

The Influence of Job Mismatch on Turnover Intention Among Teachers in Ghana: Examining The Mediating Function of Job Satisfaction

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ABSTRACT

Retaining qualified teachers remains a pressing concern for education systems in developing economies, where staff are frequently deployed to roles that do not correspond with their training or expertise. This study investigates how job mismatch shapes teachers' intentions to leave their positions in Ghanaian second-cycle institutions, while also analysing whether job satisfaction explains this relationship. A cross-sectional quantitative design was employed, drawing on survey responses from 236 teachers selected from a population of 400. Data were analysed using Partial Least Squares Structural Equation Modelling (PLS-SEM). The results demonstrate that misalignment between teachers' competencies and assigned duties significantly increases their intention to quit. Job mismatch was also found to reduce job satisfaction, which in turn partially mediated turnover intention. The findings indicate that although structural deployment challenges cannot always be avoided, strengthening workplace satisfaction can lessen their negative consequences. The study contributes to contemporary debates on teacher retention by highlighting the psychological pathways through which workforce misallocation affects educational stability.

1. INTRODUCTION

Educational quality is inseparable from the stability and engagement of teachers. Schools rely not only on the availability of trained personnel but also on whether those individuals are positioned in roles that make meaningful use of their knowledge and skills. When teachers are assigned subjects outside their areas of expertise or placed in roles that underutilise their training, a disconnect emerges between professional preparation and daily practice.

This disconnect often described as job mismatch has become increasingly visible in many labour markets as systems struggle to balance workforce supply and institutional demand (Allen & van der Velden, 2001; McGuinness, 2006). Within education, the implications are especially profound because misalignment affects both teacher wellbeing and student outcomes (Ingersoll, 2001).

In Ghana and similar contexts, teacher deployment policies have expanded access to schooling but have also produced staffing imbalances. Teachers may accept assignments outside their specialization due to administrative necessity rather than professional fit. While such arrangements may address immediate

shortages, they can gradually weaken motivation, reduce satisfaction, and foster intentions to exit the profession.

Existing studies on teacher attrition have emphasised workload, compensation, and leadership climate (Skaalvik & Skaalvik, 2011), yet the role of job mismatch as a precursor to dissatisfaction and withdrawal remains underexplored. This study therefore examines how job mismatch influences turnover intention and investigates whether job satisfaction operates as the mechanism linking these variables.

2. CONCEPTUAL BACKGROUND

2.1. Job Mismatch in the World of Work

Job mismatch refers to a lack of alignment between an individual's education, skills, or field of training and the requirements of the job performed (Hartog, 2000). Researchers typically distinguish between:

- **Vertical mismatch** – differences between educational level and job requirements.
- **Horizontal mismatch** – employment outside one's field of specialization (Robst, 2007).

In educational systems, horizontal mismatch is common where teachers are reassigned to unfamiliar subjects to

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address shortages, often leading to reduced instructional confidence and effectiveness.

2.2. Job Satisfaction and Person–Job Fit

Job satisfaction reflects the degree to which employees feel positively about their work roles and environment (Locke, 1976). Person–Job Fit Theory suggests that satisfaction increases when employees perceive compatibility between their competencies and job demands (Kristof-Brown et al., 2005). Conversely, misfit generates strain, frustration, and reduced engagement.

For teachers, professional identity is strongly tied to subject mastery and pedagogical competence; when these are undermined, satisfaction declines (Skaalvik & Skaalvik, 2017).

2.3. Turnover Intention

Turnover intention refers to an employee's deliberate consideration of leaving an organisation and is widely recognised as the most immediate predictor of actual turnover (Mobley, 1977; Tett & Meyer, 1993). In professions like teaching, where mobility may be constrained, turnover intention often manifests through psychological withdrawal before physical exit.

2.4. The Mediating Role of Job Satisfaction

The Job Demands–Resources (JD-R) model posits that unfavourable job conditions act as demands that erode motivation, while positive experiences such as satisfaction serve as resources that sustain commitment (Bakker & Demerouti, 2007). Job mismatch can therefore indirectly influence turnover intention through its effect on satisfaction levels.

2.5. Theoretical Framework

This study draws on three complementary perspectives—Person–Job Fit Theory, Herzberg's Two-Factor Theory, and the Job Demands–Resources (JD-R) Model—to explain how job mismatch shapes teachers' job satisfaction and their intention to leave the profession. Together, these frameworks provide a balanced understanding of how structural conditions in schools translate into personal experiences at work and, ultimately, into decisions about staying or leaving.

2.5.1 Person–Job Fit Theory

Person–Job Fit Theory is rooted in the idea that people function best when their knowledge, skills, and interests align with the work they are asked to do. Early vocational scholars emphasised that matching individuals to suitable occupations improves both performance and wellbeing (Parsons, 1909). Later developments in organisational psychology reinforced this view, showing that compatibility between employees and their roles is strongly associated with satisfaction, commitment, and stability at work (Kristof-Brown et al., 2005; Holland, 1997).

When such alignment is absent, employees often feel ineffective, undervalued, or disconnected from their professional identity. In teaching, this can occur when educators are assigned subjects outside their training or placed in roles that do not reflect their expertise. Research indicates that these forms of misalignment reduce morale and increase withdrawal behaviours, including the intention to leave (Cable & DeRue, 2002).

In the Ghanaian context, where staffing pressures sometimes require flexible deployment, job mismatch represents a clear disruption of person–job fit. Teachers who perceive that their abilities are underutilised or stretched beyond preparation may struggle to find meaning and confidence in their work, thereby lowering job satisfaction and increasing the likelihood of turnover intention.

2.5.2 Herzberg's Two-Factor Theory

Herzberg's Two-Factor Theory provides further insight by distinguishing between factors that prevent dissatisfaction and those that actively create satisfaction (Herzberg et al., 1959). Hygiene factors—such as salary, working conditions, administrative support, and policy environment—do not necessarily motivate employees, but their absence can generate frustration. Motivators, including achievement, recognition, responsibility, and opportunities for growth, are intrinsic to the work itself and foster genuine engagement.

For teachers experiencing job mismatch, both sets of factors can be affected. Being assigned unfamiliar subjects may limit opportunities for achievement and professional mastery, thereby weakening intrinsic motivation. At the same time, the additional stress and ambiguity associated with such assignments may strain working conditions, creating dissatisfaction. Studies in educational settings consistently show that when teachers feel unsupported or unable to grow professionally, their satisfaction declines and attrition risks rise (Skaalvik & Skaalvik, 2017).

Thus, Herzberg's theory suggests that improving external conditions alone is insufficient; schools must also strengthen intrinsic motivators that help teachers rediscover meaning and accomplishment in their roles.

2.5.3 Job Demands–Resources Model

The Job Demands–Resources (JD-R) Model explains how workplace pressures interact with available supports to influence employee wellbeing and behaviour (Bakker & Demerouti, 2007). The model categorises aspects of work into job demands—such as workload, role conflict, and emotional strain—and job resources, including autonomy, collegial support, and professional development opportunities.

High demands without adequate resources can lead to exhaustion and disengagement, whereas strong resources can buffer these negative effects and sustain motivation. Within this study, job mismatch is viewed as a job demand because it requires teachers to invest

additional effort to perform tasks outside their area of expertise. Job satisfaction functions as a psychological resource that can help teachers cope with these pressures. When teachers feel valued, supported, and capable of growth, they are more likely to remain committed despite structural challenges.

2.5.4 Integrating the Theories

Although developed from different traditions, the three theories converge on a shared message: alignment and support are essential for sustaining motivation and retention.

- Person–Job Fit Theory explains how mismatched roles undermine satisfaction and belonging (Kristof-Brown et al., 2005).
- Herzberg’s framework clarifies why both working conditions and meaningful professional experiences shape attitudes toward work (Herzberg et al., 1959).
- The JD-R Model demonstrates how demands such as job mismatch interact with resources like job satisfaction to influence turnover-related outcomes (Bakker & Demerouti, 2007).

By integrating these perspectives, the study proposes that job mismatch does not influence turnover intention in isolation. Rather, its impact is filtered through teachers’ day-to-day experiences of satisfaction, recognition, and support within their schools. Addressing mismatch while strengthening professional resources is therefore critical to improving teacher retention.

3. METHODOLOGY

3.1. Research paradigm

The positivist paradigm aligns well with quantitative research methods that aim to measure and analyze numerical data to identify patterns and relationships (Smith & Johnson, 2020). It emphasizes objectivity, empiricism, and the use of quantitative measures to establish causal relationships (Creswell, 2014).

3.2. Research Design

This study employed a quantitative research design to investigate the influence of job mismatch on turnover intention, with a specific focus on the mediating role of job satisfaction among teachers in second-cycle institutions in Ghana. By adopting a quantitative approach, the researcher examined relationships between variables and identify patterns and connections within the data (Jones, 2020). Unlike experimental designs that involve manipulating variables, this research design observed the variables as they naturally occur in the research setting (Thomas, 2019). This approach enables the exploration and interpretation of relationships without interference.

3.3. Study Population

The target population for this research comprises teachers employed in the second-cycle institutions in Ghana, particularly within the Ghana Education Service (GES). The study specifically focused on teachers holding the ranks of Assistant Director I, Assistant Director II, and Principal Superintendent. These ranks were selected to ensure representation from various levels of teaching staff in second-cycle institutions.

3.4. Sample and Sampling Procedure

Sampling involves the process of selecting a subset of elements from a larger population for research purposes (Kumar, 2005). In this study, a sample size of 400 respondents was chosen through a convenient sampling technique. Convenience sampling involves selecting individuals based on their accessibility and willingness to participate in the study. This method is often used when time and resources are limited (Babbie, 2016). The use of convenient sampling in this study is practical, especially when considering the accessibility of the target population and the constraints of the research process. It allows the researcher to collect data from individuals who are readily available and willing to participate, making the data collection process more efficient and cost-effective.

3.5. Source of Data

In this study, a combination of primary and secondary data sources was utilized to gather comprehensive insights into the research topic. The primary data collection involved the use of structured questionnaires, while the secondary data was obtained from existing literature on job mismatch, turnover intention, and job satisfaction.

3.6. Instrument for Data Collection

The Job Mismatch Questionnaire utilized in the study is an adaptation from the Job Requirement Ability Mismatch Scale developed by Kristof (1996). Kristof’s scale has demonstrated a high level of internal consistency, with a Cronbach’s alpha coefficient of 0.87, which solidifies its reliability (Kristof, 1996). This questionnaire specifically evaluates the perceived alignment between a teacher’s qualifications, skills, and their assigned responsibilities, employing a 5-point Likert scale ranging from 1 (Strongly disagree) to 5 (Strongly Agree).

In assessing the dependent variable of Employee Turnover Intention (ETI), the research incorporates a three-item scale initially devised by Mobley and colleagues in 1979 (Mobley et al., 1979). The scale focuses on three key aspects: "I think a lot about quitting my job," "I am actively searching for an alternative to my present job," and "As soon as possible, I will leave this organization." This instrument also utilizes a 5-point Likert scale, ranging from 1 (Strongly disagree) to 5 (Strongly Agree). The reported

Cronbach's alpha value of 0.82 highlights a robust internal consistency and reliability of the scale (Mobley et al., 1979).

Furthermore, the Job Satisfaction Scale employed in the research is derived from the comprehensive work of Taylor and Bowers in 1974, primarily focusing on the overall job satisfaction scale (Taylor & Bowers, 1974). This scale measures job satisfaction by evaluating employee responses to individual items, assessing their contentment levels with various aspects of their work environment, including relationships with colleagues, supervisory dynamics, career advancement opportunities, compensation, and the organizational milieu. The reported coefficient alpha value of 0.71 confirms its internal consistency and reliability (Taylor & Bowers, 1974).

3.7. Data Analysis.

Both *descriptive and inferential statistics* will be employed through the use of Smart PLS. Smart PLS will facilitate the examination of the bivariate relationship between the study variables, including job mismatch, turnover intention, and job satisfaction. Pearson Product Moment correlation, a widely used inferential statistic, will be applied within the Smart PLS framework to determine the strength and direction of the relationship between two variables (Bryman, 2012). Smart PLS supports the use of correlation analysis, which is particularly suited for assessing associations between variables in a structural equation modeling context (Hair *et al.*, 2016). This approach will contribute to establishing the reliability of the questionnaire and exploring the relationships between the key constructs, aligning with the study's objectives.

3.8. Ethical Consideration

To uphold the ethical principles governing research, the researcher obtained the necessary ethical clearance and compliance with the ethical guidelines and regulations established by the University of Education, Winneba. Utmost attention was given to ensure the ethical conduct of the study. Prior to administering the questionnaires, appropriate measures were taken to obtain permission from the management of the selected second-cycle institutions in the central region. Respondents were provided with comprehensive assurance regarding the anonymity and confidentiality of their identity-related information. They were clearly informed that their personal details will be kept confidential and will not be disclosed in any way that could link their responses to their identity. This commitment to maintaining anonymity and confidentiality aims to foster trust and encourage participants to provide honest and open responses.

4. DISCUSSION

A. Demographic Information of Respondents

The summary of these demographic characteristics is presented in the Table below.

Table 1: Summary of Frequencies and Percentages of Respondents' Demographics

Variable	Frequency	Percentage
Gender		
Male	186	78.8
Female	50	21.2
Age		
20-29 years	66	28.0
30-39 years	118	50.0
40-49 years	32	13.6
50-59 years	20	8.4
Educational Qualification		
Bachelor's Degree	136	57.6
Master's Degree	52	22.0
Doctorate Degree	30	12.7
Professional	18	7.6
Marital Status		
Single	102	43.2
Married	122	51.7
Divorced	6	2.5
Widowed	2	.8
Separated	4	1.7
Length of Service		
1-5 years	18	7.6
6-10 years	112	47.5
11-15 years	74	31.4
16-20 years	20	8.5
Above 20 years	12	5.0

The sample was dominated by male teachers (78.8%), with most respondents aged between 30 and 39 years and possessing bachelor's degrees. A large proportion had between six and ten years of experience, suggesting a mid-career workforce vulnerable to mobility decisions.

Normality Test of Data

Table 2: Summary of Normality Test Statistics

Variables	Mean	Std. Deviation	Skewness	Kurtosis
Job Mismatch	3.6733	.87311	.240	.476
Turnover Intention	3.9237	.73919	.158	.316
Job Satisfaction	3.7874	.68168	.160	.318

The calculated skewness and kurtosis coefficients for all the variables examined were found to fall within the acceptable range of -2 and +2, signifying a normal distribution of the dataset (Bai & Ng, 2005).

Reliability and validity indicators exceeded recommended thresholds, confirming internal consistency and construct validity. Factor loadings, composite reliability, and AVE values demonstrated that the measurement model was robust.

Measurement Model

Structural Model

The structural analysis revealed:

- Job mismatch significantly increased turnover intention ($\beta = 0.544$, $p < .001$).
- Job mismatch significantly reduced job satisfaction ($\beta = -0.205$, $p < .001$).
- Job satisfaction significantly reduced turnover intention ($\beta = -0.268$, $p < .001$).

These findings confirm that teachers who perceive greater misalignment are more likely to consider leaving, while satisfaction acts as a stabilising influence.

Mediation Analysis

Job satisfaction partially mediated the relationship between job mismatch and turnover intention (indirect $\beta = 0.055$, $p < .001$), indicating that mismatch affects turnover both directly and indirectly through diminished satisfaction.

5. DISCUSSION

The results demonstrate that job mismatch is a significant predictor of teachers' intention to leave, supporting the Job Demands–Resources framework which links unfavourable job conditions to withdrawal behaviours (Bakker & Demerouti, 2007). When teachers cannot apply their expertise, they experience reduced professional fulfilment, consistent with Person–Job Fit theory (Kristof-Brown et al., 2005).

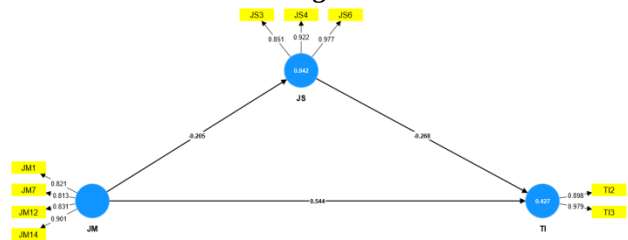
The mediating role of job satisfaction suggests that organisational support can buffer the negative effects of mismatch. Even where redeployment is unavoidable, schools that provide recognition, professional development, and autonomy can maintain teacher commitment (Skaalvik & Skaalvik, 2017).

5.1.1 Confirmatory Factor Analysis

Reliability and validity indicators exceeded recommended thresholds, confirming internal consistency and construct validity. Factor loadings, composite reliability, and AVE values demonstrated that the measurement model was robust.

The rigorous application of the CFA technique contributes to the credibility and robustness of the research findings, ensuring the accuracy of the measurements and the validity of the identified constructs (Brown & Moore, 2012).

Figure 1: The CFA Model Measurement with Standardized Item Loadings



5.1.2 Model Fitness Test

The results of the model fitness test, provide a critical insight into the efficacy and suitability of the data model employed.

Table 3: Summary of Model Fitness Indices

Fitness Indices	Recommended Thresholds	Author (s)	Final CFA Model
SRMR	<0.08, excellent, 0.08-0.10 acceptable	Hu and Bentler (1999) Bagozzi (2010) Henseler et al. (2015)	0.099
NFI	>0.5, acceptable, 0.70-1.0 excellent	Bentler and Bonett (1980) Sivo et al. (2006) Dijkstra and Henseler (2015)	0.550

NB: SRMR = Standardized Root Mean Square Residual, NFI = Normed Fit Index

Source: Field Survey, (2023)

Reliability and Validity of the Measurement Scales

the measurement loads within the linked constructs were examined to determine the items' reliability from the table below.

Table 4: Summary Results of Measurement Scales and Model Indicators

Latent Variable	Items	Factor Loadings	Cronbach's Alpha	Composite Reliability (CR)	Average Variance Extracted (AVE)
	JMM1	0.821		0.907	0.709

Job Mismatch	JMM2	0.831		
	JMM3	0.901	0.869	
	JMM4	0.813		
Turnover Intention	TI1	0.898		
	TI2	0.979	0.882	0.937
Job Satisfaction	JS1	0.851		
	JS2	0.922		
	JS3	0.977	0.913	0.942

5.1.3 Correlational Analysis among Study Variables

The Pearson's product-moment correlation analysis was done in SPSS as part of the initial tests to demonstrate the relationships between the study variables in terms of direction and strength. Table 4 shows the summary results of the correlational analysis among the variables under study

Table 5: Summary Results of the Correlational Analysis among Study Variables

	1	2	3	4	5	6	7
1 Gender	1						
2 Age	.042	1					
3 Educational	-.058	.314**	1				
4 Marital status	-.003	.598**	.220**	1			
5 Job Mismatch	.115	.319**	.177**	.307**	1		
6 Job Satisfaction	-.026	.176**	.094	.107	.697**	1	
7 Turnover Intention	-.075	.317**	.056	.082	.588**	.649**	1

The Table above indicate that the Pearson product-moment correlation between Job Mismatch and Turnover Intention was not only positive but also statistically significant ($r = .588$, $p < 0.001$). This suggests a strong and positive relationship between Job Mismatch and Turnover Intention. Similarly, the analysis revealed a significant and positive correlation between Job Mismatch and Job Satisfaction ($r = .697$, $p < 0.001$). Additionally, the Pearson product-moment

correlation between Job Satisfaction and Turnover Intention was also positive and statistically significant ($r = .649$, $p < 0.001$).

5.1.4 The Structural Model Results

The structural model was generated and used to test the hypothesized relationships, as shown in the table below. In accordance with Wong (2013), the bootstrapping method was used to generate standard errors and t-statistics in order to define the precise paths effect level in the structural model. The threshold for the statistical conclusion was chosen at a 5% level of significance ($p < 0.05$). The summary of the structural model's results is presented in Table 4.8.

Table 6: The Summary Results of the Partial Least Squares Structural Model

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (O/STDEV)	P value
JOB MISMATCH -> JOB SATISFACTION	-0.205	0.210	0.030	6.810	0.000
JOB MISMATCH -> TURNOVER INTENTION	0.544	0.544	0.036	14.978	0.000
JOB SATISFACTION -> TURNOVER INTENTION	-0.268	0.268	0.050	5.409	0.000

To establish the relationship between covariance the Path Coefficient for the inner model was used. All T-Statistics values which are larger than 1.96 and their corresponding p value less than 0.1 establish a higher significant relationship between covariance. from the table, there is a significant positive relationship between Job Mismatch and job satisfaction (T-Statistics = 6.810, p-value = 0.000). Also, there is a significant positive relationship between Job Mismatch and turnover intention (T-Statistics = 14.978, p-value = 0.000). Finally, the relationship between Job satisfaction and Turnover intention is significantly positive (T-Statistics = 5.409, p-value = 0.000).

5.2 The Mediation Effects

The mediation analysis aimed to assess the potential

mediating role of Job Satisfaction in the relationships between Job Mismatch and Turnover Intention.

Table 7: Mediation Effects through Specific Indirect Effects

	Standard	T		
	Samp	deviatio	statisti	P
Original	le	n	cs	
sample	mean	(STDEV	(O/ST	val
(O)	(M)	)	DEV])	ues
JOB				
MISMATCH -				
> JOB				
SATISFACTI				
ON ->				
TURNOVER				
INTENTION	0.055	0.056	0.013	4.110
				0.000

The comprehensive assessment of the mediation effects, specifically focusing on the intervening role of Job Satisfaction, in the context of the relationship between Job Mismatch and Turnover Intention. The results highlighted a notable indirect effect between Job Mismatch and Turnover Intention, mediated by the influence of Job Satisfaction (JMM $\rightarrow$ JS $\rightarrow$ TI: $\beta = 0.055$, T-statistic = 4.110, $p < 0.01$). The comprehensive assessment of the mediation effects contributes to a nuanced understanding of the complex interplay between these key variables, underscoring the importance of fostering a positive work environment and promoting employee satisfaction as essential measures in mitigating turnover intentions and enhancing organizational retention strategies.

5.3 Mediation Role of Job Satisfaction between Job mismatch and Turnover Intention

Hypothesis 3: Job Satisfaction will significantly mediate the relationship between Job mismatch and Turnover Intention

The results obtained from the Partial Least Squares Structural Equation Modeling (PLS-SEM) analysis unveiled a positive and significant path, demonstrating the influence of Job Mismatch on Turnover Intention, mediated by the intermediary role of Job Satisfaction (Job Mismatch $\rightarrow$ Job Satisfaction $\rightarrow$ Turnover Intention: $\beta = 0.055$, t-statistic = 4.110, $p < 0.01$). The original sample coefficient of 0.157 (i.e. 5.5%), along with the notable t-statistic of 4.110 and a significance value of 0.000, underscores the significant role played by Job Satisfaction in mediating the relationship between Job Mismatch and Turnover Intention.

5.4 Discussion of Findings

This study examines the mediation role of job satisfaction in the relationship between job mismatch

and turnover intention among teachers in Ghana. The findings of the study are discussed in detail in the paragraphs below.

The first examines the relationship between job mismatch and turnover intention.

The primary objective of this study was to scrutinize the association between job mismatch and turnover intention. Hypothesis one (H1) was formulated and subjected to statistical testing to delve into this relationship. The results unveiled a significant and positive prediction of turnover intention by job mismatch. Theoretically, this finding aligns with the fundamental tenets of the job demand resource (JD-R) model, a theoretical framework employed to elucidate how work demands and resources can impact employee well-being and work-related outcomes. In line with the JD-R model, job demands have the potential to lead to adverse consequences such as burnout, thereby escalating turnover intention.

This study's findings are consistent with the research conducted by Kobia et al. (2020), which explored the impact of job resources, job demands, and job-person fit on turnover intention among teachers in Ghana. Employing a cross-sectional survey design, Kobia et al. (2020) gathered data from 351 teachers in 30 randomly selected public secondary schools. The study revealed a significant predictive relationship between job-person fit and turnover intention among teachers, further reinforcing the critical role of job fit in shaping employees' intentions to leave their positions.

Moreover, Amponsah-Tawiah and Mensah (2020) also examined the link between job fit and turnover intention among teachers in Ghana. Their research demonstrated that job fit exerted a significant negative influence on turnover intention, underscoring the notion that when teachers' abilities, needs, and preferences are in alignment with their job requirements, the likelihood of leaving their positions diminishes. The study emphasized the pivotal role of various factors, including work-life balance, career development opportunities, and job security, in determining job fit and turnover intention among teachers in Ghana.

The study further highlighted that teachers experiencing a high level of job-person fit reported lower turnover intention, while those encountering a low level of job-person fit exhibited higher turnover intention. Additionally, the research revealed that job resources, such as job autonomy and social support, along with job demands like workload and emotional demands, significantly influenced turnover intention.

These collective findings underscore the significance of fostering job-person fit among teachers in Ghana, alongside the provision of adequate job resources and the effective management of job demands, as pivotal measures to curtail turnover rates and enhance overall job satisfaction within the educational sector.

The second objective identifies the relationship between job mismatch and job satisfaction.

The second objective uncover the connection between job mismatch and job satisfaction. Hypothesis two (H2) was formulated and empirically tested, revealing that job mismatch significantly and positively predicts job satisfaction. Theoretically, this finding aligns with the principles of the Job Fit Theory, which posits that individuals are more likely to experience satisfaction and success in their careers when there is a congruence between their individual attributes, such as skills, interests, and values, and the demands and characteristics of the job and work environment.

The Job Fit Theory underscores the critical role of the alignment between an individual's abilities, interests, and personality traits and the requisites of their job in influencing job satisfaction and performance. As per this theory, individuals are more likely to experience higher job satisfaction and perform better when there is a strong alignment between their attributes and the demands of their job.

In line with the theoretical framework, the findings of this study corroborate the research conducted by Ofori-Dua, Agyemang, and Gyekye (2020), which delved into the influence of job fit on job satisfaction among teachers in second-cycle institutions in Ghana. The study highlighted that a mismatch between teachers' job demands and abilities led to decreased job satisfaction. Additionally, when teachers' job needs were not met, they reported lower levels of job satisfaction. These findings underscore the pivotal role of ensuring job fit to enhance overall job satisfaction among teachers.

Similarly, a study by Azwar et al. (2018) investigated the influence of job fit on job satisfaction and work engagement among teachers in Indonesia. The research underscored the positive correlation between job fit and both job satisfaction and work engagement, highlighting that teachers who perceived a strong fit between their abilities, interests, and personality traits and the demands of their job reported higher levels of job satisfaction and were more engaged in their work.

These studies collectively emphasize the importance of job-person fit in fostering a sense of satisfaction and engagement among teachers, underscoring the need for educational institutions to prioritize aligning job demands with teachers' abilities and preferences to enhance overall job satisfaction within the teaching profession.

The third objective determines whether job satisfaction mediates the relationship between job mismatch and turnover intention.

The third objective determines whether job satisfaction mediates the relationship between job mismatch and turnover intention. Hypothesis three (H3) was tested, revealing that job mismatch positively and significantly predicts job satisfaction. The findings are consistent with the principles of the Job Fit Theory and

the Two-Factor Theory, providing insights into the intricate relationship between job satisfaction, job performance, and retention, particularly when considering the alignment between employees' attributes and job demands.

The Job Fit Theory underscores the importance of a positive relationship between job satisfaction, job performance, and retention when employees' skills, abilities, and preferences align with the requirements of their job. Conversely, when a mismatch arises between employees' characteristics and job demands, it often leads to lower job satisfaction, diminished performance, and an increased propensity for turnover. Within the context of teachers in Ghana's second-cycle institutions, job mismatch can significantly affect teachers' retention and job satisfaction, potentially impacting the overall quality of education and school performance.

Furthermore, Herzberg's Two-Factor Theory offers valuable insights into comprehending the influence of job mismatch on job satisfaction and turnover intention among teachers in these institutions. By identifying both hygiene factors and motivators, the theory enables organizations to design more effective strategies aimed at promoting job satisfaction and reducing turnover rates. Inadequate job resources, unfavorable working conditions, and unmet job needs can contribute to job dissatisfaction, while opportunities for career growth, recognition, and engaging tasks can enhance job satisfaction and motivation. To curtail turnover intention among teachers in these institutions, it is imperative to address both hygiene factors and motivators to foster job satisfaction and retention.

Given the implications of job mismatch on job satisfaction and turnover intention, institutions must provide appropriate support and resources to teachers to ensure their job satisfaction and retention. This can be achieved through initiatives such as offering comprehensive training and development opportunities, recognizing and rewarding exceptional performance, and improving working conditions and job security. By addressing job mismatch proactively, educational institutions can create an environment conducive to enhancing job satisfaction and reducing turnover rates among teachers, thereby promoting overall educational quality and student outcomes.

The findings of the current study are in line with previous research conducted in various international contexts. Notably, studies by Li and Liang (2017), You and Chiu (2020), Sharma and Sharma (2019), Chen and Cheng (2020), Kim and Cho (2017), and Raut and Muley (2019) collectively underscore the critical relationship between job-person fit, job satisfaction, and turnover intention. These studies emphasize the necessity of cultivating an environment that aligns with employees' abilities and needs, with job satisfaction serving as a vital mediator in the relationship between job-person fit and turnover intention.

These cumulative research findings emphasize the

need for organizations to prioritize job-person fit and job satisfaction to mitigate turnover rates and promote overall employee well-being and organizational effectiveness.

These findings reinforce the importance of professional alignment in sustaining teacher commitment. When educators cannot apply their specialised knowledge, their sense of competence and purpose diminishes, increasing the likelihood of disengagement (Skaalvik & Skaalvik, 2017).

However, the mediating role of job satisfaction suggests that supportive organisational climates recognition, autonomy, and development opportunities can buffer the negative consequences of mismatch. Retention strategies must therefore address both structural deployment and teachers lived professional experiences.

6. PRACTICAL IMPLICATIONS

Educational authorities should:

- Align teacher postings with subject specialization

to improve person–job fit.

- Provide retraining pathways where reassignment is unavoidable.
- Strengthen institutional support systems that enhance satisfaction and commitment.
- Integrate workforce forecasting into teacher education planning to reduce systemic mismatch.

Such measures are consistent with global evidence linking organisational support to retention and performance (Ingersoll, 2001).

7. CONCLUSION

Job mismatch represents an influential but often overlooked driver of teachers' turnover intentions. This study demonstrates that misalignment between preparation and assignment diminishes job satisfaction and increases the likelihood of withdrawal. Strengthening satisfaction through supportive policies can mitigate these effects, making both strategic deployment and workplace experience central to sustaining educational quality.

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