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ESTILOS DE LIDERANÇA DOS DIRETORES TÉCNICOS E SATISFAÇÃO DOS COLABORADORES: ESTUDO REALIZADO EM IPSS`S DOS DISTRITOS DA GUARDA E VISEU

LEADERSHIP STYLES OF TECHNICAL DIRECTORS AND JOB SATISFACTION OF EMPLOYEES: A STUDY CONDUCTED IN PSSI`S OF THE DISTRICTS OF GUARDA AND VISEU

ESTILOS DE LIDERAZGO DE LOS DIRECTORES TÉCNICOS Y LA SATISFACCIÓN DEL EMPLEADO: UN ESTUDIO REALIZADO EN IPSS`S EL DISTRITO DE GUARDA Y VISEU

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RESUMO

Introdução: Este trabalho trata-se de um estudo quantitativo, transversal, descritivo e correlacional.

Objetivos: O presente estudo teve como principal objetivo conhecer, na perspetiva dos colaboradores, a relação entre os estilos de liderança utilizados pelos diretores técnicos e a satisfação dos colaboradores em nove IPSS's dos distritos da Guarda e Viseu, atendendo ainda à relevância de variáveis sociodemográficas e profissionais no âmbito da satisfação no trabalho.

Métodos: A amostra é constituída por 85 colaboradores e o instrumento de recolha de dados agrega questões de caracterização sociodemográfica e profissional e duas escalas, já validadas para avaliar: i) o grau de satisfação nas várias dimensões do trabalho (elaborada pelo Instituto da Segurança Social, 2007) e ii) o estilo de liderança dos diretores técnicos (elaborada por Melo, 2004), segundo a perspetiva dos colaboradores.

Resultados: Os resultados obtidos indicam que o estilo de liderança relacional é o que promove maior satisfação e o estilo de liderança voltado para a tarefa menor satisfação.

Conclusões: O estudo das hipóteses permitiu observar que as variáveis: género, tipo de contrato, tempo de serviço e habilitações literárias interferem na satisfação dos colaboradores com o trabalho.

Palavras-chave: colaboradores de IPSS's; diretor técnico; estilo de liderança; satisfação no trabalho.

ABSTRACT

Introduction: This work is a quantitative, transversal, descriptive and correlational study.

Objectivos: The main purpose of the present study was to understand the collaborators perspective of the relationship between the leadership styles used by technical directors and job satisfaction of employees in nine Private Social Solidarity Institutions (PSSI,) in the districts of Guarda and Viseu, taking also into account the relevance of sociodemographic and professional variables in the field of job satisfaction.

Methods: The sample consists of 85 employees and the data collection instrument integrates questions of socio-demographic and professional characterization and two validated scales for assessing: i) the degree of job satisfaction in various dimensions (developed by Instituto da Segurança Social, 2007) and ii) the leadership style of the technical directors (developed by Melo, 2004), according to the perception of employees.

Results: The results indicate that the relational leadership style promotes greater satisfaction and the leadership focused on task induces lower satisfaction.

Conclusions: The hypothesis under study allows to conclude that variables: gender, type of work contract, service time and qualifications influence employee's job satisfaction.

Keywords: PSSI's employees; technical director; leadership style; job satisfaction.

RESUMEN

Introducción: Este trabajo es un estudio cuantitativo, transversal, descriptivo y correlacional.

Objetivos: Este estudio tuvo como principal objetivo conocer, desde la perspectiva de los empleados, la relación entre los estilos de liderazgo utilizados por los directores técnicos y la satisfacción de los empleados en nueve Instituciones Privadas de Solidaridad Social (IPSS) de los distritos de Guarda y Viseu, teniendo en cuenta también la relevancia de las variables sociodemográficas y profesionales en el campo de la satisfacción en el trabajo.

Métodos: La muestra se compone de 85 empleados y el instrumento de recolección de datos añade cuestiones sociodemográficas y profesionales y dos escalas, ya validadas, para evaluar: i) el grado de satisfacción en diversas dimensiones del trabajo (desarrollado por el Instituto da Segurança Social, 2007) y ii) el estilo de liderazgo de los directores técnicos (desarrollado por Melo, 2004), según la perspectiva de los empleados.

Resultados: Los resultados indican que el estilo relacional de liderazgo promueve una mayor satisfacción y el estilo de liderazgo direccionado por la tarea promueve menor satisfacción.

Conclusiones: Para las hipótesis del estudio se ha observado que las variables: sexo, tipo de contrato, tiempo de servicio y cualificación interfieren con la satisfacción de los empleados con el trabajo.

Palabras clave: empleados de IPSS; director técnico; estilo de liderazgo; satisfacción en el trabajo.

INTRODUCTION

Both corporate or non-profit organizations aim to achieve goals and results, associated with employee's efficiency, attitude and performance levels. In this context, it is imperative that those responsible for the organizations feel the importance of the impact of their leadership on people management and commit themselves to find mechanisms that enable them to periodically analyze the degree of satisfaction of employees, because only in this way desired results can be achieved.

Given the above, this study aims to evaluate the relationship between the leadership styles used by technical directors and the satisfaction of employees in Private Social Solidarity Institutions (PSSI), in the districts of Guarda and Viseu, in Portugal, taking into account the relevance of socio-demographic and professional variables in the satisfaction at work.

1. THEORETICAL FRAMEWORK

1.1 Private Social Solidarity Institutions (PSSI)

The Portuguese Law No. 119/83 of 25 February, defines PSSI's as

Private Social Solidarity Institutions when constituted, with non-profit purpose, by the initiative of individuals, in order to give organized expression to the moral duty of solidarity and justice between individuals and provided they are not run by the state or a local government body, to pursue, among others, social policy objectives through the provision of goods and services (Article 1).

In Portugal, the PSSI's act in different domains: Social Security; Protection in Health; Education; and Housing. Usually PSSI's develop their activity in one center of activities, or else, its activities are concentrated geographically. They operate under the responsibility of a technical director, who assumes his duties (Portuguese Law No. 172-A / 2014, November 14).

Depending on the size of provided services and social responses that each PSSI develops, multidisciplinary teams may be established to collaborate in terms of work, including several professionals, namely, direct action assistants, educational action assistants, psychologists, doctors, nurses, social workers, physical therapists, early childhood educators, among others, being very common in this type of organizations that the technical director assumes the function of human resources management (Portuguese Law No. 172-a / 2014, November 14).

Cherrigton (1995, cit. by Fernandes, 2011) states that all managers with subordinates in charge, are to a greater or lesser extent leaders, because they have the difficult mission of leading a group of different people, which should become a team that generates results and which should be motivated, in order to their elements achieve the objectives set by the organization, in an ethical and positive way.

1.2 Leadership

The exercise of leadership includes several functions related to structuration, functions distribution, guidance, coordination, control, motivation, positive and negative reinforcement, strengthening, etc. However, the ability to generate energy in others, causing them to feel both motivated and enthusiastic, is the cornerstone for the skills of today's leaders (Cunha, Rego, Cunha, & Cabral-Cardoso, 2007).

The leader has to choose different behaviors that he can use, which can be grouped into several categories or styles, so leadership is included in a continuum between two extremes, one more oriented towards interpersonal relationships and the other more oriented to performing tasks. Thus, over time, authors have attempted to identify various leadership styles, which are presented below.

1.2.1. Leadership styles in behavioral theories

The inability of the trait theory, which consists in the evaluation and selection of leaders based on their physical, psychological and social characteristics, to adequately explain the leadership process and the emergence of leaders, led researchers to look for other routes of analysis (Teixeira, 2013). Thus, the first studies on leadership styles within the behavioral approach took place in 1939 and were conducted by researchers Lewin, Lippitt and White (Chiavenato, 2004). Based on these studies, researchers were able to define three leadership styles: authoritarian leadership, the liberal leadership (*laissez-faire*) and democratic leadership.

According to Chiavenato (2004), the authoritarian leadership is related to the leader whose adopted posture is essentially directive, in which the leader provides specific instructions, leaving no room for the creativity of the led; it is impersonal, whether in praise or in criticism. In turn, the liberal leader (*laissez-faire*) does not impose on the group and therefore does not make decisions or divides

tasks. In the democratic leadership, the leader assists and encourages debate between all the elements, being the group, together, that outlines the measures and techniques to achieve the objectives. The group requests technical advice from the leader, that suggests several alternatives that the group can choose from.

One of Michigan researchers, Likert, developed its studies in this area and according to Nogueira (2012) identified a leadership style system that was presented in the book "The Human Organization" composed by four basic types: coercive authoritative, benevolent authoritarian, consultative and participatory: (1) in the coercive authoritarian style, the decision rests within the top of the organization, being characterized by a punishing environment; (2) in the benevolent authoritarian style, the decision is still centralized, however, there is some interaction and flexibility in the tasks performance; (3) in the consultative style, the leader decentralizes organizational decisions requesting some ideas and opinions from the employees; (4) in the participative style, the leader provides an environment for involvement, trust and participation of employees, using the ideas and suggestions in a constructive manner.

Also framed in behavioral theories, the leadership style based on Blake and Mouton's theory is based on a leadership grid consisting of a diagram showing: a production-related variable (the "x" axis) and other variable related to people (the "y" axis), arranged at intervals ordered from 1 to 9, forming a two-dimensional array, thus making the combination of task and relationship. The matrix comprises eighty one positions along which are distributed the types of leadership identified by the investigators, and this way, these combined dimensions result in different leading styles (Teixeira, 2013).

1.2.2. Leadership styles in situational or contingency theories

Situational theories have as a basic principle the absence of a single valid leadership style for all situations, on the contrary, each situation requires a different leadership style. According to these approaches, the effective leader is the one with the ability to adapt to groups of people with certain characteristics under extremely varied conditions. Thus, the fundamental variables to be considered in contingency theories of leadership are three: the leader, the group and the situation (Cunha et al., 2007).

The Fiedler model was the first contingency model of leadership and states that the group's performance efficacy depends on the connection between the practiced leadership style and the degree of control and influence the leader has of the situation (Robbins, 1994, cit. by Navy, 2013).

Thus, to better understand the leadership, two behavioral dimensions (task orientation and guidance to the relationship) and three situational criteria (task structure, position of power and leader-member relationship) should be combined (Cunha & Rego, 2003).

Still framed in the situational or contingency theories emerges the leadership continuum model. This model assumes that the leadership style can be explained by a line consisting of seven possible attitudes for a leader. This same line combines the leader authority with the freedom of the subordinates, regarding to decision-making, thus suggesting a continuum in the leadership behaviors (Nogueira, 2012).

No less important and widely accepted in the scientific literature arise leadership styles based on the Theory of Hersey and Blanchard. This model is based on the premise that effective leadership "is a function of three variables: the leader style (L), the maturity of the led (I) and the situation (s), being the leadership efficacy (E) expressed by the formula $E = f(L, I, s)$ " (Agostinho & Amaro, 2007, p. 5).

Hersey and Blanchard (1986) established four basic quadrants for the leader's behavior, depending on the emphasis given to production aspects (task) and to subordinate (relationship), from which the following four combinations arise: high task (much emphasis on task) and low relationship (little emphasis in the relationship); high task and high relationship; low task and low relationship; low task and high relationship.

After the analysis of the first variable, the behavior of the leader, authors Hersey and Blanchard (1986) analyze the second, the maturity of the followers, in which "maturity is the ability and willingness of people to take responsibility for directing their own behavior" (p. 187). This concept is divided into two components: the maturity at work (capacity) and psychological maturity (motivation).

Maturity at work is related to the ability to do something, referring to knowledge and understanding. People with high maturity at work in a particular field of knowledge have the ability and the experience necessary to perform certain tasks without the direction of the leader. Psychological maturity refers to the willingness or motivation to do something. It is linked to self-confidence, commitment and personal fulfillment. Individuals who have high psychological maturity believe that accountability is important, have confidence in themselves and feel good in that aspect of their work, not requiring great incentive to fulfill their tasks.

1.3. Job satisfaction

There are numerous definitions of job satisfaction. Among the most mentioned definitions in the scientific literature, the one provided by Locke (1976, cit. by Cunha et al., 2007) is distinguished, in which he considers the job satisfaction as a positive or pleasant emotional state, as a result of the value attributed by individuals to their work, or their experiences with it.

1.3.1. Causes of job satisfaction

Regarding the causes of job satisfaction, Spector (1997) and Cunha et al. (2007) report that these can be divided into two groups: personal causes and organizational causes.

The personal causes can, in turn, be divided into individual differences and demographic factors. At the level of individual differences, research suggests that individuals appear to be, by virtue of their levels of emotional intelligence, moderately predisposed to react in a certain way in their work. With regard to demographic variables, the most frequently studied are age and sex. With regard to age, studies show that younger workers tend to be less satisfied than their older counterparts (Cunha et al., 2007). Regarding the gender variable, the literature review suggests that women have higher levels of job satisfaction than men (Chaves, Ramos, & Figueiredo, 2011).

Regarding the organizational causes, Cunha et al. (2007) reported that the most frequently considered involve factors such as salary, the work itself, the development prospects in the career, leadership style, colleagues and the physical working conditions. Another variable pointed to by Cunha et al (2007) is the social information, influencing job satisfaction in the measure that it can be changed by social and contextual influence. Still in order to meet other variables that influence satisfaction, we looked at other prospects beyond the ones presented by these authors and found the following considerations.

Francés (1984, cit. by Figueiredo, 2012) states that worker participation in decision making in the organization can influence their job satisfaction. Peterson and Dunnagan (1998, cit. by Marquese & Moreno, 2005) ascertained that the level of education may have a positive relationship with job satisfaction. Cavanagh (1992) identified three aspects that influence job satisfaction: differences in personality, differences in work and differences in the values attributed to work. Korunka and Vitouch (1999, cit. by Marquese & Moreno, 2005) reported that job satisfaction is positively related to job security, wages and benefits, social relationships at work, positive relationship towards leaderships, the career prospects, the physical work environment and good terms for resolution of work processes.

According to the above, we note that the intervening factors in job satisfaction are diverse and that their presence or absence generates different responses in the individual.

Studies show some positive relationship between job satisfaction levels, performance and productivity. It seems, too, there is an inverse relationship between job satisfaction and absenteeism, in the sense that people more satisfied denote lower absenteeism (Cunha et al., 2007). Also burnout and turnover seem to decrease when the job satisfaction levels are higher. Job satisfaction may also be considered a good predictor of turnover intention (Figueiredo, 2012).

2. METHODS

The methodological option that guided this study was a quantitative, descriptive, cross-sectional and correlational approach, which was derived from the research question: "What is the relationship, from the perspective of employees, between the leadership styles used by the technical directors and the satisfaction of PSSI's employees, taking into account also the relevance of socio-demographic and professional variables in the field of job satisfaction?". This, in turn, gave rise to the following specific objectives:

1. Identify the dominant leadership style of technical directors, according to the perspective of employees;
2. Ascertain the degree of employee's job satisfaction in different dimensions (facilities, professional and personal autonomy; financial compensation, other benefits, professional development and training, supervision, work internal relations, policy and strategy, change and innovation, quality management system, and safety);
3. Check if the degree of job satisfaction of employees in the different dimensions of work varies with the socio-demographic and professional variables (gender, age, type of contract, service time and qualifications);
4. Study the relation of leadership styles of the technical directors with the degree of employee's job satisfaction, according to the perspective of employees.

From the objectives we also defined the following hypothesis:

H1: There are significant differences in employee's job satisfaction due to socio-demographic and professional variables (gender, age, type of contract, service time and qualifications).

H2: There is a significant relationship between the leadership style of the technical director and the employee's job satisfaction, according to the perspective of employees.

2.1. Sample

The sample consists of 85 subjects who carry out functions related to supporting the elderly, people with disabilities and children in nine PSSI's belonging to a county in the district of Guarda and a county in Viseu's district. All the institutions in the study have a technical director and only five are using the quality management system, which explains the reduction in the sample (n = 39) when studying the dimension "Satisfaction with the Quality Management System."

By analyzing the collected data, we find that there is a much greater number of female respondents (n = 82; 96%) compared to males (n = 3; 3.5%). Regarding age, most respondents are between 22 and 31 years (n = 23; 27.1%) and 43 to 53 years (n = 23; 27.1%); then, between 32 and 42 years (n = 21; 24.7%) and less represented, respondents aged between 54 and 65 years (n = 18; 21.2%). Globally, the ages range from 22 to 65 years (M = 42.3 years, SD = 12.8 years).

Regarding the type of contract with the institution, the majority of respondents have a permanent contract (n = 66; 77.6%) and another 12 (14.1%) were working through a temporary contract. Two respondents (2.4%) are doing an internship, three (3.5%) respondents are integrated into the institution by a measure to support employment, designated contract job insertion and, finally, two (2.4%) exercised their functions through a contract for services.

In relation to the service time, 30 (35.3%) respondents worked for over 10 years, 24 (28.2%) between one and five years, 15 (17.6%) between six and 10 years and 16 (18.8%) were tied to the institution for less than a year.

With regard to qualifications, 25 respondents (29.4%) had the 1st cycle of basic education, 11 (12.9%) the 2nd cycle and 22 (25.9%) the 3rd cycle, there are 15 employees (17.6%) with secondary education and 12 (14.1%) with a university degree.

Concerning the social response to which employees are affected, five (5.9%) are at a day care center, six (7.1%) are on home support service, 32 (37.6%) work on a nursing home for elderly, eight (9.4%) are linked to a center of occupational activities and also eight employees (9.4%) are rebated to the nursery and center for leisure activities, finally, three (3.5%) reported to work at the social response of continuous care unit. The remaining 23 employees (27.1%) perform functions simultaneously in two or three social responses: affected to day care center, nursing home for elderly and home support service we have 15 (17.6%) employees; performing functions in the home support service and nursing home for elderly there are five (5.9%) elements, and finally affected to the nursing home for elderly and continuous care unit there are three (3.5%) employees.

2.2. Data collection tools

In order to gather the necessary information to achieve the objectives of this work, the data collection used an instrument composed by three parts: the first related to the socio-demographic and professional characterization of respondents, the second comprises a scale that assesses the degree of Job Satisfaction, consisting of 10 dimensions (facilities, professional and personal autonomy; financial compensation, other benefits, professional development and training, supervision, work internal relations, policy and strategy, change and innovation, quality management system, and safety), each of which is measured by the number of items shown in Table 1, in a Likert scale with five categories (from "1 totally dissatisfied" to "5-totally satisfied"), prepared by the "Instituto da Segurança Social" (2007). Finally, because our research question sought to know the relationship between Job Satisfaction and the variable Leadership Style, from the perspective of employees, a scale developed by Melo (2004) was also used, consisting of three dimensions (relationship, situational, task), each also measured by the number of items shown in Table 1, in a Likert scale with five categories (from "1-never act like this" to "5-always act like this") to assess the technical directors leadership style.

2.3. Identification and operationalization of variables

To study the hypothesis 1, were considered as dependent variables: the degree of job satisfaction for employees of PSSI's with the dimensions: the facilities, professional and personal autonomy; financial compensation, other benefits, professional development and training, supervision, policy and strategy, change and innovation, quality management system, and safety; and as independent variables: gender, age, type of contract with the institution, the time of service in the institution and qualifications.

For the analysis of hypothesis 2, the same dimensions already referred in the previous hypothesis for the degree of satisfaction with work were used as determinants of employee's job satisfaction and leadership style was operationalized by the relationship, situational and task dimensions measured by the scale cited above.

2.4. Procedures

After obtaining the necessary authorizations from the authors to the application of the scales that integrate our research instrument, we proceed to request official permission for data collection from the presidents of the directions of the institutions where we intended to apply the questionnaires. This request was made through a formal presentation, in which we referred the subject of our study, its purpose, and assured the confidentiality rules, anonymity and professional ethics. Authorization applications were accompanied by the instrument we planned to apply. Since all requests received acceptance by the presidents of the directions, we contacted the technical directors personally to request their collaboration in the distribution of questionnaires by all employees of the addressed institutions. This procedure facilitated the distribution of our data collection instrument, because at the time of contact with the institutions not all the employees were present. Of the 129 questionnaires distributed, 85 completed correctly were received.

2.5. Statistical analysis

The data were analyzed using the Statistical Package for the Social Sciences (SPSS) version 20.

In the descriptive statistics analysis for scales, the mean (M), standard deviation (SD), variation coefficient (VC), minimum (Min) and maximum (Max) were presented. The internal consistency analysis, to study how a set of variables represent adequately a certain dimension (Hill & Hill, 2002), was carried out by calculating Cronbach's Alpha, in which a coefficient of internal consistency higher than .80 is considered suitable for applications in Social Sciences and an internal consistency coefficient between .60 and .80 is considered acceptable, as referred, for example, by Muñiz (2003), Muñiz, Hidalgo, García-Cueto, Martínez, & Moreno (2005) and Nunnally (1978). In inferential analysis (Maroco, 2011; Pestana & Gageiro, 2008), the relationship between quantitative and qualitative variables, always to a reference value for the proof value of 5%, we used nonparametric Mann-Whitney and Kruskal-Wallis tests, since there is no normality for the distribution of analyzed data, assumption needed to apply parametric tests, which was verified by the Kolmogorov-Smirnov test with the Lilliefors correction and the Shapiro-Wilk test for smaller groups. To correlate two quantitative variables we used the Pearson correlation coefficient, which can be used for the size of the sample under study, according to the Central Limit Theorem.

3. RESULTS

3.1. INTERNAL CONSISTENCY ANALYSIS

Analyzing the results in Table 1, the Cronbach's Alpha values are higher than the value of .80 for the dimensions of the scale that measures Job Satisfaction (with one exception, where the value is still higher than .70) and the dimensions of the Leadership Style Assessment scale, so we can consider that the dimensions studied by these scales are measured appropriately in this sample.

Table 1 - Internal consistency for the Job Satisfaction and Leadership Style Assessment Scales

Scale	Dimension	Cronbach's Alpha	N Items
Job Satisfaction	Facilities	.73	6
	Professional and Personal Autonomy	.88	7
	Financial Compensation	.88	3
	Other Benefits	.92	8
	Professional Development and Training	.92	7
	Supervision	.94	3
	Work Internal Relations	.89	9
	Policy and Strategy	.91	4
	Change and Innovation	.85	3
	Quality Management System	.88	6
	Safety	.91	3

Leadership Style Assessment	Relationship	.93	7
	Situational	.88	3
	Task	.87	4

3.2. Descriptive results

Table 2 presents the descriptive results for the scales used. For Job Satisfaction Scale, we found that the dimension where employees have higher levels of satisfaction is the "Quality Management System" (M = 4.24, SD = 0.50), whereas the dimension where employees have lower levels of satisfaction is the "Financial Compensation" (M = 3.53, SD = 0.86). Applying the Leadership Style Assessment Scale, we tried to identify which leadership style is dominant in the Technical Directors, from the viewpoint of employees, who identified themselves as dominant in their leaders styles "Situational" (M = 4.35, SD = 0.68) and "Relationship" (M = 4.34, SD = 0.72), and with a slightly lower value, the style directed towards the "Task" (M = 4.26, SD = 0.74). All dimensions have a mean value clearly above the midpoint of the measuring scale and close to its maximum value.

Table 2 - Descriptive statistics for the Job Satisfaction and Leadership Style Assessment Scales

	N	M	SD	VC	Min	Max
Job Satisfaction Scale						
Facilities	85	4.22	0.51	12%	2.83	5.00
Professional and Personal Autonomy	85	4.15	0.54	13%	3.14	5.00
Financial Compensation	85	3.53	0.86	25%	1.00	5.00
Other Benefits	85	4.08	0.60	15%	2.88	5.00
Professional Development and Training	85	4.08	0.60	15%	2.29	5.00
Supervision	85	4.00	0.79	20%	1.67	5.00
Work Internal Relations	85	4.06	0.51	13%	2.89	5.00
Policy and Strategy	84	4.04	0.57	14%	3.00	5.00
Change and Innovation	85	3.95	0.60	15%	2.33	5.00
Quality Management System	39	4.24	0.50	12%	2.83	5.00
Safety	85	4.18	0.66	16%	2.33	5.00
Leadership Style Assessment Scale						
Relationship	85	4.34	0.72	17%	2.29	5.00
Situational	85	4.35	0.68	16%	2.67	5.00
Task	85	4.26	0.74	17%	2.25	5.00

3.3. Hypotheses Analysis

Hypothesis 1: There are statistically significant differences in employee's job satisfaction due to socio-demographic and professional variables (gender, age, type of contract, service time and qualifications).

The results for the analysis of this hypothesis concerning gender are presented in Table 3.

Table 3 - Mann-Whitney U test: Differences in Job Satisfaction by gender

	Gender	N	M	SD	U	p
Facilities	Female	82	4.24	0.52	37.0	* .039
	Male	3	3.78	0.10		
Professional and Personal Autonomy	Female	82	4.17	0.55	54.0	.099
	Male	3	3.76	0.08		
Financial Compensation	Female	82	3.54	0.87	98.5	.554
	Male	3	3.22	0.84		
Other Benefits	Female	82	4.08	0.61	108.0	.719
	Male	3	4.13	0.13		
Professional Development and Training	Female	82	4.09	0.61	80.5	.307
	Male	3	3.86	0.14		
Supervision	Female	82	4.02	0.79	82.5	.321
	Male	3	3.67	0.58		
Work Internal Relations	Female	82	4.06	0.52	113.5	.820
	Male	3	4.07	0.17		
Policy and Strategy	Female	81	4.05	0.58	117.0	.909
	Male	3	4.00	0.00		
Change and Innovation	Female	82	3.96	0.61	99.5	.548
	Male	3	3.78	0.39		
Quality Management System	Female	39	4.24	0.50		
	Male	0	.	.		
Safety	Female	82	4.18	0.67	94.5	.483
	Male	3	4.00	0.00		

* p<.05

In Table 3, it appears that most of the dimensions of job satisfaction had higher values for females in the sample, so female gender employees are more satisfied at work than the male gender, with the exception of dimensions "Other benefits" and "Work Internal Relations", however, the differences are only statistically significant for the dimension "Facilities" (p = .039). Thus, there is confirmation of the hypothesis only for the dimension "Facilities" for which satisfaction is significantly higher for females. However, it is important to note that there are only three male workers in the sample, so this analysis was carried out purely on an exploratory basis, with caution to the generalizations in this area.

The results in Table 4 permit to determinate whether the age variable influences the various dimensions of job satisfaction. It is verified that the observed variations are not enough to find statistically significant differences between the established age groups.

Table 4 - Kruskal-Wallis test: Differences in Job Satisfaction as a function of age

	Age	N	M	SD	χ^2_a	p
Facilities	22 to 31	23	4.16	0.63	0.63	.890
	32 to 42	21	4.20	0.39		
	43 to 53	22	4.31	0.45		
	54 to 65	18	4.22	0.59		
Professional and Personal Autonomy	22 to 31	23	4.12	0.52	1.44	.697
	32 to 42	21	4.16	0.56		
	43 to 53	22	4.27	0.56		
	54 to 65	18	4.07	0.57		
Financial Compensation	22 to 31	23	3.71	0.77	4.10	.251
	32 to 42	21	3.33	0.91		
	43 to 53	22	3.73	0.80		
	54 to 65	18	3.28	0.97		
Other Benefits	22 to 31	23	3.99	0.65	1.73	.631
	32 to 42	21	4.04	0.56		
	43 to 53	22	4.23	0.59		
	54 to 65	18	4.06	0.63		
Professional Development and Training	22 to 31	23	3.97	0.60	2.67	.446
	32 to 42	21	4.18	0.51		
	43 to 53	22	4.14	0.69		
	54 to 65	18	4.03	0.61		
Supervision	22 to 31	23	3.99	0.89	1.19	.756
	32 to 42	21	3.86	0.88		
	43 to 53	22	4.15	0.63		
	54 to 65	18	4.02	0.76		
Work Internal Relations	22 to 31	23	3.99	0.60	1.08	.781
	32 to 42	21	4.07	0.47		
	43 to 53	22	4.11	0.52		
	54 to 65	18	4.07	0.46		
Policy and Strategy	22 to 31	23	4.09	0.56	0.90	.824
	32 to 42	20	4.08	0.58		
	43 to 53	22	4.08	0.61		
	54 to 65	18	3.92	0.55		
Change and Innovation	22 to 31	23	3.96	0.67	3.08	.380
	32 to 42	21	3.90	0.66		
	43 to 53	22	4.12	0.54		
	54 to 65	18	3.81	0.52		
Quality Management System	22 to 31	9	4.19	0.41	1.12	.773
	32 to 42	10	4.23	0.65		
	43 to 53	10	4.20	0.58		
	54 to 65	9	4.37	0.33		
Safety	22 to 31	23	3.90	0.84	5.69	.128
	32 to 42	21	4.24	0.49		
	43 to 53	22	4.42	0.57		
	54 to 65	18	4.17	0.59		

For the analysis of the relationship between the type of contract of employees and the dimensions of job satisfaction, a category was defined by aggregating all types of contracts considered precarious (internship, job insertion and services contracts) by researchers. In Table 5, we observe that statistically significant differences occur in the dimensions "facilities", "professional and personal autonomy", "financial compensation", "professional development and training", "work internal relations", "policy and strategy" and "safety", with higher satisfaction for those with temporary contract and lower satisfaction for employees with

precarious contracts.

Table 5 - Kruskal-Wallis test: Differences in Job Satisfaction as a function of type of contract

	Type of contract	N	M	SD	χ^2_2	p
Facilities	permanent	66	4.21	0.46	13.33	** .001
	temporary	12	4.57	0.64		
	precarious	7	3.74	0.40		
Professional and Personal Autonomy	permanent	66	4.17	0.54	9.14	** .010
	temporary	12	4.36	0.58		
	precarious	7	3.65	0.25		
Financial Compensation	permanent	66	3.46	0.88	12.54	** .002
	temporary	12	4.19	0.58		
	precarious	7	3.00	0.47		
Other Benefits	permanent	66	4.08	0.60	5.53	.063
	temporary	12	4.31	0.66		
	precarious	7	3.68	0.34		
Professional Development and Training	permanent	66	4.07	0.60	7.51	* .023
	temporary	12	4.37	0.60		
	precarious	7	3.67	0.27		
Supervision	permanent	66	4.02	0.81	5.35	.069
	temporary	12	4.25	0.68		
	precarious	7	3.48	0.50		
Work Internal Relations	permanent	66	4.06	0.47	6.28	* .043
	temporary	12	4.25	0.67		
	precarious	7	3.67	0.39		
Policy and Strategy	permanent	65	4.04	0.56	8.22	* .016
	temporary	12	4.33	0.56		
	precarious	7	3.57	0.43		
Change and Innovation	permanent	66	3.95	0.57	5.77	.056
	temporary	12	4.19	0.72		
	precarious	7	3.55	0.46		
Quality Management System	permanent	35	4.27	0.52	2.30	.317
	temporary	2	4.00	0.00		
	precarious	2	4.00	0.00		
Safety	permanent	66	4.19	0.63	11.30	** .004
	temporary	12	4.47	0.70		
	precarious	7	3.52	0.42		

* p<.05; ** p<.01

With the purpose of testing if the service time in the institution significantly influences the employee's job satisfaction, analyzing Table 6, we conclude that there are statistically significant differences in the dimensions "professional and personal autonomy", "other benefits", "professional development and training", "supervision", "work internal relations" and "policy and strategy". For these dimensions there is a tendency to increased satisfaction with increased service time in the institution, except in the dimension

“professional and personal autonomy”, where individuals who work in the institution between 6 and 10 years feel more satisfied.

Table 6 - Kruskal-Wallis test: Differences in Job Satisfaction as a function of service time

	Service time	N	M	SD	χ^2	p
Facilities	Less than 1 year	16	4.05	0.50	2.88	.410
	1 to 5 years	24	4.22	0.59		
	6 to 10 years	15	4.19	0.56		
	More than 10 years	30	4.33	0.42		
Professional and Personal Autonomy	Less than 1 year	16	3.79	0.44	9.63	* .022
	1 to 5 years	24	4.17	0.61		
	6 to 10 years	15	4.33	0.51		
	More than 10 years	30	4.24	0.49		
Financial Compensation	Less than 1 year	16	3.19	0.71	4.32	.229
	1 to 5 years	24	3.60	0.92		
	6 to 10 years	15	3.69	1.14		
	More than 10 years	30	3.57	0.72		
Other Benefits	Less than 1 year	16	3.70	0.56	9.61	* .022
	1 to 5 years	24	4.04	0.70		
	6 to 10 years	15	4.22	0.57		
	More than 10 years	30	4.24	0.47		
Professional Development and Training	Less than 1 year	16	3.63	0.59	10.52	* .015
	1 to 5 years	24	4.10	0.68		
	6 to 10 years	15	4.20	0.52		
	More than 10 years	30	4.24	0.46		
Supervision	Less than 1 year	16	3.73	0.65	8.33	* .040
	1 to 5 years	24	3.83	0.91		
	6 to 10 years	15	3.96	0.87		
	More than 10 years	30	4.31	0.63		
Work Internal Relations	Less than 1 year	16	3.88	0.46	10.09	* .018
	1 to 5 years	24	4.02	0.59		
	6 to 10 years	15	3.90	0.49		
	More than 10 years	30	4.26	0.42		
Policy and Strategy	Less than 1 year	16	3.67	0.51	11.13	* .011
	1 to 5 years	24	4.05	0.65		
	6 to 10 years	15	4.03	0.44		
	More than 10 years	29	4.25	0.50		
Change and Innovation	Less than 1 year	16	3.64	0.50	7.42	.060
	1 to 5 years	24	3.92	0.75		
	6 to 10 years	15	3.93	0.66		
	More than 10 years	30	4.16	0.41		
Quality Management System	Less than 1 year	4	3.96	0.08	4.97	.174
	1 to 5 years	6	4.14	0.46		
	6 to 10 years	7	4.14	0.68		
	More than 10 years	22	4.35	0.48		
Safety	Less than 1 year	16	3.98	0.67	5.22	.156
	1 to 5 years	24	3.99	0.84		
	6 to 10 years	15	4.31	0.45		
	More than 10 years	30	4.37	0.51		

* p<.05; ** p<.01

Table 7 presents the results of the relationship between qualifications and job satisfaction for employees, that allow to verify the existence of statistically significant differences in the dimensions “financial compensation”, “other benefits”, “change and

innovation” and “safety”. For the mentioned dimensions, employees who have the second and third cycle of basic education emerge as more satisfied and employees with a higher education are less satisfied, followed by the ones with secondary education.

Table 7 - Kruskal-Wallis test: Differences in Job Satisfaction as a function of qualifications

	Qualifications	N	M	SD	χ^2_d	p
Facilities	1 st cycle	25	4.22	0.53	7.55	.110
	2 nd cycle	11	4.21	0.50		
	3 rd cycle	22	4.33	0.41		
	Secondary	15	4.40	0.48		
	Higher	12	3.81	0.56		
Professional and Personal Autonomy	1 st cycle	25	4.13	0.52	3.59	.464
	2 nd cycle	11	4.22	0.52		
	3 rd cycle	22	4.26	0.61		
	Secondary	15	4.14	0.52		
	Higher	12	3.94	0.54		
Financial Compensation	1 st cycle	25	3.41	0.78	11.09	* .026
	2 nd cycle	11	4.03	0.66		
	3 rd cycle	22	3.73	0.91		
	Secondary	15	3.56	0.72		
	Higher	12	2.89	0.98		
Other Benefits	1 st cycle	25	4.17	0.54	10.29	* .036
	2 nd cycle	11	4.26	0.49		
	3 rd cycle	22	4.18	0.63		
	Secondary	15	4.05	0.64		
	Higher	12	3.58	0.55		
Professional Development and Training	1 st cycle	25	4.13	0.51	9.03	.060
	2 nd cycle	11	4.26	0.45		
	3 rd cycle	22	4.16	0.73		
	Secondary	15	4.10	0.57		
	Higher	12	3.65	0.52		
Supervision	1 st cycle	25	4.17	0.67	6.33	.176
	2 nd cycle	11	4.27	0.42		
	3 rd cycle	22	4.09	0.74		
	Secondary	15	3.78	0.97		
	Higher	12	3.53	0.95		
Work Internal Relations	1 st cycle	25	4.15	0.45	8.53	.074
	2 nd cycle	11	4.11	0.36		
	3 rd cycle	22	4.11	0.53		
	Secondary	15	4.08	0.53		
	Higher	12	3.70	0.61		
Policy and Strategy	1 st cycle	25	4.10	0.52	4.12	.390
	2 nd cycle	11	4.09	0.32		
	3 rd cycle	22	4.14	0.66		

	Secondary	14	4.00	0.62		
	Higher	12	3.77	0.60		
Change and Innovation	1 st cycle	25	3.97	0.46	9.74	* .045
	2 nd cycle	11	4.18	0.43		
	3 rd cycle	22	4.14	0.65		
	Secondary	15	3.82	0.68		
	Higher	12	3.53	0.63		
Quality Management System	1 st cycle	16	4.28	0.35	5.13	.274
	2 nd cycle	5	4.30	0.40		
	3 rd cycle	6	4.53	0.27		
	Secondary	7	3.86	0.74		
	Higher	5	4.23	0.64		
Safety	1 st cycle	25	4.29	0.51	19.17	** .001
	2 nd cycle	11	4.36	0.46		
	3 rd cycle	22	4.44	0.56		
	Secondary	15	4.13	0.63		
	Higher	12	3.33	0.67		

* p<.05; ** p<.01

So, overall, we can say that the H1 hypothesis is verified: for gender, where the dimensions of job satisfaction tend to be higher for females; for the type of contract, in which various dimensions of job satisfaction are higher for those with temporary contract and lower for employees with precarious contracts; for the service time, the satisfaction with various dimensions increase with increasing service time in institutions; and for the qualifications, higher values occur for certain dimensions of job satisfaction for employees with the second and third cycle of basic education and lower values are observed for employees with higher education, followed by those with secondary education.

Hypothesis 2: There is a significant relationship between the leadership style of the technical director and employee's job satisfaction, according to the perspective of employees.

In order to determine whether there is a significant relationship between the leadership style of the technical director and job satisfaction, according to the perspective of employees, in table 8, the dimensions of leadership style are related against the dimensions of job satisfaction. Analyzing the table, we find that most of the associations between the variables, measured by Pearson's correlation coefficient (r), stood at moderate level ($.30 < r < .70$), denoting that for higher values of r there is a stronger linear association between dimensions: the correlation is higher for the association between the dimension of job satisfaction "other benefits" and dimensions "task" and "relationship" of leadership styles, followed by "Situational" dimension and for the association between the dimension of job satisfaction "professional and personal autonomy" and the dimension "relationship" of leadership styles.

The proof values associated with the analyzed relationships indicate that all are statistically significant, and we can say that there is a positive relationship between all dimensions of job satisfaction and all the dimensions of leadership style, accepting thereby the H2 hypothesis.

Table 8 - Pearson correlation: Relationship between the leadership style dimensions and the job satisfaction dimensions

	N = 85		Dimensions of Leadership Style Assessment		
			Relationship	Situational	Task
Dimensions of Job Satisfaction	Facilities	r	** .562	** .438	** .526
		p	.000	.000	.000
	Professional and	r	** .639	** .616	** .590
	Personal Autonomy	p	.000	.000	.000
	Financial Compensation	r	** .346	** .307	** .325
		p	.001	.004	.002
	Other Benefits	r	** .654	** .637	** .655
		p	.000	.000	.000
	Professional Development	r	** .628	** .613	** .586
	and Training	p	.000	.000	.000
	Supervision	r	** .588	** .566	** .550
		p	.000	.000	.000
	Work Internal Relations	r	** .578	** .513	** .524
		p	.000	.000	.000
	Policy and Strategy	r	** .523	** .548	** .505
		p	.000	.000	.000
	Change and Innovation	r	** .540	** .464	** .493
		p	.000	.000	.000
	Quality Management	r	** .569	** .570	** .598
	System	p	.000	.000	.000
Safety	r	** .535	** .529	** .605	
	p	.000	.000	.000	

** p<.01

4. DISCUSSION

This study aimed to understand the relationship between the leadership style used by technical directors serving in nine PSSI's of the districts of Guarda and Viseu and the degree of job satisfaction of its employees. It was also our intention to estimate the influence of socio-demographic and professional variables on job satisfaction.

From the empirical study, we concluded that the sample under study is mostly of female gender, aged between 22 and 65 years, mainly exerting functions for more than 10 years in institutions, with permanent contracts, which makes us believe that the PSSI's may be organizations responding to the most vulnerable populations in the labor market (on the one hand, very young individuals, in principle with little or no professional experience, and secondly, individuals with ages close to 65 years, who may have some difficulty in reentering the labor market) and at the same time PSSI's constitute a door to a job marked by security and contractual stability. In terms of qualifications, we highlight that the sample has low qualifications, since more than 50% of the respondents do not have more than the 3rd cycle of basic education. Concerning the social response in which the respondents work, it is observed that a majority works on nursing homes for elderly, values that can be explained by the regulatory requirements governing the staff of this social response (Decree No. 67/2012, March 21). Through the job satisfaction scale, we find that the dimension where employees said they feel less satisfied was the "financial compensation" and the dimension "quality management system" achieves higher levels of satisfaction.

In the next phase and by performing statistical tests, we concluded that the satisfaction of the sample under study varied according to certain socio-demographic and professional variables, having recorded the following summarized results.

For the gender variable, despite the limited number of male employees (n = 3), there was a statistically significant difference for

the “facilities” dimension, with better results for the females. Indeed, Peiró and Prieto (1996) found that job satisfaction depends on specific conditions, such as equipment and work tools, safety and location of the organization. Already Amaro (2007) found that job satisfaction in respect of professions providing care to the family and the community is higher in females. For the remaining dimensions there has been no significant differences.

Regarding the variable age, there were no significant differences. A result contrary to the opinion of Cunha et al. (2007), however, it meets the conclusions of other authors (Cordeiro & Pereira, 2006; Martinez, Paraguaya, & Latorreb, 2004) who have not found, in the researches carried out, any relationship between age and job satisfaction. Regarding the variable type of contract, there were significant differences in the dimensions: “facilities”, “professional and personal autonomy”, “financial compensation”, “professional development and training”, “work internal relations”, “policy and strategy” and “safety”, being the higher satisfaction for those with temporary contract and the lower satisfaction for employees with precarious contract. Already Lopes (2011) found a significant positive relationship between the perception of fulfillment of psychological contract and the involvement of employees with the organization and noted that in temporary workers, the perception of fulfillment of psychological contract explained further 2% of their emotional involvement when compared to permanent workers. The referred author justifies this result stating that for these employees a more restricted psychological contract is made, which may be the cause for better compliance.

Regarding the variable service time, there were significant differences in the dimensions “professional and personal autonomy”, “other benefits”, “professional development and training”, “supervision”, “work internal relations” and “policy and strategy”, were the employees who work for less than a year in the institution were those with lower levels of satisfaction and the most satisfied were those who worked for over 10 years in the institution. Vroom (1964, cit. by Ribeiro, 2005) helps us to explain these results, indicating that professionals with less experience in the integration period in the organization do not receive the respective reward in face of the results they consider having achieved, which makes that their expectations fall shorter than expected, resulting in a decrease in the degree of job satisfaction. Moreover, the same author confirms in his study the influence of service time in satisfaction, thus, according to the results obtained by the author, the greater the bonding time, the higher the employee satisfaction.

The variable qualifications is related with significant changes in the satisfaction of employees for the dimensions “financial compensation”, “other benefits”, “change and innovation” and “safety”, with higher satisfaction for employees with second and third cycle of primary education and lower satisfaction for employees with higher education, followed by those presenting secondary education. These results are in line with those presented by the National Observatory for Human Resources, in its report of 2011, who found that workers with lower qualifications are those that express a greater degree of satisfaction in the workplace, as opposed to workers holding higher qualifications. This can be explained in terms of expectations, because the less skilled are the most conformed with the work they perform. Vara (2007) states that individuals with higher academic levels have jobs with greater responsibility and greater stress and are more vulnerable when the expectations in relation to their work are not met. Pimentel (2011) adds that many graduates are performing poorly paid jobs, in relation to their expectations by having a university degree, causing this situation dissatisfaction.

In addition to the results above, as a complement to this study, it was also performed an exploratory analysis for the satisfaction as a function of social response in which the employee performs his duties. An inferential analysis was not conducted because some of the social responses constituted small subgroups in the sample under study. Still, there was a trend to find less satisfied individuals in social responses nursing home for elderly and continuous care units. These results can be explained by the fact that these are the only two social responses that operate 24 hours a day, which means that employees have to work in shifts. In the study of Vara, Queiroz and Galvão (2010), the results showed that employees who work in shifts have higher levels of exhaustion and burnout and express less positive emotions. Also as a rule, these two types of social responses host a typology of users/ customers that is characterized by having high levels of dementia and dependence in relation to other social responses we contemplate in our study. Barbosa, Cruz, Figueiredo, Marques and Sousa (2011) report that the care for elderly people with dementia is associated with high levels of job dissatisfaction due to high dependency and frequent behavioral disorders that accompany the disease and cause physical and emotional stress in caregivers.

Regarding the leadership style of the technical directors, we found that the dominant styles are situational and relational, followed by the task style, in the view of the employees. Since the difference between the prevalence of situational and relational styles is reduced, this may mean that employees rated their directors as situational leaders, however, with a tendency towards a behavior more oriented to relationship than to task.

We have also sought to know whether there was an association between employee’s job satisfaction and leadership style of the technical directors, and we concluded that there is a relationship between all the dimensions of satisfaction and leadership styles dimensions: task, relationship and situation, and at this level it was identified that employees feel more satisfied when the leader has behaviors that meet the relationship style and less satisfied when leadership style shown by the technical director is more

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focused on the task, results that are consistent with studies conducted by Almeida (2012), Acioly (2007) and Serrenho (2010).

Thus, our results seem to show that the leadership style that promotes greater satisfaction among employees is the one identified in the literature as the transformational leader, who inspire and promotes the subordinates satisfaction through the good relationship established with them.

CONCLUSIONS

In view of the adverse conditions that organizations go through every day, people make the difference! The current context imposes numerous challenges to the management of human capital, more and more managers envisage the area of people management as complex, but also as strategic to achieve organizational goals (Lopes, 2011; Martinez, 2015).

On the other hand, job satisfaction is a key driver for productivity and increased job performance. It is in this context that emerges the importance of the leader, who should be able to generate changes at the level, for example, of the creation of strategies to promote and increase the job satisfaction of the team.

In the specific case of PSSI's, the challenges that currently arise are related to, among others, the need for a conduct based on a strong sense of professionalism, since the existence of a competent and motivated team is a success factor for these and other organizations. It is necessary that PSSI's, the same way as business organizations, increase the focus on the effective management of its human resources, opening a space for awareness and training of their technical directors in areas such as leadership, so that they can develop skills which will satisfy and motivate employees.

Finally, we highlight the main limitations of our study, related, on the one hand, with the small number of respondents, which makes it impossible to generalize the results, and, second, that the opinion of the technical directors was not contemplated, which certainly would give us additional and significant information about the investigated issues. It is thus as a proposal for future research.

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