and more likely to quit. Alba- Ramirez (1993) found that overeducated individuals experienced higher job turnover than other comparable workers. Johnson and Johnson (1996) recognized a negative relationship between over-qualification and intention to stay. Johnson and Johnson (1996) explored a positive relationship between perceived over-qualification and psychological distress. The study was conducted among American postal workers and it was found that greater the perceived over-qualification greater is the psychological distress.

The Labor Market Scenario and Over-qualification in Kerala

Kerala is a State known for its investment in education and health. Kerala model of development is characterized by high investment in education and health that giving rise to high physical quality of life (Kothari, 1966). This has led to Kerala achieving an unprecedented social development and scores high on all social indicators well ahead of all the other States in India, the indices of which is even comparable with developed countries. Kerala's achievement in education lies in high literacy rates, free and universal primary education, low dropout rates at the school level, easy access and gender equality. The State ranks high in human development index and

literacy rates among all other States in India and has made commendable achievement in education and health. At the same time as a Paradox the State also ranks the highest in the unemployment rate among educated youth

A preliminary study has been conducted to enquire into the problem of over-qualification in Kerala. It has been exposed that there is a massive range of overqualified people in both public and private sector jobs in Kerala. The over-qualification was found to be higher among arts and science postgraduates, professional graduates and PhD holders. The figures of educated unemployed are getting worse that these graduates are in fact forced to accept any jobs that come on their way in order to prevent them from being unemployed. A newspaper article in Indian Express (Express News Service, 2013) reported that an increasing number of professional graduates including IT graduates are applying for Kerala public sector lower division clerical jobs that at least they value a secure job, regular income and other non-monetary benefits offered by the Government jobs.

One basic reason for this phenomenon in Kerala is the expansion of higher education due to heavy subsidization of education by government, high expectation of today's youth, preference for government jobs (Tilak, 2001), concentration of certain skills (Brynin, 2002) in the labor market, demand not increasing commensurate with supply (Devasia, 2005) etc.

Some studies observed over-education to be a temporary problem especially at the entry level and gradually disappear as the worker gains experience and is promoted to next higher levels. But in Kerala the experience is diverse as the worker once accepted a job seemed to get lodged within that work. These jobs are often characterised by time bound promotions or in some cases with no promotions. To site some examples,

sales girls and boys possessing degree or postgraduate qualifications in textile shops, BTech graduates taking up jobs where a diploma qualification is demanded, graduates ending up in jobs which are extremely different from their line of work, MBA graduates working as door to door sales executives etc.

The labor market context inevitably shapes the approach a firm takes to HRM and is one of the key factors influencing HR strategic formation (Boxall & Purcell, 2003). Central to the concept of strategic human resource management is the idea of “fit” in Organisations. This fit perspective is based on the classic contingency view of organizations, which attributes success to how well organizational strategy, structure, technology and people fit with and supports each other (Lawrence & Lorsch, 1986) .

Thus keeping in view the consequences of perceived over-qualification, a high time is felt to study the magnitude of perceived over-qualification in Kerala. The basic objective of this paper is to measure perceived over-qualification and to identify whether it embraces any sub dimensions. For the purpose, perceived over-qualification has been operationally defined as the extent to which an employed individual perceives that he or she possesses surplus job qualifications, surplus skills and surplus experience.

Existing Measures of Perceived Over-qualification

Perceived over-qualification or subjective over-qualification and is described as the workers perception about the mismatch and their feelings associated with it. Several studies have explained that the consequence of over-qualification is severe when the subjective over-qualification is high. Over qualification refer to a situation of being overeducated, over-skilled,

over-experienced or over-intelligent among many others (Erdogan, Bauer, Peir'o, & Truxillo, 2011). As this is the case the scales developed so far intended to measure the perceptions of employees with respect to utilization of their education, skills, experience knowledge etc. From an extensive literature review it was learned that three scales were developed so far to measure the variable. One of these scales is unidimensional, one is two dimensional and the third is multidimensional. The researcher made a thorough analysis of these scales with respect to the relevance of the current study.

Details of the existing measures of perceived over-qualification are as follows. One is the POQ scale developed by Johnson and Johnson (1996). It is a 10-item scale incorporating 8 items developed by Khan and Marrow (1991) and two additional items developed by Johnson and Johnson (1996). The 10 items of the scale were grouped into two subscales namely "Mismatch" and "No growth". The mismatch scale points towards the dimensions of excess education or excess skills and no growth subscale measures perceptions of employees regarding the growth and learning opportunities provided by the job. The limitation of this scale was that two dimensions of POQ namely excess education and excess skills and work experience were combined to form a single "mismatch" scale. A study conducted by Poon (2007) regarding the dimensions and measures of perceived over-qualification has made an analysis of various scales in existence for measuring the construct. In his study he suggested for a further research to test whether this conceptual separation of dimensions could be empirically supported. Another limitation of the scale was the uncertainty regarding whether the "no growth" subscale constituted to the

construct of perceived over-qualification. Moreover a lower internal consistency was reported for the scale by several studies.

Keeping in view of the limitations of POQ scale Maynard et al (2006) developed the scale of perceived over-qualification (SPOQ) comprising of nine items. It is developed to measure the respondents' perceptions about their KSAs (knowledge, skills and abilities). It is developed as a unidimensional scale combining the dimensions of excess education, excess skills and work experience. Comparing with POQ scale, SPOQ provides higher internal consistency (Poon, 2007) and encourages respondents to use job requirement as a referent for their comparison. In case of POQ scale the referent is not provided and the respondents are free to use their own referents. This may provide a discrepancy in measuring whether the respondents has addresses their response with reference to their colleagues or job requirement or used any other referent. The researcher used the two scales in two different pilot studies and got higher internal consistency for SPOQ (0.84). Hence it was decided to use SPOQ scale to measure perceived over-qualification.

Another scale known as multidimensional perceived over-qualification (MDPOQ) was developed by (Poon, 2007) consists of 21 items with five factors. Since there is no clarity regarding the five factors under this scale and since it is hardly used in any studies to measure perceived over-qualification, this scale has been ignored.

Although the SPOQ scale was developed as a unidimensional scale measured in a five point scale ranging from 'strongly agree' to 'strongly disagree', the scale incorporates different dimensions of perceived over-qualification like excess education, excess skills and work experience into a single scale. SPOQ contains nine items which measure respondents'

perception regarding his or her surplus education, work experience, knowledge, skills and ability (KSA) (Poon, 2007). Along with these nine items the researcher also added two more statements from the POQ scale developed by Khan and Marrow to bring out exactly the perception of employees regarding their over-qualification. Those statements were “My formal education over-qualifies me for my present job” and “Frankly I am overqualified for the job I hold”.

Methodology

The data has been collected from the bank employees working in nationalized and private banks in Kerala. The population of the study is defined as the “employees working under clerical and officer cadre” in both nationalized and private banks. The sample size is 561. The period of data collection was from November 2014 to April 2015. The officers and clerical staff who are at the entry level and who progressed a short span through their career have been selected for the survey. This was done to study their aspirations while completing their degree and the reasons behind their banking career choices. The employees in the public sector banks are placed through the IBPS examinations while some of them belong to ex-servicemen category. A part of the employees in the private sector are placed through campus recruitment.

This study is exploratory in nature during the first phase of the research. Descriptive research was then adopted during the next stage of the study which falls into a conclusive design. In public sector banks employees working under clerical and officer cadre were surveyed.

The data has been controlled for age and job designations. This is done because for aged employees over-qualification might not be a serious concern. As such aged employees were not considered for the survey.

Instead data collection was confined only to those employees within the age group of 21 to 40. Along with the age group job designations were also controlled in order to survey employees doing the same nature of job in both the organization types.

Public Sector Banks (PSBs) are banks where a majority stake (more than

Variable name	Frequency	Valid percentage
Gender		
Male	315	56.1
Female	246	43.9
Total	5616	100

50%) is held by the government. The shares of these banks are listed on stock exchanges. There are a total of 27 public sector banks in India. They comprises of 21 public sector banks and 6 State bank group (SBI and its 5 associates). The private sector banks in India are split into two groups by financial regulators after the economic reforms in 1990. The old private sector banks existed prior to the nationalization of banks in 1969 and kept their independence because they were either too small or specialized to be included in nationalization. The new private sector banks are those that have gained their banking license since the liberalization in 1990s and are incorporated as per the revised guidelines issued by the RBI regarding the entry of private sector banks in 1993.

Results

It was observed during the survey that employees possess different educational back grounds. There were employees who completed bachelor of technology, biotechnology, science degrees, commerce and management degrees etc and then turned to a banking career. The job

position of clerks and officers in banks requires any bachelor degree as the required qualification for recruitment of employees.

The sample consists of 312 males and 246 females comprising 56% and 44% respectively. The age distribution of the respondents shows that majority belong to the age group 26-30(46%), followed by 20-25 (24%), 31-35 (21.2%), 36-40 (3.9%) and 41-45 (2.33%) respectively. 51% of the employees are from public sector banks and 49% of the employees are from private banks. employees surveyed, ‘officers’ constitutes 60%, clerks 26% and the sales officers 14%.

To measure objective over-qualification, the actual qualification of employees is compared with the required qualification specified for the jobs. Out of 561 employees surveyed, 182 (32%) employees possess a professional post-graduation, 94 (16.8%) of them possess a post-graduation and 93 (16.8%) of them possess a professional graduation. Employees who possess an educational qualification above degree are considered overqualified for the purpose of current study. Thus out of 561 employees sampled 369 employees were overqualified which constitutes 66% of the entire sample. Only 34% of the employees were found to be adequately matched.

Descriptive Statistics-Perceived Over-qualification [POQ]

Table 1.1 Reliability Analysis of perceived over-qualification

Reliability Statistics of original data		
Variables	Cronbach's Alpha	No: of items
Perceived over qualification	0.905	11
Source: Survey data.		

The reliability measure of perceived over-qualification is shown in the table 1.1. Cronbach alpha value for POQ is 0.905 which ensures a sufficient

P O Q	Mean	Standard deviation	Variance	Range	Min	Max	Maximum possible score	Mean % score
	32.1	8.55	82.49	44	11	54	55	
Source: Survey data								

reliability. The descriptive statistics of POQ is provided in the table 1.2. The mean value of POQ is 32.1 (SD= 8.55) with a lowest recorded score of 11 and a highest recorded score of 54. The mean value of POQ obtained is 58.4% of the maximum score.

Table 1.2.Descriptive Statistics of perceived over-qualification

The test of normalcy has been performed for perceived over-qualification and is illustrated in the figures of Q-Q plots and histogram shown in figure 1.1. The figure shows that the observed values of perceived over-qualification lies closer to the diagonal line and hence proves normality. The histogram also shows that the data distribution is normal. This enables the researcher to perform parametric tests for statistical analysis for the variable. The box plot shows that there are no outliers. Skewness and kurtosis are also found to lounge within the acceptable limits.

Factor analysis of Perceived over-qualification

Factor analysis is performed to explore the underlying dimensions of perceived over-qualification. The goal of factor analysis is to reach a parsimonious solution— one that explains the observed correlations

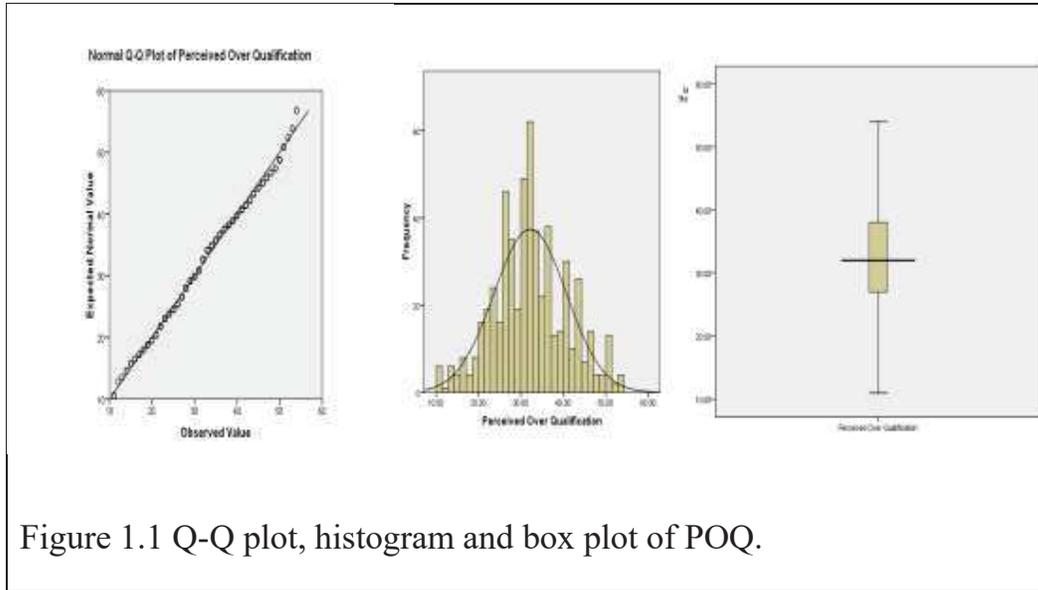


Figure 1.1 Q-Q plot, histogram and box plot of POQ.

between the variables with as few factors as possible (Stoetzel, 1960). Exploratory factor analysis has been attempted to revalidate and check the dimensionality of the new scale formed with SPOQ scale and the two statements added from POQ scale with all the 11 items.

Kaiser-Meyer Olkin (KMO) measure of sampling adequacy and Bartlett's test of sphericity were conducted to test the appropriateness of the available data for conducting factor analysis. Table.1.3 provides the results of the two tests conducted.

From the Table1.3 it is observed that the value of KMO is 0.896. The KMO measure of sampling adequacy is a statistic that indicates the proportion of variance caused by underlying factors called common variance. The values of KMO measure of sampling adequacy varies between 0 and 1(Kaiser 1974). The values close to 1 are considered better and the threshold value is considered to be 0.60. Since the value of KMO measure shown in the table 1.3 is well above 0.6 it can be concluded that the data is appropriate to apply factor analysis to reach meaningful conclusions as 90% of common variance is explained by the underlying factors.

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.896
Bartlett's Test of Sphericity	Approx. Chi-Square	2689.17
	df	55
	Sig	.000
Source: survey data		

Similarly Bartlett's Test of Sphericity is used to test whether the correlation matrix of variables is an identity matrix which shows that all the variables are unrelated. An identity matrix is a matrix where all diagonal terms are 1 and all off diagonal terms are zeroes. From table.6.1 it can be seen that the value of chi-square is 2689.17 significant at 1%. Hence it rejects the hypothesis that the correlation matrix is an identity matrix and concludes that there are underlying relationships between the variables that may yield a pattern in the factor analysis.

After conducting the suitability tests the next procedure was attempted to explain the total variance by extracted dimensions. It was seen that 3 factors were extracted explaining 73% of the variance (table. 1.4). The

Component	Initial Eigen values			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	Percentage of Variance	Cumulative Percentage	Total	Percentage of Variance	Cumulative Percentage	Total	Percentage of Variance	Cumulative Percentage
1	5.68	51.64	51.64	5.68	51.64	51.64	3.27	29.73	29.73
2	1.22	11.07	62.71	1.22	11.07	62.71	2.40	21.83	51.56
3	1.15	10.46	73.17	1.15	10.46	73.17	2.38	21.62	73.17
4	0.67	6.14	79.31						
5	0.43	3.94	83.25						
6	0.41	3.69	86.94						
7	0.36	3.27	90.20						
8	0.32	2.91	93.12						

9	0.29	2.66	95.78						
10	0.27	2.48	98.26						
11	0.19	1.74	100.00						
Extraction Method: Principal Component Analysis.									
Source: Survey data									

results show that Eigen values exceed one in case of three components. Component 1 explains 29.73% of the variance, component 2 explains 51.56% of the variance and component 3 explains 73.17% of the variance (table. 1.4).

The rotated component matrix presented in table.1.5 show the loadings of the original variables with the new factors extracted. When the factors are Orthogonal these factor loadings can be taken as the correlations of the variables with the extracted factors. The variables are sorted in the order of decreasing correlations and the correlations less than 0.6 are not shown. The rotated component matrix shown above yields a three-factor solution where most of the variables are found to be correlated with separate factors.

	Component		
	Excess Education	Excess Training	Excess Skills
Formal education	0.862		
Education level	0.803		
Overqualified	0.820		
Less Education	0.652		
Previous training		0.823	
Less experience		0.838	
Work experience		0.761	
Education			
More abilities			0.813
Job skills			0.847
Knowledge			.0.781
Extraction Method: Principal Component Analysis.			
Source: Survey Data			

Factor 1 loads four items namely:

1. “My formal education over-qualifies me for my present job” (0.811),”
2. “My education level is above the education level required to do my job (0.774),”
3. “Frankly, I am overqualified for the job I hold” (0.773),
4. “Someone with less education than myself could do my job just as well” (0.688).

Factor 2 loads three items namely:

1. “My previous training is not being fully utilized on this job” (0.738).
2. “Someone with less experience than myself could do my job just as well” (0.649).
3. “The work experience that I have is not necessary to be successful on this job” (0.625).

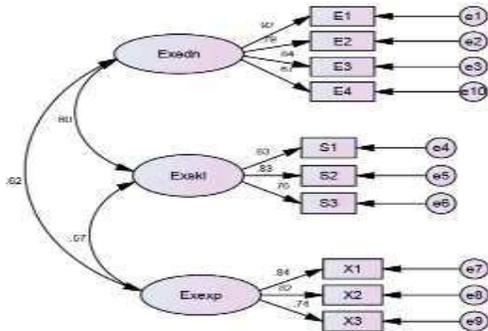
Factor 3 loads three items namely:

1. “I have more abilities than I need in order to do my job” (0.725),
2. “I have job skills that are no required for this job” (0.698),
3. “I have a lot of knowledge that I do not need in order to do my job” (0.618).

Factors 1, 2 and 3 were respectively named as excess education, excess experience, and excess skills respectively. The items having factor loading less than 0.50 shall be eliminated (Hair et al, 1996). Accordingly the item “My job requires less education than I have” has been eliminated as it showed a factor loading less than 0.5. Respondents might have considered this question as disgracing themselves. Thus ten items were used to measure perceived over qualification.

Confirmatory Factor Analysis (CFA) of Perceived Over-qualification (POQ)

A confirmatory factor analysis provide information on confirmation of measurement model with dimensions explored by EFA. The fit indices received after doing the CFA suggested that the measurement model obtained is reasonably fit. The hypothesized model is illustrated in figure 1.2 and the model fit indices are presented in table1.6 It was found that the three underlying dimensions explored namely excess education, excess skills and excess experience are statistically valid and there are no statistical evidences to reject the model. Examination of the loadings indicated that the standardized regression weights for all the factors are satisfactory.



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Fig. 1.6 Full measurement model of POQ

Table. 1.6. Confirmatory factor analysis of perceived over-qualification.									
CMIN/D	NFI	RFI	IFI	TLI	CFI	GFI	AGF	RMSE	RM
3.171	0.96	0.95	0.97	0.96	0.97	0.96	0.943	0.052	0.049
Source: AMOS results of Survey Data									

The model fit indices provided in table1.6 shows satisfactory results. The CMIN/DF known as the minimum discrepancy or normed square value is less than 5. A normed chi-square of less than 5 indicates a good fit

(Wheaton, Muthen, & Alwin, 1977). According to Bentler & Bonnet, (1980), Bollen, (1990), Hu & Bentler, (1999) the base line comparison Index values greater than 0.9 and RMSEA value less than 0.06 indicates a good model fit. The base line comparison index values like CFI, NFI, RFI, IFI, TLI are well above 0.9 and the RMSEA value is 0.06. Therefore with 95 percent confidence it can be inferred that the three factors better reflects the underlying dimensions of perceived over-qualification. The factor loadings indicated that the standardized regression weights for all the factors are satisfactory (table 1.7).

Table1.7 Estimates of Regression Weights

			Unstandardized regression Estimates	S.E.	C.R.	P	Standardized regression Estimates
E1	<---	Exe	1				0.917
E2	<---	Exe	0.937	0.039	24.31	***	0.794
E3	<---	Exe	0.976	0.036	27.01	***	0.844
E4	<---	Exe	0.655	0.035	18.67	***	0.674
S1	<---	Exs	1				0.828
S2	<---	Exs	1.022	0.051	20.19	***	0.826
S3	<---	Exs	0.912	0.049	18.71	***	0.761
X1	<---	Exe	1				0.844
X2	<---	Exe	0.965	0.047	20.4	***	0.821
X3	<---	Exe	0.88	0.048	18.41	***	0.741
Source: Survey data							

Discussion

The study attempted to explore whether perceived over-qualification (POQ) embraces any sub-dimensions so that it can be measured more accurately. For serving the purpose POQ has been measured using nine items developed by Maynard et al (2006) and two items borrowed from Johnson and Johnson (1996). An exploratory factor analysis has been

performed in order to explore the underlying dimensions of the construct. Three dimensions were explored namely excess education, excess skills and excess experience explaining 73% of variance in POQ. This shows that an employee with a high POQ is said to encompass his or hers perception towards the excess education, skills and experience possessed by them. This result points towards the perception of overqualified employees with respect to their underutilized skills and abilities and the resultant psychological state. This study added three dimensions to perceived qualification which has been so far studied as a single dimension. Further studies can be done to explore which of these dimensions contribute more towards determining the work attitudes of employees.

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