

DEPRIVED BUT NOT IN THE SAME WAY: THE MODERATING EFFECTS OF INDIVIDUAL CHARACTERISTICS ON THE SKILLS MISMATCH'S ASSOCIATION WITH INDIVIDUAL SUBJECTIVE WORK WELL-BEING

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This paper aims at exploring the link between different types of skills/education-job mismatch and individual subjective work well-being (SWWB) and how this association is moderated by some individual socio-demographic characteristics and the use of digital technologies.

THEORETICAL CONSIDERATIONS

SWWB refers to the overall subjective state of an individuals in relation to different aspects of work environment.

We argue that from the capability perspective and having in mind the specificity of the contemporary highly dynamic and rapidly digitalised societies SWWB should be defined as a multidimensional phenomenon, which – in addition to individuals' satisfaction with some instrumental dimensions, such as level of payment, working conditions, etc. – includes their attitudes to dimensions that capture intrinsic values: interest in the work, possibilities for continuous learning, acquiring of digital skills and professional growth, interpersonal relations.

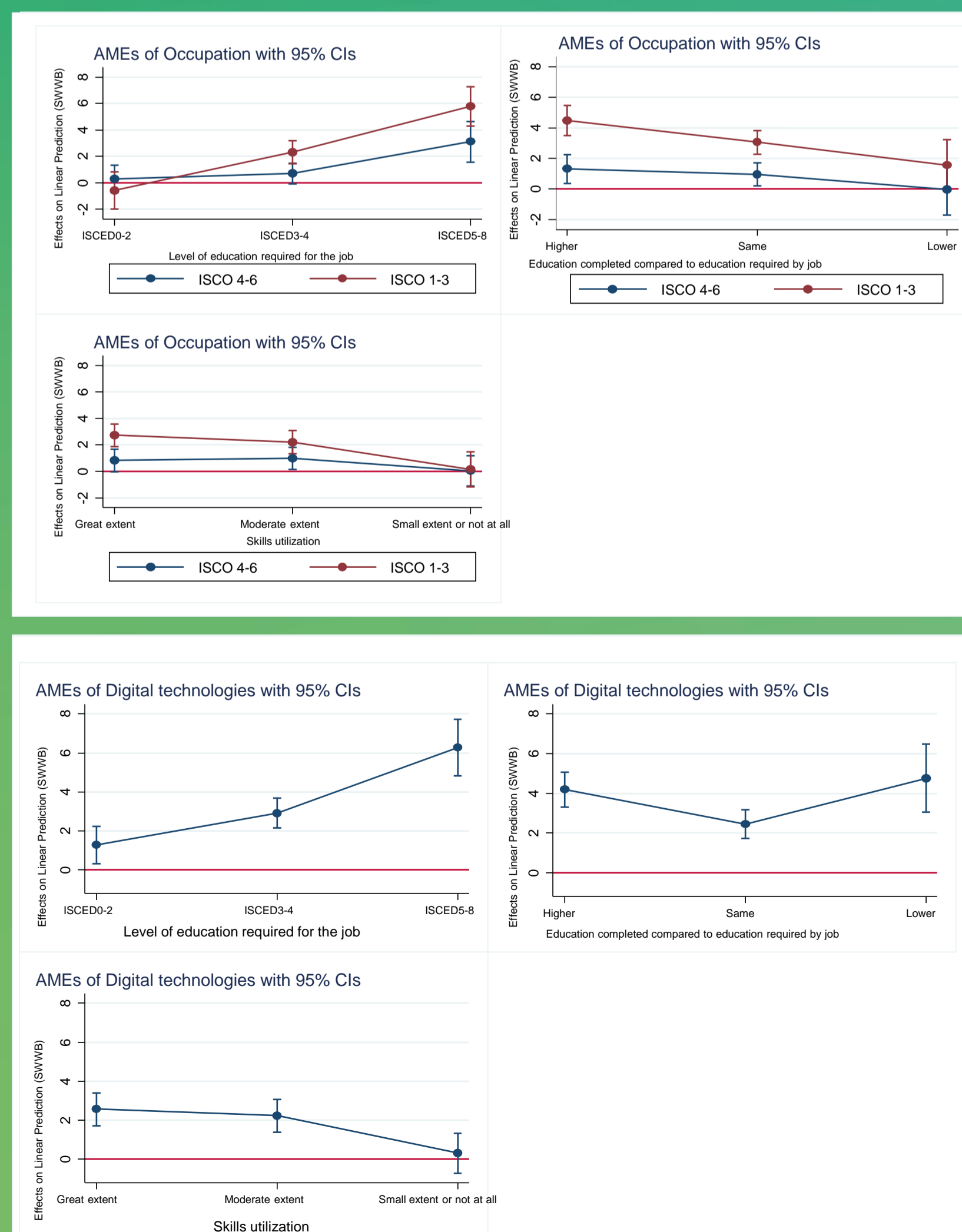
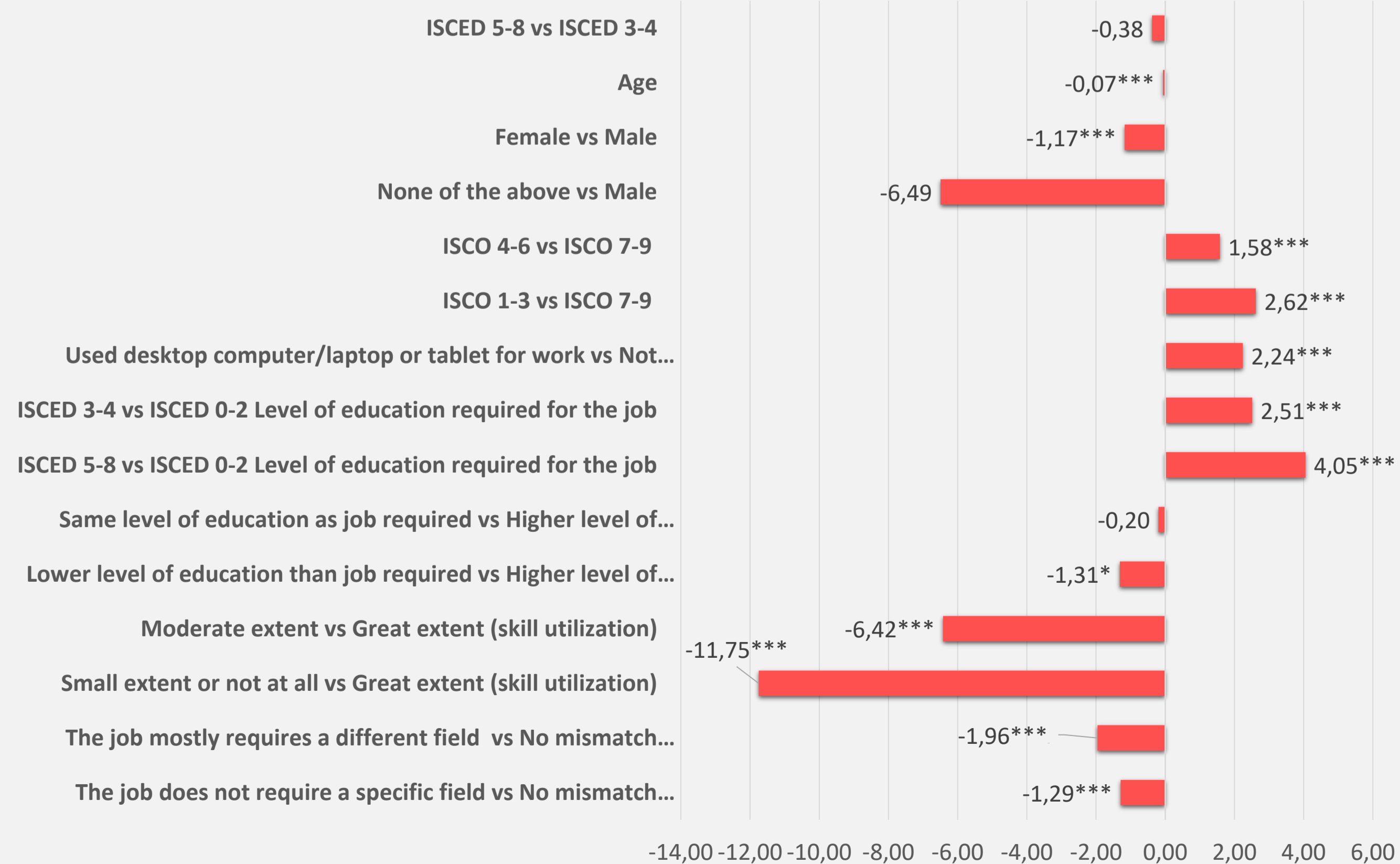
Relying on the capability approach, we propose to view skills mismatch as a lack of correspondence between level of acquired skills/education/qualification, on the one hand, and the level of skills/education/qualification required for a job, which leads to capability deprivation with wider consequences for individual well-being than reduced economic benefits alone.

Taking into account the previous literature on skills mismatch (e.g. Cedefop 2010, 2018; McGuinness et al. 2018), as well as previous work on well-being and job satisfaction within the capability approach (e.g. Boyadjieva & Ilieva-Trichkova 2024; Leßmann & Bonvin 2011), the present study addressed the following three research questions:

- 1) How individual SWWB can be measured?
- 2) How different types of skills/education-job mismatch are associated with individual SWWB?
- 3) Do individual socio-demographic characteristics and use of digital technologies moderate the effects of different types of skills/education-job mismatch on individual SWWB?

RESULTS

Results of multilevel linear models showing associations between individual subjective SWWB and different forms of mismatch, regression coefficients



METHODOLOGY

Data and limitations: : ESJS2 2021; 30,607 employed adults from 27 countries

Dependent variable: **SWWB index 0-100**

Independent variables:

Skills and education-job mismatch:

- Level of education required for the job
- Education completed compared to education required by job
- Horizontal mismatch
- Skills utilization

Socio-demographic variables: gender; age, level of education & occupational group.

Variable which accounts for the role of digital technologies: digital technologies used at work.

Control variable: place of living.

Analytical strategy: multilevel modelling technique.

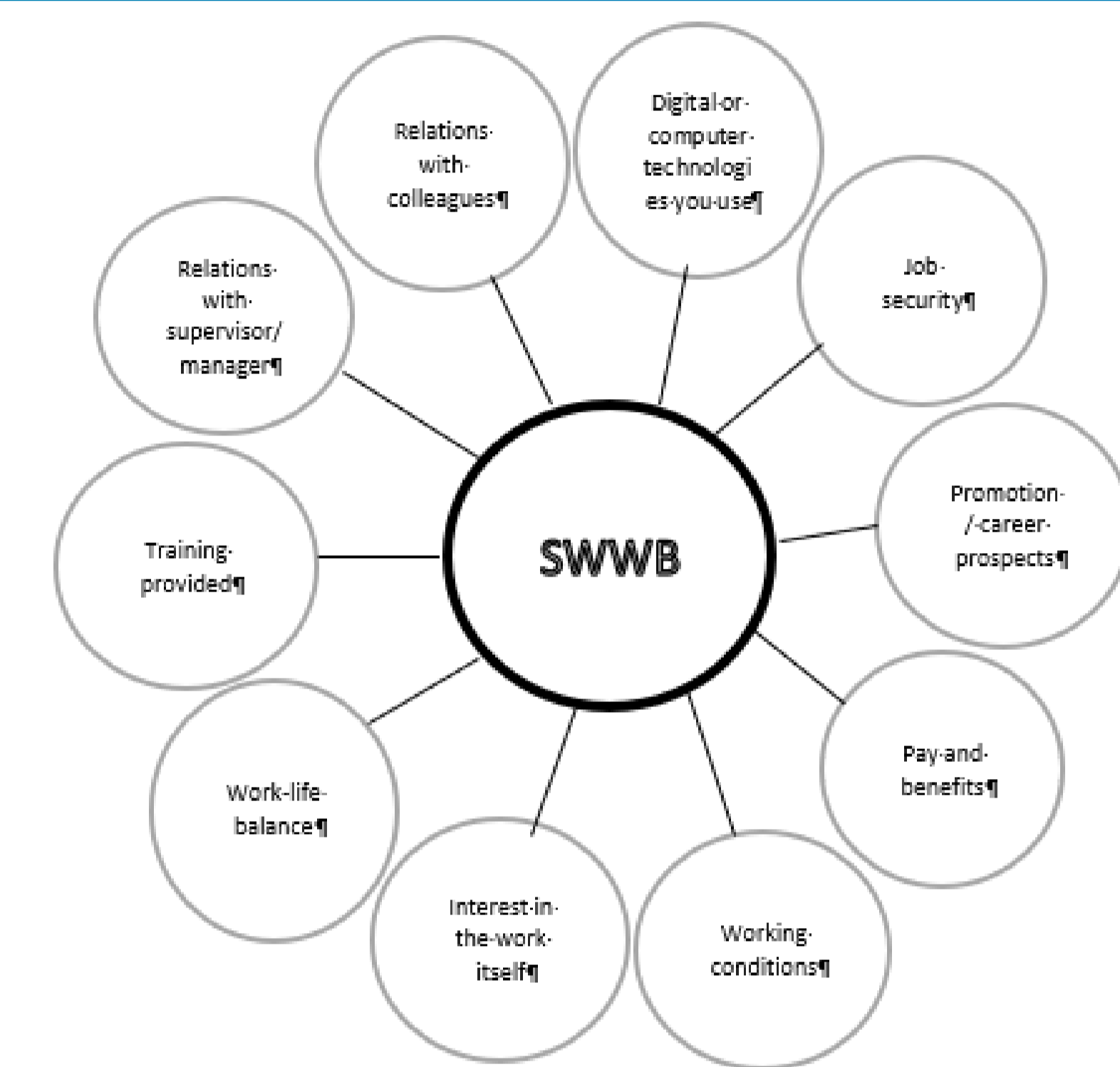
CONCLUSIONS

The paper provides evidence that:

- Each of the types of skills mismatch studied – required education, vertical education mismatch, horizontal education mismatch, skills utilization – matters for individual SWWB.
- However, our findings demonstrate that different types/forms of mismatch influence SWWB in different ways. E.g. horizontal mismatch and the lower level of reported skills' utilization in work are associated with lower level of individual SWWB, whereas in case of mismatch that refers to education completed compared to education required by job, adults who are employed in jobs where the same or lower level of education for the job is required than the level completed by them, have reported significantly higher level of SWWB than those who are employed in jobs where higher level of education than theirs is required.
- The individual characteristics moderate the effect of skills mismatch on individual SWWB differently, which should be considered in both analyses and policy making. Thus, e.g., we reveal that horizontal mismatch matters less for females' SWWB, as they show higher level of individual SWWB than males in the case they report of horizontal mismatch.

Based on these results we argue that:

- skills mismatch should always be studied as a multidimensional phenomenon and that its different types have to be examined separately in general, but also specifically in relation to the individual SWWB.
- policy at work should be based on the acknowledgment of the complex nature of work and on the understanding that it is a crucial factor in people's lives due not only to its economic and instrumental value, but also to its intrinsic importance for living a meaningful, interesting and personal growth-related life.



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