

**YANGON UNIVERSITY OF ECONOMICS  
DEPARTMENT OF MANAGEMENT STUDIES  
MBA PROGRAMME**

**A STUDY ON JOB MISMATCH, JOB SATISFACTION  
AND JOB PERFORMANCE OF MBA GRADUATES IN  
YANGON UNIVERSITY OF ECONOMICS**

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**AUGUST, 2023**

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**ACADEMIC YEAR (2018 – 2023)**

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2018 – 2023**

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“A thesis is submitted to the Board of Examiners in partial fulfillment of  
the requirements for the degree of Master of Business Administration  
(MBA)”

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2018 – 2023**

## ACCEPTANCE

This is to certify that the thesis entitled “**A Study on Job Mismatch, Job Satisfaction and Job Performance of MBA Graduates in Yangon University of Economics**” has been accepted by the Examination Board for awarding for the degree of Master of Business Administration (MBA).

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**AUGUST, 2023**

## **ABSTRACT**

This study aims to analyze the effect of job mismatch and job satisfaction on job performance of MBA graduates in Yangon University of Economics. In order to reach these objectives, both primary and secondary data are used. Primary data are collected from 349 MBA graduates of Yangon University of Economics out of 2,708 MBA graduated students by using the structured questionnaires with the five-point Likert Scale. The survey data is collected by online survey method. Simple random sampling method is applied. As for the data analysis, both descriptive method and linear regression method are applied. The secondary data are collected from relevant theoretical text books, previous research papers, previous publications and various internet websites. Job mismatch includes vertical mismatch and horizontal mismatch. The findings showed that the job mismatch has significant negative effect on the job satisfaction of MBA graduates from Yangon University of Economics. The study also found that the job satisfaction has significant positive effect on the job performance of MBA graduates in Yangon University of Economics. The MBA graduates should find the job which match their acquired skills and the needed skills from job description. They should find the job in which they can fully use up their skills. They should not just accept and do the job that don't match to their skills if possible. The MBA graduates should also find the job and make their career in which they can use up their possessed knowledge and education level. And they should find the opportunities to use their knowledge and education level from daily tasks.

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## **LIST OF ABBREVIATIONS**

KITA factors	Kick In The Ass Factors of Herzberg
MBA	Master of Business Administration

# CHAPTER 1

## INTRODUCTION

In a globally challenging environment, progress and growth is of highly important which include the development of human capital and human resources in terms of knowledge, skills, competences and educational level. A nation's long-term economic well-being is directly linked to the high rate of educational involvement and economically relevant skills of its population. For improving an individual's productivity and employability, investment in education (particularly higher education) is important and dynamic (Becker, 1975). Education is a one of the expensive investments so that society keeps on pursuing through public investments in education (Levin & Rouse, 2012). Individuals are willing to invest in their educational level to upgrade their skills, knowledge and competences. Therefore, the best return to such kind of investment can be achieved only when individuals' knowledge acquired through education and employers' on-the-job training or the job characteristics are well-matched.

The term "Job Mismatch" can be referred to as a condition in which the knowledges, skills, proficiency, expertise and competence of an individual are either exceed, fall behind or even different to the needed characteristics of the job place or position. When an individual is working a job that can be said to different or apart from the level or field of study is called job mismatch. Job mismatch phenomenon has been addressed as a serious concern by both economists and sociologists because of its relatable socio-economic costs to the level of individual, firm and even national level. Today, matching skills and educations to the jobs is becoming increasingly important when people enter the labour market searching for jobs but end up with difficulties in finding the jobs which match their qualifications and competences. To be well-fitted between labour supply and labour demand is crucial for freshly graduates, companies, organizations and even the economy as a whole.

At the individual level, it could result in frustration, high turnover rate, underutilization or overutilization of skills and lower level of motivation, job dissatisfaction and declined job performance. A job mismatch can be vertical mismatch or horizontal mismatch. Vertical mismatch can be referred to as the level of discrepancy between the educational achievement of the individual and that of the job

requirement. Horizontal mismatch can be referred to as the level of discrepancy between the acquired skills of the individual employee and the skills required for the job as the job performance. Either vertical or horizontal mismatch can take up a result to the individual level of labour market such as job motivation, job satisfaction and job performance.

According to Duncan and Hoffman (1981), “misallocation of education resources” can occur because all the jobs offer both fixed productivity and wages. This means individuals with lower education level and qualifications can produce and earn along with those who have higher education level and qualifications working in the same job positions. Although the economy has employment opportunities, for some kind of job positions, job seekers are not sufficiently found but on the other hand, available job seekers do not have necessary skills or capacities (Chandrasiri, 2008).

It can be simply state that a certain type of occupation requires a certain education level. If the certain level of job is performed by people with lower qualification or skills, the productivity will be freeze. On the same way, if people with higher qualification or skills perform in the job which is below their education level or skills, it can be said to be wasted their qualification and the productivity is the same as the productivity of people with lower qualification and skills. Job mismatch has powerful and substantial impact on employee’s job satisfaction and job performance neither of which should be overlooked because of the negative effects of job mismatch upon those satisfaction and performance.

Job satisfaction can be defined as the level of gratification of employees about their jobs. According to Herzberg, job satisfaction has two dimensions, motivator and hygiene. Pay (salary) is the payment made by the employer to the employee for the job done. The work itself is the nature of the job characteristics made by the employee. Promotion opportunities can be defined to as the possible increase from the current position of the employee. Supervision is the supervisor’s direction which can help the employees to work more efficiently in their jobs. Co-worker means people who work together with. Working conditions are the working environment or situation in which the employees work. These motivator and hygiene factors can lead to employee job satisfaction. When the employee job satisfaction is high, they can perform their job better. Therefore, the higher the job satisfaction, the better the job performance. Job

performance is how the employees accomplish their duties, how they complete their required responsibilities and tasks and how they behave in their jobs. The task performance means the core responsibility of the employees. The contextual performance is the responsibility that go beyond their core tasks or responsibility.

Job mismatch can also happen in MBA graduates of Yangon University of Economics. People may choose their career that is not relevant or match to their education level or degree. For example, a doctor who has MBBS degree doesn't work as a doctor and make his career as an accountant. The MBA students who join the MBA courses are of various types of degrees and educational level. Some of them are doctors, some of them are lawyers, and some of them are teachers. Most of the MBA students are not doing the job which match their first bachelor degree and work in the completely different fields. Since job mismatch can lead to job dissatisfaction and lower job performance, it is also important for the MBA graduates of Yangon University of Economics to be well matched with their skills and education level to the job they are doing.

### **1.1 Rationale of the Study**

In Myanmar, Graduates disclose that they are unable and difficult to find the jobs that meet their expectations and notions and are reluctant to do the jobs that are not well-fitted to their proficiency or unprofessional jobs. This may be because of the job mismatch which is one of the reasons encouraging nation's employment problem. Nowadays, most of the employees who are working in the companies, organization or labor market do not match their educational degree level and the tasks or the jobs they have to do.

Due to such job mismatch, employees in the workplace can occur lack of motivation, dissatisfaction and cannot properly or fully use up their skills which can lead to skills underutilization or skill deficit. Such decreases in perceptions of skills utilization can lead to a decline in performance and can have a negative effect upon the employee themselves or organization. These days, most of the freshly graduated employees are facing with education-job mismatch problem. Nowadays, students invest too much in education. Because good labor market prospects are expected after graduation. However, supply of higher educated people is increasing day by day and could not be accepted by the market. Therefore, many graduates are forced to accept

the jobs that are not well-fitted to their education level or that requires lower skills than they actually perceived.

Job mismatch can be categorized into two forms; vertical mismatch and horizontal mismatch. Vertical mismatch refers to the discrepancy between the level of education and the job requirement while horizontal mismatch can be defined as the discrepancy between the field of study and the job. Because it is difficult in finding job, the graduates are simply accepting the job which are not well-matched to their proficiency in terms of educational degree or level of skills which may be either vertical or horizontal mismatch. Because of the discrepancy between job characteristics which means the level of skills needed or capabilities and graduates' attained proficiency, these graduates have to relearn and retrain to be well-fitted and to do the best in the job in which they are doing. But because of the discrepancy or mismatch of the field they specialized, they have to start from zero again in the career field where they are employed. They may be somehow fall short of their performances when they are compared to the ones who match their skills and jobs.

In MBA programs of Yangon University of Economics, there are several various types of professionals from multiple backgrounds and fields who come and learn to advance their careers, knowledges, skills and experiences. Not all of these MBA students from Yangon University of Economics are making their career according to their first degree. For example, an engineer who has BE degree doesn't work as an engineer and make his career as a manager of the company. Therefore, job mismatch can also happen in MBA graduates of Yangon University of Economics. They may choose their career that may not be relevant or match to their educational degree or level. Such case can lead to job mismatch, wrong skill utilization, delayed career development, job dissatisfaction and declined job performance. Therefore, this study is aimed to explore the job mismatch of MBA graduates in Yangon University of Economics and whether such job mismatch has effect upon their job satisfaction and job performance.

## **1.2 Objectives of the Study**

The objectives of the study are as follow;

- To examine the effect of job mismatch on job satisfaction of MBA graduates in Yangon University of Economics
- To analyze the effect of job satisfaction on job performance of MBA graduates in Yangon University of Economics

## **1.3 Scope and Methods of the Study**

Yangon University of Economics has 2708 MBA graduated students till 2019. The sample size is 349 respondents out of 2708 MBA graduated students. The sample size is calculated by using Yamane sample size formula. Simple random sampling method is used in this study. Regarding the objectives, both primary and secondary data are applied for this study. The primary data are collected from the MBA graduates of Yangon University of Economics using the structured questionnaires. The primary data are collected by sending google form questionnaires to MBA graduates' website groups. Questionnaires are structured with five-point Likert scale to measure job mismatch, job satisfaction and job performance. Secondary data are collected from relevant theoretical text book, previous thesis research paper, previous publications and various internet web-sites. Descriptive research method is used to explore the general information of the respondents in this study. Multiple Linear Regression Analysis is used to analyze the effects of job mismatch on job satisfaction and job performance. The data collection period was in July 2023.

## **1.4 Organization of the Study**

This study includes five chapters. Chapter (1) consists of introduction of the study, rationale of the study, objectives of the study, scope and method of the study and organization of the study. Chapter (2) contains theoretical background that includes concepts and definitions of job mismatch, job satisfaction and job performance, and conceptual framework of the study. Chapter (3) describes profile of MBA graduates in Yangon University of Economics, demographic profile of respondents and reliability analysis. Chapter (4) presents the analysis on the effect of job mismatch on job satisfaction of MBA graduates in Yangon University of Economics and the effect of job satisfaction on job performance of MBA graduates in



Yangon University of Economics. Chapter (5) concludes with findings and discussions, suggestions and recommendations of the study, and the limitation and needs for further research.

## **CHAPTER 2**

### **THEORETICAL BACKGROUND OF THE STUDY**

This chapter is composed of the concept of job mismatch which comprise of vertical mismatch and horizontal mismatch, the definitions of these mismatches, job satisfaction and job performance. Also, this chapter mentions other previous papers which plays an important role in developing this study and conceptual framework.

#### **2.1 Human Resource Management**

Human Resource Management which is simply called HRM or HR is one of the functions in the organization that is intended to boost the employee performance in charge of their employer's strategic objectives. Human Resource Management is primarily involved with how people are managed within the organizations and responsible for employee recruitments, training and development, performance management, and compensations and rewards. According to Swanepoel (2008), Human Resource Management can be defined as the part of the management of the organizations involving all of the aspects that are related to the people and the work to do in the organizations.

#### **2.2 Concept of Job Mismatch**

According to Ulrich (2016), the main purpose of human resource management is to deliver business value. These business values are highly sought by talents through the internal sources or from the labor market (Ulrich, 2013). Effective human resource management has six major sections; human resource planning, recruitment and deployment, training and development, performance management, compensation and benefits management, and employee relationship management. Human resource management can be macroscopic and microscopic aspects. The macro levels include organizational performance and core competitiveness. The micro level focuses on the recruitment and selection, training and development, labor relations and psychological contracts. Job mismatch can be occurred in the micro one. According to Shimer (2007), job vacancies and job seekers could be heterogeneous in their locations and

job mismatch would occur when reallocating them across the locations for the purpose of improving the efficiency of matching.

Naguib and Baruffini (2019) defined the concept of job mismatch as “the situation in which the knowledge and skills needed to perform adequately in the present occupation are either higher or lower or just different from those possessed by the worker”. In very general terms, job mismatch is constructed by comparing the skills or educational level of the employed worker with the skills or educational level required by the job. Then, it can be classified as a mismatch when the skills or educational level of the worker is not compatible with the requirements of the job. The job mismatch can be defined as the situation in which the imbalances or lack of equilibrium between the level of the employees’ educations and skills or competences are not well fitted to the job requirements or responsibilities. According to Groot et al. (2000), the salary for the employee with overeducation or skill underutilization is approximately equal to the employee with undereducation or skill overutilization. Job mismatch on the labor market is mostly seen in the interested organizations or parties (McGuinness, 2006).

The phenomenon of job mismatch can be classified into various different terms; such as skill mismatch, qualification mismatch, over-education, over-skill. Job mismatch is a complex phenomenon that can affect upon both the individual and the organization. And there may be various types of effects such as work productivity, salary, employee competitiveness and organizational development. Job mismatch can result in severe effects such as job satisfaction and job mobility (McGuinness et al., 2013). Korpi (2009) pointed out negative effects of job mismatch such as lower job satisfaction, lower productivity, higher job stress, lack of employee creativities. As stated by Witte et al., (1995), the issue of job mismatch is hypothetically significant and it discloses how and why people in the workplace or labor market are mismatched to their employment.

### **2.3 Types of Job Mismatch**

There are two types of job mismatch. They are vertical mismatch and horizontal mismatch.

### **2.3.1 Vertical Mismatch**

Vertical mismatch refers to the level of discrepancy between the educational achievement of the individual and that of the job requirement. From the point of view of vertical mismatch, the mismatch occurs when the level of education of the employees differs from that level required for performing the work tasks and responsibility. Vertical mismatch can be either over-education or under-education. For example, when a graduate person is currently working in the job position which can be considered as non-graduate job position, that can be referred to as over-education. According to (McGuinness, 2006), vertical mismatch is defined as the mismatch where the educational level is higher than that is required for the job. McGuinness referred vertical mismatch as the educational mismatch. When the level of the education of the individual is higher than the requirements of the job, it is called over-education. Conversely, when the level of education of the individual is below the requirements of the job, it is called under-education. Therefore, vertical education may be either overeducated person working in their job in excess of the educational levels required for that job, or undereducated person whose education levels are lower when compared to the education levels required for that job. Sicherman (1991) conceptualize vertical mismatch as the overeducation mismatch and its impacts on wage.

### **2.3.2 Horizontal Mismatch**

Horizontal mismatch refers to the level of discrepancy between the acquired skills of the individual employee and the skills required for the job as the job characteristics. From the point of view of horizontal mismatch, the mismatch occurs as the level and type of qualification of employees differs from the qualification required to carry out the work tasks. An individual is mismatched by the field of study if s/he has an occupation which is disconnected or unrelated to s/his field of study. According to (Betts, 1996), graduates cannot fully utilize the knowledge and skills that are acquired through their education and such case can be defined as horizontal mismatch. This illustrates over supplies of higher skilled workers may lead to underutilization of these skills. For example, a medical graduate who is working as a marketing manager. When skilled workers remain employed in the organization in which they fail to fully utilize their skills, it can lead to less productive job market

equilibrium. According to (Robst, 2007), horizontally mismatched graduates significantly earn less than those who are working according their field of study.

## **2.4 Employee Job Satisfaction**

Job satisfaction is the employee's feeling about the state of well-being and happiness which may concern the performance at the workplace and its environment. According to Hoppock (1935), job satisfaction refers to as any combinational of psychological and environmental conditions resulting in the fact that the persons could say with true conviction of how they are satisfied with their jobs. Job satisfaction can also be defined as the extent to which the workers are content with the reward that they get out of their core job, particularly in terms of intrinsic motivation (Statt, 2004). Vroom describes job satisfaction as the role of the employee in the workplace. Thus, Vroom defines job satisfaction as affective orientations on the part of individuals towards work roles which they are presently occupying (Vroom,1964).

In 1959, Frederick Herzberg proposed the two-factor theory or the motivator-hygiene theory. This theory is also called as dual-factor theory. This is the theory which highlights the employees' satisfaction in two dimensions; hygiene and motivation. According to (Dion, 2006), this two-factor theory has become one of the most commonly used theoretically frameworks in job satisfaction research.

Herzberg believed that if the hygiene factors are not well managed, it could result in employee dissatisfaction and that these hygiene factors could not serve as the source of employee satisfaction or motivation. Therefore, hygiene factors can be called as maintenance factors. Hygiene factors can also be referred to as KITA factors, which means kick in the ass factors. Herzberg's motivation factors can be intrinsic or extrinsic. In Intrinsic motivation factor, the employee's motivation is influenced by the task itself which means the employee's job satisfaction is completed by simply working on the task. Intrinsic motivation is long-term motivation. Conversely in extrinsic motivation factor, the employee's motivation is influenced by the external elements which are coming from the outside in. The extrinsic motivation factors are short-term motivation.

This study is used to measure the employee job satisfaction with four hygiene factors and two motivator factors. The four hygiene factors include pay (salary), supervision, co-worker and working conditions. The two motivator factors include work itself and promotion opportunities.

#### **2.4.1 Pay (Salary)**

Pay(salary) is referred to as a payment made by the employer to the employee for the work and service the employee provided. Even though having pay(salary) regularly do not tend to satisfaction or higher motivation, the absence of it will lead to dissatisfaction. According to Nagaraju and Pooja (2017), salary has positive impact on employee performance.

#### **2.4.2 Work Itself**

Work itself can be defined as the type or nature of the employee's work. The work itself should be interesting, compelling and challenging for the employee to get motivated. Hettiarachchi (2014) found that work itself which can lead to job satisfaction has a positive relationship with job performance.

#### **2.4.3 Promotion Opportunities**

Promotion opportunities means a possible increase in salary, position, status, responsibility, career advancement and benefits. Promotion opportunities is one of the most effective motivator factors from which employees can improve performance and keep their employment stable with the job. Promotion of employees significantly influence upon performance which means the promotions of the employee will determine the employees' work of motivation and improve their performance (Razak et al., 2018).

#### **2.4.4 Supervision**

Supervision is the directing of the supervisor which allow the employee to work efficiently and to help achieve the goals and missions. When the employee is being guided or instructed, the employee may feel satisfied with the new knowledge which can lead to job satisfaction. According to Kilby (2000), supervision does improve performance.

#### **2.4.5 Co-worker**

Co-workers are someone who work together with, especially people who are working on the same job or project or responsibility. It is important to have a strong relationship between people working together because it can lead to a good

communication and no conflicts. Survey result of Pelin (2021) reveals positive and statistically significant relationship between coworkers supports and job performance.

#### **2.4.6 Working Condition**

Working condition can be referred to as the working environment in which the employees work. Good working condition can make the employees to keep working at the job but it won't make them work harder. However, poor working condition will make the employees quit. According to Jayaweera (2015), working conditions significantly affect job performance. It was also found that supervisors should improve working conditions and environments to promote the job performance of their employees.

#### **2.5 Employee Job Performance**

Job performance can be defined as a collection of employee behavior that can have possible positive or negative value to the organization. Murphy (1989) states that job performance of the employee should be defined in terms of employee' behaviors rather than the achieved results. Murphy discloses that result-based measures are not always objective to the organization because employees may only try to increase the results while totally ignoring other things. According to Campbell (1990), job performance should be defined in terms of the employee behavior which employee himself can control.

Job performance are essential and important for both employee and organization. When the employee is encouraged and rewarded with motivation and hygiene factors such as pay, working conditions, career opportunities, knowledge advancement, and supervisions, the employee can have job satisfaction. Thus, when the employee is satisfied with the job, outcome and self-efficiency, the performance will be boosted. Therefore, the lower the employee job satisfaction, the lesser the employee' job performance will be. To improve the organization efficiency, job performance plays a crucial part in the organization setup. Job performance is one of the most important elements which can be used as a significant indicator of measurement for effective organization.

Job performance consists of two components; task performance and contextual performance. Task performance defines as the core responsibility of an employee. Task performance may be referred to as how the employee does on the given task and

performs the activities that contribute to the organizational efficiency. According to (Koopmans, 2011), it is also called in-role prescribed behavior. Contextual performance can be defined as the responsibility which go beyond the core or formal job obligation. Contextual performance is also referred to as discretionary extra-role behavior (Koopmans, 2011). Contextual performance is important to the overall well-being of the organization. Contextual performance includes activities such as cooperating with coworkers, volunteering for additional tasks, and helping others not a part of core tasks.

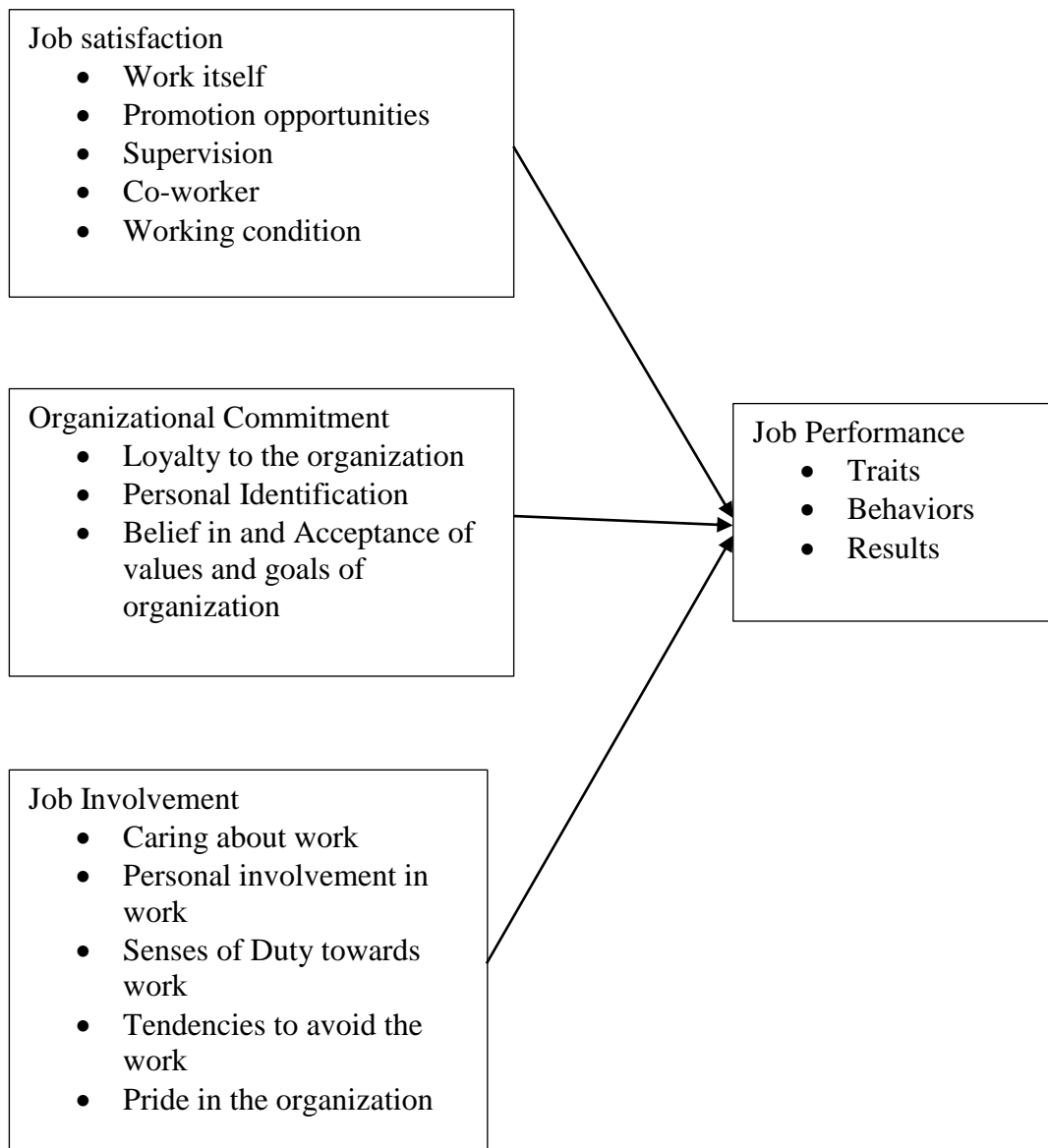
## **2.6 Previous Studies of Job Mismatch**

Hettiarachchi et al. (2014) explored the relationship between job satisfaction, organizational commitment and job involvement, and job performance of the employees of tertiary and vocational education sector in Sri-Lanka. The sample was 323 employees of the technical education and vocational training of government sector in Sri-Lanka. The findings in this study were that all of the independent variables; job satisfaction, organizational commitment and job involvement are positively related to job performance. They concluded that the relationship and impact of job satisfaction and organizational commitment is stronger on job performance as compared to job involvement.

Kim et al. (2018) explored the effects of job mismatch on pay, job satisfaction and job performance of doctoral level researchers. They analyzed 2273 sample data from the Institute for Science and Technology Policy in Korea. The findings were that job mismatch of the Ph.D. workforce have negative effects upon pay and job satisfaction. And job mismatch has the mediating effect on job performance through job satisfaction. The conceptual frameworks of these papers are the following. The previous studies' conceptual framework conceptually describes the research variables as shown in Figure 2.1 and Figure 2.2.



**Figure (2.1) Conceptual Framework of the Employee Work Related Attitudes on Employee Job Performance**

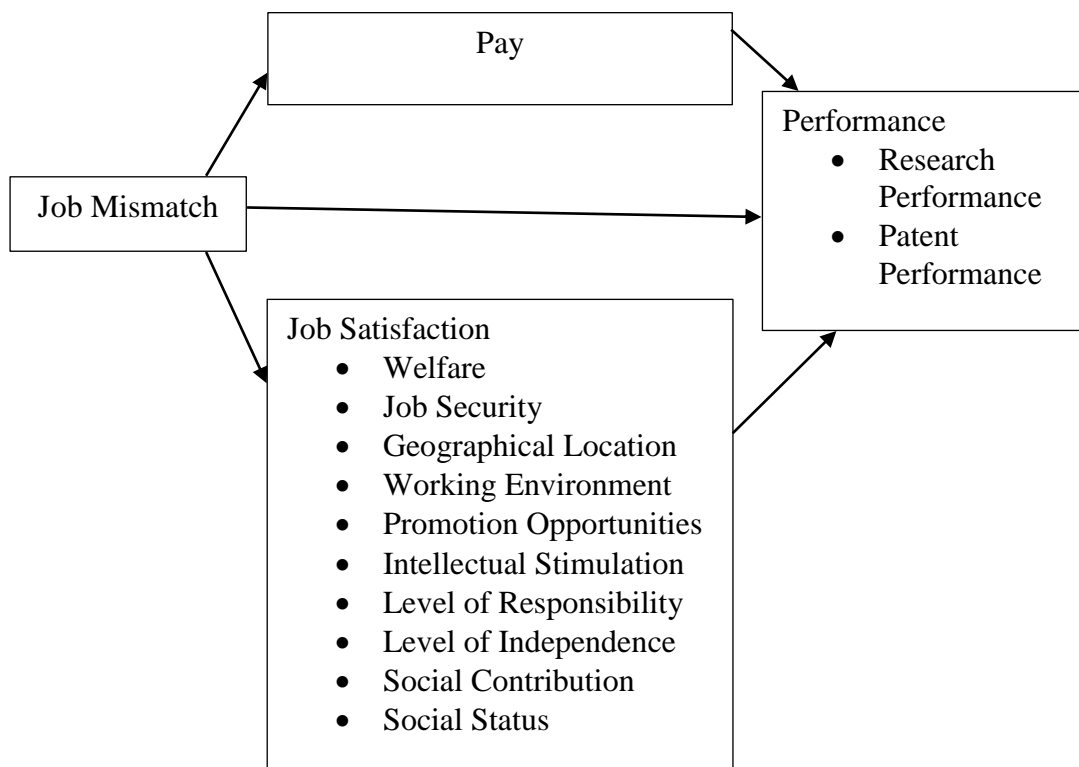


Source: Hettiarachchi et al. (2014)

The title of the first previous research is “the effect of employee work related attitudes on employee job performance: a study of tertiary and vocational educational sector in Sri Lanka”. This study is analyzed by Hettiarachchi et al. (2014). The main objective of this study is to investigate whether the work-related attitudes have impact on job performance of the employees of tertiary and vocational educational sector in Sri Lanka. In this study, job performance is classified and explained by the two types of performance; task performance and contextual performance. The data for this study is collected from the 323 employees of the technical education and vocational training

of government sector in Sri Lanka who are part of the registered employees. This study found that there is a positive relationship between job satisfaction and job performance, organizational commitment and job performance, and job involvement and job performance.

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



Source: Kim et al. (2018)

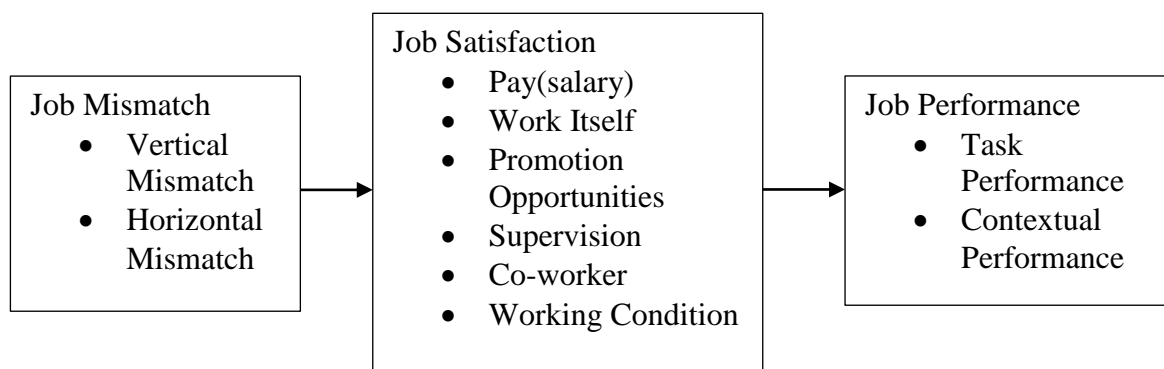
The second research analyzes “the effect of job mismatch on pay, job satisfaction and performance of doctoral level researchers”. This study is analyzed by Kim et al. (2018). The objective of this study is to analyze the influence between job mismatch, job satisfaction and individual job performance of doctoral researchers who were residing in Korea. In the paper, the job mismatch is classified into vertical mismatch or education mismatch and horizontal mismatch or skills mismatch. The total number of sample respondents is 2273 who are Ph.D. holders living in Korea. The result of this study found that job mismatch and pay do not significantly affect upon the research performance but affect upon the patent performance. And job

satisfaction has significant effect on the research performance but no effect on the patent performance.

## 2.7 Conceptual Framework of the Study

The conceptual framework is based on various previous research papers. In the conceptual framework, the link between independent variables and the dependent variables shows that how they are related to each other. This study focuses to identify whether these variables are related to each other by analyzing them through this conceptual framework. The conceptual framework is illustrated in the following Figure.

**Figure (2.3) Conceptual Framework of the Study**



Source: Own Compilation (2023)

This framework shows the hypothesized link of job mismatch (vertical mismatch and horizontal mismatch) and employee job satisfaction and employee job performance. In this framework, independent variables are vertical mismatch and horizontal mismatch. The dependent variables are job satisfaction and job performance. In this compilation, the components of previous research paper are taken into account. Relating to job mismatch, job satisfaction and job performance, it is taken from the research paper of Kim et al. (2018) with the title of “the effect of job mismatch on pay, job satisfaction and performance of doctoral level researchers”. And relating to the job satisfaction and job performance, it is taken from the research paper “the effect of employee work related attitudes on employee job performance: a

study of tertiary and vocational educational sector in Sri Lanka” which is analyzed by Hettiarachchi et al. (2014).

To increase the job performance which in turn develop the overall performance of the organization, the job satisfaction must be fulfilled. And for the employee to be satisfied with the job, it is essential to be well matched with the employee’ occupied knowledge and skills to the job’ required knowledge and skills which should not be job mismatch. Therefore, this study is used to analyze the effect of job mismatch and job satisfaction on job performance of MBA graduates in Yangon University of Economics.

## **CHAPTER 3**

# **PROFILE OF MBA GRADUATES IN YANGON UNIVERSITY OF ECONOMICS**

This chapter includes skills provided by MBA programme, programme outcomes and learning outcomes from MBA programme, profile of MBA graduates of Yangon University of Economics, demographic profile of respondents and reliability analysis.

### **3.1 Skills Provided by MBA Programme**

In MBA programme, the students who intend to develop their occupation come and join to enhance their management skills, conceptual skills in applying economics and business concept and establish the strong network with successful business executives, entrepreneurs and career opportunities. From MBA programme, the students can attain various types of knowledge, skills and expertise at the end of the programme and these skills are the following.

#### **3.1.1 Knowledge and Understanding**

After MBA program, the students can understand the important theories and concepts which can be used in managing business, identify the issues that have effect on the business sustainability, state the impact of environmental factors on local and international business in Myanmar, and list the business ethical issues and take social responsibility.

#### **3.1.2 Applied Skills**

After graduating from MBA program, the students can interpret the local business problems for long-term survival, choose strategies to overcome the barriers in entering into Myanmar Business, solve problems ethically and social responsibility, exhibit the modern technology in responding business environment changes, utilize the diagnosis tools and methods in managing resources of businesses.

### **3.1.3 Analytical Skills**

The analytical skills include testing business management about practical issues, inspecting the impact of environmental factors on local and global business, appraising the competing performance of local and global businesses, criticizing the traditional and advanced management practices.

### **3.1.4 Decision Making Skills**

Decision making skills include selecting the suitable business models in achieving the sustainable business development, assessing decision making tools and techniques' appropriateness, judging the strategies in overcoming the barriers, and evaluating the conceptual skills to bond the gap between academic knowledge and practical situations.

### **3.1.5 Personal and Professional Skills**

After graduating from MBA program, the students can create new ideas which can help in leading business operation, develop personal skills to work independently on own consent, and design the appropriate leadership styles in inspiring people in businesses.

## **3.2 Programme Outcomes and Learning Outcomes of MBA Programme**

Programme outcomes and learning outcomes of MBA programme are shown as follow.

### **3.2.1 Programme Outcomes of MBA Programme**

The programme outcomes of MBA programme include

- Exploiting the entrepreneurship capabilities in setting up own businesses or organization for long term success
- Becoming business leaders and managers in real business environment
- Employing in independent and life-long learning to implement sustainable business strategy

- Being the persons who can manage ethically and response socially for the sustainable environment.

### **3.2.2 Learning Outcomes of MBA Programme**

After completing the MBA programme, the students will be able to

- Combine the management theories knowledge and practices to make solid business decisions
- Grab the opportunities and overcome the environmental challenges through strategic analysis
- Design and implement innovative business ideas
- Perform effectively as an individual, as a member or as a leader
- Apply the ethical behavior in considering the consequences of business practices.

### **3.3 Profile of MBA Graduates of Yangon University of Economics**

In 1995, the Department of Management Studies established the first MBA programme in Myanmar. There are three types of MBA degree programme. They are regular MBA courses for freshly graduated students, Executive MBA and Online MBA courses for the experienced ones who are working as the executives, managers, entrepreneurs and other business leaders. There are a total population of 2,708 MBA graduates in Yangon University of Economics as of 2019. The 2,708 MBA graduates are the combination of the graduates of regular MBA, EMBA and online MBA. This study analyzed 349 sample data out of the total population of 2,708 graduates of Yangon University of Economics. The admission list of regular MBA class is shown in the following Table.

**Table (3.1) MBA Regular Class Admission and Graduated List**

Serial No.	Batch	Male	Female	Total	Dropped-out	Graduated
1	1 <sup>st</sup>	32	13	45	3	42
2	2 <sup>nd</sup>	30	23	53	0	53
3	3 <sup>rd</sup>	34	20	54	7	47
4	4 <sup>th</sup>	31	24	55	6	49
5	5 <sup>th</sup>	26	27	53	5	48
6	6 <sup>th</sup>	24	26	50	5	45
7	7 <sup>th</sup>	23	37	60	5	55
8	8 <sup>th</sup>	25	35	60	10	50
9	9 <sup>th</sup>	31	29	60	8	52
10	10 <sup>th</sup>	22	38	60	4	56
11	11 <sup>th</sup>	26	44	70	6	64
12	12 <sup>th</sup>	17	43	60	7	53
13	13 <sup>th</sup>	10	46	56	5	51
14	14 <sup>th</sup>	17	37	54	1	53
15	15 <sup>th</sup>	20	61	81	0	81
16	16 <sup>th</sup>	16	74	90	0	90
17	17 <sup>th</sup>	22	83	105	5	100
18	18 <sup>th</sup>	20	58	78	0	78
19	19 <sup>th</sup>	14	63	77	0	77
20	20 <sup>th</sup>	29	85	114	4	110
21	21 <sup>th</sup>	19	62	81	0	81
22	22 <sup>th</sup>	11	94	105	3	102
23	23 <sup>th</sup>	13	80	93	4	89
24	24 <sup>th</sup>	15	83	98	5	93
25	25 <sup>th</sup>	13	75	88	0	88
26	26 <sup>th</sup>	15	37	52	4	48
27	27 <sup>th</sup>	8	18	26	0	26

Source: Department of Management Studies, (2023)



According to the Table (3.1), MBA 20<sup>th</sup> batch is the most admitted batch out of 27 batches. As for the dropped-out rate, 8<sup>th</sup> batch has the most dropped-out students with the total number of 10 students. MBA 20<sup>th</sup> and 22<sup>nd</sup> batches are the batches with most graduated students. The following Tables show Gender and Education Background of MBA students from academic year 2012 to as of 2022.

**Table (3.2) Gender of MBA Students**

Academic Year	Gender		Percentage	
	Male	Female	Male	Female
2012-13	20	58	25.64	74.35
2013-14	14	63	18.18	81.81
2014-15	29	85	25.44	74.56
2015-16	19	62	23.45	76.54
2016-17	11	94	10.47	89.52
2017-18	13	80	13.97	86.02
2018-19	15	83	15.30	84.69
2019-20	13	75	14.77	85.22
2020-21	15	37	28.84	71.15
2021-22	8	18	30.76	69.23

Source: Department of Management Studies, (2023)

According to the Table (3.2), average number of female MBA students are more than number of male MBA students. In the academic year 2016-17, the difference in gender ratio is the largest with the percentage of 10.47 percent to 89.52 percent. And in the academic year 2021-22, the ratio difference is the smallest with 8 male students and 18 female students.

**Table (3.3) Education Background of MBA Students**

<b>Academ ic Year</b>	<b>Art and Science</b>	<b>Econo- mics</b>	<b>Law</b>	<b>Medici -ne</b>	<b>Agricul -ture</b>	<b>Engine -ering</b>	<b>Compu -ter Science</b>
2012-13	36	47	0	13	0	0	4
2013-14	31	42	1	10	0	3	13
2014-15	43	42	0	9	0	2	3
2015-16	26	60	1	7	0	4	2
2016-17	11	73	0	10	0	3	3
2017-18	16	69	0	4	0	9	2
2018-19	28	55	1	4	0	8	2
2019-20	19	60	0	4	0	4	1
2022-23	31	9	0	3	0	7	2
<b>Total</b>	<b>241</b>	<b>457</b>	<b>3</b>	<b>64</b>	<b>0</b>	<b>40</b>	<b>32</b>

Source: Department of Management Studies, (2023)

According to Table (3.3), from the academic year 2012 to 2022, students with the bachelor degree of economics comprise the most with the total number of 457 students followed by students with degree of art and science with a total number of 241 students. There is no student with the degree of agriculture field. The admission list of EMBA and online MBA is shown in the following Table.

**Table (3.4) EMBA and Online MBA Class Admission and Graduated List**

Serial No.	Batch	Male	Female	Total	Dropped-out	Graduated
1	1 <sup>st</sup>	46	14	60	8	52
2	2 <sup>nd</sup>	44	21	65	2	63
3	3 <sup>rd</sup>	43	18	61	4	57
4	4 <sup>th</sup>	44	22	66	2	64
5	5 <sup>th</sup>	41	26	67	5	62
6	6 <sup>th</sup>	36	28	64	3	61
7	7 <sup>th</sup>	50	25	75	0	75
8	8 <sup>th</sup>	43	39	82	0	82
9	9 <sup>th</sup>	33	60	93	0	93
10	10 <sup>th</sup>	29	42	71	0	71
11	11 <sup>th</sup>	30	31	61	0	61
12	12 <sup>th</sup>	34	43	77	1	76
13	13 <sup>th</sup>	41	54	95	1	94
14	14 <sup>th</sup>	36	50	86	0	86
15	15 <sup>th</sup>	40	46	86	2	84
16	16 <sup>th</sup>	35	40	75	0	75
17	17 <sup>th</sup>	43	47	90	0	90
18	18 <sup>th</sup> (ygn)	42	48	90	72	18
19	18 <sup>th</sup> (npt)	24	25	49	12	37
20	19 <sup>th</sup> (Campus)	32	48	80	2	78
21	19 <sup>th</sup> (Online)	42	39	81	1	80
22	20 <sup>th</sup> (Campus)	52	47	99	0	99
23	20 <sup>th</sup> (Online)	36	60	96	0	96

Source: Department of Management Studies, (2023)

According to the Table (3.4), the dropped-out students of 18<sup>th</sup> batch is the most with the number of 72 students. EMBA 22<sup>nd</sup> batch is the most admitted batch out of 23 batches. EMBA 20<sup>th</sup> batch has the most graduated students with 0 dropped-out students. The following Figures show Gender and Education Background of EMBA students from academic year 2012 to as of 2022.

**Table (3.5) Gender of EMBA Students**

Academic Year	Gender		Percentage	
	Male	Female	Male	Female
2012-13	30	31	49.18	50.82
2013-14	34	43	44.15	55.84
2014-15	41	54	43.15	56.85
2015-16	36	50	41.86	58.14
2016-17	40	46	46.51	53.49
2017-18	35	40	46.67	53.33
2018-19	43	47	47.78	52.22
2019-20	42	48	46.67	53.33
2020-21	24	25	48.98	51.02
2021-22	32	48	40	60

Source: Department of Management Studies, (2023)

According to the Table (3.5), number of female EMBA students are more than number of male MBA students but there is not much differences in number.

**Table (3.6) Education Background of EMBA Students**

<b>Academ ic Year</b>	<b>Art and Science</b>	<b>Econo- mics</b>	<b>Law</b>	<b>Medici -ne</b>	<b>Agricul -ture</b>	<b>Engine -ering</b>	<b>Compu -ter Science</b>
2012-13	46	18	0	20	0	11	5
2013-14	53	21	0	5	0	17	4
2014-15	52	15	0	10	0	19	4
2015-16	40	15	0	9	0	21	15
2016-17	34	0	0	8	0	26	8
2017-18	37	9	3	17	1	26	7
2018-19	36	8	1	15	0	18	12
2019-20	36	8	1	15	0	18	12
2022-23	29	8	1	7	0	10	5
<b>Total</b>	<b>363</b>	<b>102</b>	<b>6</b>	<b>106</b>	<b>1</b>	<b>166</b>	<b>72</b>

Source: Department of Management Studies, (2023)

According to Table (3.6), EMBA students from arts and sciences field comprise the most with the total number of 363 students followed by EMBA students from engineering field which is the total of 166 EMBA students. Only 1 student from Agriculture field come and join the EMBA programme.

### **3.4 Demographic Profile of Respondents**

In this survey, the respondents' demographic factors are classified into six categories. These six categories are gender, age, marital status, occupation, work experience and monthly income. Each question is constructed into multiple choices questions and the respondents have to choose the one which are relevant to them. The following Table shows the numbers and percentages of the answers of the respondents about the demographic factors.

**Table (3.7) Demographic Profiles of Respondents**

Demographic factors		Frequency (N=349)	Percentage
	Total Respondents	349	100.0
Gender	Male	165	47.3
	Female	184	52.7
Age (year)	Less than 30	182	52.2
	31 to 40	99	28.4
	41 to 50	42	12.0
	Above 50	26	7.4
Marital Status	Single	198	56.7
	Married	150	43.0
	Divorced	1	0.3
Occupation	Company employee	180	51.6
	Government employee	116	33.2
	Own business	53	15.2
Work experience	Less than 1 year	101	28.9
	1 to 3 years	182	52.1
	3 to 5 years	45	13.0
	Over 5 years	21	6.0
Monthly Income (Kyats)	Below and equal to 200,000	54	15.5
	200,001 to 400,000	176	50.4
	400,001 to 600,000	80	23.0
	More than 600,000	39	11.1

Source: Survey data (2023)

Table (3.7) shows that 349 respondents were surveyed with a structured questionnaire. As for the gender, the male respondents are a total number of 165 with

the percent of 47.3 percent and the female respondents are the total number of 184 with the 52.7 percent. There is not much gender difference among the respondents. Most of the respondents are in the age group of less than 30 years old with the 52.2 percent of the total respondents. The second largest group is in the age group between 31 to 40 years old with 28.4 percent of the respondents. Single respondents are more than the married respondents with 56.7 percent and 43 percent respectively. According to the survey data, the majority of the respondents are the company employees with 51.6 percent. Regarding the work experience, 52.1 percent of the respondents have the working experiences of 1 to 3 years and 28.9 percent of the respondents have less than 1 year of working experiences. There are only 6 percent of the respondents with the working experience of over 5 years. Respondents with the monthly income between 200,001 and 400,000 are the largest group of respondents with the 50.4 percent. Respondents with monthly income more than 600,000 are the smallest group of respondents with 11.1 percent. There are 292 MBA students and 57 EMBA students who participated and answered the survey questionnaires. The following Table (3.8) shows the job positions of the MBA respondents.

**Table (3.8) Job Positions of the MBA Respondents**

Job Positions	Number of Respondents	Percentage
Admin Staff	28	9.58
Operation Coordinator	14	4.79
Project Assistant	35	11.96
Finance Assistant	40	13.69
IT Assistant	25	8.56
Project Supervisor	41	14.04
Senior Business Analyst	38	13.01
Teacher	9	3.08
Business Consultant	20	6.85
Senior Web Developer	30	10.27
Sale Executive	12	4.11
<b>Total</b>	<b>292</b>	<b>100.00</b>

Source: Survey data (2023)

As a result of Table (3.8), MBA graduates who are working as the finance assistant are the most with 13.69 percent. As for the second, MBA graduates work as senior business analyst with the total number of 38 respondents. As the third highest number of job position, MBA graduates who are working as the project assistant are the total number of 35 respondents with the percentage of 11.96 percent. Teacher is the least occupation of the MBA graduates with 3.08 percent of the total respondents and followed by sale executives with 12 respondents at the percentage of 4.11 percent. The following Table (3.9) illustrates the job level of MBA regular class respondents according to management study guide.

**Table (3.9) Job Level of MBA Respondents**

Job Level	Number of Respondents	Percentage
Top Level	0	0.00
Middle Level	177	60.61
Lower Level	115	39.38
<b>Total</b>	<b>292</b>	<b>100.00</b>

Source: Survey data (2023)

According to the Table (3.9), the middle level job positions are the most with the total number of 177 respondents as the percentage of 60.61 percent. And MBA graduates who are working at the lower level are at the total number of 115 respondents. According to the survey data, it can be said that the MBA graduates who are working at the middle level and lower level mismatched in their job the most.

**Table (3.10) Job Positions of the EMBA Respondents**

Job Positions	Number of Respondents	Percentage
Senior HR Manager	11	19.29
Project Supervisor	9	15.79
Chief Executive Officer	15	26.31
Project Director	6	10.52
Chief Marketing Officer	16	28.07
<b>Total</b>	<b>57</b>	<b>100.00</b>

Source: Survey data (2023)



According to the Table (3.10), the number of EMBA students who are working at the chief marketing officer are the most with the total number of 16 respondents. And the least one is that of project director with the number of 6 respondents according to management study guide.

**Table (3.11) Job Level of EMBA Respondents**

Job Level	Number of Respondents	Percentage
Top Level	48	84.21
Middle Level	9	15.79
Lower Level	0	0.00
<b>Total</b>	<b>57</b>	<b>100.00</b>

Source: Survey data (2023)

As shown in Table (3.11), there is no respondents who are working at the lower level. Most of the EMBA graduates are working at the top-level job with the total number of 48 respondents. And at the middle level, there are 9 respondents working.

### **3.5 Reliability Analysis**

Reliability analysis can be referred to as the analysis which determines whether the scale produce the consistent results and which helps assess the quality of the scale. For this study, Cronbach's Alpha is being used to measure the internal consistency of the variables. Cronbach' Alpha is confidence coefficient for assessing the internal consistency when a scale consists of more than one items. The reliability analysis is used to measure the reliability of the scale in which several numbers of items are summed up to obtain the total score.

By using Cronbach' Alpha, the internal consistency can be described with the following alpha value. Alpha values of 0.9 and above indicates as excellent, between 0.8 and 0.9 indicates as good, between 0.7 and 0.8 indicates as acceptable, between 0.6 and 0.7 indicates as questionable, between 0.5 and 0.6 indicates as poor and less than 0.5 is unacceptable. The following Table (3.12) shows the reliability of the variables of the study.

**Table (3.12) Reliability Analysis**

<b>Sr. No.</b>	<b>Variables</b>	<b>No. of item</b>	<b>Cronbach' Alpha</b>
1	Vertical Mismatch	5	.919
2	Horizontal Mismatch	5	.913
3	Pay (salary)	4	.913
4	Work Itself	4	.907
5	Promotion Opportunities	4	.910
6	Supervision	4	.910
7	Co-worker	4	.911
8	Working Conditions	4	.910
9	Task Performance	5	.909
10	Contextual Performance	5	.909

Source: Survey Data (2023)

In the Table (3.12), the alpha value of the variables of the study (vertical mismatch, horizontal mismatch, pay, work itself, promotion opportunities, supervision, co-worker, working conditions, task performance, contextual performance) are being shown. All of the Cronbach' Alpha values of the variables of the study are above 0.9 which show the excellent level of the values. Therefore, the structured questionnaire scale variables are internally consistent and reliable for the further study of analysis.

## **CHAPTER 4**

### **ANALYSIS ON THE EFFECT OF JOB MISMATCH AND JOB SATISFACTION ON THE JOB PERFORMANCE OF MBA GRADUATES IN YANGON UNIVERSITY OF ECONOMICS**

This chapter consists of the analysis of the effect of job mismatch on job satisfaction of MBA graduates of Yangon University of Economics and the effect of job satisfaction on the job performance of MBA graduates in Yangon University of Economics. This chapter presents the findings from the study and analyzes the results of the survey.

#### **4.1 Analysis on the Effect of Job Mismatch on the Job Satisfaction of MBA Graduates in Yangon University of Economics**

This section describes the effect of job mismatch on the job satisfaction of MBA graduates in Yangon University of Economics. This section consists of the overall mean value of vertical mismatch, horizontal mismatch and job satisfaction of MBA graduates of Yangon University of Economics. The respondents answered questionnaires using a Five-point Likert scale. The 349 MBA graduates have been surveyed. According to Best (1977),

the mean values of the items on the five-point Likert scale are interpreted as follows:

- (a) A score of 1.00 to 1.80 indicates a strongly disagreement.
- (b) A score of 1.81 to 2.60 indicates disagreement.
- (c) A score of 2.61 to 3.40 indicates a neutral position.
- (d) A score of 3.41 to 4.20 indicates agreement.
- (e) A score of 4.21 to 5.00 indicates a strongly agreement.

##### **4.1.1 Perception on Job Mismatch**

In this section, the two types of job mismatch which are vertical mismatch and horizontal mismatch are analyzed. Each statement of job mismatch is measured on Five-point Likert Scale. The Five-point Likert scale has a value range of 1 to 5, with 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, and 5=strongly agree.

**(a) Vertical Mismatch**

The following Table (4.1) illustrates the mean values of the vertical mismatch of MBA graduates. Five statements were constructed, and data were collected from 349 MBA graduates of Yangon University of Economics to analyze vertical mismatch. The overall mean is calculated as the following Table (4.1).

**Table (4.1) Perception on Vertical Mismatch**

<b>No.</b>	<b>Statements of Vertical Mismatch</b>	<b>Mean</b>
1	Thinking that education level is relevant to current job.	2.58
2	Using a lot of knowledge and education level in current job.	2.28
3	Having enough opportunities to use the knowledge and education level in current job.	2.32
4	Attained knowledge and education level are well-matched with the knowledge and education level needed in current job.	2.30
5	Level of education is higher than the current job.	2.70
	<b>Overall Mean</b>	<b>2.44</b>

Source: Survey Data (2023)

According to Table (4.1), the mean values of vertical mismatch of MBA graduates are ranged between 1.81 to 2.60. Therefore, it shows that the vertical mismatch factors have the disagree level of the respondents. The overall mean value of vertical mismatch is 2.44. The mean value of 2.28 is the lowest score for vertical mismatch representing that most of the respondents are not using their acquired knowledge and education level in their job. Therefore, it can be concluded that the vertical mismatch occurs for MBA graduates of Yangon University of Economics.

**(b) Horizontal Mismatch**

This section analyzes the horizontal mismatch of MBA graduates of Yangon University of Economics. Horizontal mismatch is measured by five questions and the mean values for each question and the overall mean value are shown in Table (4.2).

**Table (4.2) Perception on Horizontal Mismatch**

No.	Statements of Horizontal Mismatch	Mean
1	Thinking that skill or competence is relevant to current job.	2.46
2	Using a lot of skills and abilities in current job.	2.30
3	Having enough opportunities to use the skills and competence in current job.	2.89
4	Attained skills and competence are well-matched with the skills and competence needed in current job.	2.26
5	Level of skill is higher than the current job.	2.00
	<b>Overall Mean</b>	<b>2.38</b>

Source: Survey Data (2023)

According to the Table (4.2), the mean values of horizontal mismatch of MBA graduates are ranged between 1.81 to 2.60. Therefore, it shows that the horizontal mismatch factors have the disagree level of the respondents. The overall mean value of the horizontal mismatch is 2.38. The lowest mean value is 2.00 and it can be said that the MBA graduates' acquired level of skills are lower than the current job' required skills level. The second lowest mean value is 2.26 and it can be said that the respondents attained skills and competence are not well-matched with the skills and competence needed in the job because they have no chance to use their skills which doesn't match the job requirement. Therefore, it can be concluded that horizontal mismatch occurs in MBA graduates of Yangon University of Economics.

**(c) Perception on Job Satisfaction**

This section shows the level of respondent's agreement regarding employee job satisfaction. The survey questions are constructed and asked from 349 respondents. The survey results from descriptive analysis of MBA graduates'

perception on job satisfaction (pay, work itself, promotion opportunities, supervision, co-worker, and working condition) is illustrated in Table (4.3).

**Table (4.3) Perception on Job Satisfaction**

<b>No.</b>	<b>Variables of Job Satisfaction</b>	<b>Mean</b>
1	Pay (salary)	4.31
2	Work Itself	4.03
3	Promotion Opportunity	4.42
4	Supervision	4.00
5	Co-worker	4.02
6	Working Condition	4.28
	<b>Overall Mean</b>	<b>4.17</b>

Source: Survey Results (2023)

According to Table (4.3), the mean values of variables (work itself, supervision and co-worker) of job satisfaction are between 3.41 to 4.20 and it can be said that these three variables have an agreed level of the respondents. And the remaining three variables which are pay, promotion opportunity and working condition are in the range of 4.21 to 5.00. Therefore, these variables are at the level of strongly agreement. Because the statements of the variables are being constructed and asked from the positive point of view, it can be said that MBA graduates are satisfied with their job. Among all the question items of job satisfaction, the mean value of promotion opportunity is the highest. Therefore, MBA graduates' job satisfaction is the highest because of their job's promotion opportunity.

#### **4.1.2 Analysis on the Effect of Job Mismatch on Job Satisfaction**

This study analyzes the effect of job mismatch on job satisfaction of MBA graduates in Yangon University of Economics. In this study, multiple regression analysis is used to investigate the relationship between the independent variable (job mismatch) and dependent variable (job satisfaction).

**Table (4.4) Effect of Job Mismatch on Job Satisfaction**

Variables	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	4.322	0.115		37.537	0.001		
Vertical Mismatch	-0.067**	0.046	-0.086	-1.446	0.014	0.896	1.298
Horizontal Mismatch	-0.011**	0.043	-0.015	-0.251	0.028	0.712	1.523
R	30.81						
R Square	0.70						
Adjusted R Square	0.63						
F Value	1.135***						
Durbin-Watson	1.347						

Source: Survey Data (2023)

Note: \*\*\*Significant at 1% level, \*\*Significant at 5% level, \*Significant at 10% level

According to Table (4.4), through studying the effect of job mismatch (vertical and horizontal mismatch) on job satisfaction of MBA graduates in Yangon University of Economics, there is a negative significant effect of job mismatch on job satisfaction of MBA graduates in Yangon University of Economics. Both of R and R Square value are 0.81 and 0.70 which are near to 1. This can be said as the model is fit to the data and 81% and 70% of job satisfaction is explained by job mismatch of MBA graduates of Yangon University of Economics which can be seen as the significant amount. The correlation coefficient between vertical mismatch and horizontal mismatch, and job satisfaction are 0.014 and 0.028 which is 5% level of significant. Therefore, it can be concluded that the vertical and horizontal mismatch has a strong negative effect on job satisfaction of MBA graduates in Yangon University of Economics.

According to the analysis, there is a negative significant effect of job mismatch on job satisfaction of MBA graduates in Yangon University of Economics.

Because there are six variables (pay, work itself, promotion opportunity, supervision, co-worker and working condition) in job satisfaction, all of the variables of job satisfaction are negatively related to job mismatch of MBA graduates in Yangon University of Economics. If the job mismatch occurs in doing the job, the MBA graduates may not feel satisfied with the salary or reward they get when compared to the education level or skills they procured. And the work may not be interesting, challenging and motivating enough in doing their job when the job mismatch occurs. Due to the analysis, when there is the job mismatch, the promotion opportunity will be lesser due to the mismatch in attained educational level and skills and required educational level and skills. And they may also feel unfair for them regarding with the promotion opportunity because they may be fall short or surplus of their education or skills.

When the job mismatch occurs, the supervision is no longer crucial for them because of the mismatch. The supervision can't no longer affect to the career advancement because their education and skill are limited. As for the co-worker, when a mismatch between employees' attained education and skills, and the required education and skills occurs, the employee cannot follow up to the extent of their co-workers while working together on the same tasks or projects or responsibility. Regarding the analysis, when job mismatch occurs, the employees are not very proficient in their job, and it can affect on its working conditions or environment more or less. Therefore, to be concluded, the job mismatch has strong negative effect on job satisfaction of MBA graduates in Yangon University of Economics.

#### **4.2 Analysis of the Effect of the Job Satisfaction on Job Performance of MBA Graduates in Yangon University of Economics**

This section describes the effect of job satisfaction on the job performance of MBA graduates in Yangon University of Economics. This section consists of the overall mean value of task performance and contextual performance of MBA graduates of Yangon University of Economics. The respondents answered questionnaires using a Five-point Likert scale. The survey questions are constructed and asked to analyze the job performance of MBA graduates of Yangon University of Economics. The 349 MBA graduates have been surveyed.



### 4.2.1 Job Performance

In this section, the two types of job performance are being analyzed which are task performance and contextual performance of MBA graduates in Yangon University of Economics. For one of these, the respondents are being asked and the result mean value are shown in Table (4.5) and Table (4.6).

#### (a) Task Performance

The survey results from descriptive analysis of task performance of MBA graduates in Yangon University of Economics are shown in Table (4.5). The following survey statements are collected from 349 respondents.

**Table (4.5) Task Performance**

<b>No.</b>	<b>Statements of Task Performance</b>	<b>Mean</b>
1	Managing to plan the job so that it was done on time.	4.24
2	Keep in mind the results that have to be achieved in the job.	3.98
3	Separating main issues from side issues at the job.	4.84
4	Knowing how to set the right priorities in the job.	3.82
5	Performing the job well with minimal time and effort.	4.27
	<b>Overall Mean</b>	<b>4.23</b>

Source: Survey Data (2023)

According to the survey result of Table (4.5), two of the mean values out of all the statements are between 3.41 to 4.20 which can be said to be in the level of agreed. Therefore, the MBA graduates are always alarmed in their job and keep in mind of their core duties and responsibilities to be done in their job, and know how to set the right priorities in doing their job. And the mean values of remaining three statements are in the range of 4.21 to 5.00. Therefore, these statements have a strongly agreed level of respondents. The overall mean value is 4.23 which is the strongly agreed

level of respondents on task performance. All of the mean values of the statements are in the range of 3.82 to 4.84, therefore the respondents do their job perfectly with their own consents and effectuate their task plan. Because the statements are being asked in the positive manner, it can be concluded that MBA graduates of Yangon University of Economics possess higher level of task performance and they can perform enough for their job's responsibility.

**(b) Contextual Performance**

The survey results from descriptive analysis of task performance of MBA graduates in Yangon University of Economics are shown in Table (4.6). The following survey questions are being asked in term of positive senses.

**Table (4.6) Contextual Performance**

<b>No.</b>	<b>Statements of Contextual Performance</b>	<b>Mean</b>
1	Starting to do new tasks by self when the old ones are finished.	3.96
2	Doing challenging work tasks when available.	4.00
3	Coming up with creative solutions to new problems.	3.95
4	Keeping to look for new challenges in the job.	4.02
5	Actively looking for ways to improve the performance at the job.	4.06
	<b>Overall Mean</b>	<b>4.00</b>

Source: Survey Data (2023)

According to the survey result of Table (4.6), among all the statements of contextual performance, all of the mean values of the statements are between 3.41 to 4.20. Therefore, it shows that all the mean values of the statements of contextual performance have an agreed level of the respondents. The overall mean value is 4 which is at agreed level of respondents on contextual performance. Because the questions are being asked in the positive senses, the results show that MBA graduates like to do the new challenges apart from their main core tasks. They have their own consents of doing on new challenging things when the core main tasks are

accomplished. MBA graduates always look for ways to improve themselves in performing the job. Therefore, it can be concluded that the MBA graduates are actively cooperate with coworkers, challenge extra roles and seek for ways to improve their performance.

#### **4.2.2 Analysis on the Effect of Job Satisfaction on Task Performance**

This study illustrates the effect of job satisfaction on task performance of MBA graduates in Yangon University of Economics. In this study, multiple regression analysis is used to test the effect of job satisfaction on task performance of MBA graduates in Yangon University of Economics. There are six independent variables (pay, work itself, promotion opportunity, supervision, co-worker and working condition) and dependent variables (task performance). All the data types are consistent with the assumption of multiple regression analysis statistics. The result from regression analysis is shown in Table (4.7).

**Table (4.7) Effect of Job Satisfaction on Task Performance**

Variables	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	5.057	0.426		11.870	0.000		
Pay (Salary)	0.410***	0.063	0.332	6.487	0.000	0.910	1.099
Work Itself	0.086**	0.050	0.100	1.739	0.043	0.727	1.375
Promotion Opportunities	0.137***	0.035	0.322	3.975	0.000	0.365	2.740
Supervision	0.008***	0.021	0.019	0.369	0.006	0.905	1.104
Co-worker	0.063**	0.033	0.097	1.924	0.032	0.938	1.067
Working Condition	0.393***	0.066	0.494	5.984	0.000	0.350	2.855
R	0.430						
R Square	0.185						
Adjusted R Square	0.171						
F Value	12.900***						
Durbin-Watson	1.055						

Source: Survey Data (2023)

Note: \*\*\*Significant at 1% level, \*\*Significant at 5% level, \*Significant at 10% level

As shown in Table (4.7), the effect of job satisfaction on task performance is considered moderate as the R Square value is 0.185. Therefore, the regression model can explain 18.5% about the effect of independent variables (pay, work itself, promotion opportunity, supervision, co-worker and working condition) on dependent variable (task performance). According to the significant value, there is a positive significant effect of job satisfaction on task performance at the significant level of 5% and 1%. Pay, promotion opportunity, supervision and working condition are strongly positive affected to task performance of MBA graduates of Yangon University of Economics at the significant level of 1%. And the remaining two which are work itself and co-worker have 5% of significant level. As for the value of F test, the

overall significant of the model is at 1% of significant level. Therefore, the model can be said valid. It is found that the standardized coefficient (Beta) of working condition variable is the highest and that of supervision is the lowest. Therefore, this result shows that working condition variable is more strongly contributes towards improving task performance of MBA graduates.

According to the analysis, job satisfaction has the positive effect on the task performance of MBA graduates of Yangon University of Economics. According to survey results, when the MBA graduates get enough pay for their knowledge and skills, their task performance increase. Regarding the survey results, the MBA graduates are fond of their work itself and nature of work which can lead to motivation. Due to the increasing of motivation, it can result in increased task performance. And as for the promotion opportunity, supervision, co-worker and working condition, MBA graduates are generally satisfied in these factors which can result in increasing task performance in their job. Therefore, when the MBA graduates are satisfied with their job in which they are doing, they can perform better in their core responsibilities or tasks and can make it in a minimal time and effort.

#### **4.2.3 Analysis on the Effect of Job Satisfaction on Contextual Performance**

The final analysis is the effect of job satisfaction on contextual performance of MBA graduates in Yangon University of Economics. In this study, multiple linear regression analysis is used to test the effect of independent variable (pay, work itself, promotion opportunity, supervision, co-worker and working condition) on dependent variable (contextual performance). All the data types are consistent with the assumption of multiple regression statistics. In this study, the R, R square, F-value and t- value are used to describe the results of regression analysis. The results are shown in Table (4.8).

**Table (4.8) Effect of Job Satisfaction on Contextual Performance**

Variables	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	2.506	1.068		2.347	0.020		
Pay (Salary)	0.267***	0.158	0.086	1.683	0.003	0.910	1.099
Work Itself	0.817***	0.124	0.374	6.570	0.000	0.727	1.375
Promotion Opportunities	0.009***	0.087	0.008	0.102	0.002	0.365	2.740
Supervision	0.117**	0.054	0.111	2.172	0.031	0.905	1.104
Co-worker	0.187**	0.082	0.115	2.290	0.023	0.938	1.067
Working Condition	0.205***	0.165	0.102	1.249	0.002	0.350	2.855
R	0.443						
R Square	0.197						
Adjusted R Square	0.182						
F Value	13.903***						
Durbin-Watson	1.516						

Source: Survey Data (2023)

Note: \*\*\*Significant at 1% level, \*\*Significant at 5% level, \*Significant at 10% level

As shown in Table (4.8), the effect of job satisfaction on contextual performance can be considered moderate as the R Square value is 0.197. Therefore, the regression model can explain 19.7% about the effect of independent variables (pay, work itself, promotion opportunity, supervision, co-worker and working condition) on dependent variable (contextual performance). According to the significant value, there is a positive significant effect of job satisfaction on contextual performance at the significant level of 5% and 1%. Pay, work itself, promotion opportunity and working condition are strongly positive affected to contextual performance of MBA graduates

from Yangon University of Economics at the significant level of 1%. And the other two which are supervision and co-worker have 5% of significant level. Durbin-Watson value is 1.516 which is between 1.5 and 2.5. This means that the sample of the study is sufficient for the survey result. According to the variance inflation factors (VIF), it is found that there is no multicollinearity. As for the value of F test, the overall significant of the model is at 1% of significant level. Therefore, the model can be said valid.

According to the analysis, job satisfaction has the positive effect on the contextual performance of MBA graduates from Yangon University of Economics. According to the results, when the MBA graduates are paid enough for their job, they will be satisfied in their jobs and they will do extra roles which is beyond their core responsibilities. Therefore, development of their own career or improvement of the organization or company as a whole can occur. This goes the same ways for the other factors (work itself, promotion opportunity, supervision, co-worker and working condition). Therefore, in conclusion, when the MBA graduates are satisfied with their job to which they are doing, they will go beyond their core tasks and will seek for challenging works by themselves. And if the MBA graduates have job satisfaction, they might actively look for new ways to improve their performance with their own consents.

## **CHAPTER 5**

### **CONCLUSION**

This chapter is comprised with three parts. The first part is findings and discussions from previous papers. The second part is suggestions and recommendations regarding to the study's findings. And the third part is the needs for further research. This study is aimed to analyze the effect of job mismatch and job satisfaction on the job performance of MBA graduates in Yangon University of Economics.

#### **5.1 Findings and Discussions**

This study intends to describe the effect of job mismatch on job satisfaction of MBA graduates in Yangon University of Economics and the effects of job satisfaction on job performance of Yangon University of Economics. In this study, both primary and secondary data are used. The primary data are collected from 349 MBA graduates of Yangon University of Economics.

Regarding the findings of demographic profile of the respondents, most of the MBA graduates are female. Job mismatch for MBA graduates with less than 30 years age group happens the most. According to the findings, MBA graduates whose occupations are company employees mismatch the most in their education level and skills. And MBA graduates with working experience of 1 to 3 years face job mismatch the most. The survey was being answered by 292 MBA regular class graduates and 57 EMBA graduates. Among these two, MBA regular class mismatch the most in their job. MBA regular class graduates who are working as a project supervisor and finance assistant mismatch the most in their education and skills to the job's required education and skills. It was found that middle level job positions mismatch the most in the MBA regular class graduates. As for the EMBA graduates, most of the respondents are working in the top-level job positions and the mismatch doesn't happen that much at that top level positions.

According to the survey results, the job mismatch of MBA graduates of Yangon University of Economics showed the negative effects on the job satisfaction of MBA graduates in Yangon University of Economics. MBA graduates may have lower job satisfaction because their education background or skills do not meet the



job requirements. Even if the education level and skills are sufficient, underutilization of these educational knowledge and skills may lead to lower job satisfaction. It means that the larger the mismatch between the education and skills level of MBA graduates and the actual required education and skills level, the more negative effects it has on their job satisfaction. It was found that among the two mismatch, horizontal mismatch happens more than vertical mismatch because their mean values are lower than that of vertical mismatch. Therefore, that means the skill mismatch happen more than educational mismatch in MBA graduates of Yangon University of Economics. And all of the variables of job satisfaction are negatively related to job mismatch of MBA graduates in Yangon University of Economics.

Secondly, this study finds that the job satisfaction of MBA graduates of Yangon University of Economics has positive significant effects on both of task performance and contextual performance of MBA graduates in Yangon University of Economics. Because the MBA graduates are satisfied in doing their job, it can result in higher job performance in their job. In this study, it was found that the MBA graduates from Yangon University of Economics occur job mismatch in terms of their educational level and skills, and these job mismatch leads to MBA graduates' job dissatisfaction according to all of the variables (pay, work itself, promotion opportunity, supervision, co-worker and working conditions). Among all the variables of job satisfaction, pay and promotion opportunity affect the most on the job satisfaction.

And it was found that job satisfaction of MBA graduates results in increased job performance in which the job they are doing. Therefore, it can be concluded that the job mismatch can lead to lower job satisfaction but by increasing their job satisfactions using motivator and hygiene factors, then it can lead to lower turnover rate and higher job performance.

This study contributes to better understand about the job mismatch and the knowledge and skills unbalance which is not the exact match between the individual' level of proficiency in that knowledge and skills. Because of that unbalance knowledge and skills, it can lead to the lower job satisfaction. And all of the questions statements in job satisfaction illustrated the satisfied level and it means that the MBA graduates are satisfied with their jobs and can perform better in their job, and their task and contextual performance can be increased.

## **5.2 Suggestions and Recommendations**

The suggestion might be that MBA graduates of Yangon University of Economics should begin their job career which is the same level of education or skills they acquired. If MBA graduates begin and choose to start working the career which is below or above their education level, they can get job mismatch in their job. Although both overeducation and undereducation can lead to job mismatch, overeducation can be more serious. Because as for the case of undereducation, after several years working in the mismatched job, MBA graduates can achieve higher job positions and more work experiences. Therefore, the perception of MBA graduates who may be mismatched can slowly tend to shift into job match. It is the same for skills and competences mismatch.

In a globally challenging environment, education is one of the most important investments for everyone at every age level. And competitions are tight and crowded for the job vacancies. Because of the job mismatch, the MBA graduates are unable to utilize their knowledge and skills they have acquired from learning process. MBA graduates should give attention to the job mismatch and the causes of job mismatch although there are many job opportunities for graduates with the management degrees. Therefore, MBA graduates might to invest further in their education level in order to upgrade their skills, abilities and competences.

Managing the job mismatch challenge seems to be one of the concerns for both employers and employees. Employers are responsible for providing training and development with sufficient internal knowledge and skills supply. And employees must have willingness to invest in their knowledge and skills which are work related learning.

The MBA graduates should find the job which match their acquired skills and the needed skills from job description. They should find the job in which they can fully use up their skills. They should not just accept and do the job that don't match to their skills if possible. Chasing money should not be their first priority and choose the job that are well-fitted to their skills level. The MBA graduates should find the job and make their career in which they can use up their possessed knowledge and education level. And they should find the opportunities to use their knowledge and education level from daily tasks.

The result of the study shows that both task performance and contextual performance of MBA graduates of Yangon University of Economics is positively

related to job satisfaction. Therefore, MBA graduates must be satisfied in their jobs in order to improve their job performance. According to the survey results, pay and promotion opportunity affects the most on the job satisfaction of MBA graduates in Yangon University of Economics. Therefore, MBA graduates must get enough pay for their job and the job's promotion opportunity must be favorable and attractive enough to be satisfied. In Addition, in order to improve the job satisfaction, MBA graduates can focus on the things they can do well, set daily goals for themselves to boost their sense of accomplishment, avoid negative or toxic coworkers, and build a good supportive relationship with the supervisor or boss. A roadmap can be established to do their daily tasks and they should participate in the advanced training in their lacking areas. And after sometimes later, their performance can be improved and can be matched with the established goals.

### **5.3 Limitations and Needs for Further Research**

This study focuses on the effect of job mismatch on job satisfaction of the MBA graduates in Yangon University of Economics and the effect of job satisfaction on job performance of MBA graduates in Yangon University of Economics. The first limitation is that only six variables were identified under the job satisfaction. But there are many others factors which can lead to job satisfaction of MBA graduates in Yangon University of Economics. Therefore, further studies should consider other factors that can have effects upon job satisfaction such as welfare, job security, intellectual stimulation, social contribution, social status, personal interest and hobbies, and challenges etc. The other limitation is that the data of this study was collected from all of the MBA graduates from Yangon University of Economics including regular MBA class, EMBA class and online MBA class. The further studies should consider to analyze for more specific scope such as for only MBA regular class or EMBA class or online MBA class.

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## **APPENDICES**

### **Appendix A: Survey Questionnaire form 2023 for the effect of job mismatch, job satisfaction and job performance of MBA graduates in Yangon University of Economics**

Dear respondent,

The purpose of this study is to examine job mismatch, job satisfaction and job performance of MBA Graduates in Yangon University of Economics. This survey is concerned with the Master of Business Administration (MBA). It is not related to other business purpose. I would appreciate if you would kindly complete the enclosed questionnaire. I wish to assure you that this research is purely an academic exercise and as such your response will be strictly confidential. No attempt will be made to identify any individual in any publication.

#### **Section (A) Personal Data**

1. Gender

- Male
- Female

2. Age

- Less than 30
- 31-40
- 41-50
- Above 50

3. Marital Status

- Single
- Married
- Divorced



4. Occupation

- Company employee
- Government employee
- Own Business

5. Work Experience

- Less than 1 year
- 1 to 3 years
- 3 to 5 years
- Over 5 years

6. Monthly Income (Kyats)

- Below and equal to 200,000
- 200,001 – 400,000
- 400,001 – 600,000
- Above 600,000

7. Master Degree (Example. Regular MBA or EMBA) -----

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8. Current Job Position -----

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**Section (B) Job Mismatch**

Instruction: Please read the following statements and choose the responses from strongly disagree to strongly agree on Likert scale. Please circle your answers to each statement using

5-point Likert scale.

1=Strongly Disagree, 2=Disagree, 3= Neutral, 4= Agree, 5= Strongly Agree

Vertical Mismatch	1	2	3	4	5
I think that my education level is relevant to my current job.					
I use a lot of my knowledge and education level in my current job.					
I have enough opportunity to use the knowledge and education level in current job.					
The knowledge and education level I personally attained are well-matched with the knowledge and education level I need to do my job.					
My level of education is higher than my current job.					

Horizontal Mismatch	1	2	3	4	5
I think that my skill or competence is relevant to my current job.					
I use many of my skills and abilities in my current job.					
I have enough opportunity to use the skill and competence that I have.					
The skills and competence I personally have are well-matched with the skills and competence I need to do my current job.					

My level of skill is higher than my current job.					
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### Section (C) Job Satisfaction

Instruction: Please read the following statements and choose the responses from strongly disagree to strongly agree on Likert scale. Please circle your answers to each statement using

5-point Likert scale.

1=Strongly Disagree, 2=Disagree, 3= Neutral, 4= Agree, 5= Strongly Agree

Job Satisfaction	1	2	3	4	5
<b>Pay (Salary)</b>					
I feel satisfied with my current salary compared to the job I do.					
I am satisfied with the company's pay structure.					
I am rewarded for the quality of my efforts.					
I am receiving the right amount of salary in my job.					
<b>Work Itself</b>					
I can derive pleasure from my job.					
I am motivated by my current job.					
I feel like doing the best to my current job.					
I feel attachment toward my current job.					
<b>Promotion Opportunities</b>					
My job promotion opportunities are fair for me.					

Promotion based on performance in my job is fine for me.					
The opportunities given by my job to career advancement is impartial.					
I am generally satisfied with the practice of promotion in my job.					
<b>Supervision</b>					
My supervisor cares for my career advancement.					
My supervisor takes time to listen to me.					
My supervisor provides me with sufficient information related to my job.					
My supervisor offers me training opportunities.					
<b>Co-worker</b>					
I am satisfied with the involvement of people with other skills in my job.					
I am satisfied with the respect I get from my co-workers.					
I am satisfied with the help and assistance from co-workers when necessary.					
I am satisfied with the teamwork in my job.					
<b>Working Condition</b>					
I feel satisfied with the access of necessary equipment for doing my job.					
I feel satisfied with current maintenance of workplace.					
I feel satisfied with the hygiene of the workplace.					
I feel physically safe in my working environment.					

## Section (D) Job Performance

Instruction: Please read the following statements and choose the responses from strongly disagree to strongly agree on Likert scale. Please circle your answers to each statement using

5-point Likert scale. 1=Strongly Disagree, 2=Disagree, 3= Neutral, 4= Agree, 5= Strongly Agree

<b>Task Performance</b>	1	2	3	4	5
I can manage to plan my job so that it was done on time.					
I can keep in mind the results that I had to achieve in my job.					
I can separate main issues from side issues at my job.					
I know how to set the right priorities in my job.					
I can perform my job well with minimal time and effort.					
<b>Contextual Performance</b>	1	2	3	4	5
I start doing new tasks by myself when the old ones are finished.					
I do the challenging work tasks when available.					
I come up with creative solutions to new problems.					
I keep looking for new challenges in my job.					
I actively look for ways to improve my performance at the job.					

Thank you very much for your participation.  
I would greatly appreciate your time and opinion.

## Appendix B

### Regression Analysis Results for the Effect of Job Mismatch on Job Satisfaction

#### Model Summary<sup>b</sup>

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	0.81 <sup>a</sup>	0.7	0.63	0.263	0.007	1.135	2	346	0.322	1.347

a. Predictors: (Constant), Horizontal Mismatch, Vertical Mismatch

b. Dependent Variable: Job Satisfaction

#### ANOVA<sup>a</sup>

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	0.157	2	0.078	1.135	<.001 <sup>b</sup>
Residual	23.886	346	0.069		
Total	24.042	348			

a. Dependent Variable: Job Satisfaction

b. Predictors: (Constant), Horizontal Mismatch, Vertical Mismatch

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	4.322	0.115		37.537	.001		
Vertical Mismatch	-0.067	0.046	-0.086	-1.446	.014	.896	1.298
Horizontal Mismatch	-0.011	0.043	-0.015	-0.251	.028	.712	1.523

### Regression Analysis Results for the Effect of Job Satisfaction on Task Performance

#### Model Summary<sup>b</sup>

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	0.43 <sup>a</sup>	0.185	0.171	0.368	0.185	12.900	6	341	0.000	1.055

a. Predictors: (Constant), Pay, Work Itself, Promotion Opportunity, Supervision, Co-worker, Working Condition

b. Dependent Variable: Task Performance

**ANOVA<sup>a</sup>**

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	1.505	6	1.751	12.900	<.001 <sup>b</sup>
Residual	46.281	341	0.136		
Total	56.786	347			

a. Dependent Variable: Task Performance

b. Predictors: (Constant), Pay, Work Itself, Promotion Opportunity, Supervision, Co-worker, Working Condition

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	5.057	0.426		11.870	0.000		
Pay	0.410	0.063	0.332	6.487	0.000	0.910	1.099
Work Itself	0.086	0.050	0.100	1.739	0.043	0.727	1.375
Promotion Opportunity	0.137	0.035	0.322	3.975	0.000	0.365	2.740
Supervision	0.008	0.021	0.019	0.369	0.006	0.905	1.104
Co-Worker	0.063	0.033	0.097	1.924	0.032	0.938	1.067
Working Condition	0.393	0.066	0.494	5.984	0.000	0.350	2.855
a: Dependent Variable: Task Performance							
b. Predictors: (Constant), Pay, Work Itself, Promotion Opportunity, Supervision, Co-worker, Working Condition							



## Regression Analysis Results for the Effect of Job Satisfaction on Contextual Performance

### Model Summary<sup>b</sup>

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	0.443 <sup>a</sup>	0.197	0.182	0.923	0.197	13.903	6	341	0.000	1.516

a. Predictors: (Constant), Pay, Work Itself, Promotion Opportunity, Supervision, Co-worker, Working Condition

b. Dependent Variable: Contextual Performance

### ANOVA<sup>a</sup>

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	71.156	6	11.859	13.903	<.001 <sup>b</sup>
Residual	290.884	341	0.853		
Total	362.040	347			

a. Dependent Variable: Contextual Performance

b. Predictors: (Constant), Pay, Work Itself, Promotion Opportunity, Supervision, Co-worker, Working Condition

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	2.506	1.068		-2.347	0.020		
Pay	0.267	0.158	0.086	1.683	0.003	0.910	1.099
Work Itself	0.817	0.124	0.374	6.570	0.000	0.727	1.375
Promotion Opportunity	0.009	0.087	0.008	0.102	0.002	0.365	2.740
Supervision	0.117	0.054	0.111	2.172	0.031	0.905	1.104
Co-Worker	0.187	0.082	0.115	2.290	0.023	0.938	1.067
Working Condition	0.205	0.165	0.102	1.249	0.002	0.350	2.855
a: Dependent Variable: Task Performance							
b. Predictors: (Constant), Pay, Work Itself, Promotion Opportunity, Supervision, Co-worker, Working Condition							