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DEPARTMENT OF COMMERCE**

**EDUCATION-JOB MISMATCH AND EMPLOYEE JOB
SATISFACTION**

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SATISFACTION**

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ABSTRACT

The objectives of the study are to identify the education-job mismatch of employees and to analyze the effect of education-job mismatch on employee satisfaction of global treasure bank in down town area of Yangon. In this study, 160 graduated employees were selected by using convenience sampling method. This study was based on descriptive statistics method. And Pearson's correlation analysis and regression analysis were used. This study includes two types of education-job mismatch as independent variables vertical mismatch and horizontal mismatch where dependent variable is employee job satisfaction. According to survey results, 75 of respondents out of 160 employees are facing with education-job mismatch. This study showed that there is negative relationship between education-job mismatch and employee job satisfaction. Vertical mismatch directs to dissatisfaction more than horizontal mismatch. When recruiting, company's HR department should take a consideration for the relevant education of employees. Moreover, a graduated employee should select a job that fits with specialization of their degree to promote job satisfaction level.

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CHAPTER (1)

INTRODUCTION

Among population, high rate of educational involvement may be encouraging regarding human capital development, which thus should have a positive contribution to long term economic development. Human capital is one of the fundamental factors that improve economic performance. Students attend college and choose degree fields in the expectation of succeeding in the labor market. One parts of labor market achievement is the ability to utilize the investment in schooling in future employment. The satisfaction of employees within an organization can be viewed as one of the main factors that can add to the successes of every organization. This thinking is that as an organization relied upon their workers, higher level of satisfaction among such employees can lead to more and better commitments, along these lines enabling an organization to increase its performance.

The level of education has risen progressively and significantly worldwide during the previous several decades. Educational system is an effective vehicle for creating the skills required to keep up development in the Economy(Ivar Berg, Education and jobs: The Great Training Robbery (New York: Praeger Publishers, 1970)). Individuals are willing to invest education so as to improve their skills and capacities. This increase in educational levels has contributed to individual earnings and economic development as anticipated by the human capital theory (Becher, 1964) and endogenous growth theory, yet vertical educational mismatch has emerged as a serious concern.

Recent decades have seen a developing writing on the assessment of the effects of education-job mismatch on labor market results. The educational level are needed to perform a job have been broadly addressed in the literature and measures of education-job mismatch have been widely developed (Sloane 2003,Leuven and Oosterbeek 2011,for a meta- analysis, Groot & van den Bring, 2000 and McGuinness 2006).Recently, an increasing collection of writing has been exploring the mismatch where the focus of research is mismatch between the level of education and level needed to perform at a job (vertical mismatch) and match between an individual's specific field of education (or college major) and the type of skills (horizontal mismatch) (Robst, 2007a, Nordin, Perrson and Rooth, 2010). The term "mismatch"

indicates a circumstance where the knowledge and skills needed to perform adequately in the occupation are either higher, or lower, or different from those skills possessed by the employee. Education-job mismatch indicates to a circumstance of imbalance the level or types of education attained doesn't correspond to the labor market needs.

Rather than utilizing the expertise and aptitude that workers learn in the universities, they need to be retrained as they get into the employment that mismatch to their field of study. A mismatch may be vertical or horizontal. Over-education indicates excess of education beyond the education level needed to perform a certain job (Rumberger, 1981; Hartog, 2000). Horizontal mismatch also exist when individual's occupations don't match their fields of education (Robst, 2007). The presence of these mismatch bring up issue on their effects on individual results in the labor market such as job satisfaction. From sociological point of view, education-job mismatch adversely influence job satisfaction because the employee's expectations on the social position and types of jobs are not satisfied like they thought when they invested in their higher education (Capsada-Munsech, 2017).

1.1 Rationale of the Study

The national employment rate at 3.8% for those matured 15years or more, while relatively low, cover issues of high unemployment among young 9.2% and with college 9.1% and graduate degrees 9.3% in Myanmar. In Myanmar, graduates state that they are unable to find job that meet their expectations and an unwillingness to do "nonprofessional" jobs. Sometimes, education-job mismatch leads to unemployment problem. The policy challenge is the creation of the correct sort of employment opportunities consistent with their levels of educational attainment (2014 Myanmar population and housing Census).

Educational mismatch have significance labor market consequences for the mismatched individual, employers, and society. Garcia-Espejo and Ibanez (2006) and Roteman (1999) found that education-job mismatches are important causes of job dissatisfaction. Wolbers (2003) discovered that education-job mismatches lead to employee turnover. Employee dissatisfaction on their occupations regarding job turnover, Rumberger, and Hersch (1991) and Tsang and Levin (1991) provided evidence that the turnover rate is higher among overqualified workers. Tsang (1987) demonstrated that over-education is negatively and significantly related to job

satisfaction. Additionally, the negative impact of mismatches on job satisfaction exist in various European countries (Verhaest & Omey, 2006; Battu et al., 1999; Congregardo et al., 2016; Fleming & Kler, 2008 Diem, 2015; Verhofstadt et al.,).

Education-job mismatch can be categorized as two forms: vertical mismatch and horizontal mismatch. Vertical mismatch refers to the imbalance between the level of education and job requirements while horizontal mismatch refers to the imbalance between the field of study and jobs. There are many reasons that causes education-job mismatch. Firstly, the large number of skilled workers exists for the limited number of skilled jobs in the economy (McIntosh & Green, 2007). The financial system plays a critical role in the improvement of a nation's economy. It also contributes towards a large number of employments, and provides necessary funds to various economic agents to enjoy sustainable economic development. Today, in Myanmar fresh graduated employees face with education-job mismatch. Therefore, they have many difficulties to search job in the labor market. Because of these situations, some of them are working in the field which is unrelated to their degree.

The banking sector dominates in Myanmar. Banks are essential in promoting economic growth, development and stability. Banks play as a key role in the economy to offer services for people wishing to save. And then, they also involve a critical role in offering finance to businesses who wish to expand and invest. These loans and business investment are essential for enabling economic growth. Global treasure bank is reliable and secure partner for the nation's growing business. The bank is committed for developing and maintaining a long term partnership with other financial institutions to grow trade transaction, money transfer services international banking services. Therefore, this study is aimed to explore that education-job mismatch pertains amongst various bank staff of global treasure bank in downtown area of Yangon, and have to know whether it has mismatch between the job and education and whether the staffs have job satisfaction on their job and education mismatch.

1.2 Objectives of the Study

The objectives of the study are as follow:

- (1) To identify the education-job mismatch of employees of global treasure bank and

- (2) To explore the effect of education-job mismatch on employee job satisfaction of global treasure bank.

1.3 Scope and Methods of the Study

Descriptive statistics method is used in this study. This study intends to focus on 160 graduated employees of global treasure bank in downtown area of Yangon. The study involves sample size 160 graduated employees covering 40% of total population 400 employees of global treasure bank in downtown area of Yangon.

This study concerns with both primary and secondary data. Primary data are collected from bank staff by using questionnaire survey method. In collecting primary data, convenience sampling method is used. Questionnaires are structured with five point likert scale to measure education-job mismatch and employee job satisfaction. Secondary data are collected from relevant text books, previous research, papers, reports published by global treasure bank and internet. Regression analysis is used to analyze the effect of education-job mismatch on employee job satisfaction.

1.4 Organization of the Study

This study is organized into five chapters. Chapter one is introduction chapter that shows the rationale of the study, objective of the study, scope and method of the study and organization of the paper. Chapter two describes theoretical background of the study. Chapter three describes the background information of the global treasure bank. Chapter four describes analyzing the effect of education-job mismatch on employee job satisfaction. Chapter five concludes with findings and discussions and suggestions of the study.

CHAPTER (2)

THEORETICAL BACKGROUND OF THE STUDY

This chapter is composed of concept of education-job mismatch, background theories and also definition of education-job mismatch and Employee job satisfaction. . This chapter informs that many researchers had written about the issue of education-job mismatch from the perspectives views. Additionally, other previous studies which are acquired as supporting of this study and conceptual frameworks are mentioned in this chapter.

2.1 Education-Job Mismatch Concept

Research on education-job mismatches has been carried out from different points of perspectives. The term education-job mismatch has been utilized conversely in the writing with different terms such as over-education, skill mismatch, underutilization of skills, under-education, under-employment, and over-qualification. According to Farooq (2011), education-job mismatch relative the acquired education by a worker with that required by his/her current job. Mahuteau et al. (2014) define education-job mismatch is a circumstance where the qualification of an employee doesn't match the employee does qualification of the job. Graham and Graham (2013) characterize a circumstance where a worker is in a job that does not correspond with his/her level of education, experience, skills or interests and suggested that such mismatch results from the interaction between combination of people's needs, expectations and values on the one hand, and characteristics and rewards associated with their jobs on the other hand.

An educational mismatch is defined as the circumstance where the education qualifications of an employee do not match the qualifications required for the job they do. Education mismatch refers to the absence of coherence between the required and offered the level of education for a given job (Betti, Agostino, &Neri, 2007).

Education-job mismatch has been considerably focused on in the literature especially in the developed nations and the main focus has been on measuring over-education and the negative labor market results of such a mismatch (i.e.job dissatisfaction and job mobility ,wage penalty) (Barone and Ortiz, 2010, Allen and Verden, 2001). In addition, most definitions and utilization of the term education-job

mismatch have been more consistent with vertical mismatch than horizontal mismatch (Betti, et al., 2007, Uzair-UI-Hassan and Noreen, 2013).

The fact that separating between the two sorts of education-job mismatch gives a more extensive comprehension of the idea, the point of the present investigation is to separate vertical mismatch and horizontal mismatch. A college graduate may not exclusively be working in an occupation that he/she is overqualified (vertical mismatch) for, a job where the knowledge he/she has acquired through higher education has no relevance (horizontal mismatch). Along these lines, education-job mismatch among graduates in this investigation is comprehended in a context where the type of jobs verified by graduates does not match either their level of education or field of study or both.

As indicated by (Witte and Kalleberg, 1995), there is a hypothetical significance to the issue of education-job mismatch and it clarifies how and why people in the labor market are mismatched to their employment.

Workers undertake three major sorts of investment: education and training, movement, and search for new jobs. Each of the three investments includes an initial expense and all three are made in the desire and expectation that the investment will satisfy well into the future. To emphasize the essential similarity of these investments to different sorts of investments, Financial specialists refer to them as investments in human capital, a term that conceptualizes workers as embodying a set of skills that can be “leased” to employers (Ehrenben, Ronald G. & Smith Robert S, 1988).

The expected returns on human capital investments are a more significant level of income, greater job satisfaction over one’s lifetime, and a more prominent valuation nonmarket activities and interests. Along these lines, it is assumed that if the expected returns comparable to the direct expenses, forgone earnings, and psychic losses are not gained, workers can experience the job satisfaction.

Earnings are normally used to measure benefits because higher wages and more stable employments are both payoffs to more education. Individual who obtain higher educational and work related abilities can hope to be compensated as need be. But, there can be a great deal of additional factors to impact their returns to education. Demographic procedures and changing labor markets alter the influence of human-capital investments on labor market status (Madamba& De Jong, 1997). And the returns to education are themselves affected by the number of individuals who attend school. When we focus on the individual workers in the labor market, we can

discover the mismatch. Over-education may be an indication for a bad match in the sense that the worker's education may qualify him for a superior-paying job (Sicherman, 1991).

In the human capital theory, Earnings, low from the start due to training investments, rise rapidly as new skills are acquired. However, as workers become older, the pace of training investment eases back and thus does the rate at which productivity increases. At the end of one's working life, abilities may have depreciated, as a result of absence of continued investment and the maturing process, to the extent that retirement, semiretirement, or a change in jobs is necessary for many workers. This depreciation contributed to the downturn in normal earnings close retirement age. College education or higher is a significant positive predictor of job mismatch across ethnic group. This finding demonstrates that job mismatch is most common among more highly educated Asian Workers. Furthermore, the outcomes show a higher probability of education-job mismatch for older and middle-age workers compared with younger workers.

The human capital theory expects clear and straight connection between education credentials and economic improvement (Beck 1993).The theory contends that people who invest in education benefit by higher income after some time and have access to better career development opportunities and greater labor market scope. On this note, the human capital theory contends education-job mismatch is a temporal phenomenon and the market ought to normally address such mismatch and it sees education-job mismatch is a temporal phenomenon where individuals in mismatched-jobs acquire additional human capital and later on move to employment that match their qualifications (Boudarbat and Chernoff, 2009). Human capital consists of many components, such as formal schooling, on-the-job training and working experience (Becker, 1962). Sicherman (1991) suggests that there is a potential trade-off between education and other elements of human capital. These components can be substituted or compensated mutually in a given level of human capital. Overeducated people may have less work experience or on-the-job training but they can use surplus formal education to substitute in order to gain a similar level of total human capital as workers who are matched in this job.

It assumes labor market changes, firms will adapt their production process to change in the relative supply of labor and not the other way round (Montt, 2015). Individuals invest directly (money spent) and in a roundabout way (opportunity cost

of student time) in education and such speculation satisfies by making them beneficial in the work advertise. This investment pays off by making them productive in the labor market. They thus are profitably works and in that capacity has the chance to progress and gain high in their lifetime. This is said to happen accepting that such people are in a market economy where there exists perfect competition, perfect labor market information and individuals are said to act as rational beings.

The credentialism theory advocates that increasing number of graduates are overqualified for the jobs they secure and these graduates are increasingly taking jobs in the labor market. “Once mean were only for non-graduates coning about to a mismatch between their educational qualification and its labor market applicability (Battu et al 2000, Brynin 2002).”

2.2 Types of Education-Job Mismatch

There are two types of education-job mismatch. They are vertical mismatch and horizontal mismatch (European Centre for the Development of Vocational Training (Cedefop, 2010 and Kim et al., 2011).

2.2.1 Vertical Mismatch

Vertical mismatch indicates to the mismatch between the level of education and the job. A mismatch can be vertical where the level of the worker’s qualification is not the qualification required by the job. For instance, a graduate employee who works in an occupation that is typically considered to be a non-graduate job, in this case the graduate is over-educated. Vertical mismatch can be either as over-education or as under-education.

Over-education can be characterized in different ways. Over-education is defined that if an individual’s educational attainment surpasses the typical requirement of his job, he or she is estimated as overeducated (Duncan and Hoffman, 1981). Thus under-education can be defined when an individual’s educational attainment is less than the normal requirement of his job. Over-education happens when an individual has more elevated level of education that who is selected for a job that requires a lower level of education while under-education exists when an individual has a lower level of education than that required for a job (Cedefop 2010). This examination manages college graduates, only over-qualification aspect of vertical mismatch will be looked.

It can likewise be portrayed into three different ways: the first is that there is a decrease in one's monetary status to certain education level in respect to individuals who have same education qualification previously (Tsang and Levin, 1985). The second is that one's real job condition is not consistent with his desires (Tsang and Levin, 1985). The third one is that educational skills owned by workers are greater than the prerequisite of their occupation (Rumberger, 1981). Chevalier (2003) contends that above meanings of over-education are altogether founded on the presumption that graduates are homogeneous in their abilities.

2.2.2 Horizontal mismatch

A mismatch can be horizontal where the level of the employee's qualification is the right level for the job, but the type of the qualification is not right. Horizontal mismatch known as field-of-study mismatch happens when a worker prepared in a particular field of study, works in another field of study (Montt, 2015) or when there is mismatch between the field of study and the job (Kim et al., 2012). For example, History graduate working as a call center manager. Sloane (2003) delineates, English major graduates working as a statistician). The decision of field of studies is for the most part among other reasons driven by the expectation of acquiring a job where knowledge gained during education will be applied and rewarded (Domadenik 2013, Nordin et al., 2010). A worker is mismatched by field of study if he works occupational group disconnected to his or her field of study.

2.3 Employee Job Satisfaction

Job satisfaction is the way a person feels about the job relating to the tasks and performance of the situation (Herberget al., 1959) furthermore, it refers to the good feeling an employee has about the work situation.

E.A.Locke, job satisfaction is a pleasurable or positive emotional state resulting from the appraisal of one's activity or work experience. Later, Armstrong (2003) defined job satisfaction as the feelings and attitude of people toward their job. According to Hirschfeld (2000), job satisfaction is described as the extent to which people like their jobs. Moorhead and Griffen (1998) job satisfaction refers specifically to a positive attitude held by employees, while job dissatisfaction results when this attitude is negative. Saal and Knight (1988) also consider job satisfaction to be an emotional, affective or evaluative response.

Job satisfaction defined as any combination of physiological, mental and environmental condition that cause an individual truthfully to say I am satisfied with my job (Hoppock, 1935). As demonstrated by this approach in spite of the fact that job satisfaction is under the influence of many outside. That is job satisfaction presents a lot of variables that cause a feeling of satisfaction. Vroom in his definition on job satisfaction focuses on the role of the worker in the workplace. Thus he defines job satisfaction as emotional directions with respect to people toward work roles which they are presently occupying (Vroom, 1964). Extrinsic motivation and intrinsic motivation can help increase the employee's job satisfaction improve their performance in the workplace(Edrak et al., 2013).

In 1959, Fredrick Herzberg proposed a two factor theory. According to Herzberg, this theory is also called motivators and hygiene factors that lead to both satisfaction and dissatisfaction. Herberg's two factor theory showed that motivational factors and hygiene factors influence employee satisfaction (Alam&Shahi, 2015). Hygiene factors are those job factors which are fundamental for existence of motivation at workplace. These factors are extrinsic factors. Hygiene factors are those that significantly influence employee motivation in the workplace however these factors don't make long-term satisfaction among employees. Such factors can be classified as maintenance factors since represent the employee physiological needs. Hygiene factors within an organization also include organizational and administrative policies, working conditions, salary, interpersonal relationships and fringe benefit. Motivational factors, intrinsic factors provide employee in order to have a superior performance. And then it represents the employee psychological needs that were perceived as an additional benefit. These factors include achievement, responsibility, recognition, and work itself.

This study is used to measure employee job satisfaction with four hygiene factors and one motivator factor. These factors include pay (salary), interpersonal relationship, welfare, working condition and work itself.

Pay (salary): Salary is defined as wages given to the employees for their work. This factor is fairly, the increase or decrease of salary effects the employee satisfaction.

Interpersonal relationship: Interpersonal relationship refers to a strong relationship among individuals working together in the same organization. There

should be good communication among employees with his peers, superiors, and subordinates so that there is no conflict.

Welfare: Welfare facilities ought to be provided to the employees for their maintenance in happiness, health and success. These include medical, educational, housing, transport, marketing facilities, etc. As such, sense of achievement in the job is one of the factors that moderately influence the level of satisfaction of employees.

Working condition: Working conditions include those physical parts of the working environment which are not necessarily a part of the work. If the working conditions are good, the employees will find it easier to carry out their occupation. The work equipment should be updated and well-maintained.

Work itself: The work itself should be significant, interesting and challenging for the employee to perform and to get motivated. Work itself can impact satisfaction or dissatisfaction of employee in the workplace.

2.4 Previous Studies of Education-Job mismatches

Allen and Weert (2007) conducted a study of a cross country analysis regarding the education mismatch and recognized great differences between the types of education mismatches across the nation. They uncovered that over-education is the most basic in Japan and under education is the most concerning issue in UK. Spain experienced both over-education and under-education problem. Japanese and British graduates were more likely to work in a different field whereas German and Dutch graduates for the most part prefer to select work with a perfect match in terms of level and field of education (Allen & Weert, 2007).

Garcia-Espejo & Ibanez (2006) had discovered that lower level of returns to education may likewise bring about some non-transitory costs i.e. the lower level of job satisfaction, the higher turnover rate and frustration. The British Labor Force Survey (2003-05) which had been focused on the types of degrees and the nature of the job finding process highlighted that overeducated people earn less salary than who worked well matched job. Over-education appears to prompt diminished job satisfaction and relatively lower wages as wage penalty (Vaisey, 2003). Under-education is reported for that lead to bring down productivity of the firm and in this way again to bring down remuneration. Different specialists found that educational mismatching is negatively correlated with job satisfaction (Belfield & Harris, 2002;

Bender & Heywood, 2006; Moshavi & Terborg, 2002), implying that individuals that are mismatched are less satisfied with their job than individuals that are well matched.

For the US Robst (2007), uses the 1993 National Survey of College Graduates, to locate that 20% of graduates report that their work isn't related to their degree field. He confirmed that graduates with degrees that emphasize general skills have a higher probability of mismatch, however face relatively low costs from being mismatched. Robst (2008) found that income penalty for horizontal mismatches appear to surpass than vertical mismatches. The issue of education mismatch has a long history and it had been first distinguished in the 1870's (Gladwell, 2008). In a report composed under the title of "Relation of Education to Insanity" by United States commissioner of education, Jarvis, first uncovered this concept. In this report he claimed that out of the 1,741 cases of insanity he examined, "over-study" was responsible for 205 (cited by Edwin &Hessel, 2011).

Another significant issue has been concerned with is whether overeducated people are dissatisfied with each part of employment. Zakariya and Battu (2013) propose that over-education diminishes employees' job satisfaction over four dimensions of job (high self-satisfaction, valuable experience, type of work and learning opportunities) utilizing the 2007 Graduate Tracer Study (GTS-07) in Malaysia. Johnson and Johnson (2000) show that overeducated people are dissatisfied with wage and promotion.

Moreover, more educated people may set higher requirements for their jobs than their less educated counterparts (Tsang and Levin, 1985). However, if this desire isn't fulfilled, people will report low job satisfaction in their employment. At the point when peoples acquire a job below their educational level, they may confront decreased salary, less challenging tasks and limited autonomy (Peiró et al., 2010). In other words, their expectations regarding their jobs are unfulfilled if they are overeducated, which may lead to lower job satisfaction. A greater part of literature has focus on this point of view to clarify the negative relationship between job satisfaction and over-education (Hersch, 1991),(Battu et al., 2000), (Peiró et al., 2010), (Zakariya and Battu, 2013).

Over-education may offer rise to relative deprivation, which could have negative effects on job satisfaction (Johnson and Johnson 2000). Johnson and Johnson (2000) is the first study to utilize relative deprivation theory to clarify the relationship between over-education and job satisfaction. At the point when well-

educated peoples acquire a job that is lower than their educational level, they may incur mismatch, reduced salary (Alba-Ramirez, 1993); (Verdugo and Verdugo, 1989) and thus relative deprivation may happen. Accordingly, overeducated individuals may feel hardship in correlation with those partners who are in correctly educated status. Overeducated individual has two comparison groups to choose. One is those individuals who have the same educational level as them but in jobs for which are correctly educated. While the other group of people are those who work in the same job with overeducated people but are correctly educated, namely their peers (Peiró et al., 2010). Flanders, Verhaest and Omey (2009) find a significant negative impact of over-education on job satisfaction.

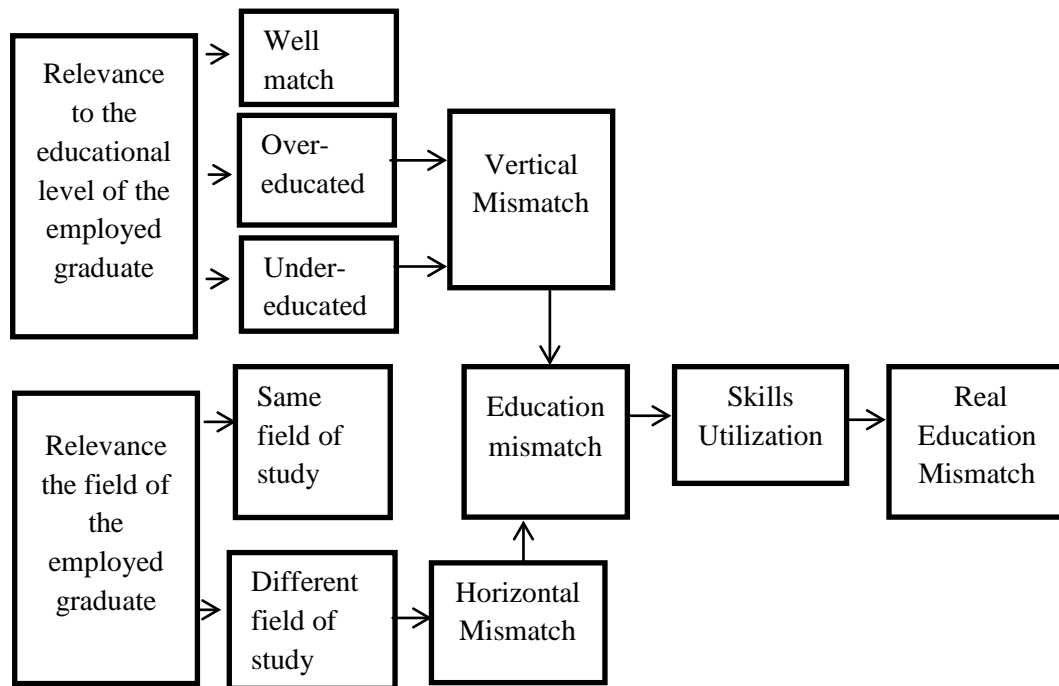
In the empirical analysis, the negative relationship between overall job satisfaction and over-education is confirmed by many studies (Tsang, 1987); (Battu et al., 2000); (Allen and van der Velden, 2001); (Verhaest and Omey, 2006). In any case, Green and Zhu (2010) propose that over-education itself without considering ability usage cannot reduce overall job satisfaction. In terms of under-education, the results are vague. Allen and Vander Velden (2001) discover insignificantly positive relationship between under-education and overall job satisfaction. Verho fstadt and Omey (2003) locate a positive effect for men and a negative impact of under-education on job satisfaction for women. If taking required education level into consideration, Hersch (1991) and Verhaest and Omey (2006) all recommend that overeducated employees are less satisfied than the individual who are accurately educated but work at the same job level.

Some papers investigating the relationship between educational mismatch and job satisfaction in longitudinal analysis. Vieira (2005) uses six waves of the European Community Household Panel (ECHP) for Portugal to investigate the effects of over-education on job satisfaction. After controlling for unobserved heterogeneity, results demonstrate that overall job satisfaction in reality has a negative relationship with over-education. Additionally, connections between job satisfaction with pay, job satisfaction with the type of work and over-education are negative. Essentially, Johnson and Johnson (2000) recommend that over-education can adversely affect job satisfaction in a longitudinal analysis.

2.5 Conceptual Framework of the Previous Studies

The previous research conceptual framework conceptually portrays the research variables as shown in figure 2.1 and 2.2.

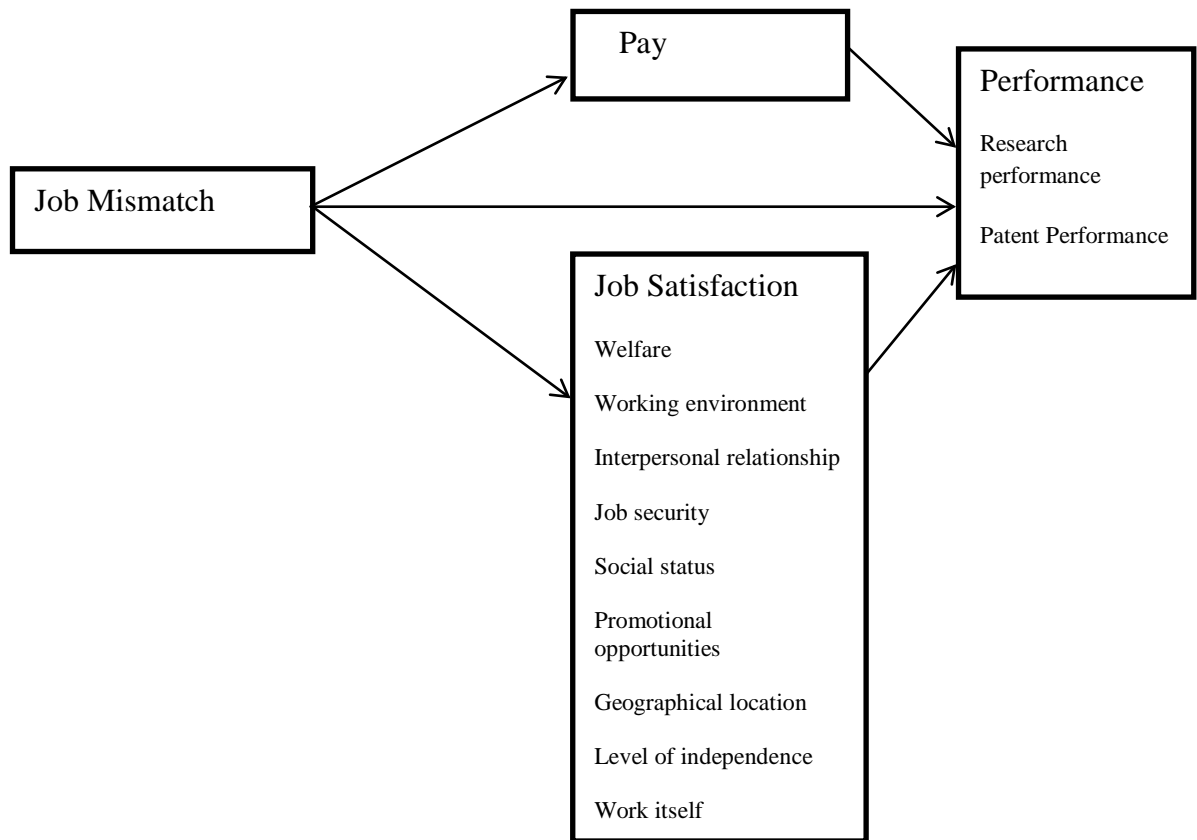
Figure (2.1) Conceptual framework of the Job- Education Mismatch among the Graduates: A Sri Lankan Perspective



Source: S.A.C.L. Senerath, Sugeeth Patabendig, University of Kelaniya (August 2014)

The title of the previous research is that “Job- Education Mismatch among the Graduates: A Sri Lankan Perspective”. This framework in figure 2.1 showed that educational mismatch in a nation is a serious issue if the problem is joined by skill utilization. If educational mismatch (vertical mismatch, horizontal mismatch) has an impact on skill utilization it is known as a real educational mismatch problem and else it is a formal problem. Therefore, this study also attempted to explore whether the education mismatch in the graduate job market of Sri Lanka is a real problem or not.

Figure (2.2) Conceptual Framework of the Effect of Job Mismatch on Pay, Job Satisfaction, and Performance



Source: Si-Jeoung Kim, Sang Ok Choi, 2018

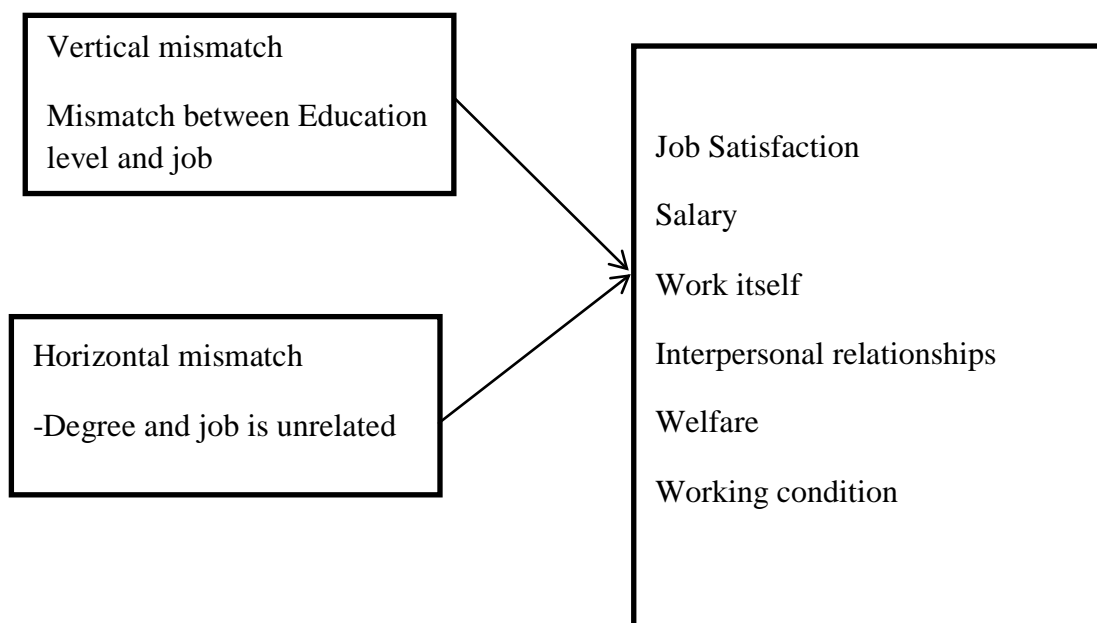
The name of the research title is “The Effect of Job Mismatch on Pay, Job Satisfaction, and Performance”. The framework in figure (2.2) showed hypothesis link between the effects of job mismatch on wage, job satisfaction, and performance of the Ph.D workforce. Details for each hypothesis were also tested to figure out the impacts on job satisfaction and performance on the types of job mismatch. Hypothesis includes the following steps: job mismatch has a negative effect on pay and job satisfaction, job mismatch has a negative effect on pay, job mismatch has a negative effect on job satisfaction, job mismatch has a negative effect on performance.

2.6 Conceptual Framework of the Study

In Figure (2.3), the link between the independent variables and its dependent variables show that how they are related to other. This study focuses to explore whether these variables are related to each other through analyzing them based on this conceptual framework.

Figure (2.3) Conceptual Framework of the Study

Education-Job Mismatch



Source: Adopted from Sugeeth Patabendig (2014) and Si-Jeoung Kim (2018)

This framework shows the hypothesized link of education-job mismatch (vertical mismatch, horizontal mismatch) and employee job satisfaction. In this conceptual framework, independent variables is vertical mismatch and horizontal mismatch and dependent variable is employee job satisfaction. Vertical mismatch is used to measure the level of education and job requirement. Horizontal mismatch is used to measure the field of study and the job. Job satisfaction is used to measure salary, work itself, interpersonal relationship, welfare, working condition. This study is to identify the effect of education-job mismatch on employee job satisfaction.

CHAPTER (3)

BACKGROUND INFORMATION OF GLOBAL TREASURE BANK

This chapter described the four sections. First, background information of global treasure bank is explored. Organization structure of global treasure bank is mentioned as second in this sector. At third, services provided by global treasure bank is stated and finally job position of global treasure bank is presented.

3.1 Background Information of Global Treasure Bank

The bank was incorporated as a public company limited on 15th February 1996 under the central bank of Myanmar a granted domestic banking license Mababa/ P-15 (2) 96 as a Myanmar Livestock and Fisheries Development Bank. The central bank of Myanmar granted domestic banking license MaBaBa/P-15(2) 1996, dated 9 February 1996. Money changer license (Mc) No.CBM_FEMD (21/2011) was granted on 24 October 2011 and Authorized Dealer License (AD) No. CBM-FEMD-(94/2012) was granted on 24 august 2012 to operate foreign banking services. The Myanmar Livestock and Fisheries Development Bank changed its name to Global Treasure Bank (Public Company Limited) on 1st July 2013.

Global treasure bank is a commercial bank. Global Treasure Bank had authorized capital of Kyats 35 billion divided into 70,000 shares for each 500,000 Kyats. All shares were issued to the public in July 2012. In 2013, authorized capital was expanded to 70 billion Kyats allowed by Central Bank of Myanmar, of which 52.17 billion Kyats were fully issued to the public during 2015-2016. Global Treasure Bank has about 23 years of experience in offering banking services. With the permission of the Central Bank of Myanmar (CBM), Global Treasure Bank has been set up reporter banking associations with UOB (United Overseas Bank of Singapore), OCBC (Oversea Chinese Banking Corporation Limited of Singapore), FGB (First Gulf Bank of Singapore), UBI(United Bank of India), Vietin Bank of Germany, Shinhan Bank Korea, Krung Thai Bank of Thailand, BIDV Bank (Yangon), Kasikorn Bank of Thailand and ICBC (Yangon Branch) which are the Myanmar's major trading partners, to serve the requirements of our clients in international banking and trade finance services. GTB in collaboration with Western Union Company of USA has

been offering international money transfer services successfully with over 200 countries. So as to banking services modernization and development, financial cooperation is being doing with abroad banks from Japan, China, Thailand, Malaysia and India regarded as first priority for collaboration and other worldwide banks are under discussion and negotiation for further collaboration.

The motto of the global treasure bank is “Your Dream, Your Success, Global Treasure Bank”. Global Treasure Bank’s objective is to provide sound financial assistance to entrepreneurs for development of all business sectors. Global Treasure Bank mission is dedicated to providing efficient banking services and establishing a trustworthy, reliable and successful relationship with all stakeholders. Global treasure bank vision is one of the leading banking services providers in Myanmar, partnering with our customers for long term growth by providing superior services and enhanced financial products. Global Treasure Bank is focused on creating an incentive for our customers.

Global treasure bank is managed by the Board of Directors which included 15 members. One of them is chosen as Chairman of the Board. Furthermore, two Independent Non-Executive Directors are selected at the Annual General Assembly Meeting to give suitable counsel from neutral standpoint, independent of management. BOD Meetings are convene at least once every month to settle on important ryratters stipulated in Laws and Article of Association, to settle significant decisions related to management strategy and management policy. The Managing Director serves as Chief of Executive Officer of the bank and senior management and its staff are total of 3,398 employees including (361) officers and (3,037) staff including head office and bank branches. In 2016-2017, GTB was positioned eleventh tax payer among 1000 tax paying organization and among all banks, global treasure bank has third position.

Global treasure bank limited to give its customers the best service possible and has accepted without restriction of amount. Global treasure bank has offered money remittances into Myanmar through Western Union since January 2013. Global treasure bank won the presidential Excellence Award on Income Tax payer and was ranked in top three position among 100 companies tax payers, and second position among all private bank for the financial year 2013-2014.

In 2014-2015 financial year, global treasure bank used over 100 million kyats in Corporate Social Responsibility Program for the well-being of social Societies in

the field of health care, education, natural disaster rehabilitation and community development.

3.2 Organization Structure of the Global Treasure Bank

With the global treasure bank's following organizational structure, under the guidance and instruction of the Board of Director, global treasure bank is operating banking functions with accelerating momentum with the following 15 departments in head office and 164 control of bank branches across the country under the advice of the chief executive officer, management and control of managing director, deputy managing director and senior management and technical assistance of technicians. Global treasure bank includes the following department: Remittance Department, Human resource department, Public relationship department, administration department, IT department, foreign banking department, Legal department, loan department, Audit department, Channel banking department, Currency department, Research and Development department, Marketing department, Account department, Finance department. The figure of the organization structure of Global Treasure Bank is shown in Appendix A.

With the permission of the Central bank of Myanmar, under the guidance of global treasure bank's board of director, global treasure bank is systematically expanding its branch network in economically strategic regions across the country to promote easier and faster payment mechanism and remittance facilities through connected banks and own branches in addition to use Weston Union by giving services of remittance to over 200 countries.

3.3 Services Provided by Global Treasure Bank

The main services provided by global treasure bank are accepting saving account, accepting current account, accepting fixed deposit account, call deposit account, minor deposit, lending loan & overdraft, foreign exchange, card services, mobile banking and internet banking.

(1) Saving Deposit

The customers who are 18 years can open saving deposit account by themselves and must bring NRC card to open account. The saving account open with the initial deposit 10,000 kyats. But the clients cannot open the account with P.O (or)

cheque, the depositors need to bring the book withdraw the money. Customers can deposit the money with the cheque (or) cash. Depositors can withdraw the money by themselves (or) their representatives. We calculate the annual interest with 8.5%. Customers can close the account after 3 months. If depositor wants to close the account must come to the bank.

(2) Current Deposit

Individual, joint account with two or more persons, company or any organization can open current account. This person or organization can open the current deposit account with the initial amount of 1000 kyats and more of thousand kyats can be put up frequently. Withdraws and deposits are not restricted by utilizing cheque book.

(3) Fixed Deposit

Global treasure bank accept fixed deposit for 3 months, 6 months, 9 months and 12 months according to their wish. In the event that the customers want to deposit after maturity withdrawal, they don't need to register again. Also depositors can keep the registered book in hand if they would prefer not to make further operations. The current interest rates are as follows.

For 3 months	9.25%
For 6 months	9.50%
For 9 months	9.75%
For 12 months	10%

(4) Call Deposit

Call Deposit can be opened by companies, any organizations, individual, joint (or) more than two. Call Deposit can be opened with beginning amount 10000 kyats and the minimum must be 10000 kyats. Interest rate of call deposit is 2%. Global treasure bank do not give the interest rate below 10000 kyats.

The depositors can withdraw money by themselves (or) their representatives. If the clients want to deposit or withdraw with online, they must pay commission charges and fees like remittance charges.

(5) Minor Deposit

The customers who want to open Minor Deposit Account can open with their parents (or) guardians. When account opens bring your NRC card. When the customers above (18) years old, the bank takes back the minor's signature and open Individual Account.

(6) Lending Loan & Overdraft

For loans services, type of loans and collaterals are loans, overdrafts, government staff loan. Loans interest 13% and interest will be collected by every 3 months. Global Treasure Bank is lending money to the public service personnel and issuing government staff loan. GTB has been offering door to door service to the teachers from the Basic Education Department under the Ministry of Education to ensure their social welfare and to enable them to perform their duties happily, free from worry. Global treasure bank lend loans to government staff numbering (90,777) amount to Kyats 68,740,171,800 ' until today. Loans & overdraft need to pay collaterals include land & building, guarantee, gold, pledge. Short term loan is borrowed as an overdraft loan and current asset and fixed asset is borrowed with hire purchase system.

For hired purchase, borrower will pay down payment of 30 % of value and one year interest amount at the start of borrowing to the bank. Remaining 70% are isolated a year to 60 months and pay by installment on the latest on fifth of every month. Interest rate on bank loan is 13% and services charges 2%. Staying 70% are isolated a year to 60 months and pay by portion on the most recent on fifth of consistently. Financing cost on bank advance is 13% and administrations charges 2%.

(7) Remittance services

Domestic remittance services can be done not only areas of the GTB branches but also remittance benefit sharing partnership banks for example MWD Bank, SMIDB Bank, MOB Bank, AGD Bank, CB Bank etc. Foreign remittance services are giving with 200 nations through Western Union. Inwards remittance can be withdrawn nearby GTB branches within a few minute.

(8) Foreign Exchange

One of the functions of Foreign Banking System is foreign exchange. The clients can exchange three foreign currencies such as Euro Dollar, American Dollar and Singapore Dollar. Bank provides saving with foreign currency which is American dollar, Euro and Singapore dollar. The account can open by individual, corporate & joint.

(9) Card Services

Card services is great important to apply technology for the advancement of banking services. Global treasure bank has signed contract agreement with Union Pay International (UPI) and China Union Pay Data (CUPD) for Card Management Service to carry out Card Business. CUPD will serve as a CMS outsourcing service provider and GTB will issue MPU-UPI Co-branded Credit Cards and customers can use in local and over 160 countries as well. So as to modernization and in harmony with international banking standards, global treasure bank assigned KPMG advisory service private limited for the screening of suitable and international standard core banking system. GTB has signed contract agreement with Infosys Core Banking Co. Ltd. for establishment of Core Banking System and simultaneously DATA Center additionally being set up.

(10) Mobile Banking and Internet Banking

Internet Banking is an electronic payment system where customer can perform continuous banking services through PCs or Laptops with internet access. Mobile Banking is a mobile application provided by GTB that allows customers to conduct finance related functions on a mobile device. Customers can perform banking services 24/7 by themselves easily and don't need to go to the bank to perform banking services, saving time and money.

3.4 Job Position of Global treasure Bank

Global Treasure Bank classifies the various professional levels into 3 categories such as top level, middle level and lower level. Top level includes Managing Director, Deputy Managing Director, Senior General Manager, General Manager and Director General Manager. Middle level includes Assistant general Manager, Manager, Deputy Manager, Assistant Manager, Supervisor and Senior

Assistant. Lower level includes Junior Assistant and Peon. To provide good banking services to customers' satisfaction and convenience, GTB Bank has also expanded domestic banking network to as many as 164 Branches. The survey of this study acquires the data from supervisors, Senior Assistant, Junior Assistant, Peon, Bank Driver and Bank guard.

(1) Supervisors

At head office, supervisor's duties will vary based on the department that are allocated to and is responsible for offering guidance to ensure smooth functioning within specific sections inside the department. At branches, supervisor is responsible for overseeing the smooth operation within designated sections. The position of supervisor must have bachelor degree and at least four years working experience in related field. Appointing any graduate level for this position will enable to appear the mismatch factor.

(2) Senior Assistant

Senior assistant is responsible for assisting and supporting bank administration in its operational issues. They gather and analyze financial and related data of customers. And then they must be graduated, preferred graduates of university of economics LCCI level 3 and at least two years working experiences in related field.

(3) Junior Assistant

Junior assistant performs all transactional duties with a view to assist the supervisors and senior assistants of the organization. The junior banking assistant is responsible for servicing customers with their daily banking needs. Junior assistants must have bachelor degree and ability to work with Microsoft office and good interpersonal skills.

(4) Peon

Peon is a subordinate staff in a bank. Peon has multiple tasks. Peon is responsible for helping the despatcher in office work and to return drafts and spare copies etc. Therefore, they have various tasks for supporting the whole three levels to achieve a good banking system. Peon must be pass exam or attending college.

(5) Driver

Driver is responsible for providing secure and timely driving services to transport bank staff. Driver performs various pickup and deliver duties such as bank deposits, mail pickup and delivery and other tasks as assigned by supervisor in support of daily auction activities. The requirements of position for bank driver must possess driving license especially red / brown.

(6) Bank guard

Bank guards are responsible for monitoring the entry and exist of the bank and ensuring safety from thefts and other miscreant activities and monitoring customer activity and behavior in the bank to identify suspicious activity. The requirement of bank guard position must have at least middle level of education.

In this study, supervisor, senior assistant and junior assistant positions are found as mismatch factor because Global Treasure Bank appoints any graduate level for this position. Some supervisors are appointed upon working experience although they have no other related diploma in banking field. These factors enable to appear mismatch. Some individuals finished each of their bachelor degree but in real, they joined other working fields which are unrelated with their bachelor degree. According to survey result, some graduated people work as a peon, bank guard and driver in global treasure bank. In this circumstance, graduated people work in their interesting job without considering education level. This is also another reason to appear education-job mismatch.

In order to upgrading of bank staff's working capacity, the bank has to provide training classes to the bank staff by professionals in financial services at Head Office. Additionally, staff also needs to attend competency trainings and workshops organized by the Central Bank of Myanmar. To have adequate skill level, Global treasure bank also provides the training to bank staff for banking function. Global treasure bank has opened training programs in recent years at Sanchaung to emerge skillful employee for their bank staff.

CHAPTER (4)

ANLYSIS OF THE EFFECT OF EDUCATION-JOB MISMATCH ON EMPLOYEE JOB SATISFACTION

This chapter is to analyze the effect of education-job mismatch on employee job satisfaction. This section presents the findings from the study and aims to analyze the survey results based on conceptual framework. This study is described with sub-headings as follows. First, the research design is stated. The demographics characteristics of the survey respondents are described as second. To explore the education-job mismatch of global treasure bank, vertical mismatch and horizontal mismatch are considered as independent variables and dependent variable is employee job satisfaction. Then, Cronbach's Alpha for reliability test and correlation analysis of the education-job mismatch and employee job satisfaction are described. The last part is the correlation analysis for the aim of estimating the relationship between education-job mismatch and employee job satisfaction.

4.1 Research Design

This study focuses on education-job mismatch graduated employees of global treasure bank in downtown area of Yangon. The objectives of the study are to identify the education-job mismatch and to explore the analyzing the effect of education-job mismatch on employee job satisfaction of global treasure bank in downtown area. To carry out these objectives, the primary data is used to obtained personal information and opinions and specifically from employee who are working in bank.

This survey mainly uses descriptive analysis. The questions used measurement by five point Likert scale of 1 to 5, ranging from 'strongly agree' to 'strongly disagree'. In this study, the convenience sampling method is used. The survey questionnaires are distributed to (160) graduated employees of global treasure bank. After collecting the required data, these data were analyzed by using SPSS (the statistical package for social science) software.

4.2 Demographic Characteristics of Respondents

In demographics, characteristics of respondents are analyzed by gender, age, marital status, degree, major, other qualification, occupational department, position, previous jobs, experience, monthly income.

4.2.1 Gender of Respondents

This part shows gender classification of employees. Gender of respondents is classified into male and female. They are shown in Table(4.1).

Table (4.1) Gender of Respondents

Gender	Number of respondents	Percentage
Male	22	29.3
Female	53	70.7
Total	75	100

Source: Survey data,2019

In this study, 28% are male respondents and 72% are female respondents. Therefore, female employees are greater than male employees.

4.2.2 Age of Respondents

The age of respondents are classified into three groups.

Table (4.2) Age of Respondents

Age	Number of Respondents	Percentage
20-30 years	69	92.0
31-40years	5	6.7
41years above	1	1.3
Total	75	100

Source: Survey data,2019

According to Table (4.2), 92% of respondents are between 20 and 30 years, 7% of respondents are between 31 and 40 years and 1% of respondents are 41 and above.

4.2.3 Marital Status of Respondents

The marital status of respondents are classified into single and married. They are shown in Table(4.3).

Table (4.3) Marital Status of Respondents

Marital Status	Number of Respondents	Percentage
Single	55	73.3
Married	22	26.7
Total	75	100.0

Source: survey data, 2019

In this study, 73.3% of respondents are single and 26.7% of respondents are married.

4.2.4 Education Status by Respondents

The education status by respondents is classified into nine groups. They are BA degree, B.Sc degree, LL.B degree, B.E degree, B.Tech degree, AGTI degree and master degree.

Table (4.4) Education Status by Respondents

Degree	Number of Respondents	Percentage
B.A	23	30.6
B.Sc	36	48
LL.B	8	10.6
B.E	2	2.7
B.Tech	2	2.7
AGTI	2	2.7
Master	2	2.7
Total	75	100.0

Source: Survey data, 2019

In this study, 30.7% of respondents have attained B.A degrees, 48% of respondents are B.Sc degree, 10.6% of respondents are LL.B degree, 2.7% of

respondents have obtained B.E degree, B.Tech degree, AGTI degree and master degree.

4.2.5 Respondents by Responsible Departments

Responsible departments of respondents were included into twelve departments. These departments are loan, cash, IT, reception, HR, audit, currency, foreign banking, account, remittance, finance and legal department.

Table (4.5) Respondents by Responsible Departments

Occupational Department	Number of Respondents	Percentage
Loan	9	12
Cash	16	21.3
IT	6	8.0
Reception	5	6.7
HR	11	14.7
Audit	1	1.3
Currency	4	5.3
Foreign Banking	2	2.7
Account	3	4.0
Remittance	8	10.7
Finance	6	8.1
Legal	4	5.3
Total	75	100.0

Source: Survey data, 2019

The study found out that majority (21.3%) of respondents is under cash department, 14.7% of respondents employ in HR department, 12% of respondents is under loan department, 10.7% of respondents work in remittance department, 8% of respondents employ in IT department, 8.1% of respondents is under finance department, 6.7% of respondents work in reception department employee, 5.3 % of respondents is legal department, 5.3% of respondents is currency department, 4% of

respondent is account department, 2.7% of respondents has Foreign banking department and the minority (1.3%) of respondents is audit department.

4.2.6 Respondents by Work Position

Work position by respondents is categorized into six levels. They include supervisor, senior assistant, junior assistant, peon, driver and bank guard. The results are shown in Table (4.8).

Table (4.6) Respondents by Work Position

Position	Number of Respondents	Percentage
Supervisor	4	5.3
Senior assistant	29	38.7
Junior assistant	29	38.7
Peon	7	9.3
Driver	4	5.3
Bank guard	2	2.7
Total	75	100.0

Source: Survey data, 2019

As the results of table 4.6, 5.3% of respondents are supervisor, 38.7% of respondents are senior assistant, 38.7% of respondents are junior assistant, 9.3% of respondents are peon, 5.3 % of respondents are driver, 2.7% of respondents are bank guard.

4.2.7 Previous Jobs by Respondents

Table (4.7) Previous Jobs by Respondents

Previous jobs	Number of Respondents	Percentage
Sale staff	3	4
Cashier	5	6.7
Sale& marketing executive	8	10.7
Cleaning staff	1	1.3
HR assistant	4	5.3
Loan officer	2	2.7
Office staff	1	1.3
Junior banking assistant	46	61.3
Legal assistant	2	2.7
Junior technician	1	1.3
Supervisor	2	2.7
Total	75	100.0

Source: Survey data, 2019

According to this study, 4% of respondents work as a sale staff in the previous jobs, 6.7 % of respondents are cashier in the previous jobs, 10.7% of respondents work as a marketing staff in the previous jobs, 1.3% of respondents work as a cleaning staff in the previous jobs, 5.3% of respondents work as a HR assistant in the previous jobs, 2.7% of respondents work as a loan officer in the previous jobs, 1.3% of respondents work as an office staff, 2.7% of respondents work as a legal assistant in the previous jobs, 1.3% of respondents work as a junior technician in the previous jobs, 2.7% of respondents work as a supervisor in the previous jobs and other 60% of respondents work as a junior banking assistant in this bank.

4.2.8 Working Experience by Respondents

The working experience of each employee can be divided into four groups: less than one year, two years, three years and five years.

Table (4.8) Working Experience by Respondents

Work Experience	Number of Respondents	Percentage
1 year	48	64.0
2years	15	20.0
3years	9	12.0
5years	3	4.0
Total	75	100.0

Source: Survey data, 2019

According to table, 64% of respondents which is the most percentage of this study have 1 year experience. This study further established that 20% of respondents had 2years experience followed by those who had 3years experience at 12% those who had 5years experience were the at least 4%.

4.2.9 Monthly income by Respondents

Table (4.9) Monthly Income by Respondents

Monthly Income	Number of Respondents	Percentage
170000 Ks	4	5.3
185000 Ks	5	6.7
220000 Ks	25	33.3
230000 Ks	7	9.3
240000 Ks	20	26.7
275000 Ks	3	4.0
310000 Ks	8	10.7
410000 Ks	3	4.0
Total	75	100.0

Source: survey data, 2019

The income means all cash inflow for respondents. The highest income level is 33.3% of those who got monthly income 220000Ks. The second highest is those who get 240000Ks with 26.7%. 10.7% of respondents got 310000Ks, 9.3% of respondents got 230000Ks, 6.7 % of respondents got 185000Ks, 5.3% of respondents got 170000Ks and 4% of respondents got 41000Ks.

4.3 Cronbach's Alpha Reliability Test

Reliability refers to the degree to which measures are free random error and therefore yield consistent results (Chfasoa). Whenever a scale consists of more than one item, it is important to measure how much they are internally consistent. Internal consistency measures the consistency of the answers of the question from the questionnaire and one of the most used method to calculate the internal consistency is Cronbach's Alpha (Saunders et al., 2012). Cronbach's Alpha is a measure used to assess the reliability, or internal consistency, of a set of scale or test items (library. Virginia). A commonly-accepted rule of thumb is that an α of 0.6-0.7 indicates acceptable reliability, and 0.8 or higher indicates good reliability.

Table (4.10) Reliability Test from Respondent Responses on scale Items

Factor	No. of Items	Cronbach's Alpha
Vertical mismatch	10	0.605
Horizontal mismatch	8	0.630
Employee job satisfaction	11	0.864

According to table (4.10), it could be observed the two independent variable; vertical mismatch, horizontal mismatch and independent variable i.e. employee job satisfaction. Alpha value for employee job satisfaction is the highest among factors at 0.864 which is higher than acceptable score of 0.7. The vertical mismatch and horizontal mismatch have about 0.6. In social science, the acceptable α value is 0.60 (Ghazali, 2008), which is also practiced by other researchers. Therefore, internal consistency of items to the concepts is excellent.

4.4 Education-Job Mismatch of Employees and Employee Job Satisfaction

Within the purpose of analyzing the types of education-job mismatch (vertical mismatch, Horizontal mismatch) that are effecting the employee job satisfaction are studied in this section. In this section, 29 questions measure for education-job mismatch on employee job satisfaction. Each statement for education-job mismatch is measured on five-point Likert scale (5: Strongly disagree, 4: disagree, 3: neutral, 2: agree and 1 strongly agree).

4.4.1 Vertical mismatch of Employee

This study sought to establish the extent to which the education-job mismatch in vertical mismatch were measured by graduate employee of banks in the downtown area using a five point Likert scale, where strongly disagree=5, disagree=4, neutral=3, agree=2, strongly agree=1. The results are presented in Table (4.12).

Table (4.11) Vertical Mismatch of Employee

No.	Vertical Mismatch	Mean	Standard Deviation
1	My current job match with my first bachelor degree	2.45	0.859
2	My current job match with my additional diploma	2.92	0.712
3	My current job match with my additional certificates	2.71	0.712
4	My level of education is full used for this this current position	3.36	0.7990
5	I would perform better in my job if I had additional level of education	3.31	0.592
6	My level of education is not high with my current job	3.68	0.774
7	My level of education isn't required fully to get a current job	2.56	0.775
8	My level of education is lower than my current job	4.05	0.280
9	This position was achieved because of my work experience	2.59	0.660
10	My current job match with my final education degree	2.37	0.749
	Average	3.00	0.45

Source: Survey data, 2019

According to the table(4.11) above, this study found that my job match with first degree (mean score=2.45, standard deviation=0.859); my job match with certificates(mean score=2.92, standard deviation=0.712; my job match with diploma(mean score=2.71, standard deviation=0.712); my education full used(mean score=3.36, standard deviation=0.799); I would perform better if I had additional education(mean score=3.31, standard deviation=3.68); my education is not high with my job(mean score=3.68, standard deviation=0.774; my education is not require fully to get a current job(mean score=2.56, standard deviation=0.775); my education is lower than my job (mean score=4.05, standard deviation=0.280); this position was achieved because of my experience(mean score=2.59, standard deviation=0.660); my job match with final graduation degree (mean score=2.37, standard deviation=0.749).

It is evident that education-job mismatch of employee on vertical mismatch, my current job match with final education degree is the highest mismatch mean score of 2.37 and my current job match with first degree has the second highest mismatch mean score of 2.45. My education is lower than my current job has the lowest mismatch mean score of 4.05. The overall mean score on vertical mismatch is 3.0000. Therefore, it can be concluded that they were happened vertical mismatch. This section, vertical mismatch tends towards near than 2 because of the chosen of mismatch employee.

4.4.2 Horizontal Mismatch of Employee

This section found out the level of respondent's choice of the education job mismatch on horizontal mismatch. In this study, Horizontal mismatch were measure by eight questions. The mean and average scale score of each question are found and the results are shown in Table (4.12).

Table (4.12) Horizontal Mismatch of Employee

No.	Horizontal Mismatch	Mean	Standard Deviation
1	My current job relevant with my specialization major field	3.99	0.385
2	My current job relevant with specialization diploma field	3.81	0.538
3	My current job relevant with my specialization certificates field	3.13	0.811
4	My current job is not relevant with my work experience but major field	2.44	0.551
5	My current job is relevant skill with my major field	2.08	0.427
6	My field of education need to perform my current job	3.15	0.562
7	My first job is relevant with my academic graduation field	2.07	0.414
8	In next year, your job becomes related with your qualification field	2.25	0.522
	Average	2.8650	0.20318

Source: Survey data, 2019

According to this Table (4.13) above, this study found that my job relevant with major field (mean score=3.99, standard deviation=0.385); my job relevant with diploma field(mean score=3.87, standard deviation=0.538); my job relevant with certificates(mean score=3.13, standard deviation=0.811); my job not relevant work experience but major (mean score=2.44, standard deviation=0.551); my current job relevant skill with major field (mean score=2.08, standard deviation=0.427); education field need to perform current job (mean score=3.15, standard deviation=0.562), my first job relevant with academic graduation field(mean score=2.07, standard deviation=0.414); current job becomes related with qualification field (mean score=2.25, standard deviation=2.25).

It is evident that education-job mismatch of employee on horizontal mismatch, my first job is relevant with my academic graduation field is the highest mismatch mean score of 2.07 and my current job is relevant skill with my major field is second highest mismatch mean score of 2.08. My current job relevant with my major field is the lowest mismatch mean score of 3.99. The overall mean score on vertical mismatch is 2.8650. Therefore, it can be concluded that they were happened horizontal mismatch. This section, horizontal mismatch tend towards near than 2 because of the chosen of mismatch employee.

4.4.3 Employee Job Satisfaction

This section found out the level of respondent's agreement on various issues regarding employee satisfaction. This study using five point Likert scale, where; 1=strongly disagree, 2=disagree, neutral=3, 4=agree, 5= strongly agree. The results are shown in Table (4.13).

Table (4.13) Employee Job Satisfaction

No.	Employee job satisfaction	Mean	Standard deviation
	Salary		
1	I feel satisfied with the salary in my current job or position	3.75	0.790
	I received right amount of salary in my work	3.87	0.664
	Interpersonal relationship		
3	I feel very happy working with my colleagues in my current work	3.92	0.693
4	I feel satisfied relationship with supervisors in my work	3.93	0.684
5	When I face pressure and difficulties in my work, my colleagues can offer me help and support	3.91	0.701
	Work itself		
6	I can derived pleasure from my job	3.96	0.706
7	My work is motivate to me	3.95	0.733
	Welfare		
8	I feel satisfied with the welfare facilities of the company in my work	3.87	0.644
9	Welfare and benefits are fair in my current job	3.99	0.626
	Working condition		
10	I am satisfied with the work environment in my current job	4.00	0.658
11	My workplace provides me with the resource, tools and support that I need to do my job to the best of my ability	3.91	0.597
	Average	3.91	0.44497

Source: Survey results, 2019

According to Table 4.13, the result from the question of “working condition” is obtained the largest mean score of 3.97 has encountered higher the standard mean score 3, respondent agreed is satisfied on the employee satisfaction. Regarding to the question of “salary”, the mean score is 3.81 which is higher than of the standard mean score 3. Therefore, it can be concluded that respondents are not highly satisfied in the salary of employee job satisfaction. The overall mean score on employee job satisfaction is 3.9127. Therefore, it can be concluded that they were satisfied with employee job satisfaction.

4.5 Relationship between Education-Job mismatch and Employee job Satisfaction

There are two independent variable; vertical mismatch, horizontal mismatch and dependent variable i.e. employee job satisfaction of employees which are involved in the study. Measurement scales for all variables except demographics were adapted from previous studies.

A correlation analysis was run to investigate the relationship between variable. Finally, a multiple regression analysis was run to test the relationships between the independent variables and dependent variable.

Pearson correlation coefficient indicates the significance, direction, strength and significance of the bivariate relationship among all the variables that were measured at an interval or ratio level (Sekaran,2003). It was a statistical measure of association between two variables.

The correlation coefficient(r) ranges from -1.0 to +1.0. When the value of r is + 1 indicates a positive linear relationship while r value -1 indicates a negative linear relationship. When the r value equal to 0 means that there is no correlation indicated among the variables.

Table (4.14) Correlations of the Independent Variables and Employee Job Satisfaction

		Vertical mismatch	Horizontal mismatch	Employee Satisfaction
Vertical Mismatch	Pearson correlation Sig.(2-tailed)	1		
Horizontal Mismatch	Pearson correlation Sig. (2-tailed)	.613** .000	1	
Employee Satisfaction	Pearson correlation Sig. (2-tailed)	-.422** .000	-.397** .000	1

Source; Survey results, 2019

****Correlation is significant at the 1% level**

According to table (4.14), the resulted p value is (0.000), therefore they are the significant, the correlation coefficient for independent variable –vertical mismatch, horizontal mismatch i.e. dependent variable employee satisfaction. Through studying the relationship between education-job mismatch and employee satisfaction, there is negative relationship between education job mismatch and employee satisfaction. The resulted p value (0.000) less than=0.01(1% level of significant). Moreover, there is negative relationship between vertical mismatch and employee satisfaction since the value of correlation coefficient is -0.422. The correlation coefficient between horizontal mismatch and employee satisfaction is -0.397 at 1% level of significant because the resulted p value (.000) is less than =0.01. In summary, vertical mismatch have the strongest negative relationship on employee satisfaction.

4.6 The Effect of Education-Job Mismatch on Employee Job Satisfaction

Multiple regression analysis is a set of statistical processes for estimating the relationships among variables, it includes many techniques for modeling and

analyzing several variable, when the focus is on the relationship between a dependent variables and one or more independent variables (Wikipedia).

Multiple regression analysis was applied investigate the factors that relates to satisfaction. In regression models, job satisfaction is used as dependent variable and vertical mismatch and horizontal mismatch as independent variables.

t test and F test are performed in regression models. t test is used to find out if the means between two populations is significantly different. F test is used to find out if the variances between two populations are significantly different. The testing results are as follow.

Table 4.15 Coefficient of determination

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Est	Durbin-Watson
	0.457	0.209	0.187	0.40131	1.722

Source: Survey result, 2019

The R^2 value indicates that the vertical mismatch and horizontal mismatch variables explain 18.7% of the variance in employee satisfaction. Job satisfactions are not explained the effect of two mismatch variables and have influence the other variable effect (for example, wages, productivity). The value of calculated (Durbin-Watson) was 1.722 and each variance inflation factor (VIF) was less than 5. So, there is no serial correlation problem.

Table 4.16 Analysis of ANOVA Variance Table

Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	3.056	2	1.528	9.488	0.000
	Residual	11.596	72	0.161		
	Total	14.652	74			

Source: Survey result, 2019

The study used ANOVA to establish the significance of the regression model from which an F significance value of $P < 0.01$. This indicates that regression model has a less than 0.01 probability of giving wrong prediction. It can be concluded that

regression model statistically significant, hence suitable for explaining the employee job satisfaction to education-job mismatch.

Table 4.17 Summary Result Data

	Unstandardized Coefficients β	Coefficients Std. Error	Standardized Coefficients β	t	Sig.
(Constant)	6.663	.670		9.940	.000
Vertical Mismatch	-.452	.210	-.286	-2.153	.035
Horizontal Mismatch	-.486	.290	-.222	-1.675	.098

Source: Survey results, 2019

***Correlation is significant at the 5% level**

Correlation is Significant at the 10% level

The result of multiple regression analysis from Table 4.17 illustrates that types of education-job mismatch; vertical mismatch and horizontal mismatch are held at constant, the value of the employee satisfaction would be 6.663. Holding other factor constant, a unit increase in vertical mismatch would lead to 0.452, decrease in employee satisfaction, a unit increase in horizontal mismatch would lead to 0.104, decrease in employee satisfaction. The value of p is 0.035 at the 1% significance level. P value is 0.098 at the 10% significant level. If the score of vertical mismatch increase by 1 unit, level of employee satisfaction will decrease by .452 unit unhappy in their work. According to the results, vertical mismatch is the most influencing factor on employee satisfaction.

CHAPTER (5)

CONCLUSION

This chapter is divided into three parts: (1) findings and discussions, (2) suggestions and recommendations and (3) need for further study.

5.1 Findings and Discussions

This study aimed at to examine the education-job mismatch and employee job satisfaction of Global Treasure bank in the downtown area. Among various bank staff has mismatch between education and job in downtown area. University graduates are facing difficulties in gaining access to graduate jobs in start. In Myanmar, university graduates are unable to find job that meet their expectations and are unwilling to do “nonprofessional” jobs. Therefore, Education-job mismatches leads to unemployment problem.

The main objective of this study is to examine the effect of education-job mismatch on employee satisfaction of bank in downtown area. The survey questionnaires are distributed to (160) graduated employees of the banks. In this study, education-job mismatch employees were selected. When analyzing the questionnaires, the study found that (75) employees faced with the education-job mismatch. The method of this paper is mainly based upon “Regression Analysis Method”, Pearson’s coefficient of correlation is used to analyze the relationship between education-job mismatch and employee satisfaction.

To further condition, the questionnaires were designed which were to address the objectives of the study. From the analysis, the data gathered revealed that the demographics characteristics of the survey group female respondents are more than male. B.Sc graduated employees are faced with the most education-job mismatch. 20-30 years age group of respondents finds the most happening education-job mismatch. Respondents who graduated from Myanmar major and Mathematics major are the most education-job mismatch employees. Respondents of the cash department are the most education-job mismatch employees. According to the job levels of Global treasure bank, junior assistant position is the most occurrence of education-job mismatch. Moreover, the study found that the previous jobs of the respondents are

bank staff. Most of the education-job mismatch respondents have 1 year working experience. After analyzing the income level, respondents obtain 220000ks.

According to survey results, 75 of respondents out of 160 employees are facing with education-job mismatch. Education- Job mismatch is classified into vertical mismatch and horizontal mismatch. The results of questionnaires indicate some conclusions related to correlations as follows. Results of the correlation show that negative relationship between education-job mismatch and employee satisfaction. The more increase the education- job mismatch, the decrease employee job satisfaction. Therefore, education-job mismatch lead to employee dissatisfaction.

The study reported that not only the relationship between vertical mismatch and employee job satisfaction but also the relationship between horizontal mismatch and employee job satisfaction is negative. When comparing the two independent variables, vertical mismatch is more negative than horizontal mismatch. Therefore, it has proven that if the vertical mismatch increases by 1 unit, the level of employee job satisfaction decrease by .452 unit. Both Vertical mismatch and horizontal mismatch have significant correlation with employee satisfaction at the 0.01 level.

5.2 Suggestions and Recommendations

Educational system is an effective vehicle for producing the skills required to maintain growth in the Economy. This seems to suggest that although graduates with a general education more often face a horizontal mismatch and vertical mismatch. This may be clarified as follows; if it is the case that graduates can't get a job that matches their education, those with a general education are more likely to change to jobs outside their field of study than those with a vocational education.

The suggestion might be that these generally graduated employees must begin their job carrier in a position below their level of education, when they can get mismatch between their job and education. After several years, they can achieve to higher positions and more experiences. Therefore, the perception of employees who feel mismatch on job and education tend to shift into education-job match. The study anticipated that in nations with strong employment legislation, employers would depend more on internal promotions, subsequently improving the likelihood of mere vertical mismatches. It might be case that employees also perceive employment of merely vertically mismatched individuals to be chance.

This is especially horizontal mismatch, which can be considered the problematic. A first approach may be to invest in the quality of the study programs. Also employees would depend more on internal promotions, subsequently improving the likelihood of mere vertical mismatch. Further, governments must increase financial support for R&D investments, which may increase the overall demand for graduates and reduce possible structural imbalances. This study made an analysis into the education-job mismatch of graduated employee of global treasure bank in downtown area and the effect of education-job mismatch on employee job satisfaction. Education-job mismatch has a negative effect on employee job satisfaction.

The study showed that there is negative relationship between education-job mismatch and employee job satisfaction. Vertical mismatch directs to dissatisfaction more than horizontal mismatch. For this reason, when employees with no experience who enter the labor market are forced to occupy an under-qualified occupation unavoidably. They should pick up experience for a time, as well as occupation-specific human capital through training, the two of which help them to progress to higher levels of occupations in which they make full use of their qualifications. Company should amend HR policy to improve their employee satisfaction level. When recruiting, company's HR department should take a consideration for the relevant education of employees. Moreover, a graduated employee should select a job that fits with specialization of their degree to promote job satisfaction level.

5.3 Need for Further Study

In preparation of this study, there has limitation of time and some of the difficulties. This may have little bias on their answer because of the most survey questionnaire exactly cannot be explained. The effect of two mismatch variables are used to explain job satisfaction in this study, but in reality, there are many influenced variables upon job satisfaction. Therefore, further studies should also consider other variables effect such as wages, work-related values, job autonomy which are not covered in current study in order to better explain job satisfaction. And then, it needs to explore not only the effects of job satisfaction among education-job mismatch workers but also job performance and turnover should be considered for further study.

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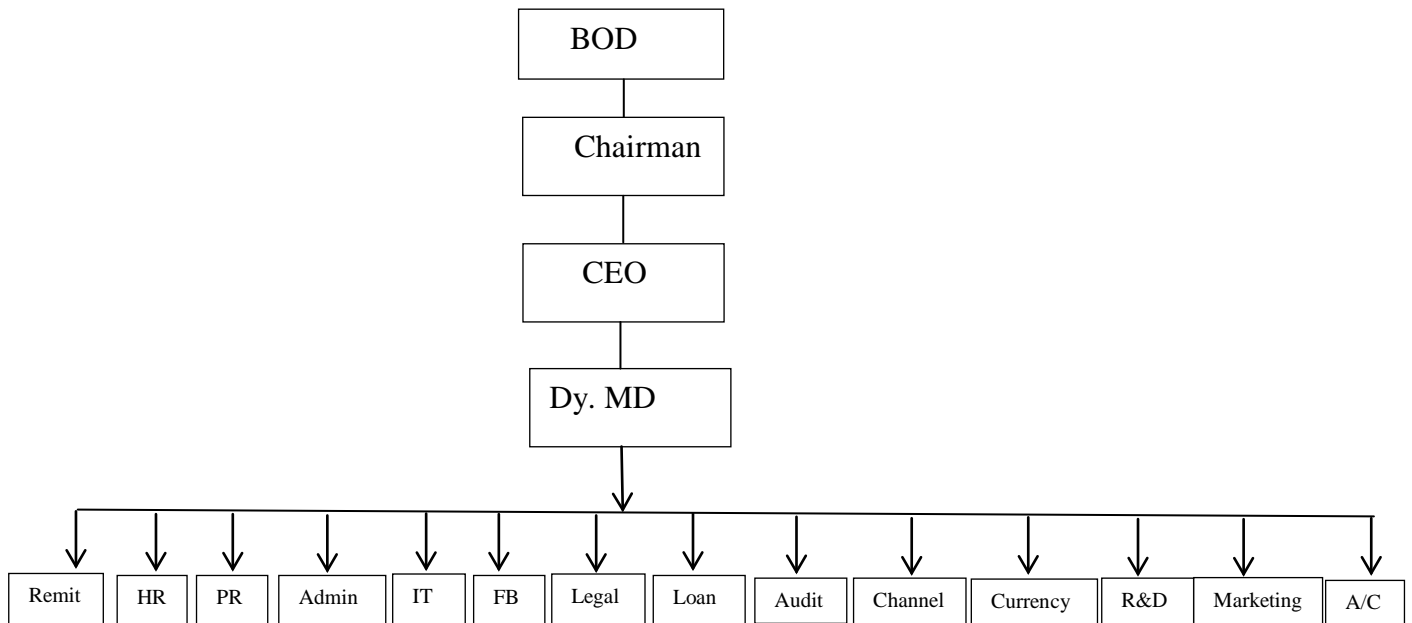
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APPENDIX A

Figure(3.1) Organization Structure of Global Treasure Bank



Source: Head Quarter of Global Treasure Bank (GTB)

APPENDIX B

Education-job mismatch and Employee satisfaction

Dear respondents,

The purpose of this study is to examine the Education-Job Mismatch and Employee Satisfaction. This survey is concerned with the Master of Commerce (M.com) conferred by Yangon University of Economics. It is not related to other business purpose. Please answer the following questions, as it is very important for me to have your response. All responses are confidential and will only be used for the purpose of this research. Thank you in advance for taking the time to complete this survey.

Personal Data

1. Gender
 - Male
 - Female
2. Age
 - 20-30
 - 31-40
 - 40 & above
3. Marital status
 - Single
 - Married
4. Level of Education
 - High school
 - College / University
 - Graduate
 - Post-graduate
 - Other.....

5. If you attend Diploma and Certificates before your current job

.....

.....

6. Education Attainment

Bachelor degree.....

specialization Major.....

College/university.....

Year graduated.....

Honor/Master/PhD.....

Other qualification.....

1.

2.

3.

4.

7. Current Occupation

Department

Position.....

Nature of Work

(လုပ်ဆောင်ရသောတာဝန်များ).....

.....

.....

8. Work Experience.....

9. Monthly Income.....

10. Previous job last 3 years.....

Department.....

Position.....

Nature of work.....

11. Your first job.....

.....

.....

Education-Job mismatches Questionnaires

Respondents are requested to answer the following question with answers from strongly Disagree to Strongly Agree on Likert five-point scale. Please circle your answer to each statement using 5 point Likert scale.

1. Strongly Disagree
2. Disagree
3. Neutral
4. Agree
5. Strongly Agree

Vertical Mismatch is refers to a mismatch between the level of education and the job. Horizontal Mismatch occurs when a worker trained in a particular field of study works in another field or when there is mismatch between field of study and the job. Level of Education (Elementary Grades 1-5), Intermediate school (Grades 6-9), Secondary (Grades 10-11), Tertiary (Bachelor, Master, Doctorate). Field of study (Myanmar, English, Mathematics, History, Business and Admin, Accounting, Health, Engineering, Law, Others)

Vertical Mismatch	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
My current job match with my first bachelor degree	5	4	3	2	1
My current job match with my additional Diploma	5	4	3	2	1
My current job match with my additional certificates	5	4	3	2	1
My level of education is full used for this current position	5	4	3	2	1
I would perform better in my job if I had additional level of education	5	4	3	2	1
My level of education is not high with my current job	5	4	3	2	1
My level of education is required fully to get a current job	5	4	3	2	1
My level of education is lower than my current job	5	4	3	2	1
This position was achieved because of my work experience	5	4	3	2	1

Horizontal Mismatch	Strongly Disagree	Disagree	Neutral	Agree	Strongly agree
My current job is relevant with my specialization major field	5	4	3	2	1
My current job is relevant with specialization diploma field	5	4	3	2	1
My current job is relevant with my specialization certificates field	5	4	3	2	1
My current job is not relevant with my work experience but major field	5	2	3	2	1
My current job is relevant skill with my major field	5	2	3	2	1
My field of education need to perform my current job	5	2	3	2	1
My first job is relevant with my academic qualification field	5	4	3	2	1
In next years, your job becomes related with your qualification field	5	4	3	2	1

Employee Job Satisfaction Questionnaires

Employee satisfaction	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Salary					
I feel satisfied with the salary in my current job or position	1	2	3	4	5
I receive right amount of salary in my work	1	2	3	4	5
Interpersonal relationship					
I feel very happy working with my colleagues in my current work	1	2	3	4	5
I feel satisfied relationship with supervisors in my work	1	2	3	4	5
When I face pressure and difficulties in my work, my colleagues can offer me help and support	1	2	3	4	5
Work itself					
I can derive pleasure from my job	1	2	3	4	5
My work is motivate to me	1	2	3	4	5
Welfare					
I feel satisfied with the welfare facilities of the company in my work	1	2	3	4	5
Welfare and benefits are fair in my current work	1	2	3	4	5
Working condition					
I am satisfied with the work environment in my current job	1	2	3	4	5
My workplace provides me with the resource, tools and support that I need to do my job to the best of my ability	1	2	3	4	5