

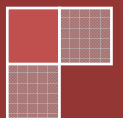
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December 2017*

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Editor-in-Chief

Prof. Dr. Jerry WILLIS - ST John Fisher University in Rochester, USA  
Prof. Dr. J. Ana Donaldson - AECT President  
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Contact Address:  
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Dear Colleagues,

We are very pleased to publish Special Issue for INTE-2017, ITICAM 2017 & IDEC 2017 conferences. This issue covers the papers presented at International Conference on New Horizons in Education, International Trends and Issues in Communication & Media Conference and International Distance Education Conference which were held in Freie Universität Berlin, Germany. These papers are about different research scopes and approaches of new developments and innovation in education, communication, media and technology.

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## The Teachers' Satisfaction in Higher Education Institutions as Key Factor of the Strategic Management and of the Organizational Competitiveness

**Cláudia Miranda VELOSO**

*Applied Management Research Unit (UNIAG)  
Institute Polytechnic of Bragança; University of Aveiro  
Portugal  
cmv@ua.pt; claudiamiranda@ipb.pt*

**Domingos Augusto LUNGA**

*Institute Superior Polytechnic of Kwanza South  
Angola  
dlunga23@gmail.com*

**Paula Odete FERNANDES**

*Applied Management Research Unit (UNIAG)  
Research Unit in Business Sciences (NECE)  
Institute Polytechnic of Bragança (IPB)  
Portugal  
pof@ipb.pt*

### ABSTRACT

Currently Higher Education Institutions (HEIs) are operating in the massively competitive international environment. The present society asks important challenges to current HEIs in several issues: technological, managerial, academic and economic. Consequently, organizations define and adopt strategies that support high performance and organizational competitiveness, with particular attention to human resources as a key factor in the efficient implementing of its strategy. In this regard, professional satisfaction adopts a growing interest in understanding quality of professional life and its influence on strategic management and organizational competitiveness. High job satisfaction contributes to the professional finding meaning in his professional activity and to adoption positive attitudes towards organizational performance. In this perspective, the article purposes to verify if there are differences in socio-demographic, professional, training and labour variables related to the level of satisfaction of the teachers that belong to the HEIs of the Kwanza South Province (Angola). As well as to know the level of satisfaction of those professionals. The results show that the level of teachers' satisfaction is positive and allows understanding the determinants of teachers' satisfaction and their mastery in strategic management and competitiveness of the HEIs of Kwanza South Province.

**Keywords:** Satisfaction; Higher Education Institution; Strategic Management; Competitiveness.

### INTRODUCTION

The sustainability and organizational performance are getting more and more taking on greater relevance for currently organizations, which compete in a global and extremely dynamic market. Phenomenon as Globalization, international competition, changing customers' demand, innovation and technology advancements incite rapidly and dynamic changing in the economic environment forcing organizations to adopt strategies that improve competitiveness and organizational sustainability. Consequently, to compete and retain in a global environment so competitive and dynamic, the organizations need to continually and systematically improve their performance by innovating their products/services and processes, reducing costs, enhancing quality and productivity. According to several studies (Allui & Sahni, 2016; Brito & Oliveira, 2016; Besma, 2014; Bontis, 1996; Dahie & Mohamed, 2017; Hasani & Sheikesmeili, 2016), human resources may be the first sustainable competitive advantage that an organization has in the ever globalized environment. Moreover, Hasani and Sheikesmeili (2016) completes that, more than ever before, human capital is more important than new technologies or financial and material resources. Indubitable, the Human resources are the main factor for keeping the organization in the market. Aware that human capital is the key element of organizational competitive advantage, it is important to define and implement a strategy that effectively involves the organization's professionals in improving the organizational performance. In short, it is extremely necessary to implement human resources strategic management and adapt and coordinate this human capital strategy with organizational strategy.

Furthermore, Human capital is considered one of the most important resources of currently organizations. Strategic management of human resources is more essential than other competitive assets because these people use other resources in organization, build productivity, competitiveness and achieve objectives. Thus, the human resources management discharges a core role in organizations' success by having great effect on organizational performance. Therefore, organizations need to know and comprehend the expectations of their professionals to attain the greater

performance. The concretization of workers' expectations will allow the desired behaviour of the work forces in the organization. A few the organization's desired outcomes in managing its workforce are: competence; employee cooperation among them; employee cooperation with managers; showing the capabilities of employees; employee behaviour; motivation, commitment and satisfaction; attitude and presence (Cania, 2014)

The management of human resources is based on the affectation of the behaviour 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 construction 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 Public Higher Education Institutes (HEIs) of Kwanza South Province (Angola). Tries to observe the job satisfaction of these professionals, and to relate the variables associated to this condition (sociodemographic, professional context, training context and labour context).

Job activity occupies most of the time of workers, and undoubtedly takes on a remarkable importance in the life of the active population. To this extent, it is extremely relevant that the workplace provides well-being, since this satisfaction exhibits a direct connection with the other spheres of workers' lives. According to Graça (1999), job satisfaction comprises an attitude or an emotion that assumes concrete meaning in behaviours and opinions expressed. 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 behaviour 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 labour 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 fulfilment of workers. Greater professional satisfaction contributes to the professional finding meaning in their work activity and adopting positive attitudes towards institutional development. Research at the global level suggests that good socialization practices lead individuals to understand their role more clearly, getting more involved in work and organization, leading to greater satisfaction, since according to Gomes et al. (2008). In the initial stages of the individual's life in the organization, it is important that the new employee have good opportunities to interact and socialize with his peer and leaders.

In spite of the existence of a multiplicity of studies that deal with the subject of professional satisfaction, there are a few 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 main purpose of this research is to examine the determinants of Public HEI 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 labour context influence the level of professional satisfaction of the teachers of the Public HEIs of Kwanza South Province, namely: Institute Superior Polytechnic of Kwanza South (ISPKS) and Higher Institute of Education Sciences of Sumbe (ISCED). Therefore, it is crucial that ISPKS and ISCED understands what its teachers expect and have a duty to promote such measures, evidently within the parameters admissible and practicable by the institution. The realization of this research on the job satisfaction of 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 labour 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.

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 teacher's satisfaction of the Public HEIs of Kwanza South Province are displayed and analysed. 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

and ISPKS to define strategies and adopt intervention measures that favour the well-being, the expectation of teachers and promote simultaneously, the better institutional competitiveness and the quality of education.

### **THEORETICAL BACKGROUND**

In the current context of globalisation, the work environment has undergone profound and significant changes around the need to systematic adaptation of the organizations to the new market challenges (Lawler, 2005). As a consequence, organizations have implemented an organizational culture that favours high performance, with particular attention to human resource management as an essentially strategic issue. 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). 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 & 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. One of the great and current requirements of organizations is to use the range of knowledge in a strategic and integrated way, rather than simply need to retain the best professionals. In this sequence, according to Handel (2005), professionals considered more satisfied, who perceive greater autonomy and decision-making freedom in the pursuit of their activities, tend to become more involved with their work and to perceive it more in function of the designated ones rewards intrinsic, related to their interests, demands and needs, which most impact on their performance and inherently in organizational performance.

Thus, not only firms such also organizations like HEI have begun to invest in strategic management and particularly in human resource management, which reveals the progressive concern with people, regarded 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 for 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 systematic and continuous adaptation of organizational practices to environmental changes and the adoption of leadership styles that stimulate the proximity between goals and interests shared by professionals and organizations undoubtedly lead to the improvement of sustainable organizational performance. To this extent, organizations such as HEI must implement a human resources management that is closer to professionals, which verifies the impact of their actions on their performance, with special incidence on measuring of the level of the satisfaction of their employees.

Some studies investigate the supposed relation between the job satisfaction and his professional performance. Locke (1976) understands job satisfaction as an emotional state, pleasant or positive, which necessarily results from work-related experiences. Such an emotional state is determined by agents (such as relationships with bosses and colleagues, organizational policies and procedures, etc.) and events (such as physical conditions in the industry and recognition by others) related to the work, capable to promote such satisfaction. Tsang and Wong (2005) define job satisfaction as a positive emotional state or pleasure sensation resulting from assessment of a work or related aspects simultaneously. Several studies (Locke, 1969; Cura & Rodrigues, 1999; Judge, Thoresen, Bono & Platton, 2001; Aiken, Clarke & Sloane, 2002; Martinez, Paraguaya & Latorre, 2004; Marquez & Moreno, 2005; Santos, Spagnoli, Ramalho, Passos & Caetane, 2010; Moura, 2012; Azevedo, 2012; Leite, 2013) point to an implicit link between job satisfaction and the high performance of its professionals. According to Lu, Barribal, Zhang and While (2011) workers' expectations play a role in the traditional model of job satisfaction and, in turn, job satisfaction is related to performance. Mezomo (2001) points out that an organization with satisfied employees has a potential advantage, since, as a rule, it attracts the best, reduces staff turnover, increases productivity, reduces costs, improves image in the community and gains competitiveness. The senior works of a higher education institution has an important role in creating job satisfaction, identifying which factors cause satisfaction and / or dissatisfaction, and to use those data to identify strategies that lead to improved situations that are less satisfactory, and to use this data to identify strategies that lead to improving less satisfactory situations, since they are crucial aspects since job satisfaction has a significant impact on employees' commitment to organizations, work performance and motivation (Noordin & Jusoff, 2009; Machado-Taylor, Soares & Gouveia, 2010; Machado-Taylor, et al., 2016).

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 & Verschoor, 2014; Wei & 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 studies (Locke, 1969; Cura & Rodrigues,

1999; Judge, Thoresen, Bono & Platton, 2001; Aiken, Clarke, Sloane & Caetane, 2010; Moura, 2012; Azevedo, 2012; Leite, 2013) that point to an implicit link between job satisfaction and the high performance of its professionals.

The top management of a higher education institution has a central 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 major impact on employees' commitment to organizations, work performance, and motivation (Machado-Taylor, Soares & Gouveia, 2010; Machado-Taylor et al., 2016). Furthermore, job satisfaction is a critical condition for improving the functioning of organizations, and educational managers have a decisive role, through the promotion of strategies that lead to increase the satisfaction of the workers, with a view to achieving results in terms of creativity, commitment and productivity (Alpay & Verschoor, 2014; Castro et al., 2011, Machado-Taylor et al., 2016, Wei & Junyan, 2015).

## METHODOLOGY

This research deals with the job satisfaction of the teachers who work in Public HEIs of the Kwanza South Province, namely ISCED and ISPKS, 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:

HI<sub>1</sub>: There are differences in the average values of job satisfaction for sociodemographic characteristics;

HI<sub>2</sub>: There are differences in average values of job satisfaction for the level of training;

HI<sub>3</sub>: There are differences in average values of job satisfaction for professional category;

HI<sub>4</sub>: There are differences in average values of job satisfaction for the labour characteristics;

HI<sub>5</sub>: There are differences in average satisfaction values in each leadership practice for each leadership style;

HI<sub>6</sub>: 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 and ISPKS teachers, divided into two parts. First part, consisting of a previous questionnaire, the questions were elaborated by the researchers, including sociodemographic, professional, training and labour 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. After data collection, the database was constructed, processed, analysed 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, labour 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.

## FINDINGS

### Sociodemographic characterization

The sociodemographic characteristics of the respondents under study are presented in Table 1. The sample size is composed by 75 teachers, who carry out teaching duties at ISCED and ISPKS. Based on the information in the below table, 78.7% (59) of these work at the ISPKS institution and 21.2% (16) work at the ISCED institution. Regarding the gender, 62.7% (47) of the respondents are male and 37.3% (28) female. As for age, 17.3% (13) of the individuals were aged up to 30 years, 45.3% (34) were between 31 and 40 years old and 37.3% (28) were over 40 years old. In terms of nationality, 62.7% (47) of the respondents are Angolan, 33.3% (25) of the respondents are Cuban, one is Portuguese and two are Vietnamese. Regarding marital status, 46.7% (35) were unmarried,

46.7% (35) were married / de facto, two were divorced and three were widowed. The majority of children (77.3%) had children, of whom 46.6% (27) had a child, 31.0% (18) had two children and 22.4% (13) had three To five children. Regarding the qualifications, it was verified that 37.3% (28) of the respondents were licensed, 58.7% (44) finished the master's degree and three respondents had the doctorate. Regarding the employment relationship, 50.7% (38) stated that they were effective and 49.3% (37) were employees.

**Table 1 Sociodemographic Profile.**

| Variables                  |                           | n  | %     |
|----------------------------|---------------------------|----|-------|
| Institution                | ISPKS                     | 59 | 78,7% |
|                            | ISCED                     | 16 | 21,2% |
|                            | Total                     | 75 | 100%  |
| Gender                     | Male                      | 47 | 62,7% |
|                            | Female                    | 28 | 37,3% |
|                            | Total                     | 75 | 100%  |
| Age                        | Up to 30 years old        | 13 | 17,3% |
|                            | From 31 to 40 years old   | 34 | 45,3% |
|                            | Greater than 40 years old | 28 | 37,3% |
|                            | Total                     | 75 | 100%  |
| Nationality                | Angolan                   | 47 | 62,7% |
|                            | Cuban                     | 25 | 33,3% |
|                            | Vietnamese                | 1  | 1,3%  |
|                            | Angolan                   | 2  | 2,7%  |
|                            | Total                     | 75 | 100%  |
| Marriage Status            | Not married               | 35 | 46,7% |
|                            | Married/Union in fact     | 35 | 46,7% |
|                            | Divorced/Separated        | 2  | 2,7%  |
|                            | Widower                   | 3  | 4,0%  |
|                            | Total                     | 75 | 100%  |
| Have Children              | Yes                       | 58 | 77,3% |
|                            | No                        | 17 | 22,7% |
|                            | Total                     | 75 | 100%  |
| Number of children         | One child                 | 27 | 46,6% |
|                            | Two children              | 18 | 31,0% |
|                            | Three to five children    | 13 | 22,4% |
|                            | Total                     | 58 | 100%  |
| Educational Qualifications | Licensed                  | 28 | 37,3% |
|                            | Master                    | 44 | 58,7% |
|                            | Doctor                    | 3  | 4,0%  |
|                            | Total                     | 75 | 100%  |
| Job link                   | Effective                 | 38 | 50,7% |
|                            | Collaborator              | 37 | 49,3% |
|                            | Total                     | 75 | 100%  |

### Results of the Sociodemographic Dimension

This section presents the results obtained regarding the satisfaction of ISCED and ISPKS 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 stand out: SGFI, female with mean value of 3.62 and male with mean of 3.26; SEL, with a mean in the female of 3.93 and a mean of 3.40 in the male; SELT, with a mean of 3.85 in the female and 3.34 in the male, Overall satisfaction with a mean in the female of 3.64 and a mean of 3.19 in the male. The differences observed between men and women are statistically significant, with the women being the most satisfied.

The results of the CAF scale dimensions according to the age group of the respondent revealed that, the employees aged between 31 and 40 years had higher mean values of satisfaction in SGFI (3.49), SGSG (3.31), SDC (3.29), SCHSES (2.73) and SG (3.38). In general, it is verified that the results are very close between different age groups, so that the application of the ANOVA test concludes that the observed differences are not statistically significant in all dimensions, except for the SSRV dimension, highlighting the oldest teachers with greater satisfaction with younger teachers.

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 an average value of 3.68 and Angolan with an average of 3.22; SCT, with a mean of 3.71 in non-Angolan and of 3.12 in Angolan; SDC with a mean of 3.57 in non-Angolan and 3.07 in Angolan; SCHSES with an average of 2.99 in the non-Angolan and of 2.43 in the

Angolan; SSRV, with an average of 3.79 in the non-Angolan and of 2.65 in the Angolan. The SGFI, SGSG, SCT, SDC, SCHSES, SSRV and SG dimensions show that the observed differences between Angolans and non-Angolans are statistically significant, with non-Angolan officials 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 have children were, on average, more satisfied in the dimensions: SGFI (3.41), SGSG (3.24), SCT (3.41), SDC (3.29), SCHSES (2.73), SSRV (3.24) and SG (3.38). In the remaining dimensions the employees without children presented the highest results. By the application of the t-test we conclude that the observed differences are statistically significant in the SSRV dimension, and the children-less respondents were significantly more satisfied. In the other dimensions, the observed differences are not statistically significant. Based on these results the first hypothesis was partially validated.

### **Dimension Training Results**

The results of the dimensions of the CAF scale according to the literary qualifications of the respondent revealed that employees with literary qualifications at the master's/doctoral level had higher average satisfaction values in all dimensions. It is observed that the results are considerably different among the respondents with different literary qualifications, so that by applying the appropriate statistical test it is concluded that the observed differences are statistically significant in the dimensions: SGFI, SGSG, SCT, SEL, SELT, SELI and SG. 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 the average values obtained by the respondents who stated that they are easy to attend training were higher than respondents who stated that they have not an easy time attending training. The SGFI, SGSG, SCT, SDC, SEL, SELT, SELI, SCHSES and overall satisfaction dimensions were highlighted, for which it was concluded that the observed differences are statistically significant. In other words, respondents who feel that the institution is easy to attend training in their area of work are clearly more satisfied. Thus, the second hypothesis of research was confirmed.

### **Results of the Professional Dimension**

With regard to the results of the dimensions of the CAF scale according to the HEI where the teacher interviewed performs his/her duties. The ISCED teachers were, on average, more satisfied in all dimensions. However, at a significance level of 5%, it is concluded that the observed differences are statistically significant in the SGSG, SCT, SEL, SELI, SCHSES and overall satisfaction dimensions. 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 is not validated since there was insufficient statistical evidence to corroborate it.

### **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 the dimensions SGFI (3.47), SGSG (3.36), SDC (3.36), NM (3.94), SEL (3.75), SELT (3.65), SELI (4.11), SCHSES (2.68) and SG (3.46). In the remaining dimensions were the employees with other reasons to work in the institution that presented higher satisfaction results, with the exception of the SGSG dimension. By the application of the ANOVA test it was concluded that the observed differences are statistically significant in the dimensions: SEL and SELI, in the remaining the differences observed were not statistically significant. 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. By the application of the ANOVA test it was concluded that the differences are statistically significant in all dimensions, with the exception of NM and SSRV. 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.

### **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 (Table 2) shows the characterization of the satisfaction with the leadership practices (top and intermediate) of the ISCED and ISPKS 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 "Accepts constructive criticism" initiative in which the respondents were significantly more satisfied with the interim manager. The initiatives: "Delegates competences and responsibilities"; "Ensures the development of a culture of change"; "Accepts constructive criticism" "; "Demonstrates engagement in the change process" and "Accepts improvement suggestions" present the highest average levels of satisfaction in both types of leadership. In this sense, the fifth hypothesis of research was not corroborated.

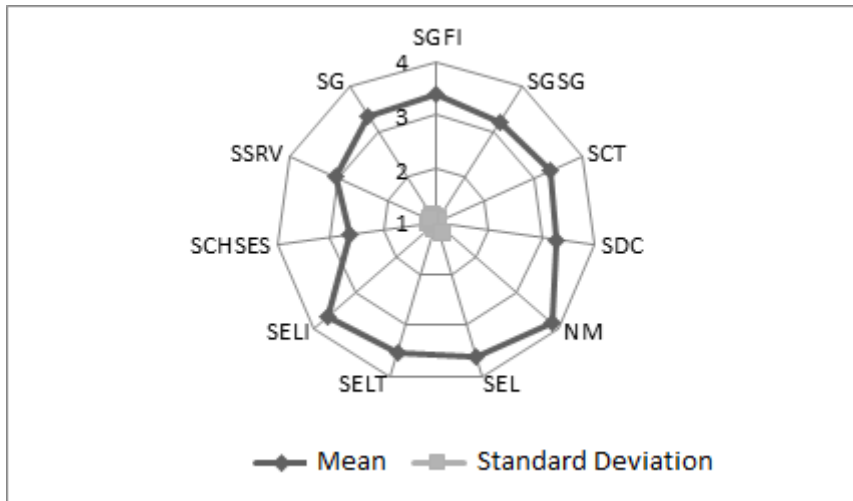
**Table 2 Characterization of satisfaction with the leadership practices (top and intermediate).**

| Dimensions   | Activity             | Mean | Standard deviation | t-Student Test | p-value      |
|--|----------------------|------|--------------------|----------------|--------------|
| Lead through example   | Top Manager          | 3,56 | 1,12               | -1,143         | 0,257        |
|  | Intermediate manager | 3,71 | 1,01               |                |              |
| Demonstrates commitment to the process of change             | Top Manager          | 3,53 | 1,11               | -0,426         | 0,671        |
|  | Intermediate manager | 3,57 | 1,12               |                |              |
| Accepts constructive criticism                               | Top Manager          | 3,36 | 1,15               | -2,314         | <b>0,023</b> |
|  | Intermediate manager | 3,60 | 1,12               |                |              |
| Accepts suggestions for improvement                          | Top Manager          | 3,57 | 1,07               | -1,685         | 0,096        |
|  | Intermediate manager | 3,75 | 1,05               |                |              |
| Delegates powers and responsibilities                        | Top Manager          | 3,84 | 1,09               | 0,252          | 0,801        |
|  | Intermediate manager | 3,81 | 1,05               |                |              |
| Stimulates people's initiative                               | Top Manager          | 3,57 | 1,13               | -0,618         | 0,539        |
|  | Intermediate manager | 3,64 | 1,09               |                |              |
| Encourages mutual trust and respect                          | Top Manager          | 3,52 | 1,18               | -0,823         | 0,413        |
|  | Intermediate manager | 3,63 | 1,18               |                |              |
| Ensures the development of a culture of change               | Top Manager          | 3,49 | 1,20               | -1,026         | 0,308        |
|  | Intermediate manager | 3,61 | 1,11               |                |              |
| Promotes training actions                                    | Top Manager          | 3,72 | 1,23               | -0,790         | 0,432        |
|  | Intermediate manager | 3,83 | 1,02               |                |              |
| Recognizes and rewards individual and team efforts           | Top Manager          | 3,31 | 1,17               | -1,905         | 0,061        |
|  | Intermediate manager | 3,56 | 1,09               |                |              |
| It suits the treatment given to people, needs and situations | Top Manager          | 3,39 | 1,24               | -1,616         | 0,110        |
|  | Intermediate manager | 3,61 | 1,14               |                |              |

### 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. Theoretically the expected average in each dimension is 3 points. Through the analysis of 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. This conclusion of general satisfaction of the professionals under study, extracted from figure 1 is complemented and reinforced by Table 3.

**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 lowest Cronbach coefficient is 0.863 and the highest is 0.980. It can be observed that in all dimensions the highest value of satisfaction (5 points) was reached and that the average values obtained were higher than the theoretical average value, except for the dimension Satisfaction with hygiene, safety, equipment and service conditions (SCHSES ) (Average of 2.64 points). And in the dimension Satisfaction with the current remuneration system (SSRV) the average obtained (3.07 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 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). Regarding the dispersion of the responses among the respondents, it is verified that this one exists (values of standard deviation of at least 0,75 points) and is more evident in the dimensions: NM, SDC and SSRV.

**Table 3 Characterization of the dimensions evaluated in the CAF questionnaire**

| Dimensions          | Alpha Cronbach | Empirical minimum | Mean        | Standard deviation |
|---------------------|----------------|-------------------|-------------|--------------------|
| SGFI                | 0,909          | 1,44              | 3,39        | 0,84               |
| SGSG                | 0,938          | 1,11              | 3,23        | 0,92               |
| SCT                 | 0,903          | 1,13              | 3,34        | 0,89               |
| SDC                 | 0,870          | 1,00              | 3,26        | 0,96               |
| NM                  | 0,916          | 1,25              | 3,85        | 0,98               |
| SEL                 | 0,965          | 1,27              | 3,60        | 0,87               |
| SELT                | 0,949          | 1,00              | 3,53        | 0,94               |
| SELI                | 0,948          | 1,45              | 3,67        | 0,92               |
| SCHSES              | 0,909          | 1,00              | 2,64        | 0,94               |
| SSRV                | 0,863          | 1,00              | 3,07        | 1,07               |
| <b>Satisfaction</b> | <b>0,980</b>   | <b>1,75</b>       | <b>3,36</b> | <b>0,75</b>        |

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, we analysed the correlation between all dimensions and also the weight of each dimension in the overall satisfaction (Table 4). It was necessary to recourse to Spearman's correlation coefficients

because the normality assumption in all dimensions was not verified. All the coefficients presented are statistically significant at a significance level of 1% and are positive indicating a relationship in the same sense between the different dimensions. Table 4 shows the coefficients with values greater than 0.70, which shows a strong association. Thus, it can be said that the associations between: SGFI and SGSG; SCT and SGSG; SDC with SGFI, SGSG and SCT; SEL with SCT and SDC; SELT with SGSG, SCT, SDC and SEL; SELI with SEL and SELT are at least strong. Regarding the overall satisfaction, the strongest 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.**

| <b>Dimensions</b>   | <b>SGFI</b> | <b>SGSG</b> | <b>SCT</b> | <b>SDC</b> | <b>NM</b> | <b>SEL</b> | <b>SELT</b> | <b>SELI</b> | <b>SCHSES</b> | <b>SSRV</b> | <b>Satisfaction</b> |
|---------------------|-------------|-------------|------------|------------|-----------|------------|-------------|-------------|---------------|-------------|---------------------|
| <b>SGFI</b>         | 1           | 0,828       | 0,704      | 0,754      | 0,550     | 0,703      | 0,641       | 0,613       | 0,649         | 0,646       | 0,855               |
| <b>SGSG</b>         |             | 1           | 0,817      | 0,818      | 0,411     | 0,816      | 0,831       | 0,655       | 0,694         | 0,496       | 0,933               |
| <b>SCT</b>          |             |             | 1          | 0,755      | 0,360     | 0,777      | 0,774       | 0,650       | 0,707         | 0,450       | 0,880               |
| <b>SDC</b>          |             |             |            | 1          | 0,360     | 0,820      | 0,800       | 0,695       | 0,689         | 0,430       | 0,894               |
| <b>NM</b>           |             |             |            |            | 1         | 0,434      | 0,396       | 0,346       | 0,249         | 0,306       | 0,487               |
| <b>SEL</b>          |             |             |            |            |           | 1          | 0,913       | 0,906       | 0,665         | 0,326       | 0,925               |
| <b>SELT</b>         |             |             |            |            |           |            | 1           | 0,688       | 0,652         | 0,304       | 0,877               |
| <b>SELI</b>         |             |             |            |            |           |            |             | 1           | 0,542         | 0,270       | 0,800               |
| <b>SCHSES</b>       |             |             |            |            |           |            |             |             | 1             | 0,540       | 0,778               |
| <b>SSRV</b>         |             |             |            |            |           |            |             |             |               | 1           | 0,523               |
| <b>Satisfaction</b> |             |             |            |            |           |            |             |             |               |             | 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.

## DISCUSS AND CONCLUSION

This paper investigated the job satisfaction in HEI of the Kwanza South Province (Angola), concretely how the sociodemographic, professional, training, labour and leadership variables related to the level of satisfaction of teachers that belong to the HEIs (ISCED and ISPKS). The findings show that variables studied influence the level of job satisfaction in HEIs, both the sociodemographic and the leadership initiatives. Currently, Angolan HEIs are facing major challenges surrounding the development of human capital, especially of the Institute members and need to devote more attention to their Human Recourses Management practices. The performance evaluation and compensation system can be successfully used for directing and motivating academic staff in their activities and seeing that their activities are in accordance with the strategic planning and human resource management of the HEI. As the HEI evolves and systematically adapts to the rapid changes in the social and economic environment, it is necessary implement changes in the organization mean there could be a drastic increase in the workload of academic staff. It is therefore crucial to implement specific motivation systems and work out the united and fair performance evaluation and compensation system, since that only thus will their evolution be successful. The study also showed that the existence of information about the job satisfaction, it is an appropriate and important instrument to assist HEI in finding an excellent performance and competitiveness. Distortion or lack of information can result in ineffective plans intended to improve job satisfaction. As a result of this study, higher education institutions which focus on improving job satisfaction with strategic human resource management alignment might have more successful results.

Moreover, such 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 cantered 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 and ISPKS of the teaching professionals. At the same time it provided the knowledge of the image that the teachers perceive of the HEI 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 teachers always declared a superior satisfaction than male teachers; professionals are 31 to 40 years old 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; teachers with children showed higher satisfaction than those without children and Non-Angolan teachers presented greater satisfaction than Angolan teachers.

Respecting the professional variables in job satisfaction, it can be conclude that: teachers with ties to the institution were slightly less satisfied than the collaborators, although the differences observed in each dimension were not statistically significant and Teachers that work in ISCED presented higher levels of professional satisfaction than the teachers that work in ISPKS. Concerning the variables of training in job satisfaction, it can be conclude that: teachers with higher academic qualifications presented greater satisfaction; professionals who stated that they were able to attend training were more satisfied than those who did not have the opportunity to attend training.

Regarding labour variables and job satisfaction, it can be concluded that: teachers who invoked the interest/experience reasons to work at the institution showed higher satisfaction values and 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. About variables leadership and job satisfaction, it can be concluded that: teachers satisfaction levels are close to top leadership and intermediate leadership

Teachers performing HEI of the Kwanza South Province functions were moderately satisfied (empirical average of 3.36 and standard deviation of 0.75). Given the results obtained, it can be affirmed that it was possible to relate sociodemographic variables with the degree of professional satisfaction of ISCED and ISPKS 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 labour bond factor did not present the clearly superior result in favour 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.

Additionally, it is crucial that human resource managers remain alert to employee signals. In this research, 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 academic staff of the Public HEI of the Kwanza South Province are globally satisfied and this satisfaction has contributed directly to improving the teaching quality and competitiveness of this institution, covering these professionals, enhances a better communication and institutional valuation. The results from this research are mainly important to a several of stakeholders. Primarily, this is especially relevant since higher education institutions are answerable for the effective use of resources. Besides, the administration that governs each HEI might be able to further identify the variables and the initiatives que enhanced a greater job satisfaction that may offer a better method in their work efficiencies and effectiveness. Similarly, the teachers in Angolan HEI, may be better able to understand the situation of their HEI, their management and how effective they are in developing the knowledge, skills, and abilities of their human capital. Lastly, organizations (regional and international) wishing to form alliances with Angolan HEI may benefit from understanding their strategic human resource management initiatives. Education administrators should implemented outcome oriented performance evaluation systems and they should also encourage the participation of teachers in decision making processes which can increase their knowledge and skills. To this extent, the HEI need to establish performance assessment and compensation systems in order to show clearly defined causality between compensation and performance of academic staff. A good and well-functioning performance evaluation system would help the educational managers to make their mark in the organizational setting of their faculty. As implications to education managers, it is suggested a closer cooperation between institute and the human resource department in order to establish more unified and adequate evaluation processes. Moreover, 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. Thus, the study gives rich and important findings to the scope of strategic human resource management in the HEI. As HEI include better strategic human resource management practices and initiatives, they will be better prepared to handle with a quickly changing environment and external competition.

As with all studies, this study has some limitations. 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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