

THE EFFECT OF OVERQUALIFICATION ON
EMPLOYEE WORK OUTCOMES

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THE EFFECT OF OVERQUALIFICATION ON
EMPLOYEE WORK OUTCOMES

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ABSTRACT

The Effect of Overqualification on Employee Work Outcomes

Overqualification is a dimension of underemployment that is defined as possessing more education, experience, and skills than the demands of present employment situation. Perceptions of possessing excessive qualification with respect to job requirements are associated with negative job attitudes in the overqualification literature due to feelings of relative deprivation experienced by employees. Relative deprivation theory (Crosby, 1976, 1984) suggests that when a person fails to meet the subjective standards that he/she feels entitled to, being deprived of these subjective standards result in frustration, which leads to poor job attitudes in the context of employment. Contemporary research on overqualification focus on identifying the conditions that inhibit the negative outcomes of overqualification (e.g., Erdogan & Bauer, 2009). In this study, we explore whether social exchange mechanisms in the work environment, namely leader-member exchange and organizational support, can moderate the negative relationship between overqualification and employee work attitudes, which are job satisfaction, affective organizational commitment, and turnover intentions. A series of regression analyses were performed on a sample that consists mostly of highly educated service sector employees in Turkey. Results confirm the negative effect of perceived overqualification on work attitudes while providing no support for the hypothesized moderation effects of leader-member exchange and perceived organizational support. The theoretical implications of results were discussed and their implications for practice and future research were presented.

ÖZET

Algılanan Fazla Nitelikliliğin Çalışan İş Tutumları Üzerindeki Etkisi

Eksik istihdam kavramının bir parçası olarak kabul edilen fazla niteliklilik, mevcut çalışma koşullarının gerektirdiğinden daha fazla eğitim, tecrübe ve beceri sahibi olmak olarak tanımlanır. İşin gerekliliklerine göre fazla nitelikli olma durumunun algılanışı olumsuz iş tutumlarıyla ilişkilendirilir. Göreli yoksunluk kuramına (Crosby, 1976, 1984) göre bir kişi kendine yakıştırdığı ve edinmeyi hak gördüğü öznel standartlarına erişemediği durumda, bu öznel standartlardan yoksun kalmış olmak hüsrarla sonuçlanır; bu da çalışma ortamında olumsuz iş davranışlarına yol açar. Fazla niteliklilik konusundaki güncel araştırmalar fazla nitelikliliğin olumsuz iş tutumları üzerindeki etkisini şekillendiren sınır koşullarını teşhis etmeye ağırlık vermiştir (Erdogan & Bauer, 2009). Bu çalışmada iş ortamındaki sosyal değişim mekanizmalarının (lider-üye etkileşimi ve algılanan örgütsel destek) algılanan fazla niteliklilik ile çalışan tutumları arasındaki olumsuz ilişkideki olası düzenleyici etkisi araştırılmıştır. Bağımlı değişken olarak alınan iş tutumları çalışanların iş memnuniyeti, örgüte duyulan bağlılık ve işten ayrılma niyetidir. Çoğunlukla iyi eğitim almış hizmet sektörü çalışanlarından oluşan bir örnek üzerinde yapılan regresyon analizlerinin sonuçlarına göre algılanan fazla nitelikliliğin iş tutumları üzerindeki olumsuz etkisi desteklenirken lider-üye etkileşimi ve algılanan örgütsel destek değişkenlerinin bu ilişkideki düzenleyici etkisine dair bir sonuç bulunamamıştır. Sonuçlar teorik bağlamda tartışılmış ve sonuçlarla ilgili pratik uygulamalara ve kuramsal çıkarımlara değinilmiştir.

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ABBREVIATIONS

AOC	Affective Organizational Commitment
LMX	Leader-Member Exchange
POS	Perceived Organizational Support
POQ	Perceived Overqualification
P-E Fit	Person-Environment Fit
P-J Fit	Person-Job Fit
PA	Positive Affectivity

CHAPTER 1

INTRODUCTION

“What makes you qualified for this position?”, a more formal variant of “Why should we hire you?”, is one of the most common questions you will ever come across during a job hunt. Young adults with career goals pursue degrees to gain qualification to become young professionals in a field. Many companies send their employees to trainings to help them develop key skills that would translate into professional achievement. All online job posts specify the expected amount of experience in potential job applicants. Education, skills, and experience combined makes a person qualified for a job. Qualification influences how people choose what school to go to, plan their careers, and even raise their children. Intuitively, self-investments towards gaining qualification should put you in a better position to get a dream job and have a successful career. However, in many industrialized economies, even in the developed ones, university graduates (especially those who pursue graduate degrees to specialize in a certain field) face the possibility of unemployment, or underemployment due to being overly qualified for the available jobs (Atwill, 2002; Feldman & Turnley, 1995; Slaughter, 2001).

Underemployment have gathered significant research interest from social scientists from different disciplines since 1970s, and have been associated with problems related to economic, social, and psychological welfare. The primary focus of earlier underemployment literature was on issues about overeducation due to the raising concerns regarding declining economic returns of education (Freeman, 1976). Alarmist views in this field gradually ceded as subsequent developments did not live up to the concerns (Vaisey, 2006). For instance, after a decade-long slump in the

1970s, the economic returns of a university degree not only recovered but actually surpassed the previous levels (Smith, 1986). On the other hand, micro-level concerns associated with underemployment have not been dismissed, in fact the research interest in the organizational and individual outcomes of underemployment have rapidly increased towards the end of 2000s due to the impact of global economic crisis of 2007. McKee-Ryan and Harvey's (2011) review identifies underemployment as an increasingly important component of overall employment picture. The authors posit that underemployment's relation to unemployment better reflect the unemployment experience than adequate employment

The increasing importance of underemployment has created an area of exploration in the organizational behavior field. Researchers in this field have started to study how underemployment at work influences employee outcomes (Borgen, Amundson, & Harder, 1988; Feldman, 1996; Feldman & Turnley, 1995; Khan & Morrow, 1991). Underemployment has several dimensions, one of which is overqualification (Feldman, 1996). Overqualification has been defined as possessing "surplus education, experience, and/or knowledge, skills, and abilities (KSAs)" (Maynard, Joseph, & Maynard, 2006, p. 512) with respect the requirements of the job. Previous research has found that overqualification has some negative effects like job dissatisfaction and withdrawal behaviors (Lobene & Meade, 2010). A growing body of research has focused on the contextual factors that mitigate the negative effect of overqualification on employee outcomes (Erdogan & Bauer, 2009; Erdogan, Bauer, Peiró, & Truxillo, 2011b). In line with these studies, this thesis attempts to explore whether the negative effects of overqualification be mitigated when the overqualified employee faces some positive social exchange experiences in the work environment, like positive relationships with their supervisor and support from their

organizations. Finally, despite the growing interest in the topic of overqualification in the organizational behavior literature, there is a need to study the influence of overqualification on employee outcomes in the Turkish labor market. With this aim in mind, this thesis studies the influence of overqualification on employee attitudes of job satisfaction, organizational commitment and turnover intentions in the service sector organizations in Turkey. Specifically, this thesis attempts to contribute to the underemployment/overqualification literature by analyzing how perceived overqualification (POQ) influences employee attitudes among white collar workers in the Turkish service sector and whether high quality relationships with supervisors (leader-member exchange; LMX) and support from organizations (perceived organization support; POS) may mitigate the relationship between perceived overqualification and work attitudes of job satisfaction, organizational commitment, and turnover intentions.

CHAPTER 2

LITERATURE REVIEW

2.1 Overqualification as a type of underemployment

According to Feldman (1996), there are five dimensions to underemployment: overeducation, possessing excessive skills or experience, involuntary employment in a different field than acquired degree, involuntary employment in a part time or temporary job, and relative underpayment. Management researchers associated the state of being underemployed with a variety of individual level outcomes that are related to an employee's job, career, and personal life (McKee-Ryan & Harvey, 2011). Job related outcomes of underemployment include negative job attitudes (Feldman, 1996), mixed results in terms of performance (Ng & Feldman, 2009), and withdrawal (Wald, 2005). Note that the relationship between underemployment and these outcomes vary with respect to the dimensions of underemployment. McKee-Ryan and colleagues' (2009) results show that subjectively determined underemployment (i.e., perceived overqualification and resulting relative deprivation) was significantly related to attitudinal outcomes such as job satisfaction and turnover intentions, as well as mediating the relationship between objective underemployment and these outcomes. These findings suggest that different measures of underemployment vary the results according to the domain of the study (i.e. economics or management) or the nature of the outcome (i.e. attitudes or performance). In the following sections, theories that capture underemployment will be reviewed to elaborate on the measurement matter and its relation to outcomes of underemployment.

A subset of underemployment, overqualification refers to an employment situation where employees possess more education, experience, or abilities than the requirements of their jobs (Feldman & Turnley, 1995; Khan & Morrow, 1991). The difference and the relationship between objective and subjective measures are a critical matter in the overqualification literature (Erdogan, Bauer, Peiró, & Truxillo, 2011a; Maltarich, Reilly, & Nyberg, 2011). In one of the earlier studies that focus on measurement discussion, Erdogan, Bauer, Peiró and Truxillo state “In contrast to the objective measurement characterizing the education and economics literature, most studies in psychology and management utilize a perceptual measure of whether one is overqualified or not (e.g., Johnson & Johnson, 1996; Maynard, Joseph, & Maynard, 2006)” (2011b, p. 218).

2.2 Person-environment fit

Person–environment (P-E) fit is referred to as the congruence between the characteristics of individuals and their respective work environments (Kristof-Brown, Zimmerman, & Johnson, 2005). The concept of P-E fit is commonly used in organizational behavior research due to its premise that attitudes and behaviors stem from the relationship between the person and the environment instead of being separately affected from each (Edwards, 1996; Pervin, 1989). It is a broad term that comprises different dimensions of compatibility.

One dimension of P-E fit is P-J Fit, which consists of two concepts of fit that are demands-abilities (DA) and needs-supplies (Edwards, 1991). As mentioned in the previous section, overqualification occurs when a person’s KSAs exceed his/her job requirements. In other words, overqualification implies a mismatch between the person and the job in which employee abilities exceed job demands, resulting in a

directional P-J misfit. This kind of misfit is categorized as directional due to the nature of overqualification itself. The literature regarding demands-abilities misfit suggest that excessive personal ability in employees may lead to complacency and disinterest in the job (Cable & DeRue, 2002). The concept of overqualification implies to exceeding the adequate level of qualifications; therefore, the misfit occurs in a single direction. This point is also critical in terms of how overqualification should be approached as a term. The match between job requirements and employee qualifications can be poor due to a surplus or lack of qualifications on the employee's part. However, not being overqualified for a job could mean you are either adequately qualified for the job, which should indicate a good P-J fit, or you are underqualified for the job, which is also a P-J misfit. A low perceived overqualification score does not indicate a high P-J fit, hence the theoretical background should address the specific dynamics of this particular direction of misfit.

2.3 Relative deprivation theory

The most prominent theory used in the overqualification literature is relative deprivation theory (Crosby, 1976, 1984) because it provided a theoretical explanation for the effects of perceived overqualification on attitudes. According to this theory, each individual has an egotistic approach to how they experience deprivation. Crosby asserts that "because deprivation is relative, it is often true that those who are the most deprived in an objective sense are not the ones most likely to experience deprivation" (1976, p. 85).

In the overqualification context, the employees who are highly educated, skilled, and experienced may suffer from job conditions that their adequately qualified

counterparts do not because the match is relatively better in the latter case. However, this exact situation can be explained by person-environment fit theory. A research by Bashshur, Hernández, and Peiró (2011) shows that person-environment fit works better at objective overqualification studies while suggesting that relative deprivation theory captures the essence of perceived overqualification by taking subjective criteria of the employees into account. When employees feel that they are entitled to better job conditions than the existing work environment that provides them, they experience deprivation. The job conditions should not necessarily be objectively bad or the qualification of the employees should not be objectively high for the employees to perceive themselves as overqualified.

There are five necessary preconditions for a person to experience relative deprivation according to model proposed by Crosby (1976, p. 90). Let's say, the object of desire is denoted as X. "The person who lacks X must;

1. see that someone else (Other) possesses X,
2. want X,
3. feel entitled to X,
4. think it feasible to obtain X, and
5. lack a sense of personal responsibility for not having X."

Adapting this model to an employment framework is straightforward. When people observe qualified professionals with good jobs and when they also want to get similar jobs, they could decide to invest in themselves by increasing their qualifications. Consequently, these investments decisions may lead to feelings of entitlement to the desired outcome, and completion of these investments could result in expectations of landing a job at least as good as the ones that they previously observed. Finally, if these people do not get employed in the jobs they intended to

get, they blame the economy or the job market or even their employer (due to not being able to provide jobs that are up to their subjective standards), they will end up feeling subjected to injustice and relatively deprived.

Once employees perceive their jobs to be below the subjective standards that they feel entitled to, they are expected to experience anger and resentment towards the employment situation (Smith, Pettigrew, Pippin, & Bialosiewicz, 2012). A study among the re-employed executives has shown that relative deprivation fully or partially assumes the role of a mediator between dimensions of underemployment and employee outcomes of job satisfaction, organizational commitment, trust, careerism, and job search.(Feldman, Leana, & Bolino, 2002). Moreover, Erdogan et al. (2018) associate relative deprivation with person-centric outcomes by supporting the negative direct effect of relative deprivation on career satisfaction, affect (increases negative affect while decreasing positive affect) , and life satisfaction.

2.4 Perceived overqualification

Perceived overqualification is defined as the degree to which employees feel overqualified for their jobs (Erdogan & Bauer, 2009; Johnson & Johnson, 1996; Maynard et al., 2006). Early research on perceived overqualification focused on its negative outcomes such as employee health issues (Johnson & Johnson, 1996, 1999) , lower job satisfaction (Fine & Nevo, 2008), heightened turnover intentions (Maynard et al., 2006), and lower affective organizational commitment (Johnson, Morrow, & Johnson, 2002; Maynard et al., 2006). In their study on the outcomes of perceived overqualification, Lobene & Meade (2010) suggest that that perceived overqualification could have a greater effect on employee attitudes than their actual behavior such as absenteeism and truancy.

The negative outcomes of perceived overqualification is well-documented in the literature, which elicited a new wave of research that explores how these negative outcomes can be mitigated (e.g. Erdogan & Bauer, 2009) and how perceived overqualification can potentially yield positive outcomes (Erdogan et al., 2011b). Perceived overqualification is predominantly regarded as a negative phenomenon, however, it is possible to manage overqualification properly to get desirable results. Erdogan and Bauer's (2009) study on the moderating effect of empowerment on the relationship between perceived overqualification and work outcomes show that empowerment ameliorates the negative outcomes of perceived overqualification such as job satisfaction and turnover intentions. This study is pivotal in perceived overqualification literature because it highlights a gap in the research, which is the identification of moderators to find the boundary conditions of the negative outcomes. Subsequent research has found that a multitude of factors can act as a moderator in how perceived overqualification affects employee attitude and behavior. These moderators include justice sensitivity (e.g., Erdogan & Bauer, 2010), career stage, career orientation (Lobene & Meade, 2013), peer overqualification (Hu et al., 2015), organizational support (Luksyte & Spitzmueller, 2015), work values (Maynard & Parfyonova, 2013), job autonomy and culture (Wu, Luksyte, & Parker, 2015), interpersonal influence (Deng et al., 2016), goal orientations (Zhang, Law, & Lin, 2016), and career centrality (Erdogan et al., 2018).

2.5 Employee work attitudes

As mentioned in the section above, perceptual approach to overqualification is better at predicting attitudinal outcomes of the employees. In their review on perceived overqualification, Liu and Wang (2012) propose an extensive model that associates

employee overqualification with an array of outcomes which include the outcome variables of this study; namely job satisfaction, turnover intention, and organizational commitment. Their study groups job satisfaction and organizational commitment as job attitudes, while they investigate turnover as a group by itself by breaking it down to intentions and behavior. Instead of addressing turnover intention separately, this study classifies it as an employee work attitude alongside job satisfaction and organizational commitment. This chapter will introduce these constructs and refer to how they each relate to the perceived overqualification literature.

2.5.1 Job satisfaction

Job satisfaction refers to the extent employees experience pleasure and fulfillment through the tasks and activities that they engage in as a part of their occupation (Locke, 1976). As it is clear from the positive emotions attached to this definition, the earlier conceptualization of job satisfaction had an emphasis on affect; operationalized it as an affective variable that deals with the emotional response of employees to a job (Judge, Cranny, Smith, & Stone, 1994). This definition job satisfaction was preceded by studies that established it as a work attitude that consists of both affective and cognitive components, due to measurements being heavily perceptual rather than affective aspects (Eagly & Chaiken, 1993; Fisher, 2000; Organ & Near, 1985). Personal judgements of employees on job characteristics are the basis of developing job satisfaction. The match between the perceptions of the work environment and the subjective standards of employee is regarded as the main cause of job satisfaction (Organ & Near, 1985).

Johnson and Johnson's (2000b) paper on the relationship between perceived overqualification and job satisfaction draws on relative deprivation theory to link

these two constructs. Their findings suggest that perceived overqualification leads to lower job satisfaction according to both cross-sectional and longitudinal results. Maynard and associates (2006, p. 513) state that job satisfaction has a negative relationship with "... (a) perceptions of underemployment, (b) perceptions of skill under-utilization, (c) perceived or actual mismatch between education level and the position's requirements, (d) employment outside one's field, (e) holding a temporary or part-time position, rather than permanent or full-time, and (f) the degree of pay difference between previous and current job", thereby providing a list of perceptual overqualification components that studies have associated with lower job satisfaction.

Based on the findings of previous research, perceived overqualification is expected to have a negative effect on job satisfaction due to the influence of relative deprivation on employee attitudes.

2.5.2 Affective organizational commitment

The degree of an employee's feelings of loyalty to his/her organization is referred to as organizational commitment (OC). The earliest studies on this construct indicate little consensus on a widely accepted definition. The common denominator of all commitment research was its apprehension as a type of "psychological bond between people and organizations" (Buchanan II, 1974, p. 533). If a strong psychological bond is formed, the employee will be less likely to leave the organization voluntarily, which has led commitment to become established as a desirable work attitude that decreases turnover costs (Meyer, Paunonen, Gellatly, Goffin, & Jackson, 1989). Consequently, the concept of commitment attracted a significant amount of interest

from organizational researchers due to employee commitment's importance with respect to the continuity and chances of longevity of an organization.

Although studied and measured as a unidimensional construct initially, the advances in the field led to a multidimensional conceptualization of OC (Mathieu & Zajac, 1990). Meyer and Allen's (1991) 3-point conceptualization of organizational commitment identifies these three distinct dimensions as affective, continuance, and normative. Even though these dimensions address the commitment construct from separate approaches, they all view commitment as an employee psychological state that both signals the relationship with the organization, and insinuates the decision to remain or quit. Affective commitment refers to an emotional attachment, continuance commitment refers to an awareness of the costs of leaving, and normative commitment refers to a feeling of obligation to stay with the organization (Meyer & Allen, 1991, p. 67). In a following study; Meyer, Allen, and Smith elaborate on these definitions by stating: "Employees with a strong affective commitment remain with the organization because they want to, those with a strong continuance commitment remain because they need to, and those with a strong normative commitment remain because they feel they ought to do so" (1993, p. 539).

Antecedents of commitment have been extensively studied in the organizational commitment literature, for each single dimension of the construct (e.g., Allen & Meyer, 1990; Mathieu & Zajac, 1990). Studies identify four precursors of affective commitment, which are personal characteristics, structural characteristics of the organization, job related characteristics, and work experience (Mowday, Porter, & Steers, 1982). Rusbult and Farrell (1983) proposes an investment model that predicts continuance commitment by investments to "side bets" and attractiveness of alternatives. Normative commitment is argued to be caused by internalization of

normative pressures through socialization (Wiener, 1896) and also by organizational investments to an employee stirring feelings of normative reciprocity in the employee (Eisenberger, Huntington, Hutchison, & Sowa, 1986).

Affective commitment have been associated with different desirable work outcomes including higher performance, lower absenteeism and turnover (Mathieu & Zajac, 1990; Mowday et al., 1982). Maynard's (2006) suggested that perceived overqualification has a negative effect on affective commitment. Based on the findings in both organizational commitment and overqualification literature, perceptions of overqualification is expected to reduce affective commitment of employees.

2.5.3 Turnover intentions

Voluntary turnover has received ample research interest from and have been extensively studied by both economists and psychologists. The concept is regarded as important because organizations may incur losses in terms of valuable human capital due to turnover (Connell & Kung, 2007; Dess & Shaw, 2001). While economists rely on the objective set of measures for predicting actual voluntary turnover, psychologists focus on the subjective work experience of employees (George & Jones, 1996). Vandenberg and Nelson (1999) state that either an employee's disaffection towards the work environment or an organization's rating of an employee may provide explanations for the motivation behind voluntary turnover (Mowday et al., 1982; Price & Mobley, 1983). Findings reveal a close relationship between actual turnover and turnover intentions (Mobley, 1977; Mobley, Griffeth, Hand, & Meglino, 1979; Mowday et al., 1982; Rusbult & Farrell, 1983).

Turnover intentions are associated to job satisfaction and organizational commitment (Lincoln & Kalleberg, 1985). The effect of affective commitment on turnover intentions is found to be the strongest among the three dimensions of organizational commitment (Jaros, 1997), while Rhoades and Eisenberger's (2001) results show that affective organizational commitment mediates the relationship between perceived organizational support and turnover intentions.

Studies link overqualification with turnover (e.g., Hersch, 2006), specifically, employees' perceptions of overqualification is expected to have or develop intentions to voluntarily quit due to feelings of frustration towards their own employment status (Maynard et al., 2006). Based on the previous research, perceived overqualification is expected have a negative effect on employee's turnover intentions such that perceptually overqualified employees are more likely to have higher intentions to quit.

CHAPTER 3

THEORETICAL FOUNDATION AND RESEARCH MODEL

3.1 Research model

The conceptual research model proposed in this study is shown in Figure 1.

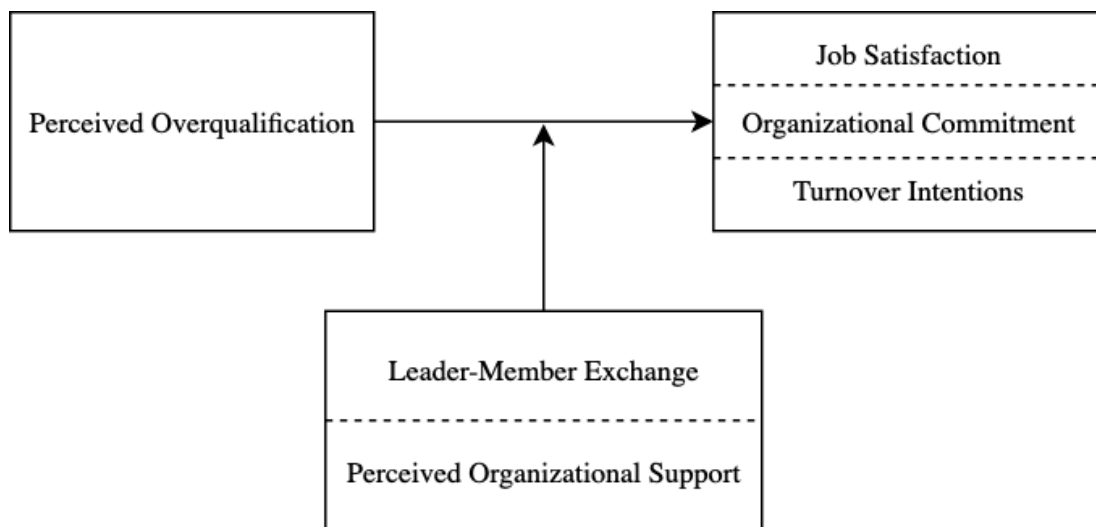


Figure 1. Conceptual model

As discussed in the literature review section, perceived overqualification is negatively associated with job satisfaction and organizational commitment, and positively associated with turnover intentions. In line with the previous research, drawing upon relative deprivation theory, perceived overqualification is expected have a negative effect on employee work attitudes due to employees' resentment towards their subjective job situations. The following hypotheses are as follows:

H1a: Perceived overqualification is negatively related to job satisfaction.

H2a: Perceived overqualification is negatively related to affective commitment.

H3a: Perceived overqualification is positively related to turnover intention.

3.2 Social exchange theory

Organizational researchers have frequently used social exchange theory (Blau, 1964) as basis for explanation in studies that involve employee work behavior and attitudes (e.g., Levinson, 1965; March & Simon, 1993). Blau (1964) argued that either social or economic principles can describe the nature of any exchange relationship, and social exchanges are based on trust and goodwill. While the nature of return is obligatory in economic exchanges which are based on transactions, social exchange relationships are based on the individuals' trust that their contributions will be fairly reciprocated (Holmes, 1981). The literature on social exchange theory suggest that high-quality exchange relationships are formed as a result of organizations treating their employees benevolently, in a manner that signals the employees that their well-being is cared for (e.g., Dansereau, Graen, & Haga, 1975). Such high-quality relationships between employees and their organizations have been associated with positive employee related outcomes. In organizational settings, social exchange has been conceptualized in two levels that consist of the exchange between employees and their immediate supervisors, and their organizations. The former dimension is captured by the concept of leader-member exchange (LMX) (Liden & Graen, 1980), which examines the dyadic relationship between a subordinate and their immediate supervisor. Perceived organizational support (POS) (Eisenberger et al., 1986) captures the latter dimension of social exchange which is based on the argument that employees form a global belief regarding the extent to which their organizations value their contributions and care about their well-being. Settoon, Bennett, and Liden (1996) have studied the positive impact of high-quality social exchange (namely, leader-member exchange and perceived organizational support) on organizational commitment, in-role behavior (i.e. properly fulfilling the specified job

responsibilities), and citizenship behavior. Their results have shown that even though these two dimensions of social exchange in organizations are significantly correlated, they are differentially related to the employee work outcomes.

In the context of overqualification, the principles of social exchange provide a theoretical framework which explains how the feelings of relative deprivation due to the mismatch between the employment situation and subjective standards could lead to employees investing less into the exchange relationship between them and their organization and supervisor (Harari, Manapragada, & Viswesvaran, 2017). In a dissertation study, Maden (2010) have proposed a model in which social exchange mechanism of LMX and POS moderating the relationships between types of P-E fit (person-group, person-job, and person-supervisor) and employee outcomes of job involvement, job satisfaction, affective organizational commitment and turnover intentions. The results of this study have shown that the perceived organizational support significantly moderated the effect of person-job fit on organizational commitment and turnover intentions. Drawing on social exchange theory, this study posits that high-quality social exchange with the organization and supervisor could ameliorate the negative effect of perceived overqualification on employee work attitudes through a sense of trust that their efforts will be fairly reciprocated.

3.2.1 Leader-member exchange

Leader-Member Exchange (LMX) has been one of the prominent leadership topics in organizational studies for more than 40 years. The theory of LMX is dissimilar to the approach that examines the concept of leadership through the average perception of the subordinates or that focuses on leader and subordinates' characteristics (Dansereau et al., 1975). Instead, LMX is an exchange variable that addresses the

dyadic relationship between a supervisor and his/her subordinate, where leader is the supervisor and the subordinate is the member. The quality of the exchange is based on factors such as whether the leader and the member share a mutual goal that both desire to attain or share certain values, outlook on life and work. Low quality LMX is often characterized by an exchange that is limited to tasks and contractual obligations, on the other hand, high quality LMX signifies existence of trust, support, interaction, mutual liking and respect (G. B. Graen & Uhl-Bien, 1995).

The literature on LMX are deep and rich, and LMX have been numerously associated with many different work-related outcomes, including behavioral, perceptual and attitudinal ones. LMX's relationship with such outcomes have been so abundantly studied that a recent book chapter on LMX and attitudinal outcomes is titled "LMX and Work Attitudes: Is there anything left unsaid (or unexamined)?" (Epitropaki & Martin, 2016). LMX has been associated with higher job satisfaction (e.g., Chen, Yu, & Son, 2014; G. Graen, Novak, & Sommerkamp, 1982), lower turnover intentions (e.g., Agarwal, 2012; G. B. Graen, Liden, & Hoel, 1982), and higher organizational commitment (e.g., Nicole, 2010; Nystrom, 1990). A very recent study that reviews the LMX publications that dates between 2010 and 2016 states that job satisfaction was investigated as an outcome of LMX in 16% of all the papers during that period, while the figure for turnover intentions and organizational commitment is 11% and 7% respectively (Mumtaz & Rowley, 2019).

Despite its great depth as a social exchange mechanism, LMX literature cannot be considered to be intertwined with overqualification literature. Boon and Biron (2016) explores the role of LMX in the relationship between person-job and person-organization fit and turnover over time, in which they feature perceived overqualification as a type of DA misfit under person-job fit. There are few other

studies that include both overqualification and LMX (e.g., Saragih, Supriyati, & Nikensari, 2019) or utilize overqualification as a mediator for LMX (Alfes, Shantz, & van Baalen, 2016), however the moderating role of LMX on perceived overqualification's potentially negative effect on attitudinal outcomes remain unexplored. This study aims to contribute to both LMX and overqualification literature by exploring LMX's potential as a boundary condition that may shape the relationships between perceived overqualification and attitudinal outcomes; a potential LMX might possess due to its positive effect on employee attitudes. Drawing on social exchange and relative deprivation theories, the positive effect of high-quality relationship with supervisors is expected to mitigate the negative impact of perceived overqualification on work attitudes due to employees' trust that their investment in the work exchange will be reciprocated.

H1b: Leader-member exchange moderates the relationship between perceived overqualification and job satisfaction in such a way that that this negative relationship is weakened for employees with high LMX (vs., low LMX).

H2b: Leader-member exchange moderates the relationship between perceived overqualification and affective commitment in such a way that that this negative relationship is weakened for employees with higher LMX (vs., lower LMX).

H3b: Leader-member exchange moderates the relationship between perceived overqualification and turnover intentions in such a way that that this positive relationship is weakened for employees with higher LMX (vs., lower LMX).

3.2.2 Perceived organizational support

Eisenberger et al. suggest that “employees develop global beliefs concerning the extent to which the organization values their contributions and cares about their well-being” (Eisenberger et al., 1986), which they refer to as perceived organizational support (POS). Rhoades and Eisenberger’s (2002) meta-analytic review of POS theory research has established three main predecessors to perceptions of organizational support, which are employees’ perceptions of fairness (Moorman, Blakely, & Niehoff, 1998), supervisor support (Levinson, 1965), and organizational rewards and job conditions (Liden, Sparrowe, & Wayne, 1997). When these aspects of work environment are perceptually favorable according to an employee, he or she will more likely to feel support from the organization. Fairness perceptions may stem from regularly observing fair decisions from the organization which signals care for employee well-being (Shore & Shore, 1995). Availability of formal rules and policies regarding employee related resource distribution decisions was argued to shape an employee’s perception of fairness as well (Cropanzano & Greenberg, 1997). The second antecedent of POS, supervisor support, refers to the degree which employees perceive their supervisors value their contribution and well-being (Kottke & Sharafinski, 1988). This is a precondition for POS because since supervisors are agents of the organization, subordinates “view their supervisor’s favorable or unfavorable orientation toward them as indicative of the organization’s support” (Rhoades & Eisenberger, 2002, p. 700). Lastly, organizational rewards and job conditions consist of recognition, pay, promotions, job security, autonomy, role stressors, training, and organization size.

The literature on POS suggests that POS mainly effects employee’s affective reactions toward their work. Several reviews in POS research have hypothesized

about the positive attitudinal consequences of POS, which includes job satisfaction, affective commitment, and turnover intentions (e.g., Kurtessis et al., 2017; Rhoades & Eisenberger, 2002; Rhoades et al., 2001; Riggle, Edmondson, & Hansen, 2009).

Drawing on social exchange theory and the findings of extensive research on the positive effects of POS on employee work attitudes; perceived organizational support is expected assume a moderator role to reduce the negative effect of perceived overqualification on job satisfaction, affective commitment, and turnover intentions.

H1c: Perceived organizational support moderates the relationship between perceived overqualification and job satisfaction in such a way that that this negative relationship is weakened for employees with higher POS (vs., lower POS).

H2c: Perceived organizational support moderates the relationship between perceived overqualification and affective commitment in such a way that that this negative relationship is weakened for employees with higher POS (vs., lower POS).

H3c: Perceived organizational support moderates the relationship between perceived overqualification and turnover intentions in such a way that that this positive relationship is weakened for employees with higher POS (vs., lower POS).

3.3 Contribution to the literature

This thesis is a part of the line of research that explores how contextual factors moderate the effect of perceived overqualification on employee work attitudes and behavior. The hypotheses of this study are shown in Table 1. The research interest towards the exploration of moderators evidently accelerated the advancement of the overqualification literature and solidified its place within organizational studies.

Accumulation of such studies result in a paradigm shift towards the concept of

overqualification, from strictly negative to a glass-half-full outlook due to the increasing insight about “when overqualification will lead to positive, negative, or mixed outcomes” (Erdogan et al., 2011b).

It is also important to note that overqualification research has been conducted in a variety of settings. As previously stated, the adverse effect of economic downturn on the labor markets of developed countries was what propelled the motivation behind the research on overqualification in the first place. The advances in literature can also be credited to studies across different settings (e.g., Johnson et al., 2002) and different cultures (Deng et al., 2016; Erdogan & Bauer, 2009; Erdogan et al., 2018; Hu et al., 2015).

Table 1. Hypotheses of the study

Code		Hypothesis
a	H1a	Perceived overqualification is negatively related to job satisfaction
	H2a	Perceived overqualification is negatively related to affective commitment
	H3a	Perceived overqualification is positively related to turnover intention
b	H1b	Leader-member exchange moderates the relationship between perceived overqualification and job satisfaction in such a way that that this negative relationship is weakened for employees with high LMX (vs., low LMX).
	H2b	Leader-member exchange moderates the relationship between perceived overqualification and affective commitment in such a way that that this negative relationship is weakened for employees with higher LMX (vs., lower LMX).
	H3b	Leader-member exchange moderates the relationship between perceived overqualification and turnover intentions in such a way that that this positive relationship is weakened for employees with higher LMX (vs., lower LMX).
c	H1c	Perceived organizational support moderates the relationship between perceived overqualification and job satisfaction in such a way that that this negative relationship is weakened for employees with higher POS (vs., lower POS).
	H2c	Perceived organizational support moderates the relationship between perceived overqualification and affective commitment in such a way that that this negative relationship is weakened for employees with higher POS (vs., lower POS).
	H3c	Perceived organizational support moderates the relationship between perceived overqualification and turnover intentions in such a way that that this positive relationship is weakened for employees with higher POS (vs., lower POS).

CHAPTER 4

RESEARCH DESIGN

The main focus of this study is on the outcomes of perceived overqualification and the social exchange mechanisms that moderate it. The research model was constructed to test whether a) perceptions of overqualification has a negative effect on job satisfaction and commitment, and a positive impact on increase turnover intentions of employees, and b) to what degree such relationships could be ameliorated by the presence of positive social exchange factors, namely perceived organizational support and high-quality leader-member exchange. To do so, a target group of employees were reached out to and their perceptions of their current employment situation and work environment as well as their demographic information were collected through an online questionnaire that was prepared with relevant measurement instruments. The questionnaire was distributed through a variety of online channels including e-mail-based web applications and social media outlets such as LinkedIn, Twitter, and Facebook. Anonymity was explicitly stated as a promise to all respondents in the introduction of the questionnaire, and guaranteed by not including questions that collected information revealing the identities of the respondents. The nature of the questionnaire requires a variety of private answers that respondents were expected not to disclose under the risk of exposure to third parties.

4.1 Data collection and sampling

The target population of this study was white collar employees who were currently employed in a full-time job, in the services sector. Due to the absence of funding for data collection purposes, this study proceeded with a snowball sampling procedure.

The questionnaire was spread to the target population through online network channels. Measures in the questionnaire were translated from their original forms (see Appendix A) to Turkish (see Appendix B). Respondents were asked a screening question of employment duration and sector of work and were asked to continue with the questionnaire if they were currently employed for at least one year in their current job and working in the services sector. Observations outside the target population were omitted. Data were collected from 100 respondents with an online questionnaire. The sample characteristics of the data is shown in Table 2.

4.2 Measures

4.2.1 Perceived overqualification

Perceived overqualification was measured with 5-items from Johnson and Johnson's (1996) adaptation of Khan and Morrow's (Khan & Morrow, 1991) POQ scale. The modified form of POQ scale consists of 10-items that assess subjective overqualification in two dimensions, namely Perceived Mismatch and Perceived No Grow (Johnson & Johnson, 1996). This study utilizes the Perceived Mismatch subscale because it better represents overqualification in the context of this study rather than No Grow subscale (Maynard et al., 2006) , an approach that researchers have opted to use in the past (e.g., Lobene & Meade, 2013). The items were rated by a 5-point Likert scale (1= strongly disagree, 5= strongly agree). (Cronbach's $\alpha=.821$)

4.2.2 Job satisfaction

A short version of the originally 19-item long Brayfield-Rothe scale (Brayfield & Rothe, 1951) was utilized for measuring job satisfaction in this study as per the previous research findings have reduced the item number to five (e.g., Judge, Locke,

Durham, & Kluger, 1998). The items were rated by a 5-point Likert scale (1= strongly disagree, 5= strongly agree). (Cronbach's $\alpha=.906$)

4.2.3 Organizational commitment

Four items from Organizational Commitment Questionnaire (Mowday, Steers, & Porter, 1979) were used to measure the affective component of the organizational commitment. The reverse coded expression of the third item from the original form of OCQ (i.e. "I feel very little loyalty to this organization") was rephrased as "I feel a high level of loyalty to the company I work for" as the findings by a previous research conducted in Turkey indicated improved reliability (Cicekli & Kabasakal, 2017). The items are rated by a 5-point Likert scale (1=strongly disagree, 2=disagree, 3=neither agree, nor disagree, 4=agree, 5=strongly agree). (Cronbach's $\alpha=.922$)

4.2.4 Turnover intentions

Voluntary turnover intentions of the employees were measured with four items developed by Rosin and Korabik (1995). Respondents are asked to indicate the extent to which they agreed with the four statements provided, by rating them on a 5-point Likert scale (1= strongly disagree, 5= strongly agree). The original form of the scale was modified by changing the time span of "six months" in the second item to "one year", in order to capture long-term intentions to quit. (Cronbach's $\alpha=.937$)

4.2.5 Perceived organizational support

A short form of Eisenberger and Huntington's (Eisenberger et al., 1986) Survey of Perceived Organizational Support (SPOS) was used to measure perceived organizational support. SPOS is originally composed of 36 items and the shortened

form consists of six of the highest loading items from the original instrument. The response options provided for the questions ranged from 1 to 5 (1= strongly disagree, 5= strongly agree). (Cronbach's $\alpha=.792$)

4.2.6 Leader-member exchange

The quality of leader-member exchange is measure with Liden and Maslyn's (1998) 11-item multidimensional LMX scale (LMX-MDM). The items in this measure correspond to four dimensions of LMX that are namely affect, loyalty, contribution, and professional respect (to the supervisor). The authors remark that for studies "in which LMX is not a key variable, LMX dimensionality may not be a concern and a unidimensional measure may suffice" (1995, p. 64) due to high correlation with the LMX-7, and researchers may utilize LMX-MDM as a composite 11-item global measure of LMX. LMX-7 was proposed by Graen and Uhl-Bien's (1995) as a concise alternative that captures the multiple dimensions of leader-member exchange with a single measure. The LMX dimensions theorized by Graen and Uhl-Bien consist of respect, trust, and obligation are highly correlated hence utilizing multiple measures for LMX was argued to be redundant (1995). The response options provided for the items in LMX-MDM ranged from 1 to 7. (Cronbach's $\alpha=.948$)

4.2.7 Control variables

In addition to the dependent, independent, and moderating variables, the questionnaire included control variables of positive affectivity (PA) and demographic characteristics. Control variables were chosen based on the literature on overqualification.

4.2.7.1 Positive affectivity

Iverson and colleagues' (1998) 3-item scale of positive affectivity was used. The response options provided for these items were ranged from 1 to 7 (1=Never, 7=Always). (Cronbach's $\alpha=.692$)

4.2.7.2 Demographic characteristics

Age was measured as an open-ended question. Salary was measured in terms of intervals (0-2499 TL, 2500-4999 TL, 5000-7499 TL, 7500-9999 TL, and ≥ 10000 TL.)

Table 2. Sample characteristics

	Frequency	Cumulative Percentage (%)
Age (n=100)		
< 25	13	13
26-31	48	61
32-38	15	76
39-45	4	80
> 45	20	100
Sex (n=99)		
Male	60	60.6
Female	39	100
Marital Status (n=100)		
Single	65	65
Married	35	100
Children (n=100)		
No Children	74	74
Children	26	100
Education (n=100)		
Associate Degree	2	2
Undergraduate Degree	52	54
Master's Degree	32	86
PhD	14	100
Work Experience (n=100)		
< 2 years	22	22.4
2-5 years	35	58.2
5-10 years	12	70.4
10-15 years	9	79.6
15-30 years	11	90.8
> 30 years	9	100
Salary (n=100)		
< 2500 TRY	4	4.0
2500-4999 TRY	32	36.0
5000-7499 TRY	18	54.0
7500-9999 TRY	19	73.0
≥ 10000 TRY	27	100.0

CHAPTER 5

DATA ANALYSIS

Multiple linear regression analyses were performed on the data collected in this study to test the hypotheses. Job satisfaction, organizational commitment, and turnover intentions were predicted as the dependent variables in regression models and perceived overqualification was entered as the independent variable. Leader-member exchange and perceived organizational support were included as moderating variables and their interactions with perceived overqualification were tested in multivariate analyses. The study controlled for the effects of age, salary, and positive affectivity in all linear regression models. The inclusion of these variables was instrumental in terms of addressing the portion of variance in dependent variables that can be explained by the control variables. Johnson and Johnson's (2000a) study on perceived overqualification and negative and positive affectivity provided evidence for positive affectivity's predictive role on job satisfaction while no significant interaction effect was found between PA and POQ.

IMB's SPSS version 25 was used for handling and analyzing the data. Prior to conducting the analyses, reverse coded items were determined, data set was subjected to a cleanup. Specifically, outliers and missing observations were investigated and addressed and mean-centering was conducted for independent and moderating variables. There were 6 missing values (0.09% of all observations) and there was no apparent pattern behind the occurrence of these outlier values. Studies on the issue of missing values in data analyses suggest that observations that are missing at random can be handled by averaging the available items for each scale

(e.g., Schafer & Graham, 2002), which was performed during the computation of the variables.

5.1 Reliability and validity analyses

The measurement of constructs that consist of multiple items are prone to error that might lead to decreased precision of the instruments as well as weakened correlations of the items with their respective dimensions (if these instruments are multidimensional) (Hair Jr, Black, Babin, & Anderson, 2014). Hence measurement instruments are subjected to reliability and validity tests to confirm that the items actually measure what they intended to measure and the set of measures correspond to the appropriate dimensions of the targeted construct. Reliability is measured by calculating the internal consistency of the scales item by item. The reliability test results in a Cronbach's alpha value for a multi-item scale and a reliable scale is expected to have an alpha value that is at least 0.70. However, in exploratory research, that figure may drop down to .60 (Hair Jr et al., 2014). The reliability test scores of the measures in this study is collectively displayed in Table 3.

Validating the precision of measurement instruments that capture different dimensions of the targeted construct is important because the hypothesis tests rely on the fact that these scales actually work as intended. Table 4 is a display of factor analysis results of all measures used in this study. All measures except for positive affectivity returned a KMO score greater than .70, while the positive affectivity's KMO score was above .60 which is deemed adequate. Note that results for POQ measure belongs to the Mismatch dimension only. According to the analyses, LMX and POS items were loaded to 2 factors, which suggests multidimensionality.

The POQ measure in this study consists of scales that measure the dimensions of “Perceived Mismatch” and “Perceived No Growth”. Studies on the operationalization of the modified POQ scales have suggested that factor structures may vary across work settings (Johnson et al., 2002). Therefore, validity analysis of POQ should prove useful. Table 5 reveals the factor analysis results of the 9 items that are used to measure POQ. All items were loaded in the hypothesized dimensions, except for the sixth item which loaded on both dimensions, hereby validating the subscale of Perceived Mismatch. Based on these results, it was concluded that the measure was working in the way that this study intends to use it for. In the previous chapter, the use of unidimensional treatment of the LMX-MDM scale was justified by a previous study conducted on this scale (Liden & Maslyn, 1998). Hence no additional tests were performed for the LMX measure. Lastly, POS measure has shown satisfactory internal consistency (Cronbach's $\alpha = .792$).

Table 3. Internal consistency of all study variables

Measure	Cronbach's Alpha
Perceived Overqualification	.843
Job Satisfaction	.906
Organizational Commitment	.922
Turnover Intentions	.937
Leader-Member Exchange	.942
Perceived Organizational Support	.792
Positive Affectivity	.692

Table 4. Summary information on factor analyses

Variable	Number of Factors	Total Variance Explained	KMO Measure of Sampling Adequacy	Bartlett's Test of Sphericity	Lowest Correlation in Measures of Sampling Adequacy Diagonal	% of Significant* Correlations in the Correlation Matrix
POQ (Mismatch)	1	59.677%	.795	.000	.767	100%
Positive Affectivity	1	62.027%	.644	.000	.617	100%
Job Satisfaction	1	72.980%	.834	.000	.775	100%
POS	2	68.458%	.742	.000	.651	87%
Turnover Intentions	1	84.115%	.799	.000	.749	100%
LMX	2	73.498%	.891	.000	.821	100%
AOC	1	81.173%	.855	.000	.833	100%

*Significance at 95% confidence level.

Table 5. Principal component analysis of POQ scale

Scale Items	Perceived Mismatch	Perceived No Growth
Based on my skills, I am overqualified for the job I hold	.828	
My formal education overqualifies me for my present job	.827	
My work experience is more than necessary to do my present job	.729	
My talents are not fully utilized on my job	.722	
I have mastered nearly every aspect of my job	.588	
The day-to-day content of my job seldom changes	.460	.458
My job has a lot of potential for growth and change		.883
My job frequently provides me with new things		.837
Continuing education related to my job has improved my job performance		.834

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization (converged in 3 iterations)

5.2 Correlation analysis

Correlation is a necessary but not sufficient condition for a causal relationship.

Bivariate correlations between the variables, which will be included in the linear regression models, was tested before the regression analyses. Correlation is a directional relationship; positively correlated variables tend to move in the same direction while negative correlation means an increase in one variable should correspond to a decrease in other. Significance level and the magnitude of the

correlation between two variables are indicative of predictive accuracy of one might have on the other. The magnitude of this relationship can be measured by a metric called Pearson's correlation, which is commonly used in studies that involve linear regression analysis. Pearson's correlation coefficient takes values between -1 and 1. Highly correlated variables have a coefficient value close to 1 or -1, while zero indicates no correlation. Table 6 shows the means, standard deviations, and Pearson's correlation coefficients of the variables in this study. Note that all the constructs that are included in the proposed research model of this study are correlated at a statistically significant level. The perceived mismatch dimension of overqualification was found to be negatively correlated with the job attitudes of job satisfaction ($r = -.404$, $p < .01$) and affective commitment ($r = -.223$, $p < .05$) and positively correlated with intention to quit ($r = .518$, $p < .01$). These correlations suggest that as employees feel a higher level of mismatch with their jobs in the form of overqualification, their job satisfaction and affective commitment to their organizations decrease and their intentions to quit their jobs increase.

Furthermore, overqualification is found to be negatively correlated with POS at a statistically significant level ($r = -.210$, $p < .05$), while the correlation with LMX is not statistically significant although it is negative. In addition, overqualification is negatively correlated with the control variables of age ($r = -.222$, $p < .05$) and salary ($r = -.245$), and positively correlated with positive affectivity ($r = .258$, $p < .01$). This suggests that the perception of overqualification decreases among employees who are younger and who have lower wages, while employees with higher positive affectivity perceive higher overqualification.

Table 6. Pearson correlations among all study variables

	Construct	Mean	S.D.	1	2	3	4	5	6	7	8	9
1	POQ (Mismatch)	3.332	.857	1								
2	Job Satisfaction	3.513	.919	-.404**	1							
3	Affective Commitment	3.273	1.070	-.223*	.605**	1						
4	Turnover Intentions	2.730	1.268	.518**	-.632**	-.484**	1					
5	LMX	3.406	.926	-.025	.339**	.447**	-.268**	1				
6	POS	2.962	.756	-.210*	.509**	.527**	-.505**	.511**	1			
7	Positive Affectivity	4.247	1.166	.258**	.204*	.253*	.019	.300**	.174	1		
8	Age	35.34	13.113	-.222*	.090	-.009	-.223*	-.417**	-.210*	-.1	1	
9	Salary	3.33	1.288	-.245*	.219*	.125	-.321**	-.09	.093	.093	.616**	1

** : Correlation is significant at the 0.01 level (2-tailed); * : Correlation is significant at the 0.05 level (2-tailed).

Notes: S.D.=standard deviation; N=100

5.3 Regression analyses

The existence of the hypothesized relationships between the independent variable and the dependent variables was evident in the results of correlation analysis. Upon confirming the two-way relationships among the variables, linear regression analyses are required to assess whether the perceived overqualification can predict job satisfaction, organizational commitment and turnover intentions as hypothesized. In linear regression models, the *ceteris paribus* effect that an independent variable has on a dependent variable is measured. In other words, regression analyses help identify how much of the variation in the dependent variable can be explained through the variation in the independent variable with all other factors held constant. For instance, the part of variation in the dependent variables that can be attributed to the control variables of age, salary, and positive affectivity is not included in the measured effect of perceived overqualification on the outcome variables in the context of this study.

To test our hypotheses, we conducted a series of hierarchical regression analyses. In the first step, we entered the control variables of age, salary, and positive affectivity. In the second step, we entered the independent variable of perceived overqualification and either LMX or POS. In the final step, the interaction variable corresponding to the moderator was entered into the equation. As shown in Table 7 and Table 8, the control variables of age, salary, and positive affectivity had insignificant contributions to the model.

In the model that includes LMX as the moderating variable, overqualification had a negative significant effect on work attitudes of job satisfaction (Beta = -.445, $p < .001$), and affective commitment (Beta = -.287, $p < .05$), and a positive impact on turnover intentions (Beta = .641, $p < .001$). The model was statistically significant for

all three independent variables at $p < .001$. On the other hand, the interaction terms that were entered in the final step were nonsignificant.

In the model where POS is the moderating variable, overqualification once again had negative significant impact on the work attitudes of job satisfaction (Beta=-.374, $p < .001$), and affective commitment (Beta=-.678, $p < .05$), while affecting turnover intentions positively (Beta=.535, $p < .001$). The model was statistically significant for all three independent variables at $p < .001$. Similar to the model including LMX, interaction effect of POS and POQ on the dependent variables was statistically nonsignificant.

These findings support hypotheses 1a, 2a, and 3a; showing that overqualification is negatively associated with job satisfaction and affective commitment while it is positively associated with turnover intentions. No support was found for the hypotheses that included POS and LMX as a moderator, thus hypotheses 1b, 1c, 2b, 2c, 3b, and 3c were not supported, as can be seen in table 9.

Table 7. Hierarchical regression testing (LMX moderator)

Variable	Job Satisfaction			Affective Commitment			Turnover Intentions		
	Step 1 β	Step 2 β	Step 3 β	Step 1 β	Step 2 β	Step 3 β	Step 1 β	Step 2 β	Step 3 β
Age	-.002	.009	.011	-.006	.012	.015	-.003	-.019	-.021
Salary	.156	.036	.028	.126	.002	-.010	-.302*	-.125	-.117
Positive Affectivity	.142	.176*	.173*	.212*	.178*	.174	.049	.006	.008
LMX		.315**	.324**		.511***	.525***		-.481***	-.49***
POQ (Mismatch)		-.445***	-.463***		-.287*	-.317**		.641***	.66***
POQ x LMX			-.096			-.155			.098
ΔR^2	.082	.260	.008	.078	.219	.016	.106	.297	.005
ΔF	2.869*	18.623***	1.171	2.717*	14.617***	2.117	3.791*	23.352***	.708
Adj. R^2	.054	.308	.309	.049	.260	.268	.078	.371	.369
Overall F	2.295*	9.803***	8.379***	2.717*	7.939***	7.047***	3.791*	12.674***	1.647***

Notes: N=100 * $p < .05$ ** $p < .01$. *** $p < .001$

Table 8. Hierarchical regression testing (POS moderator)

Variable	Job Satisfaction			Affective Commitment			Turnover Intentions		
	Step 1 β	Step 2 β	Step 3 β	Step 1 β	Step 2 β	Step 3 β	Step 1 β	Step 2 β	Step 3 β
Age	-.002	.009	.008	-.006	.009	.009	-.003	-.019	-.020*
Salary	.156	-.005	-.005	.126	-.040	-.040	-.302*	-.064	-.064
PA	.142	.184**	.179*	.212*	.210*	.215*	.049	-.008	-.012
POS		.515***	.511***		-.212	-.220		-.778***	-.780***
POQ (Mismatch)		-.374***	-.366***		.678***	.681***		.535***	.542***
POQ x POS			.068			-.065			.056
ΔR^2	.082	.332	.003	.078	.263	.002	.106	.381	.001
ΔF	2.869*	26.647***	.411	2.717*	18.786***	.250	3.791	34.875	.170
Adj. R^2	.054	.383	.379	.049	.306	.301	.078	.459	.455
Overall F	2.869*	13.3***	11.083***	2.717*	9.749***	8.101***	3.791*	17.829***	14.755***

Notes: N=100 *p < .05 **p < .01. ***p < .001

Table 9. Summary of the results of hypotheses testing

Hypothesis	Hypothesized Relationship	Result
H1a	Perceived overqualification is negatively related to job satisfaction	Supported
H2a	Perceived overqualification is negatively related to affective commitment	Supported
H3a	Perceived overqualification is positively related to turnover intention	Supported
H1b	Leader-member exchange moderates the relationship between perceived overqualification and job satisfaction in such a way that that this negative relationship is weakened for employees with high LMX (vs., low LMX).	Not supported
H2b	Leader-member exchange moderates the relationship between perceived overqualification and affective commitment in such a way that that this negative relationship is weakened for employees with higher LMX (vs., lower LMX).	Not supported
H3b	Leader-member exchange moderates the relationship between perceived overqualification and turnover intentions in such a way that that this positive relationship is weakened for employees with higher LMX (vs., lower LMX).	Not supported
H1c	Perceived organizational support moderates the relationship between perceived overqualification and job satisfaction in such a way that that this negative relationship is weakened for employees with higher POS (vs., lower POS).	Not supported
H2c	Perceived organizational support moderates the relationship between perceived overqualification and affective commitment in such a way that that this negative relationship is weakened for employees with higher POS (vs., lower POS).	Not supported
H3c	Perceived organizational support moderates the relationship between perceived overqualification and turnover intentions in such a way that that this positive relationship is weakened for employees with higher POS (vs., lower POS).	Not supported

CHAPTER 6

CONCLUSION AND DISCUSSION

6.1 Conclusion

The aim of this study was twofold. First, the direct effect of perceived overqualification on job satisfaction, organizational commitment, and turnover intentions were tested. Second, the boundary conditions to the negative outcomes of perceived overqualifications were investigated by assessing whether two very established constructs that are indicative of the quality of an employee's bond with the fundamental aspects of his/her work environment, i.e., LMX and POS can assume moderating roles in the hypothesized manner. Therefore, this study was conducted to contribute to the line of research that explores ways to manage the problem of overqualification among employees; an issue that is growing in prominence.

Results of the first stage of the research was consistent with many of the previous studies in the overqualification literature. The regression analyses confirm that employees' perceptions of being overqualified result in undesirable work attitudes; that is to say lower job satisfaction, lower organizational commitment, and higher intentions to quit. These findings are not in any way surprising or unexpected. Nevertheless, this study contributes to the literature by conducting a research in Turkey, with a sample that consists mostly of well-educated (university degree or above) employees that are predominantly employed in service sector and earn wages above the minimum wage enforced by the government.

The second stage of this study was the investigation of moderating effects of the leader-member exchange and perceived organizational support. Overqualification

literature is increasingly focused on exploring the boundary conditions for the negative effects of perceived overqualification on employee attitudes. Drawing on social exchange theory that associates desirable work attitudes with social exchange relationships that are based on trust and reciprocity, it was posited in this study that perceptions of organizational support and high-quality relationship with the supervisor could interact with the perceptions of being overqualified for the job and the reducing relative deprivation that comes along. Even though high-quality relationship with the supervisor and perceptions of organizational support directly affected the outcome variables in the opposite direction that perceived overqualification does, the interaction effects were insignificant.

6.2 Theoretical implications

While these results fall in line with the previous studies in the social exchange, there were no cases made against the moderating effect LMX and POS might assume on the relationship between overqualification and work attitudes. The results indicate that subjective overqualification is a very powerful construct in terms of its influence on employee work attitudes. This influence on job outcomes were not mitigated by the positive constructs of LMX and POS. Considering the extensive research in the LMX and POS literature consistently associating these variables with positive job outcomes, it is remarkable that these positive constructs do not change the relationship between the perceptions of overqualification and work attitudes.

6.3 Limitations

The main limitation of this study is the susceptibility of cross-sectional and self-reported measures known as common method bias in general. Similar to how overqualification can be perceived to be worse than it objectively is, the subjectivity of employee judgement may cause inclination in perceptions and cause LMX and POS to be lower than expected. Liu and Wang (2012) suggest using longitudinal design, multisource data, and control variables in overqualification studies. Since this study uses data which is cross-sectional and from a single source, positive affectivity was introduced as a control variable to the regression models in order to restrain any biasedness in the measurements that might occur due to the influence of common method variance. A second limitation related to research design is about the sample. The sample consists of 100 observations; a relatively small number which brings questions regarding the extent to which the sample represents the target population, and the generalizability of the findings. Moreover, non-random sampling method that was used as a part of the data collection procedure causing the sample to disproportionately represent the target population. For instance, 48% of the sample were 25 to 31 years old while only 4% were aged between 39-45 years. Taking into account the findings about increasing economic returns of higher education over time (e.g., H. L. Smith, 1986), such a low representation for the 39-45 age group could limit the generalizability of the results of a study like this one, which targets the highly educated employees.

6.4 Practical implications

In terms of practical implications, the results suggest the importance of the match of the employees' skills, education, and abilities (KSAs in general) with the demands of

their corresponding jobs. The nature of this study is perceptual and the findings imply that feelings of relative deprivation will likely outweigh positive environmental factors with respect to the impact they have on work attitudes. The negative effects of mismatch perceptions on attitudes cannot simply be attenuated by provision of a high-quality work environment through high-quality relationship with supervisors and organizational support. Therefore, results suggest that such a strong phenomenon should be managed by addressing the perceptions of the employees. Keeping in mind that overqualification may occur due to high qualification, low job demands, or both; perceptions of overqualification stems from subjective evaluations related to one's own qualifications and job situation. In line with the scope of this study, an organization can manage perceptually overqualified employees by improving their perceptions toward their job situations. Such an improvement can be made by dealing with the poor demands-abilities fit through job design. It is argued that organizations can benefit from job design since such practices may reduce the negative effect of perceived overqualification on subjective well-being of the employees (e.g., Wu et al., 2015). Job enrichment (Hackman, Oldham, Janson, & Purdy, 1975) has been proposed as a way of making jobs more desirable to employees through facilitating the proper conditions for them to find meaning in their jobs, feel responsible for the outcomes of their efforts, and enabling them to assess the quality of these outcomes. These are defined as the critical psychological states that influence personal and work outcomes of an employee's relationship with his/her job, therefore utilization of job enrichment practices that positively reinforce these psychological states can potentially inhibit perceptions of overqualification to cause negative work attitudes. Hackman and colleagues (1975) suggest identifying the problematic aspects of employment (i.e. what causes the

feelings of overqualification) and implementing concepts that enhance the core job dimensions; which should improve the employee's perception of the job. In short, the results indicate that improvement of the employees' perceptions of their jobs should be more beneficial for managing overqualified employees than providing high-quality social exchange in terms of relationship with supervisor or organization in general.

6.5 Future research

This study is in line with the overqualification literature that explores the impact of boundary conditions on perceived overqualification-work outcomes relationships. Since LMX and POS failed to interact with perceptions of overqualification in employees and moderate the negative influence on work attitudes under this research design, future studies should explore this relationship by adopting a research design that aligns with the suggestions of Liu and Wang (2012). A longitudinal study that uses multiple sourced data can better illuminate the black box, which is the employees' perceptions of their job and work environment. Beside the research design matters; overqualification's interaction with LMX and POS may be further explored by resorting to equity theory (Adams, 1965; Thompson, 2009), which could bridge the theories of relative deprivation and social exchange. Combining such theoretical framework with a group level dataset, perceived overqualification's outcomes could be explored under the moderation of LMX as well as LMX differentiation (Erdogan & Bauer, 2010; Martin, Thomas, Legood, & Dello Russo, 2018). The scope of the negative impact of perceived overqualification is an untapped territory in organizational studies. More work on how different aspects of

work experience interacts with subjective overqualification can yield valuable insight for organizational researchers and managerial practices.

Due to its self-reported hence subjective nature, perceived overqualification is a highly contextual variable that should vary across individuals, groups, organizations, and especially countries and cultures. For instance, Hu and colleagues (2015) control for collectivism in their China-based study of perceived overqualification because it is correlated with person-environment fit and perceived overqualification. Cross-cultural and cross-country studies on overqualification can provide significant insight on the extent of the effect these macro variables have on the perceptions of overqualification as well as how they influence the relationship between overqualification and work outcomes. This study was conducted in Turkey shortly after a series of devaluation of the domestic currency and increased inflation and unemployment figures were observed. Taking into consideration that unemployment situation is closely associated with the experience of underemployment (McKee-Ryan & Harvey, 2011), such macroeconomic variables may influence the subjective evaluations of overqualification, through perceptions of mobility and job security.

As discussed throughout this study, overqualification is an important phenomenon that interests a multitude of social sciences including economics, sociology, psychology. This study was limited to the perceptual and attitudinal aspects and outcomes of overqualification. More interdisciplinary studies are required in order to assess and address how overqualification affects individual, team, organizational, industrial, macroeconomic and societal outcomes. Advancing the conceptualization of overqualification with respect to all these levels should result in a more comprehensive construct and a better research question. Addressing

overqualification as a labor market inefficiency is ultimately more impactful than examining perceptions that are highly contextual and subjective. However, such an approach does not undermine the necessity of the perceptual studies, on the contrary, these are instrumental in terms of gaining insight about how overqualification related labor market inefficiency at the firm level. Moreover, multidisciplinary studies which indicate individual-level issues related to perceptions and attitudes possess the potential to develop a clear, holistic, and bottom-up conceptualization of a viable construct of overqualification.

APPENDIX A
QUESTIONNAIRE

Perceived Overqualification

The sentences below reflect a variety of people's feelings and ideas about their own qualification in the context of their jobs. Please indicate the extent to which you agree or disagree with the following statements concerning your current job.

(Response scale: 1=strongly disagree, 2=disagree, 3=neither agree, nor disagree, 4=agree, 5=strongly agree.)

1. My formal education overqualifies me for my present job;
2. My talents are not fully utilized on my job;
3. My work experience is more than necessary to do my present job;
4. Based on my skills, I am overqualified for the job I hold
5. My job frequently provides me with new things;
6. The day-to-day content of my job seldom changes;
7. My job has a lot of potential for growth and change;
8. Continuing education related to my job has improved my job performance;
9. I have mastered nearly every aspect of my job

Positive Affectivity

The sentences below reflect a variety of attitude and ideas about life. Please indicate the extent to which you agree or disagree with the following statements concerning yourself.

(Response scale: 1=strongly disagree, 2=disagree, 3=slightly disagree, 4=neither agree, nor disagree, 5=slightly agree, 6=agree, 7=strongly agree.)

1. For me life is a great adventure.
2. I live a very interesting life.
3. I usually find ways to liven up my day.

Job Satisfaction

The sentences below reflect a variety of people's feelings and ideas about the job they do in the organization they work for. Please indicate the extent to which you agree or disagree with the following statements concerning the organization you are currently working for.

(Response scale: 1=strongly disagree, 2=disagree, 3=neither agree, nor disagree, 4=agree, 5=strongly agree.)

1. My job frequently provides me with new things;
2. The day-to-day content of my job seldom changes;
3. My job has a lot of potential for growth and change;
4. Continuing education related to my job has improved my job performance;
5. I have mastered nearly every aspect of my job

Perceived Organizational Support

The sentences below reflect a variety of people's feelings and ideas about the organization they work for. Please indicate the extent to which you agree or disagree with the following statements concerning the organization you are currently working for.

(Response scale: 1=strongly disagree, 2=disagree, 3=neither agree, nor disagree, 4=agree, 5=strongly agree.)

1. My organization really cares about my well-being.
2. Even if I did the best job possible, my organization would fail to notice.
3. If given the opportunity, my organization would take advantage of me.
4. My organization shows very little concern for me.
5. My organization tries to make my job as interesting as possible.
6. My organization is willing to extend itself in order to help me perform my job to the best of my ability.

Turnover Intentions

Please indicate the extent to which you agree or disagree with the following statements concerning your intentions to quit your job.

(Response scale: 1=strongly disagree, 2=disagree, 3=neither agree, nor disagree, 4=agree, 5=strongly agree.)

1. If I had the possibility, I would quit my current job.
2. In the last year, I have been thinking more often about quitting my job.
3. I am actively searching for a new job.
4. I am thinking about quitting my job.

Leader-Member Exchange

The sentences below reflect a variety of people's feelings and ideas about the organization they work for. Please indicate the extent to which you agree or disagree with the following statements concerning your relationship with the organization you are currently working for.

(Response scale: 1=strongly disagree, 2=disagree, 3=neither agree, nor disagree, 4=agree, 5=strongly agree.)

1. I like my supervisor very much as a person.
2. My supervisor is the kind of person one would like to have as a friend.
3. My supervisor is a lot of fun to work with.
4. My supervisor defends my work actions to a superior, even without complete knowledge of the issue in question.
5. My supervisor would come to my defense if I were "attacked" by others.
6. My supervisor would defend me to others in the organization if I made an honest mistake.
7. I do work for my supervisor that goes beyond what is specified in my job description.
8. I am willing to apply extra efforts beyond those normally required in order to meet his/her work goals.
9. I am impressed with my supervisor's knowledge of his/her job.
10. I respect my supervisor's knowledge of and competence on the job.
11. I admire my supervisor's professional skills.

Affective Commitment

Aşağıdaki cümleler kişilerin çalıştıkları kuruluş hakkında çeşitli duygu ve düşüncelerini yansıtmaktadır. Lütfen çalıştığınız kuruluşla olan ilişkinizi düşünerek aşağıdaki ifadelere ne derece katıldığınızı belirtiniz.

(Response scale: 1=strongly disagree, 2=disagree, 3=neither agree, nor disagree, 4=agree, 5=strongly agree.)

1. I am willing to put in a great deal of effort beyond that normally expected in order to help this organization be successful.
2. I feel very little loyalty to the company I work for.
3. I am proud to tell others that I am part of this company.
4. I really care about the fate of this company.

Demographic Variables

This section consists of questions about your demographic information and employment status.

Age:

Sex:

Marital Status?

Children?

Highest earned degree:

1. Primary School
2. Highschool
3. Associate Degree
4. Undergraduate Degree
5. Master's Degree
6. Doctoral Degree

The sector your institution operates in:

City of residence:

Net monthly income:

1. 0-2499 TL
2. 2500-4999 TL
3. 5000-7499 TL
4. 7500-9999 TL
5. 10000 TL and above

APPENDIX B

QUESTIONNAIRE (TURKISH)

Görelî Yoksunluk

Aşağıdaki cümleler kişilerin kendi yeterlilikleriyle ilgili, sahip oldukları iş bağlamında çeşitli duygu ve düşüncelerini yansıtmaktadır. Lütfen şu anda çalışmakta olduğunuz işi düşünerek aşağıdaki ifadelere ne derece katıldığınızı belirtiniz.

(Cevap ölçeği: 1=Kesinlikle Katılmıyorum, 2=Katılmıyorum, 3=Ne Katılıyorum Ne Katılmıyorum, 4=Katılıyorum, 5=Kesinlikle Katılmıyorum.)

1. Aldığım eğitimden dolayı işime göre fazla nitelikliyim.
2. İşimde yeteneklerimden tamamen faydalanılmıyor.
3. İşimin gerektirdiğinden fazla deneyime sahibim.
4. Becerilerim göz önüne alındığında işim için fazla nitelikliyim.
5. İşim sık sık bana yeni şeyler sunuyor.
6. İşimin günlük içeriği nadiren değişiyor.
7. İşimde gelişme ve değişim potansiyeli oldukça yüksek.
8. İşimle ilgili aldığım sürekli eğitim iş performansımı artırdı.
9. İşimin neredeyse her yönüne hakimim.

Olumlu Duygulanma

Aşağıdaki cümleler hayata dair çeşitli tutum ve düşünceleri yansıtmaktadır. Lütfen kendinizi düşünerek aşağıdaki ifadelere ne derece katıldığınızı belirtiniz.

(Response scale: 1= Kesinlikle Katılmıyorum, 2= Katılmıyorum, 3=Pek Katılmıyorum, 4= Ne Katılıyorum Ne Katılmıyorum, 5=Biraz Katılıyorum, 6= Katılıyorum, 7= Kesinlikle Katılmıyorum.)

1. Benim için hayat büyük bir maceradır.
2. Çok ilginç bir hayat yaşıyorum.
3. Genelde günümü keyiflendirecek yollar bulurum.

İş Memnuniyeti

Aşağıdaki cümleler kişilerin çalıştıkları kuruluştaki yaptıkları işle ilgili çeşitli duygu ve düşüncelerini yansıtmaktadır. Lütfen şu anda çalıştığınız kuruluştaki ifadeye ne derece katıldığınızı belirtiniz.

(Cevap ölçeği: 1=Kesinlikle Katılmıyorum, 2=Katılmıyorum, 3=Ne Katılıyorum Ne Katılmıyorum, 4=Katılıyorum, 5=Kesinlikle Katılmıyorum.)

1. İşimin oldukça sevimsiz olduğunu düşünüyorum.
2. Mevcut işimden oldukça memnunum.
3. Çoğu zaman işimle ilgili hevesli olurum.
4. İşteki her gün asla bitmeyecekmiş gibi geliyor.
5. İşimden gerçekten zevk alıyorum.

Algılanan Örgütsel Destek

Aşağıdaki cümleler kişilerin çalıştıkları kuruluş hakkında çeşitli duygu ve düşüncelerini yansıtmaktadır. Lütfen şu anda çalıştığınız kuruluşu düşünerek aşağıdaki ifadelere ne derece katıldığınızı belirtiniz.

(Cevap ölçeği: 1=Kesinlikle Katılmıyorum, 2=Katılmıyorum, 3=Ne Katılıyorum Ne Katılmıyorum, 4=Katılıyorum, 5=Kesinlikle Katılmıyorum.)

1. Refahımla gerçekten ilgilenir.
2. İşimi en iyi şekilde yapsam da fark etmez.
3. Fırsat bulduğu takdirde beni sömürür.
4. Bana çok az ilgi gösterir.
5. İşimi olabildiğince ilginç hale getirmeye çalışır.
6. İşimi en iyi şekilde yapabilmem için elinden geleni yapar.

İşten Ayrılma Niyeti

Lütfen işten ayrılma eğiliminizi düşünerek aşağıdaki ifadelere ne derece katıldığınızı belirtiniz.

(Cevap ölçeği: 1=Kesinlikle Katılmıyorum, 2=Katılmıyorum, 3=Ne Katılıyorum Ne Katılmıyorum, 4=Katılıyorum, 5=Kesinlikle Katılmıyorum.)

1. Eğer imkânım olsa, işimden ayrılırdım
2. Son bir yıl içinde işimden ayrılmayı daha sık düşünmeye başladım.
3. Aktif olarak yeni bir iş arıyorum.
4. İşimden ayrılmayı düşünüyorum.

Lider-Üye Etkileşimi

Lütfen yöneticinizle ilişkinizi düşünerek aşağıdaki ifadelere ne derece katıldığınızı belirtiniz.

(Cevap ölçeği: 1=Kesinlikle Katılmıyorum, 2=Katılmıyorum, 3=Ne Katılıyorum Ne Katılmıyorum, 4=Katılıyorum, 5=Kesinlikle Katılmıyorum.)

1. Yöneticimi kişi olarak çok severim.
2. Yöneticim her insanın arkadaş olmayı isteyeceği bir kişidir.
3. Yöneticimle çalışmak zevklidir.
4. Yöneticim, yaptığım işler veya verdiğim kararlar söz konusu olduğunda, konuyu tam bilmeseydi beni başka bir üstüme karşı savunur.
5. Yöneticim, işyerinde herhangi bir konuda başkaları bana yüklenirse beni onlara karşı savunur.
6. Eğer istemeden bir hata yaparsam, beni başkalarına karşı savunur.
7. Yöneticim için, iş tanımında belirtilmeyen ekstra görevleri yapmaya hazırım.
8. Belirlediği hedeflere ulaşmak için, normalde benden beklenenden daha fazla çaba göstermeye gönüllüyüm.
9. Yöneticimin iş konusundaki bilgisine hayranım.
10. Yöneticimin işine olan hakimiyetine ve iş bilgisine saygı duyarım
11. Yöneticimin profesyonel yeteneklerine hayranlık duyarım.

Örgüte Duyulan Bağlılık

Aşağıdaki cümleler kişilerin çalıştıkları kuruluş hakkında çeşitli duygu ve düşüncelerini yansıtmaktadır. Lütfen çalıştığınız kuruluşla olan ilişkinizi düşünerek aşağıdaki ifadelere ne derece katıldığınızı belirtiniz.

(Cevap ölçeği: 1=Kesinlikle Katılmıyorum, 2=Katılmıyorum, 3=Ne Katılıyorum Ne Katılmıyorum, 4=Katılıyorum, 5=Kesinlikle Katılmıyorum.)

1. Çalıştığım şirketin başarılı olabilmesi için normalde beklenilenden daha fazla çaba harcamaya istekliyim.
2. Çalıştığım şirkete karşı büyük bir bağlılık hissediyorum.
3. Başkalarına bu şirketin bir parçası olduğumu söylemekten gurur duyuyorum.
4. Çalıştığım şirketin geleceğini gerçekten umursuyorum.

Demografik Sorular

Bu kısımda sizinle ilgili çeşitli demografik ve mesleki sorular bulunmaktadır.

Yaşınız:

Cinsiyetiniz:

Medeni durumunuz?

Çocuğunuz var mı?

En son bitirdiğiniz okul:

1. İlkokul
2. Lise
3. Önlisans
4. Üniversite Lisans
5. Yüksek Lisans
6. Doktora

Çalıştığınız kuruluşun faaliyet gösterdiği sektör:

Yaşadığınız şehir:

Aylık net geliriniz:

1. 0-2499 TL
2. 2500-4999 TL
3. 5000-7499 TL
4. 7500-9999 TL
5. 10000 TL ve üzeri

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