
EDUCATIONAL INCOMPATIBILITY: THE NECESSARY INTERDISCIPLINARITY OF OVEREDUCATION

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ABSTRACT

Introduction: the fragility of academic discussions about overeducation is often limited to the scope and macroeconomic consequences of these discussions, ignoring the social, anthropological, political, and educational aspects of education. This study aims to find out and analyze how important education must take precedence. **Method:** This study uses a qualitative descriptive method with the type of library research (Library Research). Publications were searched in four scientific databases: Scielo, Thesis and Dissertation Digital Library (BTD), Portugal Scientific Open Access Repository (RCAAP), and DIALnet. **Results:** The development of academic research on educational dissonance recapitulated, placed its findings within the scope of economics, and demonstrated that, to date, economics has remained the main driving force of study in the field. Interdisciplinary tools are essential for dealing with the integrality of the problem of over-education in order to propose viable solutions. **Conclusion:** Now, if the solutions found so far in economics are not feasible (given the obvious contradictions of reality), it is necessary to overcome educational incompatibility from an interdisciplinary prism, which results in points such as the formulation and evaluation of public policies.

Keywords: Educational Incompatibility, Interdisciplinary Approach, Overeducation in Academic Studies.

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INTRODUCTION

Since the beginning of the 1970s, several studies in the economic area have sought to identify educational incompatibility scenarios in different countries' labor markets, training areas and institutions from which workers graduate (Lauder & Mayhew, 2020). In this sense, educational incompatibility can occur horizontally (the worker has the educational level required by the vacancy he occupies but in another area of training) or vertically (the worker is overeducated for the vacancy he occupies or undereducated) (Somers et al., 2019).

The main objective of the present work is to demonstrate that the interdisciplinary approach of educational incompatibility is necessary for the theme to be understood in its complexity and for the proposition of viable answers to solve the problem since over-education and under-education are not exclusionary, occurring simultaneously.

To better understand how this topic is approached in literary productions, bibliographic research was carried out on the subject's conceptualization and development of academic research. Subsequently, bibliometric research was carried out in four databases: SCielo, the Digital Library of Theses and Dissertations (BTD, from CAPES, in Brazil), the Open Access Scientific Repositories of Portugal (RCAAP), and DIALnet, from which it was discovered that the economy is the main area of

research (Bufrem et al., n.d.). Production of knowledge on the subject leads to a cognitive capture of researchers, who tend to assume causality constructions as premises and isolate scientific production from other areas of knowledge (Tikly, 2015).

However, the answers offered by the neoclassical economics studies cannot contain all the consequences and nuances of the factuality of educational incompatibility, requiring an interdisciplinary approach to the field of study, with the involvement of other areas of knowledge - beyond the simple import of its tools.

METHOD

This study uses a qualitative descriptive method, the type of library research type that collects information or scientific papers related to literature reviews (Darmalaksana, 2020). The main source in this research is previous scientific writings that are closely related, such as books, journal articles, internet articles and other related writings (Denney & Tewksbury, 2013).

RESULTS AND DISCUSSION

1. Educational incompatibility and overeducation: from concept to problem

At the beginning of the present work, it is important to note that educational incompatibility and over-education are concepts that emerged from the study of the relationship between the worker and the labor market. Therefore, its initial paradigm of observation, from a neoclassical perspective, starts by analyzing the effectiveness of educational investments at individual and state levels. In this sense, the first analysis on the subject seek, based on the existence of a level of over-education, to impose a change in public educational policies (Leuven & Oosterbeek, 2011)) demonstrates:

Freeman's analysis fits the neoclassical framework. The college wage premium decreases in response to an increase in the supply of highly educated workers. This can happen because firms adjust their production technology to take advantage of the relatively cheaper and abundant input factor of highly educated workers. It can also happen when highly educated workers compete for a limited number of skilled jobs by underbidding the wages they demand. Whether firms adjusted their technology can be inferred from changes in the required levels of skills.

The concern that drives these neoclassical economists is whether the investment made in education has a return (especially financial) for workers (Stiglitz, 2016). If the investment has a return, individuals will continue to study. If there was no palpable return, there was a waste. Two very important criticisms must be made about this line of construction.

The first concerns the treatment given to education, merely as (another) instrument to increase the perception of income. In a simplistic analysis, the second ignores other aspects that influence the insertion of higher education graduates in the labor market and other micro and macroeconomic elements.

The second criticism

market than to an overeducation was the subject of several subsequent publications. The concern with educational incompatibility and its kind of over-education returned in recent years to the academy from the 1970s onwards – when (Dros & Gaizutyte, 2013) identified more skilled

workers than the labor market could absorb – which would mean that workers were overeducated.

These early works were heavily criticized, especially by (Dros & Gaizutyte, 2013), who stated that the situation analyzed referred more to an overcrowded labor paradigm. Even so, the criticisms carried out are manifested in terms that are still financial, such as a reduction in salary expectations, the underutilization of skills acquired by workers, the latter which leads to a reduction in society's economic potential and the fall in worker productivity.

It turns out that these answers are not enough – since they ignore the first criticism and leave several points of the second criticism aside. Regarding the first criticism, reducing different degrees of education to the mere qualification for entering the job market is incompatible with the current pedagogical paradigm, and the functions and objectives given to education. (Leuven & Oosterbeek, 2011) Point out state of art on the subject:

All quotes focus on the fact that different schooling components earn different rewards and almost all quotes phrase this finding as a causal effect. According to the same quotes, this is interesting from the perspective of different theories about wage setting. The quotes also suggest that these separate estimates are interesting for their own sake. It is unclear, however, why this is the case. Some quotes suggest that over-schooling could (or should) be avoided by reducing the amount of schooling. Given a sufficiently high-average return to attained schooling, this is only useful if it is known in advance who will end up being overeducated and who will end up in a job that matches the actual schooling level. Other quotes suggest that overschooled workers should be assigned to more demanding jobs. It is left unspecified who will create these more-demanding jobs and who gets them.

It is possible to notice that there is a perception that the answers that can be provided within an economic survey are not satisfactory – bringing even more problems. Bibliometric tools were sought to understand better how the topic is being academically treated.

According to (Chueke & Amatucci, 2015), "in the field of applied social sciences, bibliometric studies focus on examining the production of articles in a given field of knowledge, mapping academic communities and identifying networks of researchers and their motivations". To achieve this objective, four databases were searched to understand the scope and breadth of studies concerning overeducation. SCielo, the Digital Library of Theses and Dissertations, the RCAAP and the DIALnet, classifying the results by their area and filtering them from the 2000s.

SCielo database, searching for the term "overeducation", "overeducation", or "overeducation", contemplating the internationally recognized spelling of overeducation and the spelling before the New Orthographic Agreement. Six results were found, all from scientific journals, as follows:

Table 1. Results of bibliometric research on the Scielo platform

Authorship	Title (translated)	Journal	Area	Year
SANTOS, Mateus Mota dos.	The trap of overeducation in the first job: evidence for Brazil	Estudos econômicos	Economy	2021
ANNEGUES, Ana Claudia; SOUZA, Wallace Patrick S de F.	Overeducation Salary Return: Selection Bias or Penalty for Overeducation?	Revista Brasileira de Economia	Economy	2020
RIBEIRO, Marcelo Gomes	Income inequalities: the education in question	Educação & Sociedade	Education	2017
RIBEIRO, Marcelo Gomes	Territory and Income Inequalities in Metropolitan Regions of Brazil	Dados		
ESTEVES, Luis A.	Schooling-occupation mismatch and wages: evidence from a Brazilian industrial company	Revista Brasileira de Economia	Economy	
DIAZ, Maria Dolores M; MACHADO, Luciano	Overeducation and undereducation in Brazil: incidence and returns	Estudos econômicos	Economy	2008

As can be seen, four of the six productions found (more than 65%) are from the economic area. In the Digital Library of Dissertations and Theses, 11 results were found under the same search criteria, eight master's dissertations and three doctoral theses. Among them, a dissertation, and a thesis, which dealt with works on education in general, were excluded, as shown in the table below:

Table 2. Results Of Bibliometric Research in The Digital Library of Theses and Dissertations

Authorship	Title (translated)	Type	Faculty	Course	Year
LEITE, Wanderson S.	Overeducation from the perspective of the psychodynamics of work: the case of a Federal Teaching Institution	Masters' dissertation	UFG	Psychology	2018
CAVALCANTI, Moises FA	Overeducation and Undereducation in Pernambuco: an empirical evaluation	Masters' dissertation	UFPE	Economy	2008
SILVA, Ana Cláudia A.	Essays in Higher Education Economics	Doctoral thesis	UFRGS	Economy	2018
REIS, Sandra M dos.	Incompatibilities between education and occupation: a regionalized analysis of the Brazilian labor market	Doctoral thesis	UFMG	Economy	2012
FARIA, Ellen BL	Qualification for health work: an exploratory study on education and position in the Municipal Health Department of Belo Horizonte, 2009	Masters' dissertation	UFMG	Public health	2014
MACHADO, Luciano	Occupational mobility and educational incompatibility in Metropolitan Brazil	Masters' dissertation	UFMG	Economy	2010

VIANA, Danielle Winter	Impacts of educational incompatibility on earnings in the Brazilian labor market: analyzes by sectors of economic activity and gender	Masters' dissertation	UFV	Economy	2017
BASSO, Felipe da.	Insertion and over-education of young people in the labor market in the face of Brazilian economic and social transformations in the last decade	Masters' dissertation	UFMG	Economy	2017
RAMOS, Ana Carolina P.	socio-economic factors on the performance of candidates in a public contest: an analysis using ordered choice models	Masters' dissertation	UFC	Economy	2007

Once again, most published works are in the economic area, 7 out of 11 (almost 65%) of the total. In the RCAAP (Open Access Scientific Repositories of Portugal), the search for the three terms in an alternative way brought several results related to teaching didactics and reflections on the sociology of education and media treatment in more than 220 results.

Overeducation was researched in isolation, being found after applying the filters for a master's dissertation, doctoral theses, and scientific articles, as well as open access and exclusion of repeated ones and one dissertation for being in Electrical Engineering (which included overeducation as part of a bibliographic reference title, used to explain game theory) and another for dealing with social inequalities in access to education, 16 results, all between 2008 and 2019:

Table 3. Results Of the Bibliometric Research in the RCAAP

Authorship	Title (translated)	Type	Faculty	Course	Year
CUSTÓDIO, Antonio JR da S dos S	Overeducation: evidence from Portugal	Masters' dissertation	IUL	Economy	2011
SANTOS, Victor G.	Overeducation: dynamics, wounds, and scars	Masters' dissertation	Universidade Nova de Lisboa	Economy	2018
LEITE, Wanderson S.	Overeducation from the perspective of the psychodynamics of work: the case of a Federal Teaching Institution	Masters' dissertation	UFG	Psychology	2018
ESTEVEZ, Luiz A.	Schooling-occupation mismatch and wages: evidence from a Brazilian industrial company	Scientific article	UFPR	Economy	2009
SILVA, Ana Cláudia A.	Essays in Higher Education Economics	Doctoral thesis	UFRGS	Economy	2018
KHOUDJA, Yassine	employment and Education – Occupation mismatches of immigrants and their Children in the Netherlands: Comparisons with the native Majority Group	Scientific article	Utrecht University	Sociology	2018

MORGADO, Antonio et al .	Measuring labor mismatch in Europe	Scientific article	ISCAL	Economy	2016
CAVALCANTI, Moises FA	Overeducation and Undereducation in Pernambuco: an empirical evaluation	Masters' dissertation	UFPE	Economy	2008
DIAZ, Maria Doloires M; MACHADO, Luciano	Overeducation and undereducation in Brazil: incidence and returns	Scientific article	USP	Economy	2008
GONÇALVES, Carlos Manuel	University graduates and over-education	Scientific article	Universidade do Porto	Sociology	2017
REIS, Sandra M dos.	Incompatibilities between education and occupation: a regionalized analysis of the Brazilian labor market	Doctoral thesis	UFMG	Economy	2012
VIANA, Danielle Winter	Impacts of educational incompatibility on earnings in the Brazilian labor market: analyzes by sectors of economic activity and gender	Masters' dissertation	UFV	Economy	2017
RIBEIRO, Marcelo G.	Income inequalities: the education in question	Scientific article	UFRJ	Sociology	2017
GONÇALVES, Carlos M.	University graduates and over-education	Scientific article	Universidade do Porto	Sociology	2017
FARIA, Ellen BL	Qualification for health work: an exploratory study on education and position in the Municipal Health Department of Belo Horizonte, 2009	Masters' dissertation	UFMG	Public health	2014
MACHADO, Luciano	Occupational mobility and educational incompatibility in Metropolitan Brazil	Masters' dissertation	UFMG	Economy	2010
BASSO, Felipe da.	Insertion and over-education of young people in the labor market in the face of Brazilian economic and social transformations in the last decade	Masters' dissertation	UFMG	Economy	2017

Once again, the economy is the vast majority – 11 of the 16 productions (almost 70%), with Sociology, the second area with more publications, only four. In DIALnet, also with the term overeducation, 62 documents were found, among 54 journal articles, five theses and three book chapters. Excluding 25 that do not have open access, two repeat results and nine working papers:

Table 4. Results of Bibliometric Research on DIALnet

Authorship	Title (Translation)	Type	Faculty	Course	Year
PINEDA, Óscar RM; YSERTE, Ruben G; RIVERA, Maria Teresa G.	Overeducation or overqualification: is it important to the work environments?	Scientific article	Universidad de Alcalá	Economy	2011
BLANCO, Laura C; CHACON Maria JS	Differences between its education Costa Rican public and private university: income and qualification del work	Scientific article	Universidad de Costa Rica	Economy	2020
CASTILLO, Ana E et al.	The overeducation in Mexico: ¿promotora or inhibidora de la labor exclusion?	Scientific article	ONE	Sociology	2020
LÓPEZ-ROLDAN, Pedro; FACHELLI, Sandra	segmentation del employ and appreciate it _ education in a productive model include: a comparative analysis between Spain and Argentina	Scientific article	Universitat Autònoma de Barcelona	Sociology	2019
RAMIREZ, Daniel JC	overeducation in the Chilean labor market	Scientific article	Georgetown University	Economy	2019
ROMERO, Lucia M.	The phenomenon of la overeducation among them young españoles	Scientific article	Universidad de Extremadura	Economy	2018
LAHIGUERA, Laura H; MARTINEZ, Lonrenzo S.	Training, job market and economic growth in Spain: ¿ a new model back their crisis?	Scientific article	Universitat de Valencia	Economy	2018
DI PAOLO, Antonio ; LOBO , Raúl R.	the effect of its mobility during them Studies on the educational maladjustment of recent graduates. Evidence from there labor insertion survey of titulados and tituladas de las universities catalanas	Scientific article	Universitat de Barcelona	Economy	2018
KHOUDJA, Yassine	employment and Education – Occupation mismatches of immigrants and their Children in the Netherlands: Comparisons with the native Majority Group	Scientific article	Utrecht University	Sociology	2018
VERDÚ, Cecília A; RODRIGUEZ, Maria AD	experience during studies and educational maladjustment in the first job in the university graduates españoles	Scientific article	Universidad de Castilla - La Mancha	Economy	2018
VERDÚ, Cecília A; RODRIGUEZ, Maria AD	job search strategies and underemployment in recent graduates' first jobs in Spain	Scientific article	Universidad de Castilla - La Mancha	Economy	2018
GARCIA, José SM	Overqualification of university graduates and social mobility _	Scientific article	Universidad de la Laguna	Sociology	2017
ROMERO, Lucia M.	Human capital and skills cognitive: economic effects of law education	Doctoral thesis	Universidad de Extremadura	Economy	2017

JAIMES, Juan MG	Analysis of the process of acquisition of skills and competencies in Spain	Doctoral thesis	Universitat de Barcelona	Economy	2017
PINEDA-HERRERO; Cornerstone; AGUD-MORELL, Ingrid; CIRASO-CALÍ, Anna	Factors that intervene in their job placement of graduates in education in crisis times: un _ study about Catalonia	Scientific article	Universitat Autònoma de Barcelona	Education	2016
DEL BURGO, Joaquin F; ASTOR, Elena N.	Studio exploratory del effect of the educational maladjustments on the job satisfaction of building engineers españoles	Scientific article	Universidad de Castilla-La Mancha	Education	2015
PETRIZZI, Ramiro S et al.	Educational Misfit: Situation current and implications in the hotel sector Argentine Northwest _	Scientific article	Universidad Católica Santiago del Estero	Tourism	2015
SAEZ, Marta P. et al.	The impact of over-education on wages in Spain: empirically based on the EU-SILC and matching techniques	Book chapter	Universidad de Cantabria	Economy	2014
IDÁRRAGA, Paula H.	three empirical Essays on education and Informality in the Labor Market of a Developing Country: The Colombian Case	Doctoral thesis	Universitat de Barcelona	Economy	2014
VIRAMÓNTES, Sandra N.	Essays on Overeducation: Evidence from Spain	Doctoral thesis	Universitat de Barcelona	Economy	2014
ISSOFOU, Njifen	Evaluation du phénomène de suréducation wow cameroun	Scientific article	Université de Yaoundé II	Economy	2013
NIETO, Sandra; LOBO, Raul R.	Non-formal education, overeducation and wages	Scientific article	Universitat de Barcelona	Economy	2013
KUCCEL, Alexander; BUFÍ, Montserrat V.	job satisfaction of university graduates	Scientific article	Universitat Pompeu Fabra	Economy	2013
SALLA, Guillem	Approaches to a skills mismatch in the labor market: the literature review	Scientific article	Universitat Autònoma de Barcelona	Sociology	2011
FLORES, Benjamin B; MONTES, Karla L.	Effects of it overeducation and the gap in knowledge about their wages and their job search for professionals: Results of one studio based on opinions and perceptions of graduate's university students and employers	Scientific article	Universidad de Sonora	Economy	2010
CUESTA, Maite B; MORA, T.	overeducation and job mobility: Evidence from recent young graduates in Catalonia	Scientific article	Universidad de Sonora	Economy	2010
BUDRÍA, Santiago; EGIDO, Ana I M.	The phenomenon of la overeducation in Europe	Scientific article	Universidade de Mandeira	Sociology	2009

In this platform, confirming the research of the previous ones, the economy accounts for more than 48% of the academic works (18 of the 37). This monopoly of studies in economic terms has two consequences: on the one hand, even works produced in other areas refer to the

solutions and problems found by economists in a cognitive capture of the fundamental concepts of the existing scientific literature on the subject (Festinger, 1975); on the other hand, seminal works from other areas end up focusing on tangential and specific points, without coordinating the works, as Kucel (2016, p. 21) states when introducing his sociological research on over-education :

There is a large gap between educational research in sociology and educational mismatch in research economics. Meanwhile, economists concentrated on the wage effects of mismatch (Groot et al., 2000; Hartog, 2000; McGuinness, 2006), while sociology showed only slight and very punctual interest in the issue of educational mismatch (Aberg 2003; Halaby, 1994; Verdugo et al. 1989). We aim to fill this gap by relating over-education to core interests of sociological research, such as class structure, intergenerational mobility, and educational attainment.

Over-education, as a topic intrinsically related to social development, public policies, and the promotion of citizenship, requires an interdisciplinary approach so that the answers and solutions the academy presents do not cause greater social damage than the problem intends to solve.

Simply reducing investment in education or waiting for the market to naturally absorb a skilled workforce do not seem to be adequate responses to public policy proposals.

2. The Necessary Interdisciplinary Approach

In a merely economic, linear, and theoretical view, based on the factors raised and discussed, it seems logical to infer that, in a context of over-education, the solution to this problem would be to reduce investment (personal and state) in education - which couldn't be more wrong.

This reductionism of reality takes as unquestionable truth points subject to criticism within the logic of neoclassical economics, especially when trying to insert the concepts of the effectiveness of public policies as policies of disinvestment – as if the solution always returned to austerity.

Adopting questionable neoliberal precepts as a premise prevents scientific research from questioning essential points of the problem posed factually (Cruickshank & Sassower, 2017). Better solutions can be found - including, contrary to what many studies suggest, greater intervention by the Public Power through investments in education and labor market development.

It is, therefore, essential that the problem be approached in an interdisciplinary way so that, according to: "An interdisciplinary approach is not an approach that should be thought of solely on the side of the subject, the one who makes the science. It has to do with the object of investigation itself and its complexity" (Davis & Sumara, 2014).

More than simply importing practices from other disciplines to solve an economic problem, it deals with the educational incompatibility of an interdisciplinary problem in nature, of which overeducation is a major consequence in economics studies.

Although it is expected, for example, that a university student will acquire essential tools for their professional performance during their graduation, higher education does not end its function there - it is expected that the graduate can think about their acquired profession and

(re)build the paradigms of the status quo, through a critical view of the world that surrounds it. As (Dias Sobrinho, 2005) states:

... it is extremely important that higher education produces knowledge and training with strong social relevance. Through knowledge and training work, without surrendering their critical skills, they must develop the capacity to respond to society's demands and needs. Pertinence requires autonomy to identify priorities and the social context of needs and demands.

In addition, regarding the second criticism, we have difficulties entering the job market that go beyond a mere quantitative increase in diploma holders, but also gender and ethnicity (Kabeer, 2021), difficulties arising from poor education and commodified (Lawson et al., 2015), or even the absence of incentives for technological development (here in its grammatical sense) of the local labor market.

As can be seen, this is a problem whose nature is much broader than what economists intended to see in their seminal works, and it is necessary for its understanding and study to be approached by practices of convergence between, at least, Economics, Pedagogy, Political Science, Sociology and Public Policy.

To establish the national paradigm, Diaz, and Machado (2008, p. 447), concluded that most of the Brazilian population was, in the 2000s, performing functions incompatible with their education:

For data from Brazil, 53% of individuals in selected occupational families are undereducated. Adequacy does not reach 30%, and overeducation is 17.3%. These rates show a considerable mismatch between the educational requirements of jobs and the education of workers in Brazil, as 70.3% of these are inadequate with the education required in occupational families.

Note that overeducated and under-educated are 70% of the national population – so mere investment or disinvestment (public or private) will not answer the problem.

3. Final Considerations

Initially, the development of academic research on educational incompatibility was recapitulated, placing its discovery within the scope of economics and demonstrating that, to date, economics remains the main driving force of studies in the field.

Such a reality leads to two consequences: first, there is an assumption by researchers from other areas that are questionable by other economic theories (to which the economist authors would not be affiliated) and limiting, especially in an ideological aspect, the possible solutions to be presented.

Furthermore, the perception that the topic is essential in the economic area leads researchers from other areas to focus their studies of educational incompatibility on atomized and tangential points, failing to enter the central topics of causes and consequences of over-education and under-education. Education.

Suppose the solutions found so far in the economic field are not feasible (in view of the concrete contradictions of reality). In that case, it is necessary to address educational incompatibility from an interdisciplinary prism so that points such as the formulation and evaluation of public policies (that can be responsible for creating such problems but can also

solve them), the evaluation of the quality of higher education (after all, it is not enough for the graduate to have a degree, it is necessary that he can apply the knowledge obtained), the university debt and the indebtedness of graduates' families (about the need for incentives for graduates to seek better job opportunities), the creation of vocational assistance programs for young people (within a comprehensive education perspective) are not treated only as tools to solve an economic problem, but as part of the theoretical construction of the theme - and whose premises and logic must be used taken to understand the problem.

CONCLUSION

the incompatibility of education and over-education is a concept that emerged from the study of the relationship between workers and the labor market – hence its initial observational paradigm, from a neoclassical perspective, started from an analysis of the effectiveness of investments in education, both at the individual and state levels. Over-education, as a topic intrinsically related to social development, public policy, and the promotion of citizenship, requires an interdisciplinary approach so that the answers and solutions presented by the academy do not cause greater social damage than the problem intended. More than simply importing practices from other disciplines to solve economic problems, it deals with the educational mismatch of interdisciplinary problems, of which over-education is a major consequence in the study of economics. Suppose the solutions found so far in the economic sphere are not feasible (given the concrete contradictions of reality). In that case, it is necessary to overcome the educational incompatibility from an interdisciplinary prism, resulting in points such as formulating and evaluating public policies.

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