

THE MEASUREMENT OF PERCEIVED OVERQUALIFICATION AND THE RELATIONSHIPS AMONG PERCEIVED OVERQUALIFICATION, PSYCHOLOGICAL EMPOWERMENT, JOB SATISFACTION OF PRIVATE KINDERGARTEN TEACHERS

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ABSTRACT

The main purposes of this study were to develop a theory-based measure of private kindergarten teachers' perceived overqualification, and explore the relationships among perceived overqualification, psychological empowerment, and job satisfaction of private kindergarten teachers. The totally 620 Taiwan private kindergarten teachers completed self-report Scale of Perceived Overqualification, Psychological Empowerment, and Job Satisfaction. The obtained data were analyzed by confirmatory factor analysis(CFA) and structural equation modeling(SEM), and the results are as follows: 1. The two factor measurement model of perceived overqualification performed adequate goodness of fit. The *two factors* are identified as Perceived Mismatch and Perceived No-growth. 2. The finding of cross-validation shows the Perceived Overqualification Scale has good stability. 3. Perceived overqualification was related to lower job satisfaction. 4. Psychological empowerment is moderator of the Relationship between perceived underemployment and job satisfaction. According to research findings, we have proposed suggestions for private kindergarten teachers' perceived overqualification' damage to job satisfaction and for researchers in the future.

Keywords: Job satisfaction, perceived overqualification, private kindergarten teachers, psychological empowerment.

INTRODUCTION

In Taiwan, public kindergarten teachers are protected by laws, along with good salary, so that they can bring their strengths to a full play in early childhood education. Pitifully, the quota of job position in public kindergartens is restricted, resulting in most kindergarten teachers entering private kindergartens. However, private kindergartens are dominated by market logic, and the education commercialization is serious, leading to the fact that a good deal of part-time teachers flood for artistic talent and English teaching favored by the parents. Meanwhile, the teaching materials popular in the market are adopted to so large extent, so the teachers just have to imitate teaching accordingly. Under such circumstances, both teachers' strengths in program design and teaching fail to be fully used. It is common that teachers' job is deteriorated as the babysitters for taking care of the children, contributing to private kindergarten teachers' over-education and low skill underutilization. On the other hand, since private kindergartens is a kind of horizontal organization shortage of promotion channels and opportunities for teachers to grow through work. All the above mentioned have caused the phenomena of perceived overqualification (Fine, 2007; Johnson, Morrow, & Johnson, 2002;

Lobene & Meade, 2010). Private kindergarten teachers often feel person-job misfit, and a sense of perceived mismatch appears; that is, there is a poor match between individual qualifications and job requirements. Private kindergarten teachers also perceive non-changing job environment as well as no-growing due to poor learning or growth opportunities (Fine & Nevo, 2008; Johnson & Johnson, 1996, 1997). Nevertheless, in education field, studies related to private kindergarten teachers' perceived overqualification are scarce, reflecting that there is certainly a need to conduct research on private kindergarten teachers' perceived overqualification in order to compensate the gap in investigation.

According to relative deprivation theory, after the individual compares his/her own working situation with the referenced object's and find the difference between the original expectation and the practical reality, he/she will perceive the sense of deprivation and experience unfair feelings, both cause job satisfaction (Johnson & Johnson, 2000, 2002). Also, the individual will undergo poor work outcomes brought by low job satisfaction (Erdogan & Bauer, 2009; Fine & Nevo, 2008). In regard of this viewing angle of person-job fit, when the individual perceives that the personal abilities meet the job requirements, he/she will experience job satisfaction. In contrast, when the individual feels unfit with the job, job satisfaction will decrease, and turnover intention raises (Erdogan, Bauer, Peiró, & Truxillo, 2011). Also, relative research also prove that, perceived overqualification corresponds to relative deprivation theory and the theoretical recounting of person-job fit, which will lead to declining of job satisfaction and poor work outcomes (Bolino & Feldman, 2000; Erdogan & Bauer, 2009; Liu & Wang, 2012; Maynard, Joseph, & Maynard, 2006). Here, owing to that job satisfaction is the key variable that affects work outcomes as job performance and turnover, kindergarten teachers with poor job satisfaction not only have bad working attitudes but also poor job performance. Those kindergarten teachers with low job satisfaction reduce the quality of preschool education unbeneficial for children's growth in learning. However, in education field, studies exploring private kindergarten teachers' perceived overqualification and job satisfaction are rarely seen, so it is certainly necessary to proceed studies relative to private kindergarten teachers' perceived overqualification and job satisfaction to fill up the gap of empirical evidences.

Psychological empowerment is defined as a motivational construct based on the individuals' cognition on themselves in relation to their work role and concept (Spreitzer, 1995). Psychological empowerment is an internal incitement that can drive the employees' perception of the ability of controlling their own work (Nelson & Quick, 2011) so as to raise job satisfaction (Fisk, Grove, & John, 2009). So some studies have found psychological empowerment with moderating effect(具有中介效果), as Erdogan and Bauer(2009) found that empowerment ameliorated the negative effects of perceived overqualification on job satisfaction. As a result, it is extremely likely for psychological empowerment to play the moderating role in the relationship between private kindergarten teachers' perceived overqualification and job satisfaction to probe into its function of alleviating perceived overqualification and reducing job satisfaction.

On the basis of the above-mentioned research motivations, this research has three primary purposes:

- (1) To explore the measurement model of private kindergarten teachers' perceived overqualification.
- (2) To clarify the relationship between private kindergarten teachers' perceived overqualification and job satisfaction.

(3) To explore psychological empowerment's moderating effect in the relationship between private kindergarten teachers' perceived overqualification and job satisfaction.

LITERATURE AND HYPOTHESIS

Perceived overqualification

Overqualification can be comprehended from both the objective and subjective angles. From the objective angle, overqualification means the standard of skills and the education the individuals receive are higher than what is required in work (Fine, 2007; Maltarich, Reilly & Nyberg, 2011). As for the subjective viewing angle, overqualification refers to the individuals perceive that their talent is higher than the job requirement, or they sense that there are scarce chances for them to apply to the new skills at work (Maltarich et al., 2011). Also, Zalesny and Ford (1990) claimed that subjective overqualification reflects the experience of the individual, and employee is likely to feel and act based on his or her perception. Additionally, subjective perceived overqualification is regarded as having more predictive power over the outcome variables than the objective perceived overqualification (Johnson, Morrow, & Johnson, 2002; Maynard et al., 2006). Consequently, the common discussions and research all employ definition and measurement model of subjective perceived overqualification, considering it as a kind of personal subjective perception over organization's negative phenomena (Johnson et al., 2002; Maynard et al., 2006).

Actually, perceived overqualification is a kind of special personal unfit for job (Erdogan et al., 2011), and it is also a kind of underemployment that makes productivity unable to be brought into full play (Johnson et al., 2002). Personally, perceived overqualification is the difference in individual ability and job qualification perceived subjectively, as such is how the individual feels his/her ability is higher than job requirement instead of job requirement higher than one's ability, which arouses sense of condescendence (Johnson & Johnson, 2002). Simply speaking, the individual feels that a variety of conditions he/she possesses have superseded the qualification demanded by the job (Johnson & Johnson, 2002; Maynard et al., 2006). To make a step further, perceived overqualification is a psychological state that the individual subjectively interpret that his/her own ability is higher than the job requirement, and that he/she is suitable for operationalization of subjective perception.

Regarding measuring perceived overqualification, Khan and Morrow (1991) are the pioneers to propose Subjective *Underemployment Scale* with 8 items, and they have categorized two factors for perceived overqualification, one is also perceived overqualification, and the other is perceived no-grow. On such foundation, Johnson and Johnson (1996) developed Index of Perceived Overqualification with 10 items to measure perceptions of being overqualified, and divided it into perceived mismatch and perceived no-grow. As for Fine and Nevo (2008)'s angle of general cognitive ability, Perceived Cognitive Overqualification Questionnaire with 9 items has been developed, including two factors, cognitive mismatch and cognitive no-grow. In aspect of empirical research, most adopt measurement of two factors-- mismatch and no-grow (Lobene & Meade, 2010). Mismatch refers to that the individual's education, work experience, and ability are higher than job requirement, while no-grow means the job lacks challenge, so that the individual can accomplish task easily. Therefore, this research employs Private Kindergarten Teachers as the research subject, and, since there are no such scales presently in Taiwan, we have proposed that:

H1: Measurement model of perceived overqualification includes dimension of perceived mismatch and perceived no-grow.

Relationship between perceived overqualification and job satisfaction

According to relative deprivation theory, the individual depends on the subjective judgment for his/her reaction to the situation he/she is in. When he/she perceives the distance between reality (what I have obtain now) and expectation (what I think I should get), he/she will experience a sense of deprivation, and shows negative work attitudes accordingly (Feldman, Leana, & Bolino, 2002). Bolino and Feldman (2000), Johnson and Johnson (2000), Johnson et al (2002) indicated that when the individual feels that he/she cannot bring his/her strengths into a full play, that knowledge, skill, ability, and other personal characteristics are better than job requirement, difference between reality and expectation shows up, and perceived overqualification appears. The individual will generate a sense of deprivation and unfairness, which influences on work attitudes like job satisfaction. In accordance with person-environment fit theory, perceived overqualification is a kind of being unfit to job, as such, people will feel that his/her job has no value nor challenges, causing negative work attitudes like low job satisfaction (Edwards & Cooper, 1990; Erdogan et al., 2011). In addition, Johnson and Johnson (2000) considered that the two constructs, perceived mismatch and perceived no-grow among perceived overqualification, are similar to Herzberg, Mausner and Snyderman (1959) recounting of factor of motivator and hygiene, and they are regarded as the source of job dissatisfaction. In empirical research, perceived overqualification is often set as the antecedent variable for job satisfaction. Moreover, a lot of studies point out that perceived overqualification may lead to declination of job satisfaction (Erdogan & Bauer, 2009; Fine & Nevo, 2008; Johnson & Johnson, 2000, 2002; Liu & Wang, 2012). According to the above-mentioned, this research has proposed:

H2: Perceived overqualification and job satisfaction have negative relationship.

Psychological empowerment's moderating effect in the relationship between perceived overqualification and job satisfaction

Empowerment includes two defining directions; that is, structural empowerment and psychological empowerment (Harrim & Alkshali, 2008). Structural empowerment is a set of practices offering access to information, resources and support opportunities (Gantz, 2010). Psychological empowerment focuses on intrinsic motivation rather than increasing organizational member's level of authority (Giacalone, Jurkiewicz, & Dunn, 2005). Psychological empowerment refers to a set of psychological states essential for the individual to feel a sense of control over their work (Ambad & Bahron, 2012). In other words, psychological empowerment enables the organizational members to address their opinions, to develop self growth, self-solve problems, self-control their organizational living, and therefore generate psychological state; that is, sense of ownership for their organization. On the other hand, the process of developing psychological empowerment is in fact the individual's psychological process of the individual's ceaselessly self-controlling life for personal growing-up. Such intense intrinsic motivation can raise the organizational members' job satisfaction. As proven by Fisk et al's (2009) and Lee's (2003) studies, such psychological empowerment can raise job satisfaction, therefore, psychological empowerment functions as the independent variable that may elevate job satisfaction. As such, its moderating effect is brought into play in the relationship of perceived overqualification and job satisfaction, so this research has proposed that:

H3: Psychological empowerment develops moderating effect in the relationship of perceived overqualification and job satisfaction.

Method**Research subject**

By means of cluster sampling, we extracted 620 kindergarten teachers as the research subject. The teachers' average age is 32.80 years old, and the average quota of children in each kindergarten is 158.79.

Research tools

This research adopted self-developed Perceived Overqualification Scale, Job Satisfaction Scale, and Psychological Empowerment Scale as its research tools. With Likert 5 point scale design, and on the basis of strongly disagree, disagree, neutral, agree, strongly agree, we awarded 1 to 5 points. In addition, we sampled 150 private kindergarten teachers for taking part in the pretest. Then, after completing collection of data, we proceeded principal factor analysis with promax rotation. In accordance with factor analysis results, the selective factor loadings in all three scales is higher than .7. We followed to conduct final factor analysis for the 4 items with the highest value of the constructs. Simultaneously, based on internal consistency analysis, reliability of the scales was constructed, and the test's results of the reliability and validity in each scale is illustrated below:

Perceived Overqualification Scale

This scale has consulted Fine and Nevo's (2008) scale for self developed scale in this research. Our scale includes two measuring constructs--perceived mismatch and perceived no-grow. The results of the test for perceived overqualification scale's reliability and validity are shown in Table 2.

Table 2 Perceived Overqualification Scale's reliability and validity test (N=150)

Construct	Item	Pattern Matrix Factor Loading	Cronbach's α	Explained amount of variability
perceived mismatch	1. My job is very important.	.85	.85	72.50%
	2. I have knowledge more than job requirement	.87		
	3. I have skills better than job requirement.	.84		
	4. I have more experiences than the job requirement	.89		
perceived no-grow	5. My present job does not offer chances for promotion	.86	.88	
	6. My present job does not have challenges	.79		
	7. My present job lacks chances for self-growing	.85		
	8. My present job is not prospectus	.84		
Total Cronbach's α			.90	

Job Satisfaction Scale

This scale was developed by consulting Lee's (2003) research tool used in his study on kindergarten teachers' job satisfaction, including two sub-scales--extrinsic satisfaction and intrinsic satisfaction, and the results of Job Satisfaction Scale's reliability and validity test are as shown in the following table.

Table 3 Job Satisfaction Scale's reliability and validity test results (N=150)

Construct	Item	Pattern Matrix Factor Loading	Cronbach's α	Explained amount of variability
intrinsic satisfaction	1. I am satisfactory with sense of achievement brought by this job	.80	.83	70.83%
	2. I am satisfactory with autonomy in teaching tasks	.82		
	3. I am satisfactory with my strengths brought into play in early childhood education	.81		
	4. I am satisfactory with finding my importance in the children's mind	.83		
extrinsic satisfaction	5. I am satisfactory with my reimbursement.	.85	.87	
	6. I am satisfactory with the supervisor's praise	.90		
	7. I am satisfactory with the hardware equipment in the kindergarten	.85		
	8. I am satisfactory with the evaluation from the parents	.79		
Total Cronbach's α			.89	

Psychological Empowerment Scale

This scale was home-made by consulting Spreitzer's (1995) scale, including four subscales--Meaning, Competence, Self-determination, and Impact. Psychological Empowerment Scale's psychometric property is as follows (See Table 4):

4 Psychological Empowerment Scale reliability and validity test results (N=150)

Construct	Item	Pattern Matrix Factor Loading	Cronbach's α	Explained amount of variability
Meaning	1. My job is very important	.88	.91	86.75%
	2. What I do in my job is very meaningful	.73		
	3. What I do in my job make big contribution to society	.87		
	4. What I do in my job contributes to society's progress	.80		
Competence	5. I master at skills required by job	.83	.87	
	6. I master at knowledge required by job	.74		
	7. I master at tips required by job	.85		
	8. I can control well of my own work ability.	.83		
Self-determination	9. I can decide on my own how to proceed work	.84	.86	
	10. I can decide the progress at work on my own	.78		
	11. I have autonomy in deciding how to do my work	.73		
	12. I can think of how to conduct my work independently and freely	.78		
Impact	13. I can influence issues in the organization	.78	.88	
	14. The organizational members are influenced by me remarkably	.82		
	15. I can control conflict in the organization	.85		
	16. I can influence my supervisor's decision	.84		
Total Cronbach's α			.95	

Data Process

The formal samples were randomly partitioned into two sets by means of SPSS random sampling. To begin with, after selecting the model not only fits but also complies with the theoretical construction, the first sampling set (N1) proceeded confirmatory factor (CFA) analysis. Then, using the first set as the calibration samples, and the second (N2) as the validation samples, cross-validation analysis was conducted through strict tight replication strategy. For private kindergarten teachers' perceived overqualification, the SEM was used to proceed path analysis.

RESULTS AND DISCUSSIONS**The measurement model of perceived overqualification**

From the above-mentioned literature discussion, the researcher defined the measurement model of perceived overqualification. The researcher assumed that perceived

overqualification is a 1-order and two-dimensional construct that includes perceived mismatch and perceived no-grow. After defining the mode, the observed variables' skewness and kurtosis were clarified to determine the method of the estimation model. Skewness coefficient fell between -1.41 to -2.02, and the kurtosis coefficient ranged between 1.85 to 3.63. The coefficient of skewness was not bigger than 3, and the absolute value of coefficient of kurtosis not bigger than 10, so both were used to conduct parameter estimation with maximum likelihood method (ML) (Kline, 1998). The analytical results of the measurement model for perceived overqualification were listed in Fig. 1, and those of goodness-of-fit index were listed in Table 5.

Table 5 CFA's goodness-of-fit evaluation list (N=310)

Model	χ^2	df	p	RMSEA	GFI	NNFI	CFI
Two factor model	28.82	19	.07	.04	.97	.99	.99
ideal value			$p > .05$	<.08	>.90	>.90	>.90

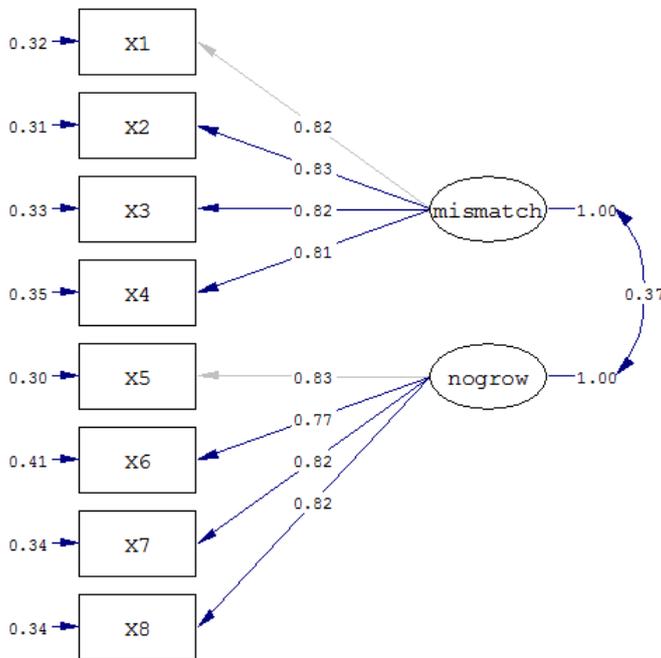


Fig. 1 Path diagram of perceived overqualification (standard solution)
Note: X1 to X8 represents perceived overqualification scale's items

On the basis of Table 5, perceived overqualification's all indices have reached the ideal threshold. As far as goodness-of-fit of measurement model's verification is concerned, the estimation is listed in Table 6.

Table 6 Verification of goodness-of-fit of measurement model (N=310)

latent variables	observed variables	factor loading	individual item reliability	composite reliability	average variance extracted
Perceived mismatch	X1	.82+	.67	.89	.67
	X2	.83*	.68		
	X3	.82*	.67		
	X4	.81*	.65		
Perceived no-grow	X5	.83+	.69	.88	.65
	X6	.77*	.59		
	X7	.82*	.66		
	X8	.82*	.67		
Ideal value		$p < .05$	$> .20$	$> .60$	$> .50$

Note: + set start value to 1, X1 to X8 represents Perceived Overqualification Scale's items
* $p < .05$

According to Table 6, Perceived Mismatch's and Perceived No-grow's individual item reliability, composite reliability, and average variance extracted are all within the range of ideal value. Such phenomena explain each latent variable has had proper convergent validity. For discriminant validity, the restricted model which sets mutual development of the factors at 1 proceeded chi square test for difference for nonrestrictive model and restrictive model. The results showed that the restrictive model's χ^2 value was 79.97, $\Delta\chi^2_{(1)}=51.15$, and $p=.000$, meaning that the quality of the model worsened significantly, and discriminant validity existed between Perceived Mismatch and Perceived No-grow.

Cross-Validation Test

Comparing the tight replication strategy to the loose replication showed that $\Delta\text{MFF}\chi^2=9.15$, $\Delta\text{df}=6$, $p=.16$ (see Table 7), that is, the difference between these two strategies is not significant, implying that the cross-validation of the tight replication strategy could be accepted. Overall, the result of cross-validation test between the calibration sample and the validation sample on the measurement model of perceived overqualification is acceptable. H1 is supported.

Table 7 Cross-validation test on the measurement model of perceived overqualification

Replication Strategy	Overall model fit (N1=310)				Validity sample (N2=310)		
	MFF χ^2 (df)	WLS χ^2 (df)	$\Delta\text{WLS}\chi^2$ (df)	ECV I	MFF χ^2	$\Delta\text{MFF}\chi^2$ (df)	% contribution to MFF χ^2
loose replication)	112.14(49)	111.82(49)		.247	60.53		53.98
tight replication)	129.02(55)	126.68(55)	14.86(6)	.248	69.68	9.15(6) $p=.16$	54.01

註：MFF χ^2 =Minimum Fit Function Chi-Square

WLS χ^2 =Normal Theory Weighted Least Squares Chi-Square

Relationship between perceived overqualification and job satisfaction

Based on literature deduction, this research assumed that relationship exists between perceived overqualification and job satisfaction. In order to test those research hypotheses, this research employed path analysis through SEM for clarification. To start with, the estimation method was decided by skewness and kurtosis of the observed variables. In the part of coefficient of skewness, it was between -1.01 to .33, while the part of coefficient of kurtosis was between -.97 to 2.49. The coefficient of skewness's absolute value was not bigger than 3, coefficient of kurtosis's absolute value not bigger than 10, both can proceed parameter estimation with the maximum likelihood estimation (Kline, 1998), and the model can conduct goodness-of-fit evaluation.

According to Table 8, all evaluation indices passed the standard threshold. Examining Fig. 2, the path coefficients also reached significant standard, the symbol's positive and negative directions complied with the theoretical hypothesis, and the structure fit was good as well. Therefore, Hypothesis 2 was supported. Table 8 correlation shows model's fit evaluation.

Table 8 The model's fit evaluation ($N=620$)

Model	χ^2	df	p	RMSEA	GFI	NNFI	CFI
Hypothesis model	1.05	1	.30	.02	.99	.99	.99
Ideal value			$p > .05$	<.08	>.90	>.90	>.90

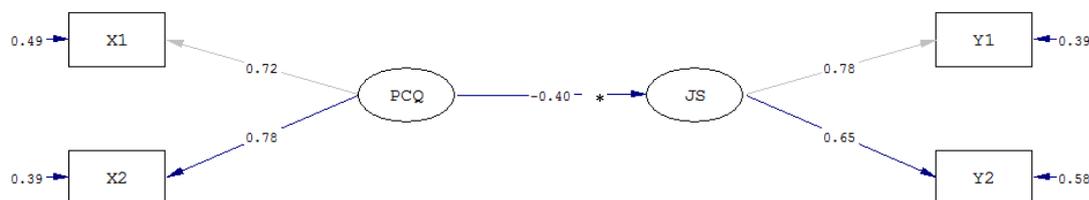


Fig. 2 Path diagram of correlation between perceived overqualification and job satisfaction (standard solution)

註：X1= perceived mismatch, X2=perceived no-grow, Y1=intrinsic satisfaction, Y2=extrinsic satisfaction, PCQ= perceived overqualification, JS= job satisfaction.

* $p < .05$.

Psychological empowerment's moderating effect in the relationship between perceived overqualification and job satisfaction

According to the previous literature discussion, this research proposed the hypothesis that kindergarten teachers' perceived overqualification has moderating effect on their job satisfaction. To test this hypothesis, we used structural equation modeling to conduct path analysis. In the part of the observed indices in item of interaction, it was the paired cross product of the observed variables of perceived overqualification and psychological empowerment. In order to avoid multicollinearity, we adopted standardized score (the M is 0, and the SD is 1) to substitute the raw score, followed by paired cross product (Chin, Marcolin, & Newsted, 2003). Next, we clarified observed variables' skewness and kurtosis so as to decide the model's estimation method. In regard of coefficient of skewness, it is between

-1.41 to .49, while coefficient of kurtosis ranges between -1.27 to 1.84. The absolute value of the coefficient of skewness did not exceed 3, while that of the coefficient of kurtosis was less than 10, which can proceed parameter estimation with the maximum likelihood method (Kline, 1998). The analytical results are shown in Fig. 3, and the model's goodness-of-fit evaluation results are shown in Table 9.

Table 9 The moderating model's goodness-of-fit evaluation (N=620)

	χ^2	<i>p</i>	<i>df</i>	RMSEA	GFI	NNFI	CFI
Hypothesis model	421.37	.00	98	.07	.91	.92	.93
Ideal value		<i>p</i> > .05		<.08	>.9	>.9	>.9

In accordance with Table 3, except that the moderating model's chi square values were influenced significantly by the estimated parameters and the sampling number, other evaluation indices all reached the ideal threshold, so the hypothesis model has fair fit with the observed data.

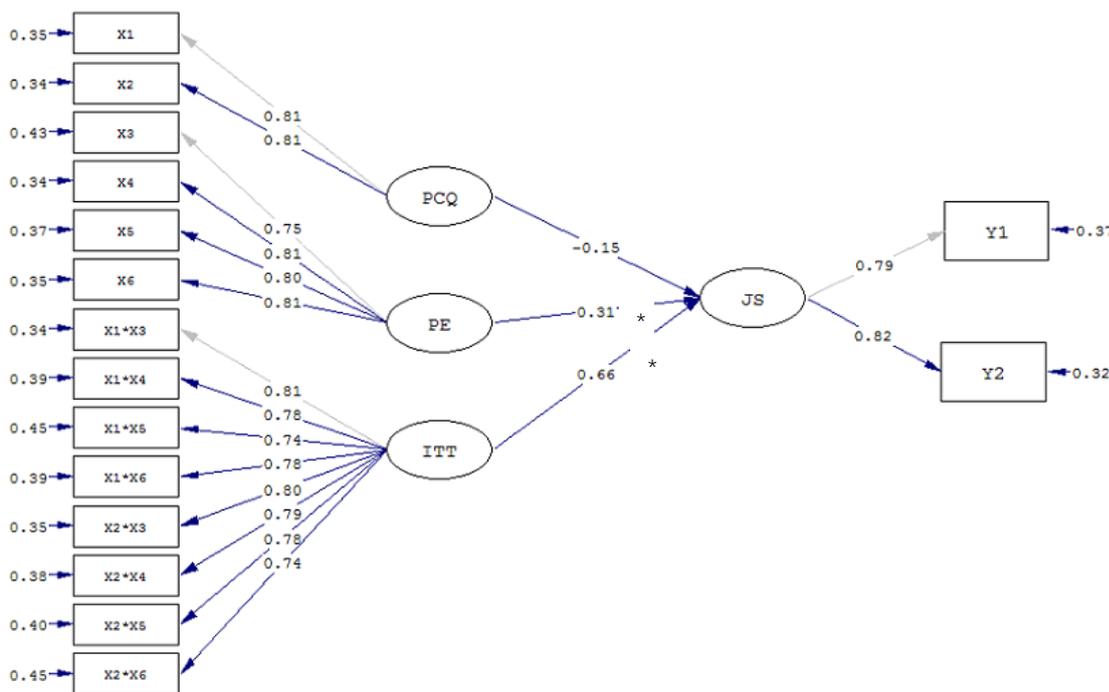


Fig. 3 The moderating model

Note: X1= perceived mismatch, X2=perceived no-grow, X3=meaning, X4=competence, X5=self-determination, X6=impact, Y1=intrinsic satisfaction, Y2=extrinsic satisfaction, PCQ= perceived overqualification, PE= psychological empowerment, ITT= ITT=interaction term, JS= job satisfaction.

* *p* < .05.

According to Fig. 3, interaction term was significantly related to job satisfaction (path coefficient = .66, *p* < .05). We set the value of γ_3 equal to 0 as the restricted model, and used chi-square difference test to compare with the original non-restricted model. The result shows that $\chi^2=495.33$, *df*=99, $\Delta\chi^2(1)=73.96$, and *p*<.001. It means the restricted model's quality worsened obviously, it was proper to exert the original hypothesis model as the final model. In other words, psychological empowerment certainly could moderate the kindergarten

teachers' perceived overqualification and job satisfaction, so this research finding demonstrates H3 is supported.

In order to concretely present such moderating effect, the median extracted from Psychological Empowerment Scale was divided into High and Low Coping Group, and regression analysis was employed for the two groups' testees' perceived overqualification and job satisfaction, which generated the results that present the predictive formula of High Coping Group as $\text{job satisfaction} = -.36 \times \text{perceived overqualification}$. The predictive formula of Low Coping Group was $\text{job satisfaction} = -.54 \times \text{perceived overqualification}$. Both High and Low Coping Groups' gradients are significantly different. Namely, when kindergarten teachers who used psychological empowerment generated perceived overqualification, their job performance would be influenced negatively. When those kindergarten teachers used psychological empowerment with lower frequency, their job satisfaction would be affected by negative influence to more severe extent.

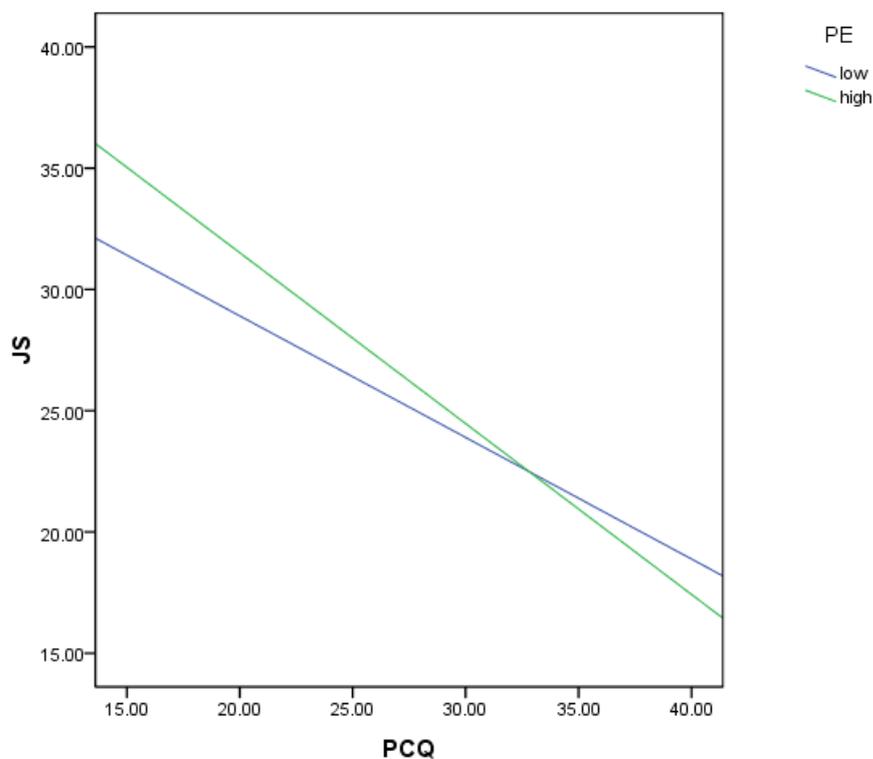


Fig. PCQ predicts JS

Note. PCQ= perceived overqualification, PE= psychological empowerment, JS= job satisfaction

DISCUSSION

The results of the measurement model of perceived overqualification supported the research hypothesis. Perceived overqualification contains perceived mismatch and perceived no-grow, the bi-dimensional construct. This research's findings is consistent with Johnson and Johnson's (1996), Johnson et al's (2002), and Fine and Nevo's (2008) research findings, which explains that perceived overqualification contains perceived mismatch; that is to say, the personal conditions are better than job requirement, and people feel there is no development in the organization. In fact, perceived mismatch reflects that the individual does not fit his/her work, signifying that the individual perceives that his/her own ability and conditions are

superior to what is required by the job position, presenting surplus of skills, knowledge, abilities, education, experiences caused by improper application of the individual's talent. Perceived no-grow reflects the job demand-control model, showing that the individual feels that abilities and talents are not appreciated nor recognized at work. Perceived mismatch is similar to Herzberg et al's (1959) shortage of hygiene factors, so that the individual feels consentience, and starts to question the value of personal work. In the meantime, perceived no-grow is like Herzberg et al's (1959) shortage of incentive factors, so that the individual feels bored at work lacking challenges.

The results of the structural equation modeling's path analysis support that perceived overqualification has significantly negative influence on job satisfaction, and such claim corresponds to the research of Erdogan and Bauer(2009), Fine and Nevo (2008), Johnson and Johnson (2000, 2002), Lee (2005), Liu and Wang (2012). Also, it mirrors what relative deprivation theory holds that sense of deprivation generates negative work attitudes as well as the theoretical proposition that low job satisfaction is retrieved from work unfit in the person-environment fit theory.

Also, the analytical results of the moderating model show that psychological empowerment indeed plays the role of moderating in the influential relationship between perceived overqualification and job satisfaction, and it can alleviate perceived overqualification harm to job satisfaction. Consequently, kindergarten organizations can try to provide the teachers with a work environment with teacher empowerment, so that they can have power, not only enjoying power of autonomy and right of selection, but also taking part in decision making, so perceived mismatch involving surplus of skills, knowledge, abilities, education, and experience can be eliminated.

CONCLUSIONS AND SUGGESTIONS

According to the above-mentioned analytical results, three hypotheses in this research are all supported. That is to say, perceived overqualification is composed by two constructs, perceived mismatch and perceived no-grow. Next, perceived overqualification has significantly negative influence on job satisfaction. Lastly, psychological empowerment can moderate the relationship between kindergarten teachers' perceived overqualification and job satisfaction. Based on the three findings, this research suggests that:

(1) Perceived overqualification scale can be used to measure private kindergarten teachers' perceived overqualification.

Through rigorous statistical analysis, this research sets up perceived mismatch and perceived no-grow in the measurement model for perceived overqualification scale. In addition, this scale indeed has proper reliability and validity suitable for assessing private kindergarten teachers' perceived overqualification.

(2) Work redesign to be proceeded according to job characteristic model

It is found in this research that perceived overqualification will reduce job satisfaction. Obviously, perceived overqualification is apparently a negative phenomena in organization. As such, by means of dimensions indicated by job characteristic model, including skill variety, task identity, task significance, autonomy, and job feedback, private kindergartens can raise the teachers' incentive and hygiene factors through job enlargement and job redesign in job enrichment in order to lessen harm done by perceived overqualification.

(3) Create a work environment with teachers' empowerment

In this research, it has been found that perceived overqualification has negative influence on job satisfaction. Perceived overqualification is certainly a negative psychological state that is sufficient to incur various kinds of negative work outcomes. Besides, one of the factors that contribute to perceived overqualification is the flat organization structure of the kindergartens. Actually, flat organization structure has caused the teachers having no chances to grow in work. Aiming at such phenomenon, the private kindergartens can create a work environment with teacher empowerment, such as implementation of leadership style, including distributed leadership, teacher leadership, and so on, so as to change kindergarten teachers' cognitive and emotional reactions to their work environment, and reducing the destructive power of perceived overqualification.

(4) Suggestions for future research

This research has conducted preliminary statistical analysis, in the future, the deep-layer implication lying behind the analytical results can be investigated through qualitative studies and interviews. With the aid of the interview data, studies can interpret psychological empowerment, and explore the likelihood of decreasing the power of perceived overqualification's negative influence on job satisfaction.

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