Decent Work and Burnout: A profile study with Academic Personnel

Master thesis on Work, Organizational and Personnel Psychology, Erasmus Mundus Program, submitted to the Faculty of Psychology and Educational Sciences of the University of Coimbra and Faculty of Psychology of the University of Barcelona

Student: Ana Catarina Balão Dinis, nº 2018313540

Home Tutor: Prof. Doutora Tânia Ferraro / University of Coimbra

Host Tutor: Prof. Doutor Jordi Escartín / University of Barcelona

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1. Identification Data of the Research Project

Research line: *Decent work* and human behaviour in the work context

Theme of master's thesis: Decent Work and Burnout: A profile study with Academic Personnel

Authors:

Student: Ana Catarina Balão Dinis, anabalaodinis@hotmail.com

University of Coimbra & University of Barcelona

Home Tutor: PhD Tânia Ferraro, taniaferraro@gmail.com

Faculty of Psychology and Educational Sciences, University of Coimbra

PhD Leonor Pais, leonorpais@fpce.uc.pt

Faculty of Psychology and Educational Sciences, University of Coimbra

Host Tutor: PhD Jordi Escartín, jordiescartin@ub.edu

Faculty of Psychology, University of Barcelona

Acknowledgements

Firstly, I would like to thank my thesis advisor PhD Tânia Ferraro from the University of Coimbra and University Portucalense, for all the support, patience, and openness to communication. She was always there at every step at the way steering me in the right direction, and helping me to understand the foundations of writing a thesis.

Secondly, I would like to mention, PhD Leonor Pais from the University of Coimbra, she was also an important part of the entire process of writing the thesis, giving me pointers and reviewing my work, and PhD Nuno Rebelo dos Santos from the University of Évora (guest lecture on the University of Coimbra) that gave me good orientations on how to do a proper literature review and gave me interesting insights to improve my work in a theoretical point of view.

Thirdly, I would like to refer all the work that my tutor, PhD Jordi Escartín from the host university (Faculty of Psychology, University of Barcelona) had since he did some thoroughly reviews to my thesis giving good suggestions and reflections that allowed me to understand the practicability of my paper and improve my work.

Also, it is important to mention the methodological professors, PhD Rejina Selvam from the International University of Catalonia and PhD Gary Burns from Florida Institute of Technology, which helped me to understand deeply the steps that I needed to do to run the present analysis and supported me when interpreting the results of the analysis made.

I must express, as well, a thank you to my colleagues from the Work, Organizational and Personnel Psychology master that shared their concerns and experiences, helping to ease the process of research.

And lastly, my very profound gratitude to my parents, to my whole family and to my friends for providing me with unfailing support and continuous encouragement throughout my years of study and through the process of researching and writing this thesis. This accomplishment would not have been possible without them. Thank you.

Abstract

This research explores the relationship between Decent Work (DW) and Burnout in Portuguese and Brazilian higher education teachers/researchers. We focus on the identification of profiles resulting from the relationship between these variables. 727 participants composed our sample (Portuguese = 334; Brazilian = 393; Ages varying between 21 and 80, being the mean, approximately, 56 years, with 50.2% of men) and data were collected online, in both Portugal and Brazil, using the Decent Work Questionnaire (DWQ) and the Personal Burnout, a subscale of Copenhagen Burnout Inventory (CBI). Results of multiple linear regressions showed the two dimensions of the decent work were significant and negatively related to Burnout: the Fundamental Principles and Values at Work and Adequate Working Time and Workload. We found four profiles by performing a cluster analysis: Low Decent Work; High Decent Work; Medium/Low; Low/Medium. Moreover, 71 per cent showed some decent work deficit. Differences about Burnout and the DW dimensions were analysed through a MANOVA. In our sample, considering the broad dimensions of DW, Burnout seems to be mainly dependent on a deficit of aspects related with the quality of treatment and interpersonal relations (fairness, participation, non-discrimination at work) as well as working time and workload balance. Interventions aiming at improvements must focus on those two dimensions.

Keywords: decent work; personal burnout; academic personnel; cluster analysis; work, organizational and personnel psychology.

Introduction

The present study explores the effect of different higher education academic personnel' perceptions-based profiles of DW on burnout, searching to identify different patterns that could emerge from the relationship between these two variables, applying cluster analysis as a main data analysis technique. Therefore, the concepts need to be explained to give a better understanding of the variables and support the way they can relate to each other.

Decent Work (DW)

In the last decades, the world has seen a lot of changes with increasing globalization that boosted things such as technological growth, market growth and change related to the possibility of trading goods between countries all around the world, as well as increased competitiveness (International Labour Organization, ILO, 2001, 2015, 2019).

These changes involve and highlight issues such as the informal work; an increase of unemployment, particularly in young people; poverty and inequalities (e.g. gender inequalities related to salary); insecurity and complexity of career as well as diminishing rights, rewards plus job security to workers all around the world. (Guest, 2017; International Labour Organization, ILO, 2015, 2019; United Nations, UN, 2015). In the light of these complex issues, the importance to protect the fundamental rights of workers became a growing concern (ILO, 2001; Ferraro et al., 2016).

Considering this conjecture all around the world, the Decent Work concept emerges as a guiding proposal for the creation of more and better work, taking into account the workers' rights, health, security, quality of life at work and also a sustainable and economic growth of the work market (ILO, 2009).

The Decent Work concept has been proposed in 1999 by ILO and then developed and refined throughout the history of this organization. This concept reflects the rights of all human beings to have decent and productive work in conditions of freedom, equity, security and dignity (ILO, 1999). Not only the rights to a job that matches workers'

expectations but employment which also offers fair interpersonal treatment and adequate salaries that allow the well-being at work (Grandey et al., 2015), as well as the exercise of citizenship for the workers and those who depend on them (Ferraro et al., 2018b).

This concept pays particular attention to the mutual reinforcement of actions in different areas of work, having in mind the participation of all actors on the world of work, so it has become a central point of this organization having its agenda (ILO, 2009). This agenda englobes different problems on the work environment and aims to spread among all societies decent work, through changing laws and taking action to guarantee a work environment with decent conditions for all (Ghai, 2006; Nizami & Prasad, 2017).

Different perspectives of decent work have been studied and the focus lies, primarily, on a macro-level analysis, for instance by ILO (Ferraro et al., 2016; Ferraro et al., 2018b). Although a macro-level of analysis is important, because it provides us with the big picture of Economy, Laws, and Politics in different countries, which is helpful to guide DW policies, this level of analysis has limitations (Pereira et al., 2019a) such as the broad differences between working conditions across the world and different databases and indicators on the topic (Ferraro et al., 2015; Ferraro et al. 2018b). Considering these limitations, the individual level of analysis must be explored because it complements the macro-level analysis with the individual perceptions of the workers (Pereira et al., 2019a).

Also considering the different areas of research in Psychology, we identify a gap in the literature on Decent Work related to the Work, Organizational and Personnel Psychology (WOPP) approach. Some measures have been created to measure decent work in a psychological approach, for instance, Duffy et al. (2017), however, this measure was inserted on a vocational and counselling perspective of psychology and the scale was based on a different definition of decent work not converging with ILO definition and

substantive elements. In a Sociological approach, there is the dichotomous scale developed by Webster et al. (2015), but it is a very specific scale developed to measure work condition in a specific area of South Africa.

The Decent Work Questionnaire (DWQ; Ferraro et al., 2018b) seems to be the most adequate to fulfil the aim of this research since it considers a psychological approach, more specifically a WOPP approach using the individual level of analysis, being the one that we are going to apply in the present research (Ferraro et al., 2018b).

According to Ferraro et al. (2017), the concept of DW seen on a WOPP approach refers to significant work and ethical principles that guarantee basic values and principles through social dialogue between the parts that are involved in the decision-making of the work processes. DW also promotes worker's individual development of professional and personal spheres through new professional opportunities, social security through care and laws.

Previous research with the application of DWQ (Ferraro et al., 2017; Ferraro et al., 2018a; Ferraro et al., 2018b) found 7 important aspects that characterize DW from the perspective of workers, i.e., it showed seven dimensions of DW named as follows: (1) Fundamental principles and values at work that refers to fairness, dignity, freedom and no discrimination, just treatment in the workplace, clear rules, reliance, solidarity and involvement; (2) Adequate working time and work overload, which brings together items that correspond to a decent management of working time that allows a balance between work, family and personal life; (3) Fulfilling and productive work addresses the perception of individuals that the work they do will contribute to the future and that allows them a personal and professional development and a sense of accomplishment; (4) Meaningful remuneration for the exercise of citizenship, which refers to a remuneration that allows the worker to live autonomously and with dignity, to take care of his/her

dependents, to give him/her a sense of well-being and justice associated with the gains; (5) Social protection expresses what the worker expects society to do in the long run to recognize and return the individual's commitment and effort at work; (6) Opportunities, which addresses the individuals' perception of job opportunities, entrepreneurship and prospects for career growth; and, (7) Health and safety that reflects the individual perceptions of physical health and security on the work environment (Ferraro et al., 2018a; Ferraro et al., 2018b). These DW dimensions were guided by the 11 substantive elements (that correspond to eleven relevant issues) of the decent work representing the DW Agenda (proposed by ILO, 2008): employment opportunities; adequate earnings and productive work; decent working time; combining work, family and personal life; work that should be abolished; stability and security at work; equal opportunity and treatment in employment; safe working environment; social security; social dialogue, workers' and employers' representation; economic and social context for decent work (Ferraro et al., 2016; Ferraro, et al., 2015).

Previous research on DW approach already related DW with different psychological variables such as work motivation, psychological capital (PsyCap) [1], work engagement and personal burnout (Ferraro et al., 2020; Ferraro et al., 2017; Ferraro et al., 2018a; Ferraro et al., 2018c; Graça et al., 2019).

Previous studies on decent work with a WOPP approach were related to concepts like work motivation and psychological capital that are important to promote well-being. There was also found a positive relation of DW with work engagement that is considered a predictor of good performance and decreases when the conditions of work are not decent.

[1] Psychological Capital: a second-order concept that englobes hope, optimism, resilience and self-efficacy (Luthens et al., 2015; Luthens et al., 2007).

Ferraro et al. (2017), in a study with lawyers, found that DW affects work motivation, having positive associations with intrinsic and extrinsic motivation and a negative association with amotivation. Ferraro et al. (2018a) came across with a relationship between DW, work motivation and PsyCap. The DW was related to a larger degree of more autonomous sorts of motivation, to a minor rate of amotivation and a strong positive relation with PsyCap. Ferraro et al. (2018c) also encountered a relationship between DW and higher levels of motivation through PsyCap mediation. This study highlighted the PsyCap mediator as a promoter of autonomous types of motivation. Graça et al. (2020), in a study with academic personnel also found that DW is positively related to dimensions of work engagement, such as dedication for instance.

More recently, Ferraro et al. (2020) explored the relationship between Decent Work, work engagement, work motivation, and burnout in physicians. This study showed that DW is related to more autonomous types of work-motivation. It also reveals that DW contributes to an increase of work-engagement and a decrease of personal burnout. Thus, considering these pieces of evidence, it is interesting to better understand the interaction between DW and Burnout, since work environment conditions, for instance, job demands, are known as antecedents of burnout (Bakker et al., 2014; Byrne, 1999; Goddard et al., 2006; Khan et al., 2019). Probably, decent work environment conditions could prevent burnout exhaustion.

Ferraro et al. (2020) showed that there is an interaction between DW and avoidance of burnout in a physician's sample. It is relevant to study furthermore this topic to understand how the individuals, in this case, academic staff, rate their Decent Work and their Burnout, and how these two variables interact with each other, considering how these individuals distribute in our sample through different profiles. This will allow to expand the nomological concept of DW in a WOPP approach and also can give a better

understanding of teachers' burnout antecedents in the light of the DW concept (Ferraro et al., 2020, 2018c).

Thus, considering that DW can be applied as a goal for improving the work environment, and it is known that it is negatively related to burnout it is pertinent to see which aspects of DW can help to avoid burnout on academic staff, since this syndrome, which is related to workplace condition, affects negatively the individuals not only on their work spheres but on their life in general (Ferraro et al., 2017; Goddard et al., 2006; Kristensen, Borritz et al., 2005).

Burnout

Burnout has become an important concept since the prevalence of this syndrome brings negative consequences for the individual and organizations (García-Arroyo et al., 2019; Shirom, 2014). For these reasons, recently, burnout was integrated into the World Health Organization (WHO) classification of mental health problems related to the workplace (WHO, 2018). The WHO (2018) defined this syndrome as a result of prolonged workplace stress that was not effectively managed by an individual. This concept should be described as a job-related phenomenon which refers only to the experiences in the occupational context.

The literature on burnout is vast, and the concept has been developing over time (Byrne, 1991; Halbesleben & Buckley, 2004; Kyriacou, 1987; Shirom, 2014). Freudenberg (1974), considered one of the seminal authors in this thematic, conceptualized burnout as a state of exhaustion that manifests itself when there is a great demand for resources to which the worker cannot respond.

One of the most known definition is given by Maslach and Jackson (1981) that defined it as a syndrome of exhaustion and cynicism that often occurs in individuals who work with people. The authors considered that one of the key points of this syndrome is the

emotional exhaustion felt by individuals, which can lead to an attitude and negative feelings of an individual towards the "clients". Another characteristic is also the lack of feelings of efficacy relative to the actual work, i.e., individuals evaluate their performance negatively.

Kristensen et al. (2005) also investigated this concept creating and validating a scale (Copenhagen Burnout Inventory) that was used in this research. They considered that the core of burnout is fatigue and exhaustion and those individuals who suffer burnout take fatigue and exhaustion to all spheres of their personal lives. This instrument differentiates the domains where exhaustion may appear: personal, work-related and patient/client-related burnout, presenting in this way the different contexts from which the overall concept could be assessed (Lapa et al., 2018).

Burnout has antecedents that could suggest why people experience this. The factors related to this syndrome can be psychological factors of the work environment like a stressful, tiring and emotional work environment, job insecurity, conflicts in the workplace or low social support (Aronsson et al., 2017; Borritz et al., 2006; European Foundation for the Improvement of Living and Working Conditions, Eurofound, 2018); physical aspects of the work environment such as noise (Eurofound, 2018) or an intense workload (Eurofound, 2018; Maslach et al., 2001); and individual factors, for instance, control *locus*, self-esteem and personality (Bakker et al., 2014; Borritz et al., 2006).

Burnout has also consequences, affecting people's functioning in a negative way (Maslach & Leiter, 2016). This syndrome can increase job dissatisfaction; intentions of turnover and absenteeism; early retirement; morbidity and mortality (Borritz et al., 2006; Eurofound, 2018). It can also decrease performance, motivation, and effectiveness; diminish the opportunity of satisfying experiences at work; and commitment to the

organization or the work (Bakker et al., 2014; Maslach & Leiter, 2016; Maslach et al., 2001).

Teacher burnout

The Burnout syndrome can affect individuals in all professions, nonetheless, the human services were the root of the literature since the interactions between recipient and provider could be a great cause of stress (Maslach & Leiter, 2016). The academic staff (university teachers and researchers) represents a sector that deals daily with this type of interactions, this could be the motive of it is one of the professions that may suffer the most from this syndrome (Carlotto, 2004; Kinman, 2001; Maslach, 1999; Watts & Robertson, 2011; Zhong et al., 2009).

Considering the increasing work environment stressors, that can affect the quality of work-life and job satisfaction (Johnsrud, 2002; McClenahan et al., 2007; Rosser, 2004), and job demands that are often referred as predictors of burnout (Bakker et al., 2014) there is a probability of burnout prevalence in the academic staff since this syndrome refers to the multidimensional and complex interaction between the individual aspects of the academic personnel and their work environment (Carlotto, 2002).

Teacher burnout has also antecedents and consequents more specific of the academic personnel environment. Starting by the antecedents, we can divide them into psychosocial factors and work environment factors. Some psychosocial factors considered predictors on the literature are the personality of individuals, with differences according to the Big Five and the level of individuals' involvement, for instance (Ghorpade et al., 2007; Sarros & Sarros, 1987; Rudow, 1999; Teven, 2007); and the isolation and the lack of support (Gold & Roth, 1993; Otero-López et al., 2008).

Some situational or environmental factors antecedents of academic staff burnout are, according to literature, the augmented pressure related to the academic productivity and

to publish findings (Carlotto, 2010; Kinman, 2001; Lima Filha & Morais, 2018; Pace, D'Urso, Zappula, & Pace, 2019; Steenkamp & Roberts, 2018) that can increase with the national learning assessments that started to be implemented all around the world and can influence the distribution of resources and rewards to the academic staff (García-Arroyo et al., 2019); the lack of autonomy (Carlotto, 2002; van Droogenbroeck et al., 2014); poor communication (Kinman, 2001); role ambiguity or conflict (Holmes et al., 2017; Khan et al., 2019; Li, Li & Castaño, 2019; Sabagh et al., 2018); relationships with colleagues and administrative staff (Blix et al., 1994) or lack of institutional, human and technical support for scholarly activity (Byrne et al., 1996; Kinman, 2001).

Among consequences of teachers' burnout, when these professionals start to feel burned out this can put in risk (a) the health of these professionals and consequences of this, such as decrease on the health condition of an individual (e.g., muscular tension; Eker et al., 2007; Khan et al., 2019; physical exhaustion, tiredness; headaches, digestive disorders, heart symptoms or cardiovascular disease and depressive mood, Burke et al., 1996; Kinman, 2001; psychological consequences such as depression, anxiety, low self-esteem, Khan et al., 2019; Kinman, 2001); sick leaves and absenteeism (Sabagh et al., 2018), lack of commitment, lower levels of involvement, perseverance, flexibility, personal organisation, or job dissatisfaction (Khan et al., 2019; Kinman, 2001) and desire to change career (Dalcin & Carlotto, 2017); and (b) the educational quality offered since they may have fewer resources to give the necessary attention and suppress the needs of the students (Egyed & Short, 2006). Teacher burnout may yet be expressed in poorer quality in decision making, lower levels of creativity, impaired concentration and memory, and among inter-personal factors: reduced levels of sensitivity, warmth, consideration, altruism and tolerance (Kinman, 2001).

Looking at the literature we can match antecedents of Burnout with the lack of dimensions of the DWQ (Ferraro et al., 2018b) since the antecedents can be translated in deficits of DW (see table 1).

For instance, burnout syndrome has antecedents that overlap with the deficit of the first DW dimension such as lack of participation, fairness and incongruence between personal and organizational values (Andela & Truchot, 2017; Barradas, 2011; Maslach & Leiter, 1997; Maslach et al., 2001), or discrepancies between organizational values and actions (Maslach & Leiter, 1997).

In terms of justice, Andela and Truchot (2017) found that the lack of procedural and distributive justice had a negative impact on teachers' burnout. Barradas (2011), also came to the same conclusion and more so that the participation in decisions is a good antecedent of procedural justice perception. Maslach and Leiter (1997) explained that the burnout thrives in work environments where there is a lack of fairness and also values conflicts between worker's values and the job requirements. Maslach et al. (2001) reported that if fairness is not achieved burnout is intensified. Related to values, these authors found that if there is a conflict between the worker personal values and the job, for instance, unethical tasks, a mismatch occurs and burnout can be originated. Siegall and McDonald (2004) showed that person-organization value congruence was strongly and negatively associated with burnout. Maslach and Leiter (1997) state that "Burnout is the index of the dislocation between what people are and what they have to do. It represents an erosion in values, dignity, spirit and will - an erosion of the human soul" (p. 17).

Also, the Adequate Working Time and Workload dimension lies on a balance of workload and working time that allows a work-life balance. The work overload concept overlaps with the second DW dimension and according to literature, its lack of (or deficit) is one prevalent antecedent of burnout (Byrne, 1999; Khan et al., 2019; Maslach et al., 2001;

Sabagh et al., 2018). Work overload refers to the number of demands with a short time to do it, or to qualitative demands where the tasks are too complex and difficult to complete by the individual (e.g., excessive paperwork or a large number of students; Byrne, 1999; Maslach et al. 2001). According to Khan et al. (2019) and Sabagh et al. (2018), a high workload is positively related to academic staff burnout.

Table 1
Antecedents of Burnout corresponding to dimensions of the DWQ

	Burnout antecedents	
DW deficits for DW dimensions	Teacher Burnout Antecedents	Authors
Fundamental Principles and Values at Work	Lack of procedural and distributive justice	Andela and Truchot, 2017
	Non-existent participation in decisions as a bad antecedent of procedural justice perceptions	Barradas, 2011
	Absence of fairness, i.e., lack of respect between individuals and equity on the workplace	Maslach and Leiter, 1997 Maslach et al., 2001
	Conflict between the worker personal values and the job (e.g. unethical tasks)	Maslach and Leiter, 1997 Maslach et al., 2001
	Lack of congruence between person's and organizational values	Siegall and McDonald, 2004
Adequate Working Time and Workload	Teaching large numbers of students maintaining the quantity and quality of the relationship with the students	Gillespie et al., 2001 Lackritz, 2004 van Droogenbroeck et al., 2014 Watts & Robertson, 2011
	Increasing work overload with administrative paperwork and added tasks to the usual functions or onerous administrative duties Time constrains	Byrne, 1999 Kinman 2001 Khan et al., 2019 Sabagh et al., 2018
	Augmented pressure related to academic productivity and to publish findings	Carlotto, 2010 Lima Filha and Morais, 2018 Pace et al., 2019 Steenkamp & Roberts, 2018
	Work-family conflict (e.g., take professional tasks to be performed at home)	Mudrak et al., 2017
Fulfilling and Productive Work and Social Protection	Lack of recognition and under evaluation of the teaching work	Byrne, 1991 Holmes et al., 2017 Lima Filha and Morais, 2018
Meaningful Retribution for the Exercise of Citizenship	Low remuneration or remuneration that does not increase with tenure or performance	Dalcin and Carlotto, 2017 Khan et al., 2019
Opportunities	Lack of job mobility Lack of opportunity for promotion and advancement	Kinman, 2001
	Lack of autonomy	Carlotto, 2002 van Droogenbroeck et al., 2014
Health and safety	Lack of institutional, human and technical support for scholarly activity	Byrne, 1991 Burke et al., 1996 Kinman, 2001

Notes: The DW dimensions are referred to the DWQ by Ferraro et al., 2018b
This table had as a source this research, so it is an original table from the authors

Considering that Burnout has negative effects on the individuals and organizations and that the quality of working relationships and environment are important predictors of the development of this syndrome it is relevant to study this in the light of an antecedent such as the absence of Decent work (or its deficit). It is also interesting to understand how these two variables are related since Ferraro et al. (2020) found that DW could be a relevant concept to avoid Burnout.

The present study brings relevance since it focuses on a concept such as Decent Work that has gained greater importance and notability when it was considered Goal 8 of the 2030 Agenda of Sustainable Development. This focus on DW can have important implications to overall society on intervening and fighting against forced and child labour, achieving full, worthy and productive work and increasing the sustainability and economic growth of all (UN, 2015).

Although cultural differences have to be weighed (Dos Santos, 2019), the Decent Work agenda is a statement of a need of shared responsibility from all the social and economic actors, and there must be a global effort to promote policies that implement this approach (Ferraro et al., 2015). Besides that, DW can also be a tool to promote an economy for the common good, taking into account that these two concepts both seek for a sustainable and healthy social as well as economic environment, plus they both search for the contribution of the societal actors to promote the human values and rights (Pereira et al., 2019b).

In addition, the WOPP perspective of DW, that the questionnaire developed by Ferraro et al. (2018b) brings, has as an advantage the consideration of the specific context where the workers are integrated since it is asked to the workers how they evaluate their level of decent work giving a better insight of specific sectors and even countries (Pereira et al., 2019a).

The WOPP approach is relevant in themes like Burnout in academia since it is a field that works closely with topics such as working conditions and employees well-being. This field can shed lights as well as collaborate with different agents to improve the work environment implementing interventions based on DW to prevent dysfunctions such as Burnout (Bal et al., 2019).

It is needed to add that the Burnout syndrome has also gained renewed relevance in the literature since it has been classified by WHO (2018) as a mental health issue related to the work environment.

Although this syndrome has a long history of research compared to DW, this renewed importance, as well as the lack of studies about the interactions between DW to Burnout, having an individual level of analysis, and considering a work, organizational and personnel psychologic point of view made this research pertinent to the literature. Besides that, this study has a sample with academic staff which brings us insights on how these professionals perceive their work and the prevalence of burnout that may exist. This is important since there is not a lot of research that focuses on working conditions and mental health on academic staff, in university settings.

In addition, this research can also help several social agents to improve practices in the work market (Ferraro et al., 2017, 2015).

In the light of the described evidence, in the present research, we aim to understand if the presence of a high DW will be associated with a low level of burnout and a deficit of decent work would favour burnout, existing then an inverse relationship between these two variables. For that reason, applying a multiple regression analysis, we pose the following hypothesis:

H1: Decent work is negatively and significantly related to burnout in academic personnel

Besides that, we want to understand how the individuals of our sample perceive their levels of decent work and how that affects burnout so we propose the subsequent research question: Does the interaction between DW dimensions and Burnout put in evidence different patterns of higher education academic staff perceptions? Identifying these different patterns could promote the emergence of different profiles that clarify the interactions between DW and burnout?

We decided to search for patterns because it will allow us to synthesize the data and also to predict how the relationship between DW and Burnout can unwind in the setting of academic personnel since the use of profiles (identified through cluster analysis) can have a predictive capability (Woo et al., 2018).

Method

Sample

The sample of this study was university professors who carry out teaching, research, supervision of undergraduate and graduate students, administrative tasks and/or extension activities at public and/or private universities (from different faculties, and in different levels of teacher professional career including lecturers, full professors, associate or assistant professors and also the professors who played the role of department head). They taught a variety of topics in different types of classes and shifts. The total number of respondents was 727, in which 334 were Portuguese and 393 were Brazilian, having as a mean of age 56 years, approximately. Sociodemographic characteristics will be presented in Table 2. The inclusion criteria to participate in the study were a minimum of 6 months of professional experience, be professionally active, and receive a salary for the work done.

Table 2
*Sociodemographic Characteristics of the Sample (*N *= 727)*

Characteristics	n	%
Gender		
Men	365	50.2
Women	362	49.8
Age (years)		
21 - 35	88	12.1
36 - 50	335	46.1
51 - 65	279	38.4
66 - 80	23	3.2
Missing values	2	0.2
Highest Educational Level		
College Degree, Bachelor (complete) / Master Degree and or post-graduation or equivalent (in course)	6	0.8
Master Degree and or post-graduation or equivalent/ PhD in course	113	15.6
PhD	570	78.4
Post-PhD	38	5.2
Tenure (years of professional experience)		
From 6 months to 10 years	234	32.2
From 11 to 20 years	215	29.6
From 21 to 30 years	182	25.0
From 31 to 40 years	88	12.1
More than 40 years	8	1.1

Procedures

To be a part of this study the respondents needed to be university teachers on higher education institutions (HEIs). Participants were collected through professional associations or public emails on websites of educational institutions. Participants were given a link with the online survey with an informed consent that ensured the confidentiality, anonymity and pointed to the voluntary nature of the participation, they were also provided with the emails and contacts of the researchers, to be able of asking any question if needed (see Annex A). The task lasted approximately 20 minutes. The project was submitted to an ethical committee and was approved.

Measures

Decent Work Questionnaire (DWQ)

The Decent Work Questionnaire (DWQ, Ferraro et al., 2018b) was developed to evaluate the workers' perception of their work context, to measure decent work (see Annex B). The DWQ is a 31-item questionnaire that was drawn up and validated to the Portuguese and Brazilian population. It comprised seven dimensions (described earlier in the introduction): *Fundamental Principles and Values at Work* measured with six items (α = .87, e.g., "In general, decision-making processes about my work are fair."); *Adequate working time and work overload* is measured with 4 items (α = .87, e.g., "My work schedule allows me to manage my life well."); *Fulfilling and productive work* is composed by 5 items (α = .77, e.g., "My work contributes to my personal and professional fulfilment."); *Meaningful remuneration for the exercise of citizenship* is constituted by 4 items (α = .88, e.g., "The financial earnings from my work are fair."); *Social protection* is measured with 4 items [α = .80, e.g., "I believe that I will have a retirement without financial worries (government or private pension system)."]; *Opportunities* is composed by 4 items (α = .75, e.g., "Currently, I think there are work/job opportunities for an individual like me."); and, *Health and Safety* have 4 items (α = .85, e.g., "I have all the resources and support that I need to work safely"; Ferraro et al., 2018a; Ferraro et al., 2018b). Response varied on a Likert scale of responses from 1 "I do not agree" to 5 "I completely agree" (Ferraro et al., 2018b). In the current study, the intern consistency of the scale was significant, with a Cronbach's Alpha of .92.

Copenhagen Burnout Inventory (CBI)

The Copenhagen Burnout Inventory is a scale that aims to measure burnout using three subscales: Personal burnout, Work-related burnout, and Client-related burnout

(Kristensen et al., 2005). In the current study, the respective CBI versions validated for the Portuguese population (Fonte, 2011) and the Brazilian population (Bonafé et al., 2012; Campos et al., 2013) were used (see Annex B).

For the present research, only the personal burnout subscale of the CBI was used, which measures the extent to which an individual experiences exhaustion and physical or psychological fatigue. The purpose of this subscale is to evaluate the general burnout, not only because it is the most relevant for this investigation, taking into account that the objective is to perceive whether the individual experiences burnout or not, but also because it is important to apply the principle of parsimony to have better responses of individuals. The subscale is rated from 1 "always or to a very high degree" to 5 "never / almost never to a very low degree" and has items like "How often do you feel worn out". In the current study, the Overall Burnout Cronbach's alpha ($\alpha = .89$) is significant, giving the scale a good intern consistency.

Data Analysis

The present study has a cross-sectional design based on quantitative data. The statistical program used to analyse the data was the SPSS 22,0 (International Business Machines, IBM, Corporation, 2013) to Windows Operative System.

Our initial database with N= 733 was submitted to an outliers study as a regression analysis assumption. We analysed the outliers using the Mahalanobis distance (Meyers et al., 2013), having found 6 outliers that were removed from the data. We analysed also the requirements to run all the data analysis that we did.

Two different nationalities of academic personnel existed and it was decided that it would be best to group them because it would reinforce the analysis of this professional group. To ensure that it could be done statistically the Levene test was used to see if the two

countries had variance homogeneity (Type I error > .05). In the face of the results, we proceeded with the merge of the two nationalities in the database (Howell, 2013).

The data started to be studied with descriptive and correlational analysis. The correlations were classified accordingly Cohen (1988) standard values (weak, moderated or strong). After the initial steps mentioned above, a multiple linear regression to test the relationship between Decent Work on Burnout was ran (H1; Meyers et al., 2013).

Subsequently, a clusters' analysis technique was utilized, this technique has the singularity of being a classification technique and from a theoretical point of view, this analysis sets a bridge between the nomothetic and idiographic perspectives (Clatworthy et al., 2005). This analysis is useful since it can find patterns in a heterogeneous sample, describing how the sample is organized homogeneously (Clatworthy et al., 2005, Woo et al., 2018).

Inside the cluster analysis techniques, we used a hierarchical cluster analysis as an exploratory technique to identify professional profiles based on the factors of the DWQ that were significantly related to burnout (Bholowalia, & Kumar, 2014; Maroco, 2007; Meyers et al., 2013). The outputs resulting from this procedure gave us relevant information for determining the number of clusters to retain (stopping rules). It was intended to use the ‘agglomeration schedule coefficients’ as criterion 1 (that is, the distance between the identified clusters) and the R square as criterion 2 (that is, a measure of how different each cluster is between them; Maroco, 2007; Sharma, 1996). With the already defined cluster number, the next step was the non-hierarchical procedure: k-means clustering (Maroco, 2007; Meyers et al., 2013). Subsequently, a variance multivariate analysis (MANOVA, through a general linear model) was used to assess the statistically significant differences between the scores of DW and Burnout (Maroco, 2007).

Results

In the present section, we are starting to analyse the sample of academic staff, and after we test the hypothesis of decent work being negatively related to burnout in academic personnel through multiple linear regression and answer the research questions using the profiles that were built based on the significant relationships between the dimensions of DW and Burnout. To identify the significant profiles we applied the cluster analysis (described above).

Descriptive statistics and correlations of all the dimensions are found in Table 3. According to these results, the Fulfilling and Productive Work got the higher mean (M = 21.29) instead the Social Protection had the lowest mean (M =11.28). The Personal-Burnout variable had a mean of 16.68. In the measure scales, the standard deviation values did not exceed the value 5.

In table 3 all the dimensions of Decent Work are positive and significantly correlated between them ($p < .05$).

Table 3

*Descriptive Statistics and Bivariate Correlations between Decent Work factors and Personal Burnout using Pearson's correlation coefficient (*N *= 727)*

Measure	M	SD	α	1	2	3	4	5	6	7	8	9
1. Global DW	103.44	17.41	.93	1.00								
2. Fundamental Principles and Values at Work	19.97	4.61	.87	**.79****	1.00							
3. Adequate Working Time and Workload	12.33	3.61	.87	**.71****	**.44****	1.00						
4. Fulfilling and Productive Work	21.29	2.84	.77	**.62****	**.47****	**.32****	1.00					
5. Meaningful retribution for the exercise of citizenship	12.95	3.44	.88	**.73****	**.44****	**.46****	**.32****	1.00				
6. Social Protection	11.29	3.56	.80	**.68****	**.41****	**.38****	**.29****	**.52****	1.00			
7. Opportunities	12.19	3.61	.75	**.62****	**.41****	**.35****	**.44****	**.35****	**.26***	1.00		
8. Health and Safety	13.41	3.40	.85	**.69****	**.52****	**.45****	**.29****	**.46****	**.41****	**.20****	1.00	
9. Personal Burnout	16.68	4.29	.90	**-.48****	**-.38****	**-.51****	**-.27****	**-.30****	**-.28****	**-.26****	**-.32****	1.00

Notes: Significant correlations are in bold
** Correlation is significant at the 0.01 level (1 tailed).
* Correlation is significant at the 0.05 level (1 tailed).

Decent Work dimensions and Personal Burnout were negative and significantly correlated ($p < .001$), having a moderate correlation between the global dimensions ($r = -.48$). The highest correlation found was between Personal Burnout and Adequate time and workload ($r = -.51$), that according to Cohen (1998) has a moderate degree, and the lowest was between Personal Burnout and Opportunities ($r = -.26$), considered has a small effect size (Cohen, 1988).

In our analysis, the DW seven dimensions were considered the predictor variables and Burnout the criterion variable. Results of the multiple linear regressions (Table 4) shows that overall, Decent Work explains 30% (R^2) of Burnout ($F_{(7; 719)} = 43.02$, $p < .001$). The Decent Work dimensions are related negatively to Burnout, giving support to our Hypothesis stating that Decent Work is negatively related to Burnout.

Table 4
Regression Analysis Summary for DW' Dimensions Predicting Personal Burnout (n = 727)

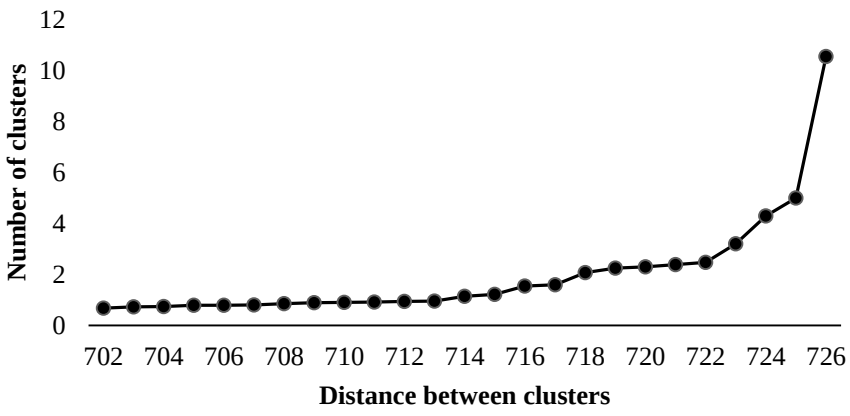
Variables	Personal Burnout					
	Unstandardized Coefficients		Standardized Coefficients	Collinearity Statistics		R^2
	B	SEB	β	Tolerance	VIF	
						.30* **
DW1_Fundamental Principles and Values at Work	-.14	.04	**-.15*** **	.55	1.80	
DW2_Adequate Working Time and Workload	-.47	.05	**-.40*** **	.66	1.52	
DW3_Fulfilling and Productive Work	-.06	.06	-.04	.70	1.43	
DW4_Meaningful retribution for the exercise of citizenship	.01	.05	.01	.59	1.68	
DW5_Social Protection	-.05	.05	-.04	.67	1.50	
DW6_Opportunities	-.03	.04	-.03	.71	1.41	
DW7_Health and Safety	-.04	.05	-.03	.62	1.62	

* ρ < .05; ** ρ < .01; *** ρ < .001;
Notes: B = unstandardized regression coefficient; SEB = Standard Errors of B; **β** = standardized regression coefficient; R^2 = explained variance;
Significant **β** are in bold; Durbin-Watson value = 1.90 (between 1 and 3); Variance Inflation Factor (VIF).
Durbin-Watson value: to test the independence of the errors, the values should be between 1 and 3 for all variables.
Variance Inflation Factor (VIF) to test for multicollinearity; these values were less than 10 for all the variables meaning that none of the variables was collinear (Maroco, 2010)

The multiple regression was carried out through the Enter method to understand what dimensions of Decent Work would be best predictors of Burnout. Considering the beta's score, the DW most predictive variables of personal Burnout were Adequate Working Time and Workload (β = -.40) followed by Fundamental Principles and Values at Work (β = -.15) considering an alpha inferior to .05.

To perceive if there were distinct profiles of individuals based on the scores of the Decent Work Questionnaire regarding these two dimensions (Fundamental Principles and Values at Work and Adequate Working Time and Workload), we performed a hierarchical cluster analysis to see what the number of clusters that should be utilized, so for that we used the Agglomeration schedule (Figure 1) and the R Squared (Figure 2) criteria to decide how many clusters should be retained.

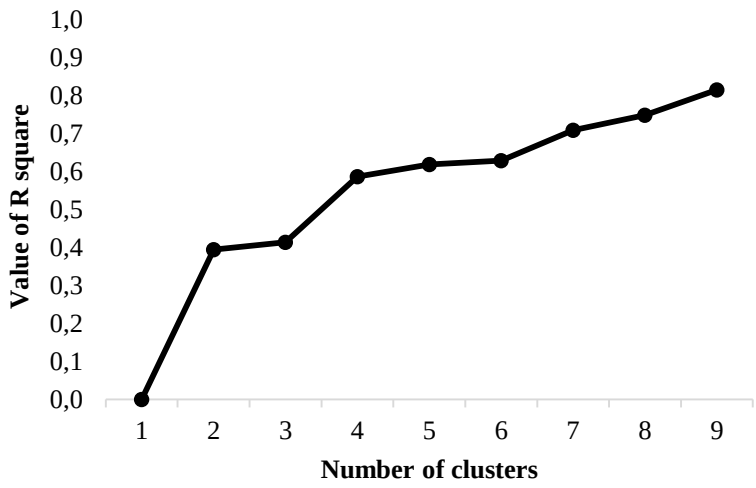
Figure 1
Agglomeration Schedule Coefficients



The agglomeration schedule graphic was formed by the last coefficients and we can see that the Elbow, or the step where the distance coefficients make a higher jump, is in stage 723, so the optimal number of clusters should be 727 (N) minus 723 ("elbow stage") which give us a four clusters solution.

The R-Squared technique (RS index) is based on the variability between clusters, meaning that the objective is having a number of clusters that can explain a good quantity of variability without has a number of clusters that corresponds to the number of respondents. To determine this we did for each variable the sum of squares of cluster divided by the sum of total squares in a solution of nine clusters. Next, we created a graphic with these values, and as we can see in Figure 2, the explained variability of the solutions does not increase meaningfully after the four cluster solution.

Figure 2
R-Square Index



Considering the two methods used to the retention of clusters we found a double confirmation of the four cluster solution. Subsequently, we performed a K-means cluster analysis to create four groups. Each profile is described in Table 5 regarding its' scores for each of the four decent work profiles, and the means presented on this table were obtain through the sum of the scores of which DW dimension.

Table 5
Clusters' descriptive statistics and final cluster centers (FCC)

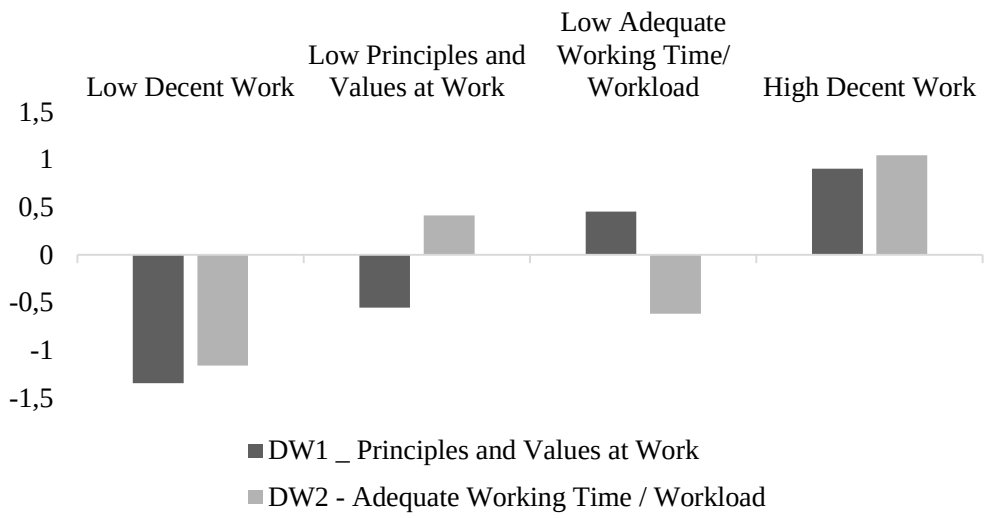
	High DW deficit			DW deficit in, at least, one DW dimension *n* = 380						High DW			
	Profile 1 Low Decent Work *n* =139			Profile 2 Medium Adequate Time / Workload with Low Principles and values at Work *n* = 173			Profile 3 Medium Principles and values at Work with Low Adequate Time / Workload *n* = 207			Profile 4 High Decent Work *n* = 208			
	Mean	SD	FCC	Mean	SD	FCC	Mean	SD	FCC	Mean	SD	FCC	*F*
DW1_Principles and Values at Work	13.77	.21	-1.34	17.42	.18	-.55	22.07	.17	.46	24.14	.17	.91	598.24
DW2_ Adequate Time / Workload	8.14	.16	-1.16	13.82	.14	.41	10.11	.13	-.62	16.09	.13	1.04	619.52

Note: The mean is the sum of the scores of which DW dimension

The Low Decent Work with 139 participants is the first profile presented. This one shows the lowest scores in DW dimensions comparing with the other four profiles. The High Decent Work profile (*N* = 208), contrary to the Low Decent Work, contains the subjects that revealed the higher levels of the two Decent Work dimensions. The second (N= 173) and the third (N = 207) profile were different between them, while the second profile showed a positive and medium value of Adequate Time and Workload (FCC = .41) and a negative and medium value of Principles and Values at Work (FCC = -.55), the third profile showed the opposite with a positive and medium value of Principles and Values at Work (FCC = .46) and a negative and medium value of Adequate Time and Workload (FCC = -.62).

In Figure 3 we are able to observe how was the pattern of the individual perceptions on DW regarding the specific two dimensions (Adequate Working Time/Workload and Principles and Values at Work), in each profile. In this graphic, standardized values were used to provide an easier understanding of the differences between the profiles. The standardization was done based on the means of each dimension across all profiles. Thus, it is easier to see the differences in each profile with the high Decent Work and Low Decent Work being the clearest ones and having the second and third profile with this opposite means on the dimensions.

Figure 3
Decent Work Profiles



To test if the profiles were different from each other regarding Burnout and the two dimensions of DW a MANOVA was conducted. A statistically significant MANOVA effect was obtained, Wilks' $\lambda = .099$, F (9; 1754.875) = 308.70, $p < .001$, indicating that there are significant differences between the profiles of DW on Burnout.

For personal Burnout, F (3; 723) = 70.76, $p < .001$, an effect size (η^2_p) was estimated at .227, which suggest that 22.7% of the variance in personal Burnout was explained by the profiles of Decent Work. For the first dimension of DW F (3; 723) = 598.23, $p < .001$, the effect size (η^2_p) was estimated at .713, and for the second dimension of DW F (3; 723) = 619.51, $p < .001$, the effect size (η^2_p) was of .720.

Discussion

In this study, we aimed to understand the relation between DW and Burnout. This understanding makes sense considering that these two concepts were found to be negatively related statistically, and they can overlap, literature wise (e.g. Andela &

Truchot, 2017 – fairness relates to the dimension 1), in the sense that the DW deficit can be seen as an antecedent of Burnout, as previously stated in table 1.

In the current study, we found support for our hypothesis since DW was significantly and negatively related to Burnout, however only Fundamental Principles and Values at Work and Adequate Workload and Working Time showed significant results, in the multiple linear regression.

This is important since it seems that academic staff its more likely to feel burnout when there is a deficit in these two dimensions, which make sense considering the previous literature on Burnout antecedents (Andela & Truchot; Maslach et al., 2001; Siegal & McDonald, 2004; Khan et al., 2019; Sabagh et al., 2018) that can be inserted in the different dimensions of decent work.

So, having Fundamental Principles and Values at Work and Adequate Working Time and Workload to be the ones that stand out in the perceptions of this professional group.

To answer the research questions, Does the interaction between DW dimensions and Burnout put in evidence different patterns of higher education academic staff perceptions? Identifying these different patterns could promote the emergence of different profiles that clarify the interactions between DW and burnout?, we run a cluster analysis with these two dimensions, with the objective of highlight patterns of the individuals' perception on Decent Work, to provide us with a way to anticipate Burnout.

The profile of “High Decent Work” which englobed 29% of the sample showed that these individuals felt that they had a good level of Decent Work and consequently a low level of Burnout.

The second (24%) and third (28%) profiles revealed that at least one of the dimensions of the DW is perceived as low indicating that these respondents are experiencing some deficit of DW and therefore may develop burnout.

The profile “Low Decent Work” showed us that 19% of our sample perceived a deficit on Decent Work in the two statistically significant DW dimensions (DW1 and DW2). This deficit is worrying since it expresses a high probability that these individuals are already experiencing burnout besides the deficit of decent work.

These patterns appear to be a relevant contribution since we can take from these results that most respondents (71%, the total sum of 3 first profiles) laid on a deficit of DW on at least one of the dimensions.

This is consistent with the literature since academic personnel is confronted more and more with pressure imposed by HEIs among others antecedents of burnout (García-Arroyo et al., 2019; Steenkamp & Roberts, 2018; Khan et al., 2019, and see Table 1), which can be interpreted in the light of the DW framework.

Therefore, these results indicate that these participants could be developing burnout, which enriches the literature since reveals that in academic staff, the deficit of decent work can be an antecedent of burnout, and more so if decent work is fomented and there is no deficit, Burnout can be avoided.

Implications

Our study has implications at a theoretical level and a practical level. In a theoretical point of view, this study helps us to develop the nomological network in the WOPP perspective of DW (Cronbach & Meehl, 1955), since its results show us that this concept is negatively related to Burnout. The use of the analyse of clusters is also important in a theoretical point of view (Woo et al., 2018) considering that help us understand in what way our sample has patterns of DW deficit on Burnout, encouraging future research on studying these patterns further.

The understanding of how these two variables are related is also really important since Burnout gained a renewed relevance on the literature with the classification on the WHO

(2018) as a mental illness related to work environment factors, which shows how this construct is important to be studied, to gain knowledge of how this behaves in a way that we can prevent it successfully. The better understanding the interactions between DW and burnout is also important at a theoretical level considering that DW is an integrative concept and it is important to understand if the based perceptions of this construct will affect variables such as burnout.

Thinking from a strategic point of view, in a practical level, this study can shed lights on the advantages of promoting the two DW dimensions that were found to be negatively and significantly related to Burnout (Fundamental Principles and Values at Work; Adequate Working Time and Workload). Therefore, HEIs should try to improve these two dimensions to decrease levels of burnout, and consequently of turnover intentions, absenteeism, and health ills. This seems to be a major practical implication since for HEIs, intervene in these areas can be cost-effective and have a great impact on decreasing Burnout and increase variables such as organizational commitment, job satisfaction (Khan et al., 2019; Kinman, 2001) and educational quality (Egyed & Short, 2006).

For these interventions, we should call out to strategic human resources, in order to propose evidence-based interventions that can help managers of these institutions to understand the needs of their employees and developing a strategic and possibly a successful intervention (Briner & Walshe, 2015; Leiter & Maslach, 2019).

Considering the practical implications on a societal level, understanding how a phenomenon may work in a specific profession can help governments and politicians, to take action to prevent a syndrome such as burnout and its consequences to educational quality services. This can be implemented for instance through policies that contribute to value academic staff in their career, for example, through current career plans that allow the promotion of professionals (e.g. opening public procurements).

Also, it is important to consider some practical implications related to the individual, since this research can serve as an introspective reflection about working conditions and mental health regarding work. It is important as well to try some strategies to actively coping with issues like the deficit of DW and presence of Burnout, by searching support from their supervisors, colleagues and institution, talking and clarify the problems (Abouserie, 1996); reinterpreting a negative situation with a positive approach; and use their voice to make complaints audible to the management organs (Mazon et al., 2008; Melin et al., 2014; Rosser, 2004). Organizations can promote the personal and professional development of their workers offering different tools, such as training or career planning, to encouraging the development of individual attributes that strengthen the resources that each worker has within them, such as hope, optimism, resilience, and self-efficacy (PsyCap). These tools can be a part of the organizational development plan that an institution has, and this is a long run with steps that are going to be adjusted while the development is being achieved by the organization. However, when more abrupt or non-planned changes happen, the process needs to be prompt to increment the changes in the organization rapidly. When talking about DW, human resources professionals can be the ones planning with the other stakeholders a deep-levelled change or when the circumstances need acting to make less deep changes to attend to the rapid necessities of the situation (Caetano, 2001; Stephan et al., 2016). These last ones can start from helping leaders to understand how they can act, for instance through open communication with their subordinates, besides that they can share the vision throughout the organization (Kotter, 2017; Lalande et al., 2016). For example, nowadays, with the pandemic, HEIs needed to mobilize heads of department to lead the rapid response: transforming face to face classes in online classes.

Talking specifically about interventions in HEIs, HRM can foment initiatives involving the different stakeholders to promote positive outcomes to the organization and the workers' health. One intervention focused on the individual referred in the literature is mentoring (that can be used in different professional settings), this intervention is positively and significantly related to career advancement and it brings as outcomes increased satisfaction, confidence, self-efficacy and conquer of career goals, augmenting thus performance and commitment with organizational development (Ismail & Arokiasamy, 2007).

A strategy focused more in an organizational level of analysis, referred by Farinha et al (2019) and Kučerová et al. (2016) for instance, denotes that having a declaration or charter about social responsibility or sustainability in the strategic documents that are communicated throughout the company foster the organizational commitment to this practices.

Mentioning other interventions to decrease burnout, Leiter and Maslach (2019), refer to workplace interventions, for instance, workgroup discussions (e.g. about equity) that showed to decrease levels of burnout. Besides that, they pointed out that the CREW (Civility, Respect and Engagement with Work) intervention, had an effect on decreasing burnout, taking by example when civility improved burnout decreased.

In sum, this study will allow renewed human resource management practices to the world of work actors, specifically for human resources management in higher education institutions.

Limitations and Directions for Future Research

This research came across with some limitations that can give some guidelines for future research. The fact that it was a cross-sectional design brings us the limitation of being caution in any generalization that we may want to do, so in future research, it would be

desirable to use a longitudinal design to have a more profound knowledge of the relationship between Decent Work and Burnout at various time intervals.

Despite our large sample and it is composed of teachers from 2 countries (which is a positive point), it only focused on one professional category so, for future studies, it should be expanded for other professional categories and countries, to shed lights on how these two variables relate across sectors of activities and countries.

This study also did not explore how the sociodemographic, situational and environmental characteristics affect this relationship so future research should exploit this relationship further in order to study those variables.

It is needed to refer that this data was collected and analysed before Coronavirus, so it might be relevant to replicate this study with a new sample of academic staff dealing with this new reality, and working in new professional conditions.

Conclusion

The WOPP perspective on decent work is an important tool because it offers us an insight of a psychological approach that aims to understand how to improve the world of work bringing research and practices that can guide interventions to increase the workers' well-being (Bal et al., 2019). Furthermore, the WOPP perspective has been helping to fill the gap between practitioners and researchers besides focusing on the field of the psychological view of organizations, work and human resources practices (Gomes & Antunes, 2011).

Also, using the individual level of analysis in this area is important to expand the awareness of workers' perceptions in different work contexts around the world (Pereira et al., 2019a).

This perspective may also provide information to business leaders, employers, and governments in how the workers in different sectors perceive their work, in a way that

they can start new practices and policies to increase the level of Decent Work for all. It also enriches the previous knowledge of this theme, offering to managers and business leaders the means to approximate the DW concept to the workers' day-to-day and opening new opportunities for its operationalization in management (Ferraro et al., 2016, 2017; Pereira, et al., 2019a).

Having a better understanding of the relationship between Decent Work and Burnout in Higher Education academic personnel can bring us knowledge of how the working conditions affect the workers to help us create new practices to improve the well-being for academic personnel and the improvements in quality of education.

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Annexes

Annex A. Informed Consent, presented online, in Portuguese

TRABALHO DIGNO

O presente projeto tem como investigadores responsáveis Leonor Pais (Universidade de Coimbra) e Nuno Rebelo dos Santos (Universidade de Évora). A equipa de investigação é constituída por membros da Universidade de Coimbra (Leonor Pais e Tânia Ferraro), da Universidade de Évora (Nuno Rebelo dos Santos) e da Universidade de Lisboa (João Moreira), Portugal.

Para participar é preciso:
- ter pelo menos seis meses de experiência profissional;
- estar atualmente ativo(a) profissionalmente [não ser nem desempregado(a) nem reformado(a)];
- ser remunerado pelo trabalho que faz.

Esta investigação é conduzida de acordo com o Código Deontológico da Ordem dos Psicólogos Portugueses (2011).

O presente projeto tem como objetivo estudar diversos aspetos do modo como as pessoas sentem e pensam sobre o seu trabalho.

A sua participação é voluntária. Pode desistir de participar a qualquer momento durante as respostas às questões, caso considere que o deve fazer.

Os dados recolhidos serão usados exclusivamente para fins académicos.
Garantimos o anonimato e confidencialidade das suas respostas, e asseguramos que o tratamento dos dados é meramente estatístico.

É possível solicitar uma síntese dos resultados enviando um e-mail para "Trabalho Digno - INVESTIGAÇÃO" <Trabalho.digno.portugal@gmail.com> colocando no campo assunto 'SÍNTESE DOS RESULTADOS DA INVESTIGAÇÃO'.

Caso tenha alguma dúvida pode entrar em contato com a equipa que está a superintender a recolha de dados em Portugal, através do mesmo e-mail: "Trabalho Digno - INVESTIGAÇÃO" <Trabalho.digno.portugal@gmail.com> colocando no campo assunto 'Dúvida'.

Considere, por favor, que o questionário é constituído por várias partes, sendo que existem instruções específicas para cada uma delas. Pedimos que estas sejam lidas com atenção antes de começar a responder a cada bloco de questões.

O contexto profissional no qual estou e sobre o qual pretendo responder ao questionário é:
( ) português

( ) brasileiro
( ) Outro: _____

Para avançar, deve clicar na opção abaixo:
[o participante deve clicar aceitando as condições descritas acima para poder avançar para os inquéritos]

( ) Concordo com as condições para participação conforme descritas acima.

Annex B. Administered Questionnaires in Portuguese

QUESTIONÁRIO DE TRABALHO DIGNO
Versão portuguesa (Portugal e Brasil)

Este questionário pode ser respondido por qualquer pessoa que trabalha. Ele refere-se ao seu trabalho atual e ao contexto profissional no qual o realiza. Por 'contexto profissional' entenda o mercado de trabalho em geral (para alguém com as suas características profissionais), a(s) empresa(s)/organização(ões) onde eventualmente trabalhe, bem como a sua eventual atividade de prestador(a) de serviço (profissionais liberais/autónomos).

Não há respostas certas nem erradas. O importante é que avalie se concorda mais ou menos com as afirmações apresentadas. Utilize a seguinte escala de respostas:

1 = Não concordo nada
2 = Concordo pouco
3 = Concordo moderadamente
4 = Concordo muito
5 = Concordo completamente

Marque com um (X) a sua opção de resposta para cada afirmação. Responda a todas as afirmações. Relembramos que elas se referem ao seu trabalho atual e ao contexto profissional no qual o realiza.

1. No meu trabalho estou protegido(a) de riscos para a minha saúde física.	1	2	3	4	5
2. Tenho perspetivas de ter uma reforma/aposentação/aposentadoria tranquila (pensão, previdência pública ou privada).	1	2	3	4	5
3. Considero adequada a quantidade média de horas que trabalho por dia.	1	2	3	4	5
4. Disponho de tudo o que preciso para manter a minha integridade física no meu trabalho.	1	2	3	4	5
5. Sinto que estou protegido(a) caso fique sem trabalho (subsídios sociais, programas sociais, etc).	1	2	3	4	5
6. Sinto a minha família protegida através do meu sistema de proteção social (público ou privado).	1	2	3	4	5
7. O que ganho com o meu trabalho permite-me viver com dignidade e autonomia.	1	2	3	4	5
8. Sinto que estarei protegido(a) no caso de ficar doente (segurança social, seguros de saúde, etc.).	1	2	3	4	5
9. O que recebo pelo meu trabalho permite-me oferecer bem-estar aos que dependem de mim.	1	2	3	4	5
10. O que ganho com o meu trabalho permite-me viver com um sentimento de bem-estar pessoal.	1	2	3	4	5
11. No meu trabalho existe confiança entre as pessoas.	1	2	3	4	5
12. O meu trabalho contribui para assegurar o futuro das novas gerações.	1	2	3	4	5
13. Através do meu trabalho desenvolvo-me profissionalmente.	1	2	3	4	5
14. Um(a) profissional como eu pode criar o seu próprio emprego.	1	2	3	4	5
15. O meu horário de trabalho permite-me gerir/administrar bem a minha vida.	1	2	3	4	5
16. Em geral, os processos de tomada de decisão relativos ao meu trabalho são justos.	1	2	3	4	5

17. Penso que tenho perspetivas de melhorar a minha remuneração/salário/benefícios.	1	2	3	4	5
18. O meu trabalho permite-me ter tempo para a minha família/vida pessoal.	1	2	3	4	5
19. O meu trabalho contribui para a minha realização (pessoal e profissional).	1	2	3	4	5
20. Disponho do que preciso para trabalhar com segurança.	1	2	3	4	5
21. Sou tratado(a) com dignidade no meu trabalho.	1	2	3	4	5
22. Sou livre para pensar e expressar o que penso sobre o meu trabalho.	1	2	3	4	5
23. Em geral, tenho condições ambientais seguras no meu trabalho (condições de temperatura, ruído, umidade, etc).	1	2	3	4	5
24. No meu trabalho sou aceite /aceito(a) tal como sou (independentemente de gênero, idade, etnia, religião, orientação política, etc).	1	2	3	4	5
25. Atualmente, penso que há oportunidades de trabalho para um profissional como eu.	1	2	3	4	5
26. Acho que tenho possibilidades de progredir profissionalmente (promoções, desenvolvimento de competências, etc).	1	2	3	4	5
27. Considero adequado o ritmo que o meu trabalho exige.	1	2	3	4	5
28. Na minha atividade profissional existe a possibilidade de participação equilibrada nas decisões por parte de todos os envolvidos/implicados.	1	2	3	4	5
29. O trabalho que realizo contribui para criar valor (para a minha empresa/organização/clientes/sociedade, etc).	1	2	3	4	5
30. Considero digno o trabalho que realizo.	1	2	3	4	5
31. O que ganho financeiramente com o meu trabalho é justo.	1	2	3	4	5

CBI[2]

Neste questionário não há respostas melhores ou piores, a resposta correta é aquela que expressa com veracidade a sua própria experiência. A cada uma das frases você deve responder consoante a frequência com que tem esse sentimento, assinalando a opção mais adequada em sua opinião.

1 = Sempre
2 = Frequentemente
3 = Às vezes
4 = Raramente
5 = Nunca / quase nunca

Afirmações	Freqüência				
1. Com que freqüência se sente cansado(a)?	1	2	3	4	5
2. Com que freqüência se sente fisicamente exausto(a)?	1	2	3	4	5
3. Com que freqüência se sente emocionalmente exausto(a)?	1	2	3	4	5
4. Com que freqüência pensa "Eu não agüento mais isto"?	1	2	3	4	5
5. Com que freqüência se sente fatigado(a)?	1	2	3	4	5
6. Com que freqüência se sente frágil e susceptível a ficar doente?	1	2	3	4	5

[2] Kristensen, Borritz, Villadsen & Christensen (2005); Fonte (2011).

Por último, pedimos-lhe que complete, por favor, respondendo às seguintes questões [assinale um X na opção(ões) mais adequada(s) para você]:

1. Sexo □ Feminino □ Masculino	2. Ano de nascimento: _____	3. Há quanto tempo está no seu trabalho atual e no contexto profissional em que o realiza? _____ anos
4. Sua situação(ões) profissional(ais) atual(is) (você pode assinalar mais do que 1 situação) □ Empresário(a) □ Profissional Liberal ou autónomo(a) □ Funcionário(a) público(a) □ Trabalhador(a) por conta de outrém [inclui o(a) trabalhador(a) doméstico(a)]. □ Trabalhador(a)-Estudante □ Bolseiro(a) de pesquisa (nível superior) □ Estagiário(a) □ Aprendiz	5. Qual o vínculo que mantém com a organização onde trabalha (quando aplicável)? □ Prestador de serviços (recebimentos por 'Recibo Verde') □ Contrato a prazo (renovável ou não) □ Contrato efetivo (sem prazo determinado) □ Através de empresa de trabalho temporário □ Outros. Especifique, por favor: _____	6. No seu local de trabalho desempenha alguma função de chefia / gestão / liderança? □ Sim □ Não 6.1. Se respondeu SIM, que tipo de chefia / gestão / liderança? □ Gestão/liderança de topo. □ Gestão/liderança de nível intermédio. □ Gestão/liderança de primeiro nível (coordenação ou supervisão de uma equipa).
7. Qual seu grau de Escolaridade? □ Saber ler e escrever sem possuir a 4ª classe. □ 1º Ciclo do ensino básico (ensino primário) □ 2º Ciclo do ensino básico (6º ano) □ 3º Ciclo do ensino básico ou equivalente (9º ano)	□ Ensino secundário ou equivalente (12º ano) □ Ensino pós-secundário (CET) □ Bacharelato □ Licenciatura em curso □ Pós-Graduação/Mestrado (pós Bolonha)/ Licenciatura Pré Bolonha	□ Licenciatura concluída (pós-Bolonha) □ Mestrado Pré-Bolonha □ Doutoramento 8. Qual sua área de especialização académica (ex.: Engenharia, Informática, Direito, Psicologia, etc)? _____
9. Qual a sua profissão atual? □ Advogado(a). Área de especialização: _____ □ Analista ou desenvolver de sistemas / Programador(a) / Engenheiro(a) Informático(a). □ Médico(a). Especialidade: _____ □ Investigador(a). Área: _____	10. Setor de atividade no qual trabalha (quando aplicável): □ Setor primário (agricultura; pesca; atividades extrativas; matérias-primas). □ Setor secundário (indústria). □ Setor terciário (comércio e serviços).	11. Dimensão da organização onde trabalha (quando aplicável): □ Tem até 9 colaboradores □ Tem entre 10 e 50 colaboradores □ Tem entre 51 e 250 colaboradores □ Tem entre 251 e 500 colaboradores □ Tem entre 501 e 1000 colaboradores □ Tem entre 1001 e 2000 colaboradores □ Tem entre 2001 e 5000 colaboradores □ Tem entre 5001 e 10000 colaboradores □ Tem entre 10001 e 20000 colaboradores □ Tem mais de 20001 colaboradores □ Trabalho para várias organizações

_____ ☐ Professor(a) Universitário(a). Área: _____ ☐ Profissional da área de Finanças. ☐ Outra. Qual? _____	☐ Setor quaternário (informação: computação e tecnologia da informação; educação; investigação e desenvolvimento; planeamento; consultoria; e outros serviços baseados no conhecimento) ☐ Outra. Qual?_____	
12. Trabalha diretamente com clientes ou utentes? ☐ Sim ☐ Não	13. Indique, por favor, o seu vencimento líquido mensal (aquilo que recebe em média por mês) ☐ Até €505,00 (salário mínimo) ☐ Entre €505,00 e €1.000,00 ☐ Entre €1.001,00 e €1.500,00 ☐ Entre €1.501,00 e €2.000,00 ☐ Entre €2.001,00 e €2.500,00 ☐ Entre €2.501,00 e €3.000,00 ☐ Entre €3.001,00 e €3.500,00 ☐ Entre €3.501,00 e €4.000,00 ☐ Entre €4.001,00 e €4.500,00 ☐ Entre €4.501,00 e €5.000,00 ☐ Entre €5.001,00 e €5.500,00 ☐ Entre €5.501,00 e €6.000,00 ☐ Entre €6.001,00 e €6.500,00 ☐ Entre €6.501,00 e €7.000,00 ☐ Entre R$7.001,00 e €8.000,00 ☐ Mais de €8.001,00	14. Estado civil: ☐ Solteiro(a) ☐ Casado(a) / União estável ☐ Separado(a) / Divorciado(a) ☐ Viúvo(a) 15. Tem filhos? ☐ Não ☐ Sim. Quantos? _____ 16. Idades dos(as) filhos(as): _____ 17. Tem outros dependentes? ☐ Não ☐ Sim. Quantos? _____

Muito obrigado(a) pela sua colaboração!