

Determinants of Satisfaction at Work and Its Reflections on Performance

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This study examines the relationship between job satisfaction and performance, investigating personality traits and satisfaction aspects among employees of a Federal Higher Education Institution. A questionnaire was administered to 658 participants, using structural equation modeling for analysis. Results highlighted that challenging work, neuroticism, and self-esteem significantly influenced overall workplace satisfaction, while general satisfaction, self-efficacy, and lack of attention were key determinants of work performance. This emphasizes the importance for managers to prioritize factors enhancing employee satisfaction, as it positively correlates with job performance.

Keywords: satisfaction at work, work performance, personality traits, facets of job satisfaction, Federal Higher Education Institution

Introduction

Job satisfaction is a relevant topic in the organizational context since it can directly influence job performance (Judge & Bono, 2001). According to Barbosa, Bizarria, Rabão Neto, and Moreira (2016), behavioral studies have sought to understand human needs in organizational contexts, considering the impact generated on productivity, performance, and health, looking to contribute to employee satisfaction.

Judge, Locke, and Durham (1997) highlight three approaches within the research on job satisfaction. The first one considers that individuals have their own relatively stable characteristics, which affect job satisfaction, disregarding the specific components inherent to specific contexts. The second one assumes that job satisfaction comes from the nature of the work and its environmental conditions. The third one believes that job satisfaction arises from the interaction between individual characteristics and the work environment. In relation to individual characteristics, several studies have focused on one broad personality trait called “core self-evaluation”, which consists of essential evaluations carried out by individuals themselves (Judge & Bono, 2001). In relation to working conditions, the main aspects of job satisfaction in the literature have been challenging work, financial rewards, relationships with colleagues and superiors, supportive working conditions, training opportunities, and growth (Valle, 2007).

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Understanding employee satisfaction can be beneficial for managers to improve factors that lead to satisfaction, both in private and in public organizations (Silva, Guimarães, & Machado, 2021). In the public service, society demands better performance in order to get more efficient and quality services. Thus, it becomes important to identify factors that generate satisfaction and performance in the public sector, resulting in appropriate support to develop beneficial behaviors at the workplace, improving the efficiency of public services. In this context, the present study proposes the following research problem: “At what level do personality traits and facets of job satisfaction determine overall satisfaction, and how does this influence employee performance at a Brazilian Federal Higher Education Institution (IFES)?”

Relationship Between Satisfaction and Job Performance

Locke (1976) defined work satisfaction as an emotional state of positiveness or pleasure resulting from a job or work experience, which may have consequences for both the organization and the worker. Overall satisfaction can be assessed from one or more questions posed to employees, aiming to identify how pleased they feel. Evaluating the sum of work facets is more complex, because it is necessary to identify key elements of the work context, and know the worker opinion about each of them (Robbins, 2005; Xu et al., 2020; Almeida, 2023).

According to Zanelli, Borges-Andrades, and Bastos (2014), there exists evidence that people with high levels of work satisfaction are also those which have fewer absences, better performance, and increased productivity. Reinforcing this statement, Fogaça and Coelho Junior (2015) identified that when workers are satisfied with the activities they perform, they feel more willing to work, with a consequent improvement in performance. Given these theoretical considerations, the research raised the following problem hypothesis. H1: Job satisfaction positively influences job performance.

Personality Traits

Allport (1937) defines personality traits as organized mental structures that vary from person to person and guide human behavior. The theoretical model by Judge and Bono (2001) identifies the personality traits (or self-referential ratings) of a worker as independent variables related to satisfaction and job performance. The four main personality traits considered in this research are self-esteem, neuroticism, self-efficacy, and locus of control.

Self-esteem relates to the degree to which a person enjoys themselves, and varies from person to person (Robbins, 2005). Reilly, Dhingra, and Boduszek (2014) confirmed the hypothesis that individuals with higher self-esteem would be more satisfied in their work. Supporting this idea, Alavi and Askaripur (2003) found that self-esteem significantly influences job satisfaction as well as the five dimensions of job satisfaction.

Neuroticism, or negative emotionality, according to Watson, Clark, and Harkness (1994), reflects how a person perceives and experiences the world as threatening, troublesome, and distressing. According to the results found by Diefendorff and Richard (2003), neuroticism directly and negatively influences job satisfaction. Corroborating this finding, Leite (2018), Silva et al. (2021), and Callefi, Teixeira, and Santos (2021) found that neuroticism was presented as the main predictor of job satisfaction. The author concluded that individuals with low neuroticism and high emotional intelligence experience greater job satisfaction.

Self-efficacy is defined by Bandura (1977) as the evaluation or judgment that a person has about their own ability to properly perform certain activities. For the author, it relates to the concept of self-competence, because both are related to the perception of being able. Klassen and Chiu (2010) identified that self-efficacy influences

satisfaction, because individuals with higher self-efficacy regarding their jobs experienced more satisfaction at work. Caprara, Barbaranelli, Steca, and Malone (2006) reinforced this finding when they found that self-efficacy beliefs positively affect job satisfaction.

According to Rotter (1966), the locus of control reflects people's perception of who or what has control over their lives. Thus, people who believe that they control the contingencies of life are called "internal", since they have higher internal locus of control (LCI), while those who believe that fate, luck, or a third party controls such contingencies are termed "external", and have higher locus of external control (LEC) (Rotter, 1966).

Dailey (1980) concluded that individuals with inner guidance demonstrate higher levels of engagement, motivation, and job satisfaction than individuals with external guidelines. Reinforcing this idea, Vijayashree and Jagdishchandra (2011) concluded that LCI has a positive and significant influence on job satisfaction, while LCE exerts negative influence on job satisfaction. Dailey (1980) also concluded that people with higher LCE are more unsatisfied and have lower levels of participation and motivation in their work. Gangai, Mahakud, and Sharma (2016) reinforced this idea when they found that people who have high LCI are more satisfied with their jobs and also more productive, as opposed to those who have LCE.

Given these theoretical considerations and previous research results, the following hypotheses are proposed. H2: Self-esteem positively influences job satisfaction; H3: Neuroticism negatively influences job satisfaction; H4: General self-efficacy positively influences job satisfaction; H5: Internal locus of control positively influences job satisfaction; H6: External locus of control negatively influences job satisfaction.

Specific Components Inherent to the Work

With regard to specific components inherent to work contexts, this research considers the following constructs: challenging work, financial rewards, relationships with colleagues and superiors, supportive working conditions, training opportunities, and growth opportunities.

Challenging work refers to the extent to which work presents a challenge, interest, diversity, and allows creativity, and personal satisfaction (Valle, 2007). Bontis, Richards, and Serenko (2011) found that autonomy and a challenging job contribute to employee satisfaction. According to the authors, it was observed that the more challenging one's work is, the greater the level of job satisfaction. Reinforcing this finding, Liden, Wayne, and Sparrowe (2000) found that giving more power and autonomy to individuals in their tasks may result in higher levels of job satisfaction. Moreover, Valle (2007) found that the construct challenging work stood out as the variable that most influences overall job satisfaction.

Financial rewards relate to direct and indirect compensation, based on organizational policies, which can be given due to performance and worker productivity (Valle, 2007; Mundt et al., 2019; Chen et al., 2019; Ran et al., 2020). Malik, Danish, and Munir (2012) and Chaudhry, Muhammad, Sabir, Rafi, and Kalyar (2011) found that financial rewards significantly influenced job satisfaction.

Relationship with colleagues and superiors refers to social interactions and involves aspects such as support, confidence, identification, communication, and friendship (Valle, 2007). According to Robbins, Judge, and Sobral (2010) and Martins (2017), employee satisfaction is higher when their immediate superiors are understanding and friendly, praise good performance and opinions, and show personal interest for their subordinates. Similarly, Barbosa et al. (2016) found that three factors stood out as key to job satisfaction, in this order: leadership (Silva et al., 2021; Alqahtani et al., 2021; Almeida, 2023), colleagues, and promotions (Callifi et al., 2021).

Supportive working conditions concern the physical working environment, safety, equipment, support equipment, and technology to perform work (Valle, 2007). Carlopio (1996) and Raziq and Maulabakhsh (2015) found that when physical conditions that offer pleasant working conditions are provided, enabling safety and comfort, promoting physical and mental health, and allowing proper performance of tasks, this contributes to improved productivity, motivation, and job satisfaction.

Training is defined as the acquisition of concepts, skills, and attitudes that improve the performance of a particular activity on the work environment (Goldstein, 1980). Birdi, Allan, and Warr (1997) and Mariani, Curcuruto, and Gateani (2013) found that overall job satisfaction and organizational commitment were significantly influenced by previous participation in training and development courses based on work activities.

Professional growth is an important aspect of an employee's career and personal life, and may affect other aspects of the work experience (Francesconi, 2001). Quarles (1994) found that opportunity for promotions was the construct that had the greatest positive influence on job satisfaction. According to Kostea (2010), both receiving a promotion in the last two years and expecting to receive one in the next two years result in greater job satisfaction.

Faced with these research and conceptual relationships, the hypotheses that follow are held. H0: Challenging work does not influence job satisfaction. H7: Challenging work positively influences job satisfaction. H0: Financial rewards do not influence job satisfaction. H8: Financial rewards positively influence job satisfaction. H0: Relationship with colleagues and superiors does not influence job satisfaction. H9: Relationship with colleagues and superiors positively influences job satisfaction. H0: Supportive working conditions do not influence job satisfaction. H10: Supportive working conditions positively influence job satisfaction. H0: Training opportunities do not influence job satisfaction. H11: Training opportunities positively influence job satisfaction. H0: Growth opportunities do not influence job satisfaction. H12: Growth opportunities positively influence job satisfaction.

Methodological Procedures

This study was conducted by a descriptive quantitative approach which, in relation to its procedures, is classified as a survey. This research used a standard technique for data collection (questionnaire), focusing on testing the operating assumptions using statistical analysis, and probability to analyze significance. The target population of this research consists of public servants employed by a Brazilian Federal Higher Education Institution (IFES).

Data Collection and Analysis

The printed questionnaires were applied not randomly and by convenience inside the IFES. The electronic questionnaires were applied through Google Forms; they were sent to the institutional e-mail addresses of each server. It is noteworthy that the data collection tool (questionnaire) of this study was drawn from instruments already validated by other authors who evaluated the constructs studied in this research.

Job satisfaction was measured using the short version of Brayfield and Rothe's scale (1951). Performance at work was evaluated by the Health and Work Performance Questionnaire (HPQ), designed by the World Health Organization (WHO); this is a self-report tool developed to evaluate the indirect workplace costs of illness (Kessler et al., 2003).

For the evaluation of personality traits, we used the self-esteem scale developed by Rosenberg (1979), in the version adapted to Portuguese by Hutz (Hutz & Zanon, 2011). Neuroticism was evaluated using the Big Five

Inventory (BFI). Self-efficacy was measured using the Brazilian version of the General Self-Efficacy Scale (GSE); this scale was translated by Gomes-Valerio (2016). To measure the internal and external locus of control, we used the instrument developed by Mirowsky and Ross (1991). Finally, the constructs that refer to specific components inherent to the work context were measured by the Satisfaction Questionnaire on Reduced Work, developed by Valle (2007).

In relation to the preliminary treatment of data, the Hadi test identified the existence of multivariate outliers (Hadi & Simonoff, 1993). Descriptive statistics, hypothesis testing, and multivariate statistics were used to analyze the data collected. Outliers were removed using Stata 14.0 SE. The evaluation of descriptive statistics and Cronbach's alpha was performed on the software Statistical Package for the Social Sciences (SPSS) 24.0. Factor and structural equation analysis were performed through SPSS 24.0 software Amos TM.

Validation of Constructs and Model

In order to validate each construct, as well as the proposed model, the technique of structural equation modeling was applied (Hair, Black, Babin, & Anderson, 2010). To confirm that the construct is a set of indicators (measured variables) that has only one underlying construct, we conducted the assessment of unidimensionality recommended by Hair et al. (2010).

Cronbach's alpha and the Kaiser-Meyer-Olkin (KMO) reliability index were used to assess the level of reliability of the constructs (Hair et al., 2010). For Hair et al. (2010), the construct is considered reliable when both reliability indices (KMO and α) reach values equal to or greater than 0.6. Thus, this research found satisfactory values greater than 0.6 for KMO and Cronbach's alpha.

Another reliability index used was composite reliability (CR), which is one of the indicators that can be applied to assess the quality of the structural model of a psychometric instrument (Hair et al., 2010). According to Bagozzi and Yi (1988), CR values equal or above 0.60 indicate an appropriate adjustment of the model. Besides CR, we used average variance extracted (AVE), which can be considered an accurate indicator (Valentini & Damásio, 2016). According to Fornell and Larcker (1981), values equal to or greater than 0.50 indicate a proper convergence. Thus, this study accepted values for CR and AVE ratios of 0.60 and 0.50, respectively. Both CR and AVE were calculated using the online spreadsheet made available by Gouveia and Soares (2015).

For the individual validation of the model and constructs, we used confirmatory factor analysis, by estimating the maximum likelihood method. Thus, various adjustment levels were analyzed in order to assess the suitability of the model to the data sample (Byrne, 2013). Thus, this study used the indices of absolute adjustment and incremental adjustment (Hair et al., 2010).

The absolute adjustment ratios used were: (a) Chi-square statistic; (b) Chi-square relative; (c) Root Mean Square Error (RMSE); (d) Root Mean Square Error of Approximation (RMSEA); and (e) Goodness of Fit Index (GFI) (Hooper, Coughlan, & Mullen, 2008). Respectively, the values considered to be satisfactory for each index were (Hooper et al., 2008): (a) ≥ 0.05 ; (b) ≤ 5 ; (c) ≤ 0.08 (Hair et al., 2010); (d) ≤ 0.05 ; (e) ≥ 0.95 .

As for incremental adjustment indices, the following indicators were used: (a) Normed Fit Index (NFI); (b) Comparative Fit Index (CFI); (c); and the Tucker-Lewis Index (TLI). Respectively, the values considered to be satisfactory for each index were (Hooper et al., 2008): (a) ≥ 0.95 ; (b) ≥ 0.95 ; (c) ≥ 0.95 . The significance of the estimated coefficients for the evaluation of the measurement model and the structural model was also considered (Hair et al., 2010). Thus, the analysis considered that standardized coefficients with values close to 0.10 showed

little effect, values near 0.30 indicated average effect, and values greater than 0.50 were considered as greater effect on the construct (Kline, 2011).

Result and Discussion

This research assessed the following 13 constructs: general job satisfaction, job performance, self-esteem, neuroticism, self-efficacy, locus of internal and external control, challenging work, financial rewards, relationships with colleagues and superiors, supportive working conditions, training opportunities, and growth opportunities.

A total of 658 questionnaires were collected. After inputting and checking the data, the missing data were identified; this process led to six disposed questionnaires. Then, 61 questionnaires were eliminated as outliers, remaining 591 to be analyzed as evidence.

The constructs job satisfaction, neuroticism, self-efficacy, challenging work, financial rewards, relationships with colleagues and superiors, supportive working conditions, and training opportunities were fully validated. These constructs did not meet the requirements for validation in the model initially proposed; however, after adjustments that excluded issues or included covariance, the indices became acceptable for convergent validity.

In relation to the performance at work construct, through the unidimensionality evaluation process, a new construct was identified and called “lack of attention at work”. In this sense, Demerouti, Taris, and Bakker (2007) confirmed their hypothesis that concentration at work leads to better performance, with theoretical and empirical support arising from the performance at work construct, another factor that can be termed “lack of attention at work”.

The constructs of self-esteem, internal locus of control, external locus of control, growth opportunities, job performance, and lack of attention at work had not been fully validated. After adjustments, although most indices were found to be suitable, the Average Variance Extracted index that evaluates the quality of the structural model of a psychometric instrument did not score more than 0.50. Therefore, in order to keep the hypothesis tests, as well as the essence of not fully validated constructs, we chose to use the issue most relevant to each of the constructs, i.e., the one with the highest standardized coefficient.

The integrated model shown in Figure 1 includes all the constructs after their respective adjustments and validations. The variables with highest standardized coefficients were included as representatives of not fully validated constructs.

In order to validate the model shown in Figure 1, we proceeded initially with the elimination of the variables external locus of control (Q27) and internal locus of control (Q21), and the construct supportive working conditions, since they were not significant for the model nor related to general satisfaction or with job performance. After this adjustment, we adopted a strategy to remove the less significant issues, removing the ones with the highest number of covariance between their errors and the errors of other issues and/or constructs. With this, we sought to keep all variables that were significant and had values that contributed to the model. It is noteworthy that each question was individually removed.

In order to fit the model, some influences between the constructs were kept as hypotheses generated in this study. Other influences were broken and at the same time new ones were established, which will be analyzed in the next section. To confirm the adequacy of the model, fitting indices were analyzed simultaneously. It was identified after adjustments that the model had all suitable indices, as shown in Table 1.

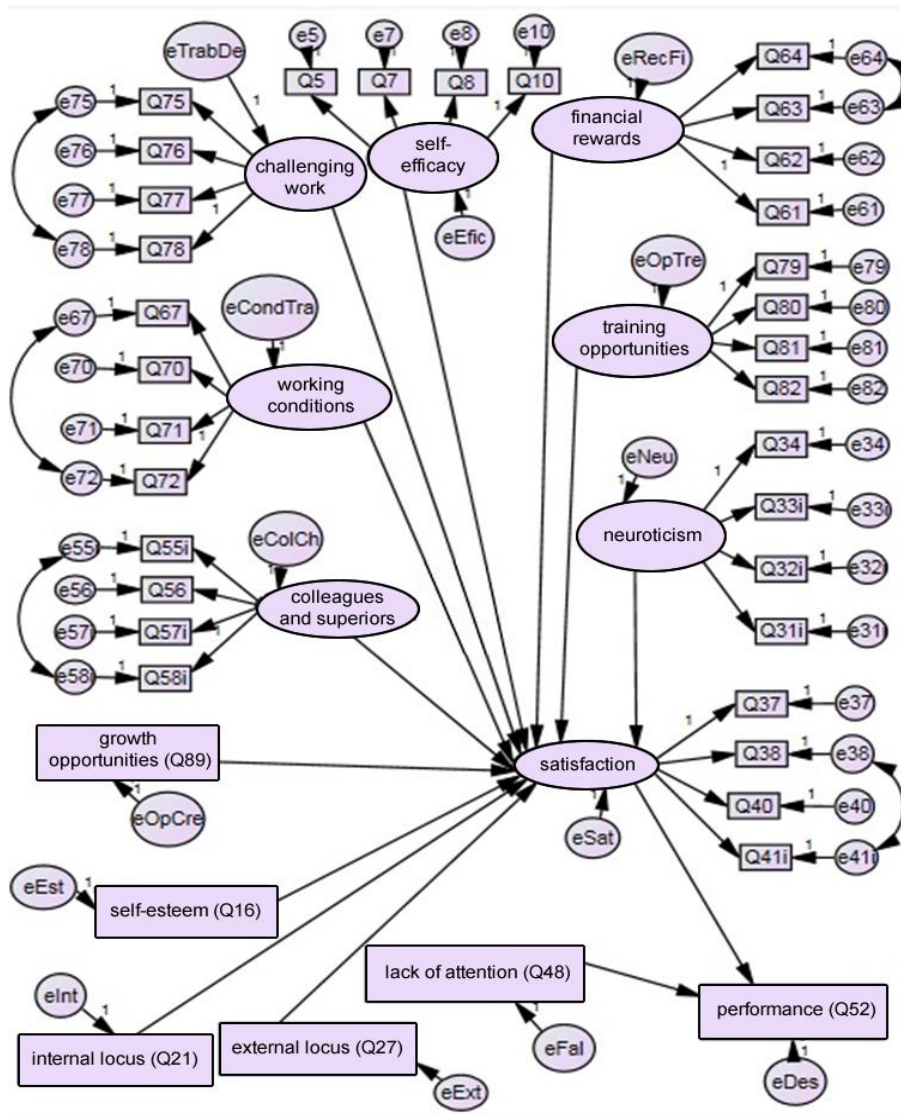


Figure 1. Integrated model proposed. Source: Prepared by the author.

Note. Elaborated by the authors.

Table 1

Adjustment Index of the Proposed Integrated Model—Initial and Final Model

Adjustment indices	Initial values	Values after adjustment
Chi-square (value)	2,024.942	224.554
Chi-square (probability)	0.000	0.054
Degrees of freedom	653.000	192,000
Chi-square/degrees of freedom	3,100	1,169
GFI—Goodness of Fit	0.837	0.967
CFI—Comparative Fit Index	0.893	0.994
NFI—Normed Fit Index	0.850	0.962
TLI—Tucker-Lewis Index	0.884	0.993
RMSE—Root Mean Square Error	0.219	0.064
RMSEA—Root Mean Square Error of Approximation	0.060	0.017

Note. Prepared by the author.

In Figure 2 we see the final integrated model. In order to illustrate the influences between the constructs, the standardized coefficients were omitted. The final integrated model shows a negative influence (standardized coefficient of -0.450) of the neuroticism construct on the self-esteem variable (Q16). People with neuroticism tend to view themselves and the world in a negative way (Leite, 2018). Neuroticism also had a negative influence (standardized coefficient of -0.330) on self-efficacy. The critical personality of those who score high on neuroticism tends to decrease the individual’s self-efficacy level. In addition, a negative influence (standardized coefficient of -0.212) of the neuroticism construct on the construct relationship with colleagues and superiors was observed; according to Watson et al. (1994), individuals with neuroticism are overly sensitive to criticism from others, and may have more difficult interpersonal relationships.

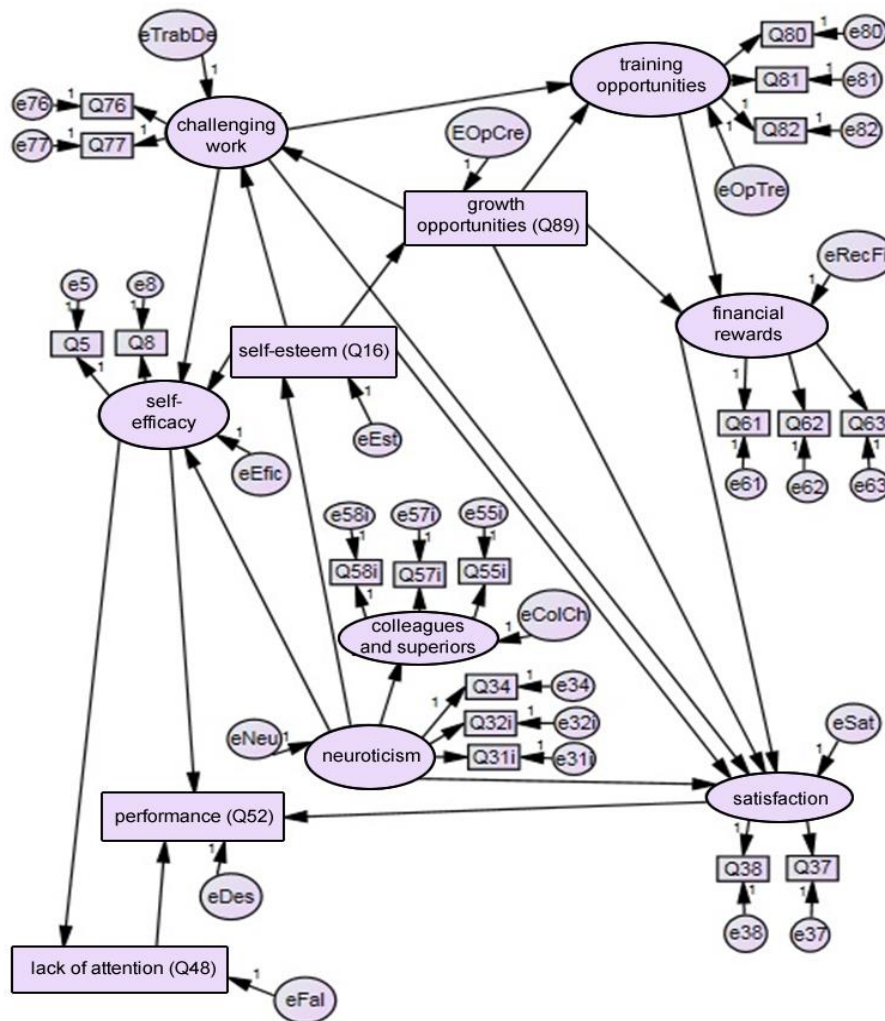


Figure 2. Final model. Source: Prepared by the author.
 Note. Elaborated by the authors.

Also, neuroticism had a negative influence (standardized coefficient of -0.235) on overall job satisfaction, confirming Hypothesis 3, which corroborates the findings of Leite (2018) and Diefendorff and Richard (2003). Thus, our findings confirmed that individuals with low neuroticism or emotional stability tend to feel less satisfied at work.

Overall job satisfaction, in turn, is positively influenced (standardized coefficient of 0.181) by the self-esteem variable (Q16). This confirms Hypothesis 2, which is supported by the results found by Reilly et al. (2014) and Alavi and Askaripur (2003). In turn, the self-esteem variable (Q16) showed positive influence (standardized coefficient of 0.110) on the variable growth opportunities (Q89); employees with higher self-esteem are more likely to seek and take advantage of growth opportunities that enable their career development. The self-esteem variable (Q16) also showed positive influence (standardized coefficient of 0.305) on the self-efficacy and the challenging job constructs (standardized coefficient of 0.196).

The model also shows that the construct challenging work was influenced positively (standardized coefficient of 0.319) by the growth opportunity construct (Q89), reinforcing what Kosteas (2010) claimed. In turn, the growth opportunity construct (Q89) had positive influence on training opportunities (standardized coefficient of 0.305). This finding corroborates evidence found by Ferreira, Ziviani, Oliveira, and Medeiros (2015). Also, the variable growth opportunities (Q89) had a positive influence (standardized coefficient of 0.216) on the construct financial rewards, as employees who are promoted have an increase in salary (Brazil, 2005; 2012).

Still on the variable growth opportunities (Q89), it had a positive influence on overall job satisfaction (standardized coefficient of 0.100), confirming Hypothesis 12, which supports the results found by Quarles (1994) and Kosteas (2010). Therefore, professional growth opportunities could represent an important mechanism for managers to keep employees satisfied.

The construct overall job satisfaction, in turn, proved to be positively influenced (standardized coefficient of 0.363) by the construct challenging work. This confirmed Hypothesis 7, which corroborates the results found by Valle (2007), Bontis et al. (2011), and Liden et al. (2000). Furthermore, it is emphasized that, as in Valle research (2007), the aspect challenging work proved to be the most important variable, with the most influence on overall satisfaction. Thus, the content and the nature of work are shown to be the most important factors for overall job satisfaction.

In turn, the challenging work construct had a positive influence on self-efficacy (standardized coefficient of 0.163). According to Bandura (1994), setbacks and difficulties tend to teach that success usually requires effort; that is, a sense of resilient effectiveness requires experience in overcoming obstacles through persevering efforts. Still, the construct challenging work positively influenced (standardized coefficient of 0.153) the construct training opportunities; it is from the training opportunities that employees acquire the skills and knowledge necessary to perform their most challenging activities.

Training opportunities, in turn, positively influenced the financial rewards construct (standardized coefficient of 0.110), as was found by Cavalcante and Silva (2017). In turn, financial rewards had a positive influence (standardized coefficient of 0.079) on overall job satisfaction; this finding confirmed Hypothesis 8, which supports the results found by Malik et al. (2012) and Chaudhry et al. (2011). Thus, the financial rewards construct is a factor that can raise the levels of satisfaction.

The construct overall satisfaction, in turn, had a positive influence (standardized coefficient of 0.270) on the variable performance at work (Q52). This confirmed Hypothesis 1, corroborating the findings by Zanelli et al. (2014) and Fogaça and Coelho Júnior (2015). Thus, satisfaction was confirmed as the factor that most influenced job performance in this research.

The variable performance at work (Q52), in turn, was negatively influenced (standardized coefficient of -0.100) by the variable lack of attention (Q48). Similarly, Demerouti et al. (2007) confirmed their hypothesis that

concentration at work leads to better performance. That is, performance is decreased by distraction and increased by focus at work. Still regarding the variable performance at work (Q52), it was positively influenced (standardized coefficient of 0.233) by the self-efficacy construct, supporting the theory of self-efficacy mentioned by Bandura (1982). In turn, the self-efficacy construct negatively influenced (standardized coefficient of -0.240) the variable lack of attention at work (Q48).

It is noteworthy that Hypotheses 4, 5, 6, 9, 10, and 11 were not confirmed. These unconfirmed hypotheses related job satisfaction to the constructs self-efficacy, internal locus of control, external locus of control, relationships with colleagues and superiors, supportive working conditions, and training opportunities.

Failure to confirm Hypothesis 4 goes against the results found by Caprara et al. (2006) and Klassen and Chiu (2010). According to these authors, self-efficacy positively influences job satisfaction. However, in this study, this personality trait did not exercise indirect influence on overall job satisfaction. In turn, it was the second largest determinant of job performance. Failure to confirm Hypothesis 5 goes against the results found by Dailey (1980) and Vijayashree and Jagdishchandra (2011). Not confirming Hypothesis 6 goes against the results found by Gangai et al. (2016) and Dailey (1980). Both studies deal with the influence of locus of control (internal and external) on job satisfaction. In this research, both LCI and LCE were not significantly relevant to integrate the final model, especially when related to job satisfaction and performance.

Failure to confirm Hypothesis 9 corroborated the results found by Martins (2017) and Barbosa et al. (2016). That is, the relationship with colleagues and superiors had positive and significant influence on job satisfaction. Failure to confirm Hypothesis 10 corroborated the results found by Raziq and Maulabakhsh (2015) and Carlopio (1996). For these authors, working conditions influence satisfaction. In our work, this construct did not show to be significantly relevant to integrate the final model, especially when related to job satisfaction and performance.

Finally, not confirming Hypothesis 11 was in line with the results found by Birdi et al. (1997), and Mariani et al. (2013). Thus, training opportunities did not have significant positive influence on job satisfaction.

Conclusion

In our final integrated model, from a total of 13 hypotheses, six were confirmed, and other six were not. It was confirmed that challenging work, neuroticism, self-esteem, growth opportunities and financial rewards positively influence overall satisfaction. It was also confirmed that overall satisfaction positively influences job performance. However, it was not confirmed that self-efficacy, internal locus of control, external locus of control, working conditions, relationships with colleagues and superiors, and training opportunities influence overall job satisfaction.

Based on the final integrated model, it was found that the challenging work construct was the major determinant of overall job satisfaction, a result which supports Valle (2007). Neuroticism was the second most important factor for overall job satisfaction. The third one was self-esteem. Other less influential aspects, but which were still important as determinants of overall job satisfaction, were growth opportunities and financial rewards.

Also, the analysis identified three factors that influence job performance. General satisfaction, performance at work, and lack of attention were identified, in this sequence of importance.

Our results emphasize the importance of paying special attention to organizational practices related to human resource management involving the features and factors investigated here. Many of them had a positive influence on job satisfaction and consequently they could favor better performance at work. Therefore, managers

should guide their actions towards improving the factors that influence employee satisfaction, given that they positively influence job performance.

As possible limitations of this research, we point out that there could be other personality traits and aspects of work that were not included in this research and could also influence the satisfaction of public servants. For example, our research was limited to application by convenience rather than a stratified random probability sampling; this makes it impossible to extend our results to the institution as a whole.

For future research, we suggest that other factors could be added to the model. Similarly, the sample size could be increased, and the questionnaire could be applied in both private sector companies and other public agencies. In relation to the constructs that were not validated in this research, we suggest the use of other research tools.

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