

**Overeducation and its Relationship with Happiness as Viewed by
the Postgraduates of Educational Studies in Egyptian
Universities**

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Overeducation and its Relationship with Happiness as Viewed by the Postgraduates of Educational Studies in Egyptian Universities

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Abstract: This current research has focused on the relationship between overeducation and happiness in educational postgraduate masters and doctoral graduates. The aim of the research is to define this relationship positively and negatively. To achieve this, the two researchers used a descriptive approach. The research sample consisted of (264) master's and PhD degrees in educational sciences. After obtaining the sample views, the data were processed statistically using arithmetical mean and standard deviation and the statements of resolution were then arranged according to the arithmetic mean. The research yielded several results, the most important of which was that the views of the sample varied according to three choices (large, medium and small). Based on the foregoing findings. The research recommends the following: Conducting similar research applied to large samples of various pedagogical disciplines. More material support for postgraduate students (while in school) and incentives for them, as the cost of schooling is not commensurate with the return, which is a hindrance to enrollment in postgraduate studies. Work to increase the financial return from obtaining a

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degree in proportion to the expenditure on it. To invest the impaired potential of educational graduate students, especially those with a degree, who did not have career opportunities commensurate with their degree. Offer career opportunities at the master's doctoral levels and give them priority in applying for senior leadership positions to benefit from their expertise.

Keywords: overeducation, happiness, educational graduates

Preface

The scientific research system consists of three vertices of triangle: the researcher, the supervisor and the research, together with other important elements that affect the efficiency of scientific research, such as material support, the administrative climate and the environment surrounding the research system, all of which control the added value of scientific research. The added value of scientific research in general and educational research in particular is its economic, social and culture benefitsetc . Otherwise educational research is of no value unless it consumes the scientific knowledge it produces as an added value.

Over the past 10 years, there has been an increase in the demand for postgraduate education in all its disciplines. Especially the master and PhD Level, followed by obtaining scientific degrees that are supposed to bring the happiness of graduates, this happiness is represented by, among other things:

Improving the quality of life, adopting solutions to the problems in the educational field, the employer of the graduate benefiting from the degree obtained, the contribution of the degree to career advancement, and obtaining a financial return proportional to the effort made in obtaining the degree.

The experience of the two researchers in the educational field, whether academic (First researcher) or practical (second research) is that of the first research (academic, research, supervisor and debater of various educational degrees) and the second researcher (PhD, who has been working in the field of education for the past 22 years) and the close association, both show the existence of the so – called phenomenon of overeducation and the association of this phenomenon with happiness in graduates. This is the idea of the current research, which focuses on the relationship between overeducation Education graduates from the master's and doctoral degrees are happy.

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Literature Review

1.Pedro, et al. (2018)

The researchers' object is to know the satisfaction of the overqualified workers in the Spanish job market, which is affected by an economic crisis. The data come from the Ministry of Employment and Social Security. An association between overqualification and low degrees of satisfaction. The originality of this work lies in the combination of different methodologies in the study of the concepts of overqualification and satisfaction in the framework of the Spanish economy. They also concluded that the degree of satisfaction of the overqualified workers is less than that of workers whose job is commensurate with their training. Therefore, this fact (overqualification → dissatisfaction) that was their initial straight point, continues to be valid although the economic landscape is unstable. However, it ought to be highlighted that the job satisfaction figures increase in a general manner during the years of economic crisis, and particularly for overqualified workers.

2.Frank & Hou, (2018)

This study examines the relationship between overeducation and life satisfaction among both immigrant and native – born workers in Canada. Factors associated with immigrants specifically (e.g.years since migration)are also considered. Overeducation was negatively associated with the life satisfaction of both immigrants and non-immigrants, although the effect was weaker among the immigrant population. Income was the main factor mediating the negative relationship between overeducation and life satisfaction among immigrants. Moreover, the negative influence of overeducation on life satisfaction weakened with immigrants' increased residence in Canada.

Although overeducation was negatively associated with immigrants' life

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satisfaction, it had a stronger influence on the non-immigrant population. This may be due to differences in the reference groups to which immigrants and non-immigrants compare themselves when assessing their life satisfaction, overeducation may be less influential to immigrants' life satisfaction because it is a common experience among immigrants. Additionally, overeducation is less detrimental to immigrants' life satisfaction with increased time in the host country. This may be attributable to a shift in the importance immigrants assign to the employment domain of their life over time.

3.Chen et al.,(2019)

Prior research mostly focuses on the effect of over-education on happiness, whereas the effect of under-education on happiness has received minimal attention. In addition, no research to date has examined the effect of both over- and under-education on happiness by using a full spectrum of workers. Thus, the purpose of this paper is to fill this research gap. The ordered probit model is estimated to examine the effect of the education occupation mismatch on happiness based on 2012 survey data from Taiwan. The results generally indicate that over-education positively affects happiness, whereas under-education has a minimal effect. The effect of the education–occupation mismatch on happiness also varies with different age groups. Specifically, over-education positively affects happiness except for workers aged 42 and above, whereas negative effects of under-education are found only among workers aged between 32 and 42 when their social network is insufficiently extensive. Moreover, a worker's social network as a non-pecuniary factor, rather than income as a pecuniary factor, is a major channel through which education enhances happiness.

4.Hafez,et al.,(2020)

Nowadays, happiness index is used to measure a nation's economic progress by looking at Gross National Happiness. One of the criteria used to measure happiness index is workplace wellness. Since happiness is subjective and it is difficult to define a person's happiness with many confounding factors, this research attempts to determine what influence factors of happiness or at workplace among Government Sector Workers in Lahad Datu Sabah. Four factors of happiness at workplace such as employment status, income, social support and work conditions towards happiness were proposed. Using a sample of 106 questionnaire collected from several Government agencies in Lahad Datu Sabah, data analyses were conducted using Multiple Regressio Analysis, Independent. Sample t-test and one-way ANOVA. The results showed that there was significant difference in happiness at the workplace between employment status and income level of workers in Government Sector in Lahad Datu Sabah. Generally, there was 62% variation in happiness at the workplace as determined by employment status, income, social support and work conditions. The remaining 38 % were contributed to other additional factors that had not been considered in this study. Indeed, this research has basically contributed to the research on happiness at workplace for Malaysian public service. Further research could aim to replicate the present findings using larger samples and explore other additional factors as well as an improved conceptualization of happiness at workplace, so that more useful related research could be conducted.

5.Cainzos &Voces, (2020)

In this article, the two researchers aimed at studying the effects of the experience of overeducation, understood as a specific form of status inconsistency, in three areas: job satisfaction, subjective well-being and the image of social

satisfaction and the economic achievement process. For this, they used survey data from Spain and employ analytical procedures that have not previously been applied to this field (diagonal reference models). Thus, they make an empirical contribution (they tested hypotheses concerning the impact of overeducation on specific types of attitudes) and a methodological contribution (They showed the fruitfulness of applying to the study of overeducation a standard procedure for analyzing the effects of social mobility and status inconsistency). They conclude that the experience of overeducation has some negative effects, but they are mostly confined to the sphere of work. The educational employment inconsistency reduces job and economic satisfaction, but does not affect overall subjective well-being or the image of social stratification.

6.Naiwei et al.,(2020)

Prior research mostly focuses on the effect of overeducation on happiness, whereas the effect of undereducation on happiness has received minimal attention, In addition, no research to date has examined the effect of both over and undereducation on happiness by using a full spectrum of workers. Thus, the purpose of this paper is to fill this research gap. The results generally indicate that overeducation positively affects happiness, whereas undereducation has a minimal effect. The effect of the education-occupation mismatch on happiness also varies with different age groups. Specifically, overeducation positively affects happiness except for workers aged 42 and above, whereas negative effects of undereducation are found only among workers aged between 32 and 42 when their social network is insufficiently extensive. Moreover, a worker's social network as a non-pecuniary factor, rather than income as a pecuniary factor, is a major channel through which education enhances happiness.

7.Mainar & Gomez, (2020)

The spread of over-qualification is a consequence of individuals having acquired more credentials than required at the workplace. In some cases, it may be that this mismatch plays a role in allowing workers to compensate for the lack of some other skills, to escape from unemployment, or to achieve job stability in the labor market. Consequently, workers may feel no less satisfied, at least in some aspect than adequately-matched workers. The aim of this paper is to analyze the relationship between over-qualification and the various dimensions of job satisfaction in Spain, a country characterized by a strongly-segmented labor market with high unemployment levels, and a significant number of mismatched employees. Using micro data a representative sample of Spain workers. The two researchers carry out simultaneous maximum likelihood stimulations on a two-equation system to control for potential endogeneity. The results obtained provide evidence that does not reject the hypothesis that mismatched workers do not necessarily feel less satisfied than adequately-matched workers in the dimensions of job satisfaction related to extrinsic or social relations.

8.Anjum & Islam, (2021)

This study attempted to explore the factors which determine the work happiness of academics. A self-administered questionnaire was developed and circulated to academics at four private universities in Sylhet City, Bangladesh. A total of 141 respondents have participated in this study and the workplace happiness of academics was estimated based upon six constructs (Organizational Culture, Remuneration, Job Security & amp; Career Advancement, Interpersonal Relationships, The work itself, Autonomy & amp; Feedback). This study used the reliability test of the survey questions together with descriptive statistics, correlation and multiple regression analysis to measure the impact of variables on

happiness at work. The results showed that three of the variables studied (relationships, autonomy, feedback and compensation) had the most significant impact on academic workplace happiness than other contrasts. However, this study also revealed the importance of other constructs in shaping academic work happiness. The findings of the study will surely help the private university owners or policy makers as well as the other service industries to better understand the factors influencing employees' workplace happiness and designing appropriate policies to ensure the subjective well-being of their workers.

9.Ghanaïem,M & Abdul Shafy, H,(2021)

The current research aimed at answering a major question: What is the reality of overeducation at the higher education level in Egypt& What's the impact on the labor market? Through presentation of the conceptual framework that deals with the concept of overeducation, indicators and explanatory theories, the shape of the education system in Egypt, the graduate site and the impact of overeducation on the labor market. It also aimed at identifying the requirements of balancing the outcomes of higher education(postgraduates studies) with the needs of the Egyptian labor market. The two researchers used the descriptive method to present the literature review on research and identified the theories of overeducation. At last, this research was limited to postgraduates studies (master's and doctorate). It also concluded with several recommendations, the most important of which: review the education policy applied by the ministry of higher education with a new view to reduce wastage because of overeducation among Egyptian university graduates.

10.Park, Kihong.(2022)

This study aimed at analyzing the determinants of job satisfaction among doctorate holders in South Korea, with a particular focus on the relation between overeducation and job satisfaction. Unlike most previous studies, this paper

considers overall job satisfaction as well as six different domains of job satisfaction (promotion opportunities, intellectual challenge, level of responsibility, level of autonomy, contribution to society and social status) using data from the Korean Survey on Careers and Mobility of Doctorate Holders of 2017. The multi-dimensional approach to job satisfaction is a complex concept in general. The main result of an ordered profit model reveals that perceived overeducation is found to be a significant negative determinant of overall job satisfaction suggesting that overeducated doctorate holders are more dissatisfied with various aspects of their job compared to their well-matched counterparts.

11.Samir,K. & Almuth,L.,(2022)

Job satisfaction is a major driver of an individual's subjective well-being and thus affects public health, societal prosperity, and organizations, as dissatisfied employees are less productive and more likely to change jobs. However, changing jobs does not necessarily lead to higher job satisfaction in the long run. Previous studies have shown, instead, that changing jobs only increases job satisfaction for a short period of time before it gradually falls back to similar levels as before. This phenomenon is known as the "honeymoon-hangover" pattern. In their study, they identify an important new moderator of the relation between job change and job satisfaction: the job-education match of job changes, Based on relative deprivation theory. They argue that job changes from being overeducated in a job lower the likelihood of negative comparisons and thus increases the honeymoon period, lessens the hangover period, and increases long-term job satisfaction. They use data from the Socio-Economic Panel ranging from 1994-2008 and Focus specifically on individual periods of employees before and after job changes (n=134,404). Their results confirm that a change to a job that requires a matched education has a stronger and longer-lasting effect on job satisfaction, and that this effect is slightly lower for respondents born abroad.

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12.Huang, et al.,(2023)

In this study, the researchers used 2020 data from the Pane (Study of Chinese University Students to explore the impact of overeducation on new graduates' job satisfaction from a gender perspective. The results indicate that first, female graduates are more likely to be overeducated from an objective stand point, while male graduates are more likely to think subjectively that they are overeducated, Second, overeducated female graduates have higher levels of job satisfaction than not overeducated ones, but this correlation is not significant for male graduates. Third, subjective awareness of overeducation reduces levels of job satisfaction for both female and male graduates. Their research showed that gender segregation remains in the current employment structure in China. Female graduates are more likely than male graduates to enter traditional industries with low requirements and are objectively more likely to be overeducated, and thus they are more competent and have higher satisfaction in their jobs.

13.Alattas,H.,(2023)

Since the introduction of the overeducation topic, there has been a methodological debate on the most effective measurement tool. This debate has concluded that there is no single most appropriate method to measure overeducation, which depends entirely on data availability. By using the Integrated Labor Market Panel Survey (ILMPS) for Egypt (1998-2018), Jordan (2010- 2016) and Tunisia (2014), this paper contributes to the existing literature on overeducation by measuring it across a sample of Arab countries using different methods as specified in the literature. The results reveal that the incidence of overeducation significantly varies across the measures. The subjective WA approach yielded the highest incidence of overeducation among the measures, whereas the JA approach produced the lowest incidence. The RM approach,

however, fell in a middle between the two other approaches and captured the region's political conflict and social unrest. Moreover, the spearman rank correlation between the measurements was relatively low, indicating short overlaps among workers categorized as overeducated across measures.

14.Mathew, V.(2023)

This article referred to the workplace is an important pillar of Corporate Sustainability and Responsibility, and employees are the key stake holders within this Happiness in the workplace is a combination of several factors like engagement, empowerment, wellbeing and culture. Increasingly, forward-thinking companies understand that employee happiness translates into positive business results and has an impact on business profitability. Such organizations put employees ahead of customer in the best possible way, thus creating long-term profitability and value for the business. Happy and engaged workplaces have a positive influence on employees and empower them. Happy employees are productive and satisfied and are proactively responsible and accountable for not only their own success but that of the organization. Happiness in the workplace is not a quick fix, and one-off initiatives could fail to create sustained happiness within the workplace requires creating a work culture and environment that nurtures employees. Embedding happiness within the workplace and making it quantifiable and practical requires putting together the right policies, processes and measurements to create a workplace that has a positive vibe and employees are motivated to give their best to the organization every day.

15.Piper, et al. (2024)

Despite Korea's economic development, gender, inequality in its society and the labor market is still prevalent. Within this context, this investigation considers the relationship between overeducation and life satisfaction by gender.

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Korean females are better educated than males and they also face more discrimination in the labor market, the consequences of overeducation are likely to differ by gender. Using Korean panel data the results are consistent with females having lower aspirations despite their high levels of education, and indicate that a more female friendly labor market could address the country's currently underutilized human capital.

16.Saritha & Mukherjee, (2024)

This paper referred to the field of happiness in the workplace. (HAW) is dynamic and continuously evolving, necessitating ongoing discussions across multiple research platforms. The purpose of this paper is to review the existing literature, examine the determinants and consequences of HAW, and highlight the importance of this area for future research. The two researchers adopt the systematic literature review method to comprehensively explore the existing literature on HAW. At last, the study findings uncovered the determinants and consequences of HAW across multiple levels, including organizational, social and psychological. The study's results emphasized significant contributing factors that lead to HAW, which could inspire skate holders to enhance working conditions and improve employee happiness.

17.Zhao, et al. (2024)

This study utilized data from the China Labor-Force Dynamic Survey (CLDS)

2016 and China's 1% Population Sample Survey 2015 to explore the mechanisms linking overeducation to depressive symptoms and identify factors buffering the strength of this association. Employing causal inference methods, including instrumental variable regression and propensity score matching. The researchers found a positive impact of overeducation on depressive symptoms. Mediation

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analysis shows that low personal income and perceived fairness of earnings act as mediators, aligning with perspectives of wage penalty and distributive justice within the context of overeducation. However, interaction effects suggest a stronger association between overeducation and depressive symptoms among individuals with less job autonomy, partially due to their lower likelihood of perceiving their earnings as fair. This study integrates status inconsistency theory and distributive justice theory, offering valuable insights for future research and policy formulation to address mental health challenges linked to educational mismatch in the workforce.

18.Mahy ,et al., (2024)

This paper is the first to examine whether and how overeducation and overskilling, considered separately and in interaction, influence workers' job satisfaction at European level. It also investigates the moderating role of employment contracts. Their results, based on a unique pan-European database covering 28 countries in 2014, show that overeducation and overskilling reduce the probability of workers being satisfied with their jobs, but also that the drop in job satisfaction is almost double for genuinely overeducated workers (i.e. workers that are both overeducated and overskilled). These adverse effects on job satisfaction are found to be more pronounced among mismatched workers (whether overeducated, overskilled or both) on fixed-term rather than indefinite contracts.

General comment

The foreign studies have addressed the research variable: both overeducation and happiness to complete where literature review have been completed. The researchers used the most recent studies, from 2018 to 2024, and found that there were virtually no Arabic literature review in this field. In addition, the current study builds on previous studies and sheds on the variable of

overeducation and its relationship to job satisfaction and the feeling of happiness for Masters and PhD graduates in various other societies, guiding the researchers to this new study and application to Egyptian educational universities

Research Problem

The phenomenon of overeducation is increasing among those who have obtained master's and doctoral degrees in Egyptian universities. The increase of education in younger generations and the relative scarcity of qualified jobs available for them makes overeducation of young employees a social issue. The younger generation's level of education, improved through the extension of post compulsory education and mainly oriented toward higher education, does not correspond to job opportunities. High unemployment rates make it particularly difficult for young people to find jobs to match their qualifications.

The following table (1) shows the number of graduates of higher education degrees from faculties of education, specific education and kindergarten and their percentage of total postgraduates in Egyptian universities in 2021

Sort	Diploma	Master	Ph.D	Total	Percentage %
University Graduates	82068	19389	9063	110520	59 %
Education Graduates	41887	2261	1048	45169	41 %
Proportion of Education Graduates	51%	12%	12%	41%	

Table of numbers of two researchers based on the following reference:

A.R.E. Central Agency for Public Mobilization and Statistics (November 2022)

Research Justifications & Importance:

The importance of addressing this issue (overeducation) through the lack Arab research and studies in the field is apparent as it is during the continuous increase in the number of enrolments in educational postgraduate studies compared to the total number of enrolments in Egyptian universities, where the number of enrolments in educational postgraduate studies is about (52000) in 2020/2021 constituting about (26%) of the total enrolments in universities. The postgraduates of Educational Studies is about (45196) constituting about (41) of the total graduates of Egyptian universities in 2020/2021. **(Central Agency, November 2022)**

The main Question:

What is the overeducation in relation to happiness as viewed by the postgraduates of educational studies in Egyptian Universities?

The sub-questions:

- 1.What is the concept of overeducation and happiness?
- 2.What is the reality of the overeducation of the postgraduates of educational studies?
- 3.How satisfied are the postgraduates with their degree level?
- 4.What kind of relationship is there between overeducation and happiness for the postgraduates of educational studies in Egyptian Universities?
- 5.What are the suggestions for reducing the phenomenon of overeducation to bring happiness for the postgraduates of educational studies in Egyptian Universities?

Research Limits

Research is limited to postgraduates of educational studies in Egyptian universities (Education Faculties, Specific Education Faculties and Early Childhood Education Faculties)

Theoretical Framework

Concept of Happiness

- **Chia et al.** defined happiness that it is an abstract and complex phenomenon that is perceived differently across cultures and historical contexts. (Chia et al., 2019)
- **Raghunathan & Chittur** refers to happiness that pleasant sensations, such as those that typically arise from consuming sensory experiences, In this definition, happiness to be instantiations of “happiness”, Although some people may instinctively equate happiness to only such sensations, most people, it appears, also equate it to “deeper” emotional states.

Happiness & Creativity

Happier people are more creative. In one study, participants were put in either a happy state, a neutral state or an un happy state and were asked to come up with different uses for a paper clip. Findings showed that those in a happier state came up with a significantly higher number of uses for the paper clip than those in a less happy state. The superior creativity of happier people is not restricted to “pure creativity” tasks (such as the one just mentioned). Happier people seem to be more creative than their less happy counterparts even when it comes to relatively important and

stressful tasks such as negotiating to get a better deal. Findings show that those in a happy state out negotiate those in a less happy state.

Happiness and Positive Attitude

Finally and perhaps most importantly, happy people have a more positive, more optimistic, supportive and enthusiastic attitude. This is, of course, a big reason why they are more sought after as teammates than less happy people, but the implications of a positive attitude go beyond the context of teamwork. Happy people are more likely to spread positive word of mouth about their organizations, and also less likely to quit, be absent from work, engage in counter productive behaviours.

(Raghunathan & Chitturi,2019)

- **Batia&Mohsin** referred to happiness as a concept of subjective well-being of people, is a relatively recent phenomenon. It has been gaining prominence with the gradual improvement in people's living standards with the development of economy, and the needs of people aiming for higher meaning, purpose and happiness in life.

Happiness at Work is associated with pleasure that one gets while being engaged in work that is perceived as a meaningful and purposeful. Employee engagement is a much broader concept as compared to employee satisfaction. "Employee Satisfaction" is considered as "an overall employee assessment" of the workplace. It refers to how employees feel their "happiness" about their job and conditions, such as compensation, work environment, and career development, opportunities, etc. Satisfaction employees are happy to clock in and out and "Do what is asked". However, engaged employee are productive members of an organization who are "psychological

committed” to mission / purpose of the organization, work with passion, go “above & beyond” laid down expectations, thrive on challenges, look for opportunities to give back to organization, and leave a legacy. An engaged employee is likely to be already satisfied, but the reverse might not be true. Happy employees instead of behaving like “paid workers”, virtually act as “volunteers” enjoying the work that they perceive meaningful and for which they are truly passionate about. (Batia&Mohsin, 2020)

- **Saritha & Mukherjee** referred to it is something that everyone keeps searching for immaterial of the culture each belongs. The term of happiness is frequently used interchangeably with other words, such as joyfulness, wellness, satisfaction, peacefulness and quality of life. This is because these concepts are highly interrelated, with similar values and measurements that contribute to positive impacts on one’s life, leading to personal growth and development. (Saritha & Mukherjee, 2024)

There are several factors that contribute to employee happiness, including:

1.Positive work environment:

Employees are more likely to be happy if they work in an environment that is supportive, inclusive and fosters positive relationships among team members.

2.Fair Compensation:

Being paid fairly for their work is a key factor in employee satisfaction.

3.Opportunities for growth and development:

Employees who have opportunities to learn and develop new skills are more likely to feel fulfilled and engaged in their work.

4.Recognition and appreciation:

Employees who feel that their contributions are valued and appreciated are more likely to be happy and motivated.

5.Work-life balance:

Employers who prioritize work-life balance by offering flexible work arrangements or time off are more likely to have happy employees.

6.Job security:

Employees who feel secure in their jobs and have a sense of stability are more likely to be happy and committed to their work. (Merdek & et al.,2020)

There are other factors of workplace happiness:

- 1.Quality of work life.
- 2.Purposeful and meaningful work.
- 3.Engaging and rewarding work.
- 4.Sense of control.
- 5.Productive relationships at work.(Bahati&Mohsin,2020)

Concept of Overeducation

Piper & et al., referred to Overeducation is by now a well-understood and reached phenomenon thus our introduction to its definition and measurements is brief. Also referred to as overschooling or educational mismatch.

Overeducation has been defined as the difference between a worker's attained or completed level of schooling and the level of schooling required for the job the worker holds'

Overeducation has been investigated for several decades, with one of the

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earliest discussions was about overeducated Americans.

In the last few years there has been increasing interest in the relationship between overeducation and life satisfaction, with a main pathway through which overeducation affects life satisfaction argued to relative comparisons. Based on this logic, if individuals compare themselves to others who have a lower level of education, but work in similar employment positions, they are likely to be dissatisfied. When investing time and money into the attainment of a degree, individuals expect that this will bring about benefits in the future. However, when these hoped for benefits are not obtained, it could lead to disappointment should be seen in lower life satisfaction. (Piper & et al., 2024)

Cainzos & Voces referred to Overeducation is an increasingly important phenomenon that is taught to have negative effective effects both at the individual and the societal levels.

Overeducation is associated with a reduction in subjective well-being, measured in terms of either satisfaction with one's personal life or feelings of happiness.

There are three approaches to the concept and measurement of overeducation, which are generally known as objective, statistical and subjective.

According to the **objective approach**, or job analysis method, a worker is overeducated when his / her educational level is higher than the level that is considered to be normatively required to perform his / her job. The **statistical method** compares the educational level of the individual with the average for the occupation. Finally, the subjective approach directly or indirectly measures the discrepancy between the educational level workers consider necessary to adequately do their job and their actual educational level. (Cainzos & Voces, 2020)

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Field Study

A sample of research was randomly tasted from those with master's or doctoral degrees in the faculties of education to identify overeducationa, which does not result in a rise in the level of attainment of the degree (physical and moral return, better job opportunities or career advancement in the field of work). The number of correct questionnaires received electronically (264) from a large community in a number of Egyptian universities was difficult to quantify. The questionnaire was sent electronically. The respondents did not request to name the respondents until the name the respondents until the response was objective.

Description of the research sample is shown in **the following table:**

Table (2) Research sample characterization

The university	Repetition	Percentage
The New Valley	43	16.29 %
Mansoura	34	12.88 %
Cairo	32	12.12 %
Alexandria	27	10.23 %
Assuit	21	7.95 %
Bani Swif	15	5.68 %
Damanhor	10	5.68 %
Aswan	9	3.79 %
Helwan	7	3.41 %
AlAzhar	7	2.65 %
Sohag	7	2.65 %
AlArish	7	2.65 %
AlFayoum	7	2.65 %
Tanta	6	2.27 %
AlMinya	5	1.89 %
Suez Canal	5	1.89 %
Qina	5	1.89 %
Kafr AlSheikh	5	0.76 %
AlZakazik	2	0.76

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The university	Repetition	Percentage
Damietta	2	0.76
Ph.D	141	53.4
Master	123	46.6
Education Foundations	233	88.3
Psychological Health	11	4.2
Teaching Methodologies	10	3.8
Psychology	9	3.4
Education Technology	1	0.4

Data in table (2) indicate the following:

- Responses came from 20 of Egypt's 27 public universities.
- Major number of responders from south valley university, then Mansoura, Cairo, Alexandria.
- Number of doctoral respondents (141), or (53.4%) and masters (123) by (46.6%)
- Most of the respondents with degrees in pedagogy (88.3%) of the total sample, and affiliation appears to have been the cause of response of the larger number of pedagogy subjects.

Research Findings

After obtaining the sample views, the data were processed statistically using mean and standard deviation and the statements of resolution were than arranged according to the mean. A summary of the result indicates that the sample views varied according to three options (large , moderate and small).

Table (3) The responses of Research Sample

N	Phrasings	Mean	Standard Deviation	Degree of verification	Arrangement
1	I was and still happy in my grade study.	2.67	0.554	large	3
2	The return from my study is proportional to the effort.	1.93	0.789	moderate	15
3	How much I get from my degree ?	2.24	0.766	moderate	10
4	The financial outlay on my studies is beyond me.	0.603	2.3	moderate	9
5	My tuition is proportional to the payoff.	0.658	1.5	small	18
6	My family took advantage of my degree.	0.815	1.92	moderate	16
7	My employer (if you work) benefits from degree.	0.816	2	moderate	13
8	Degree contributed to career advancement.	0.8	1.79	moderate	16
9	Your degree of satisfaction with the scientific level of your degree.	0.514	2.7	large	2
10	The degree made me happy when I got it.	0.501	2.76	large	1
11	The degree has improved my overall quality of life.	0.641	2.48	large	7
12	The degree to which you feel unwell during your time in studying.	0.721	1.71	moderate	17
13	The board of directors was obstinate with me during my studies.	0.714	1.42	small	19
14	I've never been so bored in my studies.	0.704	2.05	moderate	11
15	The degree helped adopt the educational field's problem solving.	0.71	2.36	large	8
16	Material return from obtaining a degree.	0.587	1.33	small	20
17	How is your degree related to your level of happiness.	0.639	2.55	large	5
18	I advise my colleagues to pursue postgraduate studies to get a master's and a doctorate.	0.697	2.53	large	6
19	How useful a seminar is in my specialty?	0.563	2.63	large	4
20	Masters and PhD degrees are just a necessary social interface.	0.77	1.99	Moderate	14

Data in table (3) indicate that:

First, the statements that were most accurate from the sample members personal are, respectively

- I was and still happy in my grade study

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- Your degree of satisfaction with the scientific level of your degree.
- The degree made me happy when I got it.
- The degree has improved my overall quality of life.
- The degree helped adopt the educational field's problem solving.
- How is your degree related to your level of happiness?
- I advise my colleagues to pursue postgraduate studies to get a master's and a doctorate.
- How useful a seminar is in my specialty?

Second, the statements achieved with a moderate degree are, respectively:

- The return from my study is proportional to the effort.
- How much I get from my degree.
- The financial outlay on my studies is beyond me.
- My family took advantage of my degree.
- My employer (if you work) benefits from degree.
- Degree contributed to career advancement.
- Masters and PhD degrees are just a necessary social interface.
- The degree to which you feel unwell during your time in studying.
- I've never been so bored in my studies.

Third, the statements scored a small degree:

- The board of directors was obstinate with me during my studies.
- My tuition is proportional to the payoff.

<http://dx.doi.org/10.29009/ijres.7.4.1>

- Material return from obtaining a degree.

❖ **Research summary & Recommendations**

- This current research has focused on the relationship between overeducation and the happiness of masters and doctoral educational postgraduate graduates.
- The objective of research was to identify this relationship positively and negatively, and to achieve the goal they used the descriptive approach.
- The research sample was a sample of masters & PhD degrees in education science.

Based on the foregoing findings, the research recommends the following:

- Doing a similar research applied to large samples of different pedagogical disciplines.
- Material support for postgraduate students and the provision of incentive for them; the cost of schooling is not commensurate with the return on it, which is a hindrance to the enrolment of postgraduate studies.
- Endeavour to increase the financial return from obtaining a degree in proportion to the expenditure on it.
- To invest the impaired potential of educational graduate students, especially those with a degree, who do not have job opportunities commensurate with their degree.
- To provide an opportunity for career advancement at the master's and doctoral levels and to give them priority in applying for senior leadership positions to benefit from their expertise.

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