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11th - 12th May 2017



Research Centre for Spatial and Organizational Dynamics
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TECHNICAL INFORMATION

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INTRODUCTION

Interdisciplinarity is the main topic and the main goal of this conference.

Since the sixteen century with the creation of the first Academy of Sciences, in Napoles (Italy) (1568), and before that with the creation of the Fine Arts Academies, the world of science and arts began to work independently, on the contrary of the Academy of Plato, in Classical Antiquity, where science, art and sport went interconnected. Over time, specific sciences began to be independent, and the specificity of sciences caused an increased difficulty in mutual understanding.

The same trend has affected the Human and Social Sciences. Each of the specific sciences gave rise to a wide range of particular fields. This has the advantage of allowing the deepening of specialised knowledge, but it means that there is often only a piecemeal approach of the research object, not taking into account its overall complexity. So, it is important to work for a better understanding of the scientific phenomena with the complementarity of the different sciences, in an interdisciplinary perspective.

With this growing specialisation of sciences, Interdisciplinarity acquired more relevance for scientists to find more encompassing and useful answers for their research questions.

CIEO (Research Centre for Spatial and Organizational Dynamics) organises this conference, being Interdisciplinarity an important issue.

It is focused on social sciences with an integrative focus in the questions of well-being in society, and it is funded by the Foundation for Science and Technology. FCT rated CIEO with a classification of “Very Good” and one of the main reasons for this good evaluation was surely our potential for Interdisciplinarity.

CIEO has researchers from various scientific fields, and one of its main features is to develop knowledge from the interactions between complementary scientific areas of interest.

This conference was an excellent opportunity for strengthening and enriching our interdisciplinary systematic approach, not only for the CIEO members, but also for all the delegates researching in different scientific fields.

It was also an opportunity to show innovative research in social and human sciences, and to improve networks between researchers from different scientific disciplines.

The conference themes included topics from the following scientific fields: Economics, Management, Sociology, Psychology, Education, Sport, Tourism, Landscape Architecture, Geography and Political Sciences, just to mention a few.

As the CIEO is structured along three research areas, we have tried to organize the communications in parallel sessions corresponding to these three areas: 1) Cities and Spatial Dynamics; 2) Organizations, Innovation and Learning Spaces; 3) Tourism, Communities and Behaviour. There was also a significant number of communications included in the category of “Other topics”.

In this conference we had more than 300 communications presented in symposiums, parallel sessions, conferences and posters.

The diversity of papers and communications submitted enabled us to compile a scientific program which builds a bridge between theory and application. With its multidisciplinary focus, the scientific program covered a large number of topics, which we hope will provide many opportunities for stimulating exchange between participants in an interdisciplinary perspective.

Participants came from several countries, namely from Spain, Brazil and Portugal, and so, although the official language of the congress was English, presentations in Portuguese and Spanish were permitted.

In this “Book of Proceedings” papers could be written in English, Portuguese and Spanish.

101 of the communications presented at the conference are published here. They are organized in six parallel sessions and posters, corresponding to the structure of the conference program.

We believe this book can be an important contribution to establish the state of the art in the field of Interdisciplinarity in Social and Human Sciences.

The editors
Saul Neves de Jesus
Patrícia Pinto

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THE DETERMINANTS OF TEACHERS' SATISFACTION AND ITS INFLUENCE IN STRATEGIC MANAGEMENT OF HUMAN RESOURCES IN THE INSTITUTE OF EDUCATION SCIENCES IN KWANZA SOUTH PROVINCE

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ABSTRACT

The organizational environment is characterised by forces which affect the dynamics and the organizational competitiveness. These factors influence the strategy of the organization and its objectives. In this context, professional satisfaction adopts a growing interest in understanding quality of professional life, strategic management and organizational performance. Greater job satisfaction contributes to the professional finding meaning in his professional activity and adopting positive attitudes towards organizational performance.

In this perspective, the article purposes to verify if there are differences between socio-demographic, professional, training and labour variables related to the level of satisfaction of the teachers that belong to the Institute of Education Sciences, as well as to know the level of satisfaction of these professionals.

The results show that the level of teachers' satisfaction is positive and allows to understand the determinants of teachers' satisfaction and their mastery in strategic management of human resources and organizational competitiveness.

Keywords: Strategic Management, Professional Satisfaction, Public Higher Education, Organizational Competitiveness.

JEL Classification: M10, M31

1. INTRODUCTION

The globalization of markets has meant that organizational competitiveness is more daring, both by reducing costs, improving quality, increasing productivity, and by constant innovation and knowledge. As a consequence, organizations have implemented an organizational culture that favors high performance, with particular attention to human resource management as an essentially strategic issue. When it comes to strategic human resource management, it refers to "designing and implementing a set of internally consistent policies that ensure that the company's human capital contributes to achieving business objectives" (Huselid, Jackson and Schuler, 1997: 172). This view states that not only the different human resources management practices and policies must be closely interlinked, but also aligned with the organization's overall strategy. The growing interest in strategic management of human resources reveals the progressive concern with people, considered as the key resource for organizational success, whether private or public organizations (Mendes, 2012).

The management of human resources is based on the affectation of the behavior of the people and their correlation with the institutional objectives. The management of the employees, their planning, their direction and leadership, and their control are closely related to the dimensions perceived by the workers. Validating dimensions that promote job satisfaction is building a set of determinants that can be evaluated in the context of Human Resource Management in order to maximize value for the professional and for the institution. This study was carried out for teachers of the Higher Institute of Education Sciences of Sumbe (ISCED). Tries to observe the job satisfaction of these professionals, and to relate the variables associated to this condition (sociodemographic, professional context, training context and work context).

Professional activity occupies most of the time of workers, and undoubtedly takes on a remarkable importance in the life of the active population. For this reason, it is extremely important that the workplace provides well-being, since this satisfaction shows a direct connection with the other areas of workers' lives. According to Grace (1999), job satisfaction comprises an attitude or emotion that assumes concrete meaning in behaviors and opinions uttered. Barros and Cunha (2010) affirm that it is the activity that determines the set of all the actions (thoughts, feelings and emotions) that characterize human behavior at work. There are several studies that show that job satisfaction has an effective effect on the productivity of organizations, on the well-being of employees and also on the various dimensions that are directly or indirectly associated

with people, both in the labor and personal fields. Several dimensions were indicated in order to ascertain professional satisfaction: working and health conditions, job security, achievement, autonomy, relationship, prestige and remuneration. Professional satisfaction can be assessed by different approaches and in different environments. Job satisfaction has become increasingly important because it is pointed out as a variable, implicitly and explicitly, that is linked cumulatively to the productivity and personal fulfillment of workers. Greater professional satisfaction contributes to the professional finding meaning in their work activity and adopting positive attitudes towards institutional development.

Despite the existence of a multiplicity of studies that deal with the subject of professional satisfaction, there are minimum studies that study the professional satisfaction of teachers, particularly in Angola. It is intended, therefore, to contribute in some way to the widening of knowledge and to the enrichment of the Angolan and international bibliography.

In this sense, the purpose of this study is to examine the determinants of ISCED job satisfaction and understand which aspects are more valued by these professionals in their work environment. The present study supposes a reflection about the way in which the sociodemographic variables, of professional context, of training context and of work context influence the level of professional satisfaction of the professors of ISCED. Thus, it is crucial that ISCED understands what its teachers expect and has a duty to promote such measures, evidently within the parameters admissible and practicable by the institution.

This article is organized in 5 sections. In addition to the present introduction, there is a section with the theoretical framework, another with the supporting methodology of the whole study. Following is the section where the results achieved with the satisfaction of ISCED professionals are displayed and analyzed. Finally, the main conclusions and contributions of the present study are highlighted.

It is hoped that this study will contribute to a better understanding of the job satisfaction of higher education teachers in order to allow ISCED to define strategies and adopt intervention measures that favor the well-being, the expectation of teachers and promote simultaneously, the better institutional competitiveness and the quality of education.

2. THEORETICAL BACKGROUND

In the current context of globalization, organizational strategic management and particularly human resources management reveal the progressive concern with people, seen as the key factor for excellent performance and organizational competitiveness. In addition to the usual sources of competitive advantage, people have come to be seen not as a mere organizational resource that should be managed like other resources, but rather as the strategically most important “resource” for gaining competitive advantage. In the search for this advantage, the contribution requested to the human resources management is in the capacity of production of added value, representing this capacity, the implementation of certain strategic activities of human resources management (Mendes, 2012).

The realization of this research on the job satisfaction of teachers and non-teachers makes it possible to understand the perception of these professionals about this reality, to know what motivates them and what their expectations, and through this knowledge to improve their productivity and efficiency, as well as Quality of education. Lobos (1978) argues that so many managers and social researchers believe that if labor dissatisfaction were reduced, human barriers to production would be eliminated and transformed into a force that would promote improved performance and consequently productivity.

With regard to the professional of the higher education, the way in which he feels and faces his work, determine categorically the success and the quality of the education. Because it is a profession that is dynamized particularly in the field of human relations, the satisfaction in the workplace becomes essential. In fact, teaching is a profession that has undergone changes and restructurings in the sense of achieving excellence in teaching. With the growing development of communication and information technologies, education professionals need constant updating so as not to compromise professional competence and the quality of teaching and service delivery to students and the community.

According to the two-factor theory developed by Frederick Herzberg there are two types of factors that affect the satisfaction of human needs, classified as hygienic factors and motivational factors. Hygienic factors are factors related to the working environment or living conditions; the motivational factors are those that can promote active attitude and job satisfaction (Alpay and Verschoor, 2014; Wei and Junyan, 2015). The motivation and the particular interest in this subject were triggered, above all, by the supposed relationship between teacher satisfaction and professional performance. In this paper it will be present the results of a study by Locke (1969) and Cure and Rodrigues (1999), Judge, Thoresen, Bono and Platten (2001), (Aiken, Clarke, Sloane and Caetane, 2010; Moura, 2012; Azevedo, 2012; Leite, 2013) that point to an implicit link between job satisfaction and the high performance of its professionals. According to Mezomo (2001), an organization with satisfied employees has a potential advantage, since it generally attracts the best, reduces staff turnover, increases productivity, reduces costs, improves image vis-à-vis the community and Gains competitiveness.

The senior management of a higher education institution has an important role in creating job satisfaction, identifying which factors cause satisfaction and/or dissatisfaction, and use those data to identify strategies that lead to improved situations that are less satisfactory. As a result, job satisfaction has a significant impact on employees' commitment to organizations, work performance, and motivation (Machado-Taylor, Meira Soares and Gouveia, 2010; Machado-Taylor *et al.*, 2016).

3. METHODOLOGY AND RESEARCH HYPOTHESES

This research deals with the professional satisfaction of the teachers who work in ISCED, and intends to understand some of the determinants that influence, how the teacher feels in the workplace and how he perceives his profession. In order to answer to the main objective, the following research hypotheses (HI) were established:

- HI₁: There are differences in the average values of job satisfaction for sociodemographic characteristics;
 HI₂: There are differences in average values of job satisfaction for the level of training;
 HI₃: There are differences in average values of job satisfaction for professional category;
 HI₄: There are differences in average values of job satisfaction for the labor characteristics;
 HI₅: There are differences in average satisfaction values in each leadership practice for each leadership style;
 HI₆: There is a direct positive relationship between satisfaction dimensions and overall satisfaction.

In order to answer to the main objective of the present study, an anonymous and confidential questionnaire survey was applied to ISCED teachers, divided into two parts. First part, consisting of a previous questionnaire, the questions were elaborated by the researchers, including sociodemographic, professional, training and labor variables, among others. A second part consists in the CAF Model 2006, Common Framework for Quality Assessment of the Common Administrations of the European Union (CAF). After data collection, the database was constructed, processed, processed, analyzed and interpreted.

Initially, in order to describe and characterize the study sample, an exploratory descriptive analysis of the data was performed according to the nature of the variables under study. Statistical measures were used: absolute frequencies, relative frequencies, mean, standard deviation, bar graphs, in order to describe the characteristics: sociodemographic, professional, labor and satisfaction manifested by the respondent.

Subsequently, in order to perform the necessary inferential analysis, it was applied the parametric tests, to understand the differences between means and the relationship between variables, whenever possible, and when the assumptions for their application were not violated, and when this is not possible non-parametric tests.

The relationship between variables of the first part of the questionnaire with the dimensions of the Satisfaction with Work scale, namely: Overall satisfaction of employees with the institution (SGFI); Satisfaction with management and management systems (SGSG); Satisfaction with working conditions (SCT); Satisfaction with Career Development (SDC); Levels of motivation (SL); Satisfaction with leadership style (SEL); Satisfaction with top leadership style (SELT); Satisfaction with leadership style of intermediate level manager (SELI); Satisfaction with hygiene, safety, equipment and service (SCHSES); Satisfaction with the current remuneration system (SSRV) will allow to establish the predominant determinants of satisfaction with work in these professionals.

4. FINDINGS

4.1 Sociodemographic characterization

Table 1 presents the sociodemographic characteristics of the respondents under study. The sample size is composed by 39 professors, who carry out teaching duties at ISCED.

Still, based on the information in the below table, 61.5% (24) of the respondents are male and 38.5% (15) female. Regarding age, 23% (9) of individuals are aged up to 30 years, 43.6% (17) are between 31 and 40 years old and 33.4% (13) are over 40 years old. In terms of nationality, 87.1% (34) of the respondents are Angolan, 10.3% (4) of the respondents are Cuban and one is Vietnamese. Regarding marital status, 46.2% (18) are single, 46.2% (18) are married/union in fact, one is divorced and two widowed. Most of the respondents, 74.4% (29) and 25.6% (10) of the respondents do not have children. Regarding the qualifications, it was verified that 51.3% (20) finished the master's degree, 23.1% (9) of the respondents are licensed and only 25.6% (10) have a PhD. Regarding the employment relationship, 74.4% (29) stated that they were employees and 25.6% (10) were effective.

Table 1. ISCED teachers profile

Variables		n	%
Gender	Male	24	61,5
	Female	15	38,5
	<i>Total</i>	<i>39</i>	<i>100</i>
Age	Up to 30 years	9	23,0
	From 31 to 40 years old	17	43,6
	Equal or greater than 41 years	13	33,4
	<i>Total</i>	<i>39</i>	<i>100</i>

Nationality	Angolan	34	87,1
	Cuban	4	10,3
	Vietnamese	1	2,6
	<i>Total</i>	<i>39</i>	<i>100</i>
Marital status	Not married	18	46,2
	Married/Union in fact	18	46,2
	Divorced/Separated	1	2,6
	Widower	2	5,0
	<i>Total</i>	<i>39</i>	<i>100</i>
Have children	Yes	29	74,4
	No	10	25,6
	<i>Total</i>	<i>39</i>	<i>100</i>
Educational qualifications	Licensed	9	23,1
	Master	20	51,3
	Doctor	10	25,6
	<i>Total</i>	<i>39</i>	<i>100</i>
Job link	Effective	29	74,4
	Collaborator	10	25,6
	<i>Total</i>	<i>39</i>	<i>100</i>

4.2 Results of the Sociodemographic Dimension

This section presents the results obtained regarding the satisfaction of ISCED teachers in the dimensions assessed by the CAF scale. In this subchapter we present the results of the dimensions of the CAF scale according to the sociodemographic dimension. Regarding the gender of the respondent, it is verified that in all dimensions of the CAF scale, the average values obtained for women are higher than the average values obtained for men. The following are the dimensions: Satisfaction with management and management systems (SGSG), women with a mean value of 3.44 and men with an average of 2.95; Satisfaction with career development (SDC), with a mean in the female of 3.66 and a mean of 2.87 in the male; Satisfaction with the hygiene, safety, equipment and service conditions (SCHSES), with an average of 2.71 for females and 2.29 for males. The following are the dimensions: Satisfaction with working conditions (SCT), Satisfaction with career development (SDC), Satisfaction with leadership style (SEL), be it top leadership (SELT) or intermediate leadership (SELI) and SCHSES that the observed differences between men and women are statistically significant, with women being the most satisfied. Regarding the satisfaction with the current remuneration system (SSRV), both genders are similarly satisfied, with a mean of 3.08 for females and 3.04 for males.

The results of the dimensions of the CAF scale for teachers according to the age group of the teacher show that the employees aged up to 30 years had higher mean values of satisfaction in SGSG (3.16), SCT (3.26), SDC (3.28), NM (3.96), SEL (3.79), SELT (3.75) and SCHSES (3.54). By the application of the ANOVA test it is concluded that the observed differences are statistically significant in the SSRV dimension, with the teachers older than 40 years who are more satisfied (3.15) and by the Tukey multiple comparison it is concluded that the Differences between individuals between the ages of 31 and 40 and the remaining age groups. In the remaining dimensions the differences observed are not statistically significant.

Regarding the nationality of the respondent, the results obtained show that in all dimensions the average values obtained for employees with a nationality other than Angolan are higher than the average values obtained for Angolan employees. The following stand out: SGFI, non-Angolan with mean value of 3.54 and Angolan with a mean of 3.20; SCT with a mean of 3.54 in non-Angolan and 2.98 in Angolan, SCHSES with an average value of 2.71 in non-Angolan and 2.29 in Angolan, SSRV, with a 3.65 non-Angolan average and 2.67 In Angola. The SGFI, SCT, SCHSES and SSRV dimensions show that the observed differences between Angolans and non-Angolans are statistically significant, with non-Angolan employees being the most satisfied.

The results of the dimensions of the CAF scale according to whether or not the child has children shows that the institution's teachers who did not have children were, on average, more satisfied in the dimensions: SGFI (3.36), SGSG (3.16), SDC (3.21), NM (4.11), SEL (3.59), SELT (3.49) and SELI (3.69). In the remaining dimensions, employees with children presented the highest results, namely in SCT (3.19) and SSRV (3.27). By applying the Student's t-test it is concluded that the observed differences are statistically significant in the SSRV dimension, with those with children who were significantly more satisfied. In the other dimensions, the observed differences are not statistically significant.

Based on all the information that was previously mentioned and taking into account the first hypothesis of research it is verified that this first hypothesis was not validated.

4.3 Dimension Training Results

The results of the dimensions of the CAF scale according to the literary qualifications of the respondents reveal that the teachers with literacy at the master's/doctoral level have higher average levels of satisfaction in all dimensions. By the application of the Mann-Whitney test it was concluded that the differences are statistically significant in the dimensions: SGFI, SGSG, SCT, SEL, SELT and SELI.

With regard to the results of the dimensions of the CAF scale according to the facility that the institution offers to make the respondent frequent training, it is verified that in all dimensions, with the exception of the SSRV dimension, the average values obtained by the respondents who stated that they are easy to attend training were higher than respondents who stated that they did not have an easy time attending training. The SGSG, SCT, SDC, SEL, SELT, SELI, and SCHSES dimensions were analyzed in the the dimensions of satisfaction due to the ease of attending training, for which it was concluded that the differences are statistically significant. In other words, teachers who feel that the institution is easily trained in their area of work are clearly more satisfied. Thus, the second hypothesis of research was confirmed.

4.4 Results of the Professional Dimension

The results of the dimensions of the CAF scale as a function of the teachers' work link show that in all dimensions, with the exception of SCHSES, the average values obtained for the employees are higher than the average values obtained for the employees. However, at a significance level of 5%, it is concluded that the differences are not statistically significant. The third hypothesis of research can be said that it is not validated since there was insufficient statistical evidence to corroborate it.

4.5 Results of the Work Dimension

The results of the dimensions of the CAF scale according to the reasons that led the teacher interviewed to work at the institution show that the teachers who invoked the interest/experience reasons to work at the institution had higher average satisfaction values in all dimensions. By applying the Mann Whitney test it was concluded that the differences are statistically significant in the SEL, SELI and SSRV dimensions. With regard to the results of the dimensions of the CAF scale depending on the possibility of re-choosing the same institution to work. Teachers who stated that they would choose the same institution to work showed the highest average levels of satisfaction in all dimensions of the scale. On the other hand, teachers who stated that they would not choose the same institution to work had the lowest average levels of satisfaction in all dimensions, except for the SGFI, MN and SSRV dimensions, whose lowest satisfaction values belong to teachers who did not know if they would choose the same institution again. It should be noted that in the SGSG, SCT, SDS, SCHSES and SSRV dimensions the average levels of satisfaction presented by employees who would not choose the institution and those who did not know if they would choose are up to 3 points. By the application of the ANOVA Test it was concluded that the differences are statistically significant in the dimensions: SGFI, SGSG, SCT, SDC, SEL, SELT, SELI and SSRV. By Scheffé's multiple comparison it was concluded that the significant differences occur between the respondents who would return and those who would not return to work in the institution. As regards the fourth hypothesis of investigation, it can be said that it is validated once enough statistical evidence has been recorded to corroborate it.

4.6 Result of management practices for the different leaderships

It was noted that in general the focused initiatives are identified by the majority of respondents at both top-level and intermediate levels. At the top leadership stand the initiatives: "Demonstrates commitment to the process of change" and "Delegates competencies and responsibilities"; "Which showed levels of agreement slightly higher than the intermediate leadership. In the remaining initiatives the agreement of its existence is slightly superior in the intermediate leadership.

The table below shows the characterization of the satisfaction with the leadership practices (top and intermediate) of the ISCED institution's teachers. It was observed that for all the focused initiatives the average levels of satisfaction are close between top leadership and intermediate leadership, and there are no statistically significant differences between the two types of leadership. With the exception of the "Delegate competencies and responsibilities" initiative, all other initiatives have slightly higher average satisfaction scores in the lead. In this sense, the fifth hypothesis of research was not corroborated.

Table 2. Characterization of satisfaction with the leadership practices (top and intermediate)

Dimensions	Activity	Mean	Standard deviation	<i>t</i> Student Test	p-value
Lead through example	Top Manager	3,47	1,13	-0,861	0,393
	Intermediate manager	3,61	1,05		
Demonstrates commitment to the process of change	Top Manager	3,44	1,09	-0,444	0,659
	Intermediate manager	3,49	1,15		
Accepts constructive criticism	Top Manager	3,22	1,10	-1,913	0,061
	Intermediate manager	3,46	1,16		

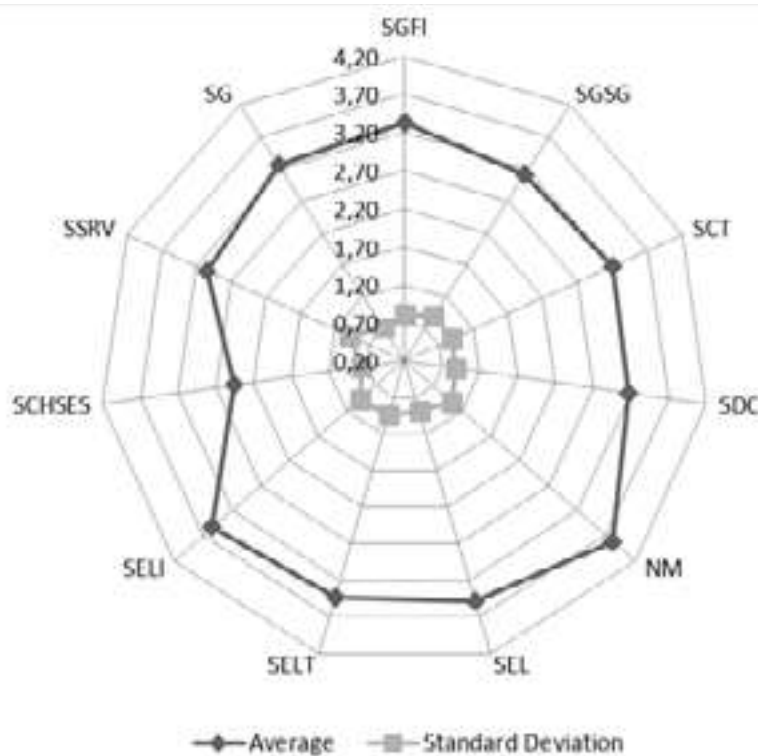
Accepts suggestions for improvement	Top Manager	3,51	1,07	-1,158	0,252
	Intermediate manager	3,64	1,13		
Delegates powers and responsibilities	Top Manager	3,71	1,18	0,252	0,802
	Intermediate manager	3,68	1,12		
Stimulates people's initiative	Top Manager	3,44	1,19	-0,375	0,709
	Intermediate manager	3,49	1,14		
Encourages mutual trust and respect	Top Manager	3,36	1,23	-0,629	0,532
	Intermediate manager	3,46	1,25		
Ensures the development of a culture of change	Top Manager	3,44	1,22	-0,358	0,721
	Intermediate manager	3,49	1,17		
Promotes training actions	Top Manager	3,63	1,32	-0,616	0,541
	Intermediate manager	3,73	1,11		
Recognizes and rewards individual and team efforts	Top Manager	3,24	1,15	-1,120	0,267
	Intermediate manager	3,41	1,16		
It suits the treatment given to people, needs and situations	Top Manager	3,25	1,27	-1,301	0,198
	Intermediate manager	3,47	1,22		

4.7 Characterization of the Job Satisfaction Scale

The results obtained for the dimensions of the CAF scale are presented in this section. For each dimension its average was calculated based on the number of items that integrate each dimension. The scale used to measure the items was Likert's 5-point, where 1 corresponds to Very dissatisfied and 5 to Very Satisfied.

By analyzing the values presented in Figure 1 it is possible to observe the average level of satisfaction of the respondents in all dimensions as well as the dispersion of results. It is verified that, with the exception of the SCHSES and SSRV dimensions, the average satisfaction recorded was close to or higher than 3.5 and that the dispersion values in all dimensions are small. It can be said that the employees of the institutions under study are generally satisfied. Table 3 complements and reinforces this satisfaction.

Figure 1. Summary of global mean and overall standard deviation of dimensions



SGFI - Overall satisfaction of employees with the institution; SGSG- Satisfaction with management and management systems; SCT - Satisfaction with working conditions; SDC- Satisfaction with career development; NM - Levels of motivation; SEL - Satisfaction with leadership style; SELT - Satisfaction with top leadership style; SELI- Satisfaction with the managerial style of intermediate level manager; SCHSES - Satisfaction with hygiene, safety, equipment and service conditions; SSRV - Satisfaction with the current remuneration system.

Table 3 presents the results of dimension characterization. It is observed that in terms of internal consistency this varies from good to very good, since the smallest Cronbach Alpha coefficient is 0.837 and the highest is 0.976.

In table 3 it can be observed that the empirical average values obtained are higher than the theoretical average value (3 points), except for the dimension Satisfaction with hygiene, safety, equipment and service (SCHSES) (average of 2.46 points) and Satisfaction dimension With current remuneration system (SSRV) the average obtained (3.06 points) is slightly higher than expected. It can be stated that, considering only the average values obtained, it is possible that the respondents are minimally satisfied in the dimensions: Overall satisfaction of the employees with the institution (SGFI), Satisfaction with management and systems of management (SGSG), Satisfaction with the conditions of (SCT), Satisfaction with Career Development (SDC), Levels of Motivation (NM), Satisfaction with leadership style (SEL), Satisfaction with top leadership style (SELT) and Satisfaction with leadership style of Manager (SELI).

Table 3 Characterization of the dimensions evaluated in the CAF questionnaire

Dimensiones	Alpha Cronbach	Empirical minimum	Mean	Standard deviation
SGFI	0,893	1,44	3,33	0,81
SGSG	0,933	1,11	3,11	0,91
SCT	0,894	1,13	3,19	0,87
SDC	0,830	1,60	3,18	0,87
NM	0,929	1,25	3,82	1,02
SEL	0,965	1,27	3,48	0,88
SELT	0,947	1,00	3,43	0,95
SELI	0,959	1,45	3,54	0,97
SCHSES	0,867	1,00	2,46	0,77
SSRV	0,823	1,00	3,06	1,00
Satisfaction	0,976	1,75	3,25	0,71

SGFI - Overall satisfaction of employees with the institution; SGSG- Satisfaction with management and management systems; SCT - Satisfaction with working conditions; SDC- Satisfaction with career development; NM - Levels of motivation; SEL - Satisfaction with leadership style; SELT - Satisfaction with top leadership style; SELI- Satisfaction with the managerial style of intermediate level manager; SCHSES - Satisfaction with hygiene, safety, equipment and service conditions; SSRV - Satisfaction with the current remuneration system

In order to complement the study, the correlation analysis was performed between all dimensions and also the weight of each dimension in the overall satisfaction (Table 4). It was necessary to produce the Spearman's correlation coefficients because the normality assumption in all dimensions was not verified. Table 4 shows the coefficients with a value greater than 0.70, which shows a strong relation. Thus, it can be said that the associations between: SGFI and SGSG; SCT and SGSG; SDC with SGSG; SEL with SGSG, SCT and SDC; SELT with SGSG, SCT, SDC and SEL; SELI with SEL are strong. Regarding the overall satisfaction, the strongest and statistically significant contributions are of the dimensions: SEL, SGSG, SDC, SCT, SELT and SGFI, with correlation coefficients above 0.80. In this sense, it can be said that there is a direct positive relationship between the dimensions of satisfaction and overall satisfaction, so the sixth research hypothesis is confirmed.

Table 4 Spearman's correlation coefficients

Dimensions	SGFI	SGSG	SCT	SDC	NM	SEL	SELT	SELI	SCHSES	SSRV	Satisfaction
SGFI	1	0,781	0,604 ^b	0,649 ^b	0,490 ^b	0,619	0,547 ^b	0,544 ^b	0,544 ^b	0,568 ^b	0,796 ^b
SGSG		1	0,773 ^b	0,765 ^b	0,329 ^a	0,774	0,804 ^b	0,604 ^b	0,624 ^b	0,372 ^b	0,918 ^b
SCT			1	0,692 ^b	0,262 ^a	0,709	0,727 ^b	0,579 ^b	0,637 ^b	0,352 ^b	0,842 ^b
SDC				1	0,242	0,811	0,777 ^b	0,696 ^b	0,569 ^b	0,221	0,860 ^b
NM					1	0,361	0,315 ^a	0,264 ^a	0,147	0,201	0,406 ^b
SEL						1	0,889 ^b	0,901 ^b	0,593 ^b	0,175	0,917 ^b
SELT							1	0,642 ^b	0,573 ^b	0,154	0,858 ^b
SELI								1	0,478 ^b	0,149	0,792 ^b
SCHSES									1	0,454 ^b	0,715 ^b
SSRV										1	0,399 ^b
Satisfaction											1

SGFI - Overall satisfaction of employees with the institution; SGSG- Satisfaction with management and management systems; SCT - Satisfaction with working conditions; SDC- Satisfaction with career development; NM - Levels of motivation; SEL - Satisfaction with leadership style; SELT - Satisfaction with top leadership style; SELI- Satisfaction with the managerial style of intermediate level manager; SCHSES - Satisfaction with hygiene, safety, equipment and service conditions; SSRV - Satisfaction with the current remuneration system; Satisfaction - overall average satisfaction. a - significant correlation coefficient at 5%; b - significant correlation coefficient at 1%. Spearman correlation coefficient.

5. CONCLUSIONS

As final considerations, it is intended to summarize the information discussed in previous sections, also explaining the limitations of the study as well as the possible directions for future research. According to Almeida (2003), any organization is a result of its human capital and, of course, does not exist if there are no people. In this sequence, the strategic management of human resources has been adopting new roles, from a management of only administrative and bureaucratic personnel, with concerns centered only on compliance with the legislation, a management of human resources with more strategic orientations, focused on Valuation of human capital, motivation and job satisfaction (Mendes, 2012). In this research it can be said that meet the view of Mezomo (2001), who argues that no organization is successful, that is, it achieves objectives without the effort and reciprocal commitment of all workers, who must work as a team, in the search for and operationalization of the objectives, which are added to improve organizational performance. Any organization with satisfied employees has the potential to add benefits, as it typically attracts the best, reduces staff turnover, increases productivity, reduces costs, improves image vis-à-vis the community, and gains competitiveness. The present study was based on a reflection on how sociodemographic variables, professional context, training context, work context and leadership context determine the level of job satisfaction of ISCED teaching professionals. At the same time it provided the knowledge of the image that the teachers perceive of the higher education institution where they carry out activity. This knowledge allows identifying the reasons for mismatches and nonconformities and their consequences in order to implement measures that promote the desired transformations and satisfaction.

This research proposes, regarding sociodemographic variables and job satisfaction, that:

- Female professors always declared a superior satisfaction than male professors;
- Professionals with lower age had higher satisfaction than those of the highest age groups, except for satisfaction with the current remuneration system (SSRV), which showed higher satisfaction among older teachers;
- Marital status did not significantly influence teacher satisfaction;
- Professors without children showed higher satisfaction than those with children, except in the SSRV dimension;
- Non-Angolan professors presented greater satisfaction than Angolan professors.

Respecting the professional variables in job satisfaction, it can be conclude that:

- Professors with ties to the institution were slightly less satisfied than the collaborators, although the differences observed in each dimension were not statistically significant;
- Regarding the salary, teachers satisfied with this, presented higher levels of professional satisfaction.

Concerning the variables of training in job satisfaction, it can be conclude that:

- Professors with higher academic qualifications presented greater satisfaction;
- Professors who stated that they were able to attend training were more satisfied than those who did not have the opportunity to attend training.

Regarding labor variables and job satisfaction, it can be concluded that:

- Professors who invoked the interest/experience reasons to work at the institution showed higher satisfaction values.
- Professors who stated that they would choose the same institution to work showed the highest average levels of satisfaction in all dimensions of the scale.

About variables leadership and job satisfaction, it can be concluded that:

- Professors satisfaction levels are close to top leadership and intermediate leadership;
- Professors have slightly higher satisfaction in all intermediate leadership initiatives, with the exception of the “Delegate Competencies and Responsibilities” initiative that delights the top leadership.
- Professors performing ISCED functions were moderately satisfied (empirical average of 3.25 and standard deviation of 0.71).

Given the results obtained, it can be affirmed that it was possible to relate sociodemographic variables with the degree of professional satisfaction of ISCED teachers and thus contribute to a better understanding of the influence of satisfaction on improving the competitiveness and performance of this institution. The results obtained aim to highlight the relation between age and job satisfaction, where it was observed that the group of subjects over 40 years of age showed the highest degree of job satisfaction in the SSRV dimension. The statistical analysis applied to the data of this study with respect to the age group proves that the hypothesis is only validated in the SSRV dimension, because in this dimension the results obtained showed significant differences being the teachers between the ages of 31 and 40 which were significantly different from the others (less satisfied). In the remaining dimensions, the observed differences between age groups were not statistically significant. The results achieved converge with satisfaction theories, particularly with the pyramid theory of Maslow's needs, which identifies one of the needs as security (stable employment, social protection), which in this study can be observed in

the determinant of the link with the organization. Which allows to conclude that although the satisfaction of individuals with fixed-term contracts is slightly higher than the actual teachers, the differences observed in each dimension were not statistically significant. It is believed that the labor bond factor did not present the clearly superior result in favor of the effective state because the collaborating professors are foreign professionals with remunerations much higher than the salaries earned in their countries of origin (Cuba and Vietnam). This raises the discussion about considering this fact in the design of policies and strategies of Management and more specifically Human Resources Management (HRM). The purpose of the reflection is to impose flexibility, adaptability and availability, without there being a compromise between the employee and the organization in the long term. In recent years there has been a growing choice of organizations for forward contracts and services, in a clear adaptation to the demands of global society and to internal and external policies that affect organizations economically and socially. In this context, it is essential that human resource managers remain alert to employee signals. In this investigation it can be concluded that the professionals pay particular attention to the values and attitudes of their managers and leaders, both intermediate and top. To this extent, it is believed that this study can contribute to a reflection on how to contribute to the construction of a better and healthier society, inside and outside the organizations, where the values that identify the professionals as human beings, dignified, respectful, ethical, supportive, and do not get run over by negative attitudes such as selfishness, egocentrism, rivalry. It is assumed that this scenario is possible since greater job satisfaction contributes to the employee finding meaning in their professional activity and adopting positive attitudes towards institutional development. Successful organizations are known to take pride in practicing excellent HRM and for their part, the professionals are proud and “wear the jersey of the organization” leading these organizations to success. This study reveals that ISCED’s teaching staff are globally satisfied and this satisfaction has contributed directly to improving the teaching quality and competitiveness of this institution. It is recommended to the management, particularly to HRM, a greater participation and involvement of the teachers in the institutional decision, especially in the decision making related to the teaching, so that this involvement, stimulates a greater satisfaction and consequently, to promote a better performance in the teaching. A greater commitment of the management bodies and the intermediate directors, covering these professionals, enhances a better communication and institutional valuation.

The main limitation of the study is related to the sample size. Although the collection of data has not proved easy, it is intended that future research may involve larger samples, extended to other professional categories and institutions, comparing professional satisfaction between teachers and non-teachers, national and Countries.

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