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RELATIONAL FACTORS THAT INFLUENCE WORKPLACE SATISFACTION IN BRAZILIAN JUNIOR UNIVERSITY COMPANIES

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Abstract: The study of Junior Enterprises (JEs) is an important topic, as it is one of the main possibilities for university students to gain professional experience. JEs managers do not have the traditional monetary incentives to motivate and bring satisfaction to the Junior Businessmen (JBs) in developing their daily tasks. Satisfaction theories based on relational elements developed after the mid-20th century sought to identify workplace satisfaction in the relationship between individuals. The Siqueira's EST Scale (2008) was used with 12 items that reflect the four constructs used in this research. The sample of 202 observations was analyzed through the SEM-CB methodology. The structural model results indicate that the main aspect for managers to observe is the work itself. This finding is fully aligned with JEs' role in providing the necessary experience not available in the market for the initial development of their careers.

Keywords: Junior Enterprises; Junior Businessmen; Structural Equation Modeling.

INTRODUCTION

The study of Junior Enterprises (JEs), developed by Universities, is a very important theme (Franco & Seibert, 2017). Since the creation of the first JE, in France, in 1967, when university students sought to develop a way to gain professional experience without necessarily working in a traditional company, JE has become a viable means of achieving this experience (Brasil Jr, 2020). The emergence of JE sought to address the need for professional experience for young people in training and recent graduates in the face of a lack of opportunities in the market (Brasil Jr, 2020; Lepuschitz et al., 2018). This concept of JE spread worldwide, arriving in Brazil in 1989 when the FGV Business School founded the first JE. Today, according to the Brazilian Confederation of Junior Businessmen (Brasil

Junior), there are more than 900 JEs and about 22 thousand Junior Businessmen (JBs), and Brazil has the largest number of junior businessmen in the world (Brasil Jr, 2020).

This great mass of university students relates directly to the need for professional development and the lack of compatible internships to develop their skills as students and future professionals (Dias, Oliveira & Marcelino, 2017). To meet this need, in 2016, Law 13.267/16 was approved, which regulated the functioning of the JEs, indicating that this could be an unpaid service. With this form of organization, the amounts charged by the consultancies are reverted to improvements in the working conditions and structures of the JEs. The important point is that, as expressed, the remuneration of the JBs is the knowledge acquired with the tasks performed (Franco & Seibert, 2017).

Within this scenario of the JEs, their managers do not have the traditional monetary incentives to motivate and bring satisfaction to the JBs in developing their daily tasks. As demonstrated by Judge et al. (2001) and Judge et al. (2017), productivity and efficiency link directly to satisfaction in the workplace. This is the main gap that we will try to fill with our research question, bringing to light "What relational aspects have the greatest impact on the satisfaction of Junior Businessmen working at Junior Enterprises?"

Based on Locke's theory (1968) and other multidimensional theories, Siqueira (2008) developed the EST scale to measure workplace satisfaction through relational and situational elements. The scale is made up of 15 items that seek to measure reflectively (Hair et al., 2009; Malhotra; Nunan & Birks, 2017) the five constructs that make up the scale being them: satisfaction with coworkers; satisfaction with supervision; satisfaction with promotions; satisfaction with work itself; and satisfaction with salary. As already substantiated, the lack

of remuneration for the JBs motivated the withdrawal of the salary dimension. In this way, 12 items that link to the four remaining constructs of the scale formed the scale applied.

The methodology used for the study was the Structural Equation Modeling Based on Covariance Matrix - SEM-CB applied on a sample of 202 observations. Respondents are students who participate in Junior Companies from approximately six CEDERJ teaching centers with approximately 1000 questionnaires sent.

The regression analyses indicate that managers should observe the main aspect concerning the JBs in the work itself. This finding is totally in line with the function of JEs, which is to provide junior business people with the necessary experience not available in the market for the development of their careers (Dias; Oliveira & Marcelino, 2017, Franco & Seibert, 2017). With this finding, we were able to expand the theoretical knowledge about the management of the JEs, making clearer the relational factors that influence the satisfaction in the workplace of the JBs. We also ensure that the managers of these units can improve their management, focusing on the aspect of the tasks developed, the main source of satisfaction in the workplace of the JBs.

This article is divided into five parts: this introduction, which sought to demonstrate the importance of the subject studied; the literature review seeking to provide a brief incursion into the knowledge related to the theme; methods applied in the investigation process; one section to present the results and analysis; and, finally, the conclusions chapter with theoretical and practical contributions, limitation and follow up for new researches.

LITERATURE REVIEW

We began our literature review to identify

that workplace satisfaction is a subject widely explored since antiquity, especially with human motivation (Nicola, 2010, Steers et al., 2004). This is evident when we see that the first approaches to understanding human motivation date from Greek philosophers (Nicola, 2010). Throughout history, satisfaction with life, and ultimately with work, the place where human beings spend most of their existence (Goulejac, 2007), has been addressed by several authors linked to philosophy, economics, and politics (Locke, 2002; Nicola, 2010).

With the emergence of psychology at the end of the 19th century, this new field of study gave impetus to the formulation of several theories on human satisfaction and, consequently, on satisfaction in the workplace (Steers et al., 2004). With this, ideas linked to satisfaction simply from the individual, hedonism, are no longer considered the only factor in determining his or her satisfaction, allowing the development of other visions and approaches to the phenomenon.

In the second half of the 20th century, new developments in psychology have already led to the emergence of a range of new theories of workplace satisfaction (Carpini et al., 2017). One of the best known and still applied today is Maslow's Theory of Needs (1954). This theory was initially thought with a part of the studies for the treatment of mental diseases. However, it was quickly incorporated by the Administration. It later became known with the Pyramid of Maslow's Needs, a question that the author never thought of for his theory, as pointed out by the study of Bridgman et al. (2017). Aldefer (1969) transformed Maslow's theory, which reduced the five factors proposed by Maslow to only three factors that gave the name to his theory (ERG - Existence, Relatedness, and Growth). Another important point that Alderfer suggested is that it is not necessary to meet a more basic need for the

higher ones to arise. They can happen at the same time or in a different order.

Another author who developed a theory regarding the satisfaction of an organization's employees was Locke (1968). In his theory, he advocated that job satisfaction is influenced by five factors: satisfaction with coworkers, satisfaction with supervision; satisfaction with salary; satisfaction with promotions; and satisfaction with work itself (Siqueira, 2008). This author, when studying the satisfaction of employees in an organization, turns his gaze to relational elements (coworkers, supervision), situational elements (promotion, salary, and work itself), forming a multidimensional theory (Siqueira, 2008). For Locke, the employees' satisfaction was in their relationships and faced those relationships with persons and other elements in a workplace. Weiss and Cropanzano (1996), reinforced by Romero and Arendt (2011), say that the environment directly influences the flow of emotions of individuals within the workplace and shapes agents' behavior in relationships. Locke's theory is greatly impacted by this way of thinking and working on the employee's personal and emotional relationships with the organization.

Based on Locke's theory (1969), Siqueira (2008) developed a scale that seeks to measure employee satisfaction in the workplace. This scale is based on employee satisfaction with relationships, both with Coworkers, Supervisions, Promotion, Work Itself, and Salaries. Each of these relationships influences the overall satisfaction of employees with the institution to which they belong.

When we apply this theory in an environment like the JEs, it becomes more important because elements of incentives such as recognition through financial rewards are not possible in this organization (Franco & Seibert, 2017). This happens because the students who engage in these JEs do not receive

any kind of compensation, and the only reward is the learning itself. Applying their knowledge and developing it is practically the main proposal of the JEs, and this purpose can be much more interesting than the remuneration itself (Dias et al., 2017, Lepuschitz et al., 2018). This practice can develop greater accessibility to entrepreneurship and self-development (Maresch et al., 2016).

Another important point in applying Locke's theory (1968) to JEs, is that it has been extensively tested, including the validity of the Siqueira scale (2008), and has always presented excellent adjustment results. Even though the satisfaction construct is with its application in decline in the academic environment (Carpini et al., 2017; Judge et al., 2001), on the other hand, its use in exhaustion is very welcome in this research. This is because its impact on the results and performance of employees has already been well established, which guarantees the solidity of the results achieved and produces greater reliability to the conclusions drawn from the data analysis (Judge et al., 2001). In addition to this positive factor already presented, we also have that the connection between satisfaction with the workplace has already been proven and well documented, offering a broad basis of comparison, even for studies in little-explored areas, such as JEs (Carpini et al., 2017; Judge et al., 2017).

SATISFACTION WITH COWORKERS

Initially, the theories about the relationship between coworkers focused on competition and searching for excellence standards (Lawer, 2005; Locke, 1968). One way to stimulate this competition was to conduct employee evaluations so that the score given generated competition. Even the feedback presentation sought to compare the employee's score with the score of the other highest scoring employee, generating an environment of

competition for achieving goals and standards (Steers et al., 2004).

More recently, in the 21st century, scholars have focused on cooperation and social interaction as factors that can cause employee satisfaction (Judge et al., 2017). This more modern view aligns with the cognitive approach amplified by the social approach, where individuals judge social relations with colleagues based on pre-established patterns, identifying discrepancies and seeking to remove them. However, in this new approach, equity does not achieve through competition but through cooperation among colleagues (Lawer, 2005; Locke, 1968; Romero & Arendt, 2011, Weiss & Cropanzano, 1996). With these new surveys, it is possible to observe that interdependence, peer feedback, and social support impact the perception of satisfaction as the type of task performed (Humphrey; Nahrgang & Mongeon, 2007). A greater balance between work life and work performance impact directly by good relationships with coworkers (Haider; Jabeen & Ahmad, 2018).

Hypothesis 1. *Satisfaction with coworkers positively influences overall workplace satisfaction.*

SATISFACTION WITH SUPERVISION

The individual analysis of the satisfaction with the management demonstrates a direct link with the admiration of the subordinates nurtured towards the superiors (Locke, 1968; Schweitzer & Witham, 2018). Locke also considers that participation in some decisions about the tasks performed and about the company's direction generate the commitment of employees to the corporation (Locke, 1968).

The relationship formed by the admiration of the feedback offered by the manager can have a positive, negative, or even neutral impact on the individual's satisfaction

(Hackman & Lawler, 1971, Locke, 1968, Schweitzer & Witham, 2018). This happens because the subordinate analyzes whether the feedback was fair or unfair based on a subjective metric. This analysis depends on the work environment, the manager offering the feedback, and his personality (Locke, 1968). Suppose employees identify a sense of fairness in the assessment and feedback of the supervisor. In that case, they tend to have a higher level of satisfaction with their superiors and even with their colleagues (Fryxell & Gordon, 2017).

Already the participation in decisions was related to the greater the degree of freedom that the individual perceives concerning his tasks and decisions in the form of execution, the greater the degree of satisfaction with management (Norton, 1976). Fewer rules and less supervision help perceive satisfaction (Herman, 1973; Judge et al., 2001). Thus, greater autonomy and appropriate feedback lead the individual to improve his or her overview of management (Hackman & Lawler, 1971).

Hypothesis 2. *Satisfaction with supervision positively influences overall satisfaction in the workplace.*

SATISFACTION WITH PROMOTION

The analysis of promotions as inducers of job satisfaction was initially treated as a form of recognition of the individual by the company (Herzberg, 1966). From Herzberg's perspective, promotion belongs to the intrinsic or motivational factor and positively influences the individual's satisfaction, where his lack causes neutrality and not dissatisfaction.

Within the humanist perspective, in the social approach (Judge et al., 2017), the need for growth and development, besides being related to the nature of the tasks, is directly related to the promotions and the status

arising from the hierarchical position and power expressed in the position held (Aldefer, 1969; Maslow, 1954). From this perspective, promotions were treated as a component of competition among employees (Locke, 1968). The individual energy employed in this perspective directly influences the individual's career growth (Greek; Clauson & Eby, 2018).

Hypothesis 3. *Satisfaction with promotions positively influences overall satisfaction in the workplace.*

SATISFACTION WITH WORK ITSELF

Analysis of the influence of the nature of the tasks performed on job satisfaction may suggest that the issue of the individual's ability to perform the task has an impact on his or her level of satisfaction, with the lack of ability and specific training being reasons for dissatisfaction (Locke, 1968). For this author, knowledge about the task, employee engagement, and the situation where the tasks should be developed indicate how the performer will perceive the difficulty, which will influence his perception of satisfaction when performing them.

Another aspect observed is that tasks that are more complex lead to greater satisfaction on the executor's part (Judge et al., 2001). When the task is challenging, and there is sufficient support for its execution, a sense of overcoming emerges, which causes an increase in meaning and satisfaction with the work done (Hackman & Lawler, 1971; Gondim et al., 2019).

In contrast, job satisfaction can be negatively affected if a high level of work is maintained over a long period, which can lead to fatigue and burnout (Gyntelberg; Hein & Suadican, 2012), canceling out the positive effects of other situations that cause satisfaction (Kammeyer-Mueller et al., 2005) and wellbeing at work (Schaufeli & Bakker, 2004).

Hypothesis 4. *Satisfaction with work itself positively influences overall workplace satisfaction.*

METHODOLOGICAL PROCEDURES

The method used for this research is in the postpositivist (Alvenson, 2003; Qu & Dunay, 2011) and objective (Cunliffe, 2010), as it seeks to identify the impact of various aspects of satisfaction, as theorized by Locke (1968) and used as a basis by Siqueira (2008), for the construction of its EST Scale of measuring satisfaction in the workplace. The means used for the construction of the research were the bibliographic research on the theme of satisfaction in the workplace and the construction and operationalization of the Brazilian JEs.

The research and analysis are based on a quantitative approach, having the *survey* a research strategy (Babbie, 2001; Fink, 2017). The *survey* used an electronic form, composed of the 12 questions of the EST Scale elaborated by Siqueira (2008) to identify the satisfaction of the JEs in their workplace and one question of general satisfaction forming a questionnaire of 13 questions. The answers to the questions were measured with the Likert Scale of 7 points to capture the impression of each respondent about relational aspects that cause satisfaction in the workplace, being this a tool that presents advantages and disadvantages (Babbie, 2001; Nunnally & Berstein, 1994).

The 13th question, which raises the general satisfaction of employees with the workplace, was conceived as an exogenous variable to the model and will be used as the consequent variable, equivalent to the "y" of the linear regression models. In this way, we understand the influence that each construct has on the overall satisfaction of the JEs. This form of measurement ensures that the results have validity and theoretical reliability to indicate

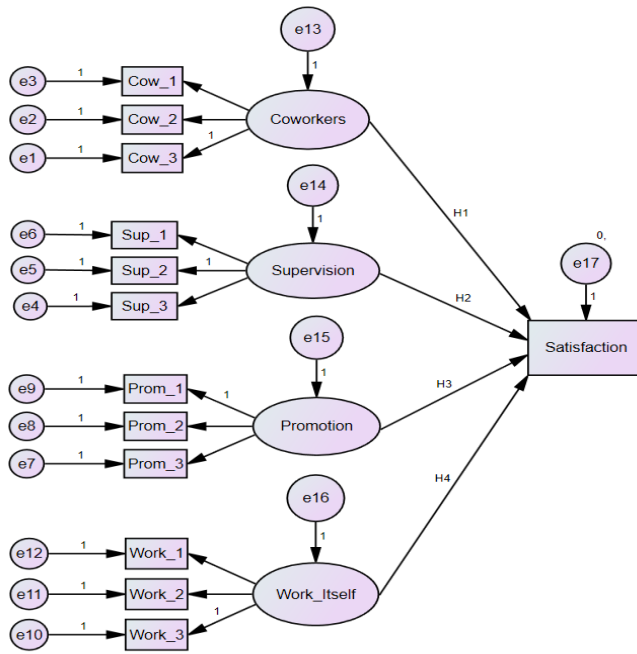


FIGURE 1 - Model Satisfaction on Workplace

Model Fit Measures			Model Test			
RMSEA	TLI	χ^2	df	p	χ^2/df	
0.169	0.729	365	54	< .001	6,75926	

TABLE 1 - Indexes for Common Method Analysis

Latent Variables						
Coworkers	Estimate	Std. Err	z-value	p-value	Std.lv	Std.all
Cow_1	0.970	0.089	10884	0.000	0.970	0.715
Cow_2	1.039	0.089	11672	0.000	1.039	0.754
Cow_3	1.011	0.092	10941	0.000	1.011	0.718
Supervision						
Sup_1	1.382	0.084	16481	0.000	1.382	0.915
Sup_2	1.424	0.087	16382	0.000	1.424	0.912
Sup_3	1.063	0.094	11364	0.000	1.063	0.712
Promotion						
Prom_1	0.838	0.116	7194	0.000	0.838	0.504
Prom_2	1.546	0.106	14590	0.000	1.546	0.881
Prom_3	1.118	0.097	11568	0.000	1.118	0.740
Work Itself						
Work_1	1.225	0.078	15626	0.000	1.225	0.883
Work_2	1.211	0.086	14049	0.000	1.211	0.825
Work_3	1.247	0.088	14098	0.000	1.247	0.827

TABLE 2 - Convergent Validity

the theoretically expected results (Hair et al., 2009; Malhotra et al., 2017).

The EST Scale (Siqueira, 2008) has been reduced from 15 items to 12 items because the JB's do not receive a salary. This is one of the aspects measured by the scale. Locke's theory (1968) is strongly contested in several surveys that indicate compensation as not an important aspect of workplace satisfaction (Dias et al., 2017; Lepuschitz et al., 2018). In our research, this construct was removed, which brought the EST Scale even closer to the theory of modern visions of workplace satisfaction.

The population that integrated the survey was formed by students who participated as JB's in the JEs of the universities they studied. The sample was composed of 202 respondents, with several Brazilian states represented in the sample. Our sample had a representative and guaranteed a test SEM - CB of good quality, as indicated by Hair et al. (2009). For this author, when we have a simple model, such as the EST model proposed for analysis in this research, samples of over 150 respondents already provide a good fit for modeling. To obtain a good adjustment of the indexes, it is necessary to build a sample of at least ten times the number of items in the questionnaire for a reasonable sample for testing with SEM- CB. Our sample is superior to this metric because we have 202 respondents for 13 related questionnaire items.

The data from the questionnaires answered were tabulated in CSV text format. The Confirmatory Factor Analysis analyzed them - CFA method (Costello & Osborne, 2005) in the JAMOVI 1.2.27 software, which works with the statistical software "R" as the basis of its calculations, being JAMOVI just a more user-friendly interface. The SEM-CB analysis was performed in the statistical software "R" in version 4.0.2, with the Lavaan package, with the RStudio interface, and

proved robustness in its results. The method used in both the CFA and SEM-CB analysis was the Maximum Likelihood Method, which is indicated for samples with a multivariate normal distribution, when smaller samples, or for all types of samples when the number of observations is greater than the limits indicated by the authors (Hair et al., 2009).

The hypothetical deductive approach is the basis for results analysis (Popper, 2008). The research was also explanatory, seeking to identify the reasons for a certain phenomenon and seeking explanations in the literature for its main occurrence factors (Petrosko & Alagaraja, 2017).

COMMON METHOD BIAS

According to Podsakoff et al. (2003) and Podsakoff; MacKenzie & Podsakoff (2012), the non-occurrence of Common Method Bias - CMB in the results need several cares in the research design. One of the questions observed was the complete anonymity of the respondents, emphasizing this aspect in the preamble of the research form, seeking to minimize questions of social desirability. Another aspect of the CMB observed was the psychological separation of the consequent and formative construct. The satisfaction was used as a scale formed by gradations from 1 to 7 and indicating 1 as the least satisfied up to 7 as the most satisfied. This formation was different from the reflective scales (Lietz, 2010) that measure the four constructs that form satisfaction in the workplace, trying to avoid approximating the answers of the constructs generating answers coherent with the scale and not with the real perception of the interviewee.

Another aspect observed was the validity of the questionnaire. It is a good representation of constructs. To this end, two other surveys were examined to test the scale and verify its effectiveness. These surveys applied the

scale to very different environments and obtained excellent adjustments to the scale, demonstrating that their items are well written (Rabbit & Faiad, 2012; Rueda, 2015). It was also applied the Exploratory Factor Analysis Test - EFA (Podsakoff et al., 2003; Podsakoff et al., 2012; Fuller et al., 2015) based on Harman's single factor test.

PRESENTATION AND ANALYSIS OF RESULTS

SAMPLE DESCRIPTION

The sample consisted of 202 observations, none of which was incomplete, which did not generate the need to use data gap elimination techniques (Hair et al., 2009). The distribution between men and women was 48% for men and 52% for women showing a great balance in the sample about the gender of the participants.

Data comes from 15 Brazilian states represented, but with higher representation from Rio de Janeiro (31%), Minas Gerais (16%), and São Paulo (11%).

CFA TEST OF THE EST SCALE MODIFIED FOR OUR STUDY

The CFA test of the scale used tries to determine if it has reliability and validity to measure what is proposed and measure the constructs we want. The first test performed was that of reliability through Cronbach's Alpha. The results indicate that the scale has a good adjustment, as it reached the value of 0.927, higher than the minimum limit of 0.70 indicated in the literature.

The convergent validity of the items and discriminant of the constructions was analyzed by the factor loads presented in table 2. They are well adjusted using the Maximum Likelihood Method and the rotation system of the "Oblivion" factor axes that seeks to rotate the axes by changing the angles between them. That method can generate a greater distinction between the various constructions, improving

the grouping of the items and providing greater factor loads on each construction item (Malhotra et al., 2017). However, this method tends to have a greater correlation between the constructs and may generate, in some cases, collinearity between the constructs and the suppression when in SEM-CB analysis. This problem was not found in this study, and all the constructs generated values consistent with the established theory. None of the indicators, items of the scale, were eliminated in the CFA, as their factor loads were above 0.708, guaranteeing an Average Variance Extracted - AVE greater than 0.5, in all 12 items of the scale (Hair et al., 2009, Malhotra et al., 2017, Kline, 2016).

The model's internal consistency was tested via Cronbach's Alpha and Composite Reliability of the four factors that form the model, and the convergent validity was tested via AVE as presented in table 3. All these tests presented validity for the factors presented by the theory used.

Discriminant validity was tested using the method of Joreskog (1971), in which the free model is compared with the model obtained by restricting covariance between the constructs we wish to evaluate. In our model, this test has its result shown in Table 4 and is valid for all constructs. This validity was assessed using a comparison test of the results "Anova", which identifies the significance of the difference between the X^2 , refuting the equality between the models.

STRUCTURAL EQUATION MODELING TEST - SEM - CB

The model tested in this study comprises four hypotheses (Figure 1) that regress on the general satisfaction of Junior Businessmen and seeks to identify which constructs most influence this satisfaction in the workplace.

This model was tested using the statistical software "R" using the Lavaan package with

Covariances					
	Cowokers	Supervision	Promotion	Work itself	
Cowokers	0.730				
Supervision	0.730	0.851			
Promotion	0.762	0.641	0.725		
Work itself	0.715	0.665	0.781	0.846	
Cronbach's Alpha	0.775	0.877	0.748	0.878	> 0.70
Composite Reliability	0.773	0.866	0.759	0.882	> 0.70
AVE	0.533	0.725	0.525	0.715	> 0.50

Note: p-value with significant at 1%

Note: value $\chi^2 = 140.45$; $df = 56$; $\chi^2/df = 2.615$; GFI = 0.901; CFI = 0.952; TLI = 0.933; NFI = 0.924; RMSEA = 0.086; SRMS = 0.053

TABLE 3 - Covariances, Cronbach's Alpha, and Composite Reliability.

Test Discriminat Validity								
Cowokers ~ 1*Supervision	Df	AIC	BIC	Chisq	Chisq/diff	Df/diff	Pr(>Chisq)	p-value
Free Model	38	6773.2	6865.8	114.3				
Restricted Model	49	7548.8	7644.7	178.38	64.08	11	0.000	***
Diff	11	775.60	778.90	64.08				
Cowokers ~ 1*Promotion								
Free Model	38	6773.2	6865.8	114.3				
Restricted Model	49	7540.5	7636.4	170.08	55.78	11	0.000	***
Diff	11	767.3	770.6	55.78				
Cowokers ~ 1*Work_Itself								
Free Model	38	6773.2	6865.8	114.3				
Restricted Model	49	7545.5	7641.4	175.09	60.79	11	0.000	***
Diff	11	772.3	775.6	60.79				
Spervision ~ 1*Promotion								
Free Model	38	6773.2	6865.8	114.3				
Restricted Model	49	7568.9	7664.9	198.52	84.22	11	0.000	***
Diff	11	795.7	799.1	84.22				
Spervision ~ 1*Work_Itself								
Free Model	38	6773.2	6865.8	114.3				
Restricted Model	49	7657.5	7753.4	287.09	172.79	11	0.000	***
Diff	11	884.3	887.6	172.79				
Promotion ~ 1*Work_Itself								
Free Model	38	6773.2	6865.8	114.3				
Restricted Model	49	7547.8	7643.7	177.36	63.06	11	0.000	***
Diff	11	774.6	777.9	63.06				

Note: *** = p value with significance at 1%

TABLE 4 - Test of Jöreskog (1971) for Discriminant Validity

Regressions							
	Hypotheses	Estimate	Std. Err	z-value	p-value	Std.all	R²
Sat ~ Cowokers	H1 (+)	0.262	0.121	2.161	0.031	0.185	0.855
Sat ~ Supervision	H2 (+)	0.231	0.086	2.683	0.007	0.163	
Sat ~ Promotion	H3 (+)	0.047	0.120	0.396	0.692	0.034	
Sat ~ Work Itself	H4 (+)	0.879	0.111	7927	0.000	0.623	

TABLE 5 - Hypothesis Test.

the RStudio interface and presented consistent and good fit results (Hair et al., 2009; Kline, 2016; Malhotra et al., 2017) in the following results for the Latent Variables and the Global Fitting of the Model.

All the values presented in note table 3 demonstrate validity for the indicators and constructs measured. The significant p-value of 1% predicted this validity, i.e., it is less than 0.01, indicating that the values presented have validity to measure what they propose (Hair et al., 2009; Malhotra et al., 2017). The GFI indices at a level of 0.901, CFI, and 0.952, NFI 0.924, and TLI 0.933 were also used in the structural model analysis, and all showed good adjustments.

Finally, the RMSEA error-index with 0.86 when measuring the structural model. The square root of the approximation error (RMSEA) with the calculation based on the roots of the approximation errors, accepting values up to 0.10, but ideally, with values, less than 0.08 indicates that the model is well adjusted and that it is reaching its objectives when measuring the theorized constructs (Hair et al., 2009).

Of the hypotheses tested, as presented in table 5, we had that only the hypothesis H3 did not have its significant p-value at 5%. This indicates that this hypothesis was rejected (Hair et al., 2009; Kline, 2016; Malhotra et al., 2017). The other hypotheses were not falsified (Popper, 2008) and can be considered adequate with the designed theory. Thus, we can say that the hypotheses H1, H2, and H4 were accepted and impact the satisfaction of the JB's in their workplaces (Locke, 1968; Siqueira, 2008).

Analyzing the standardized regression results, we can identify that work Itself has the greatest influence on the satisfaction of the JB's in the workplace, $\beta = 0.623$, showing that the H4 hypothesis has the greatest influence. This discovery is very interesting and demonstrates

that the JB's understand well the function of the JEs (Lepuschitz et al., 2018, Maresch et al., 2016), which is to provide knowledge to its participants and ensure that they have greater development and opportunities when they complete the course and present themselves to the labor market (Gondim et al., 2019). Theoretically, this finding fits with Locke's theory (1968) that the nature of the work performed can bring satisfaction to the individual who performs it. The lack of training can be a reason for not being satisfied. This is directly linked to the complexity of the tasks performed, where more tasks that are complex lead individuals to greater satisfaction (Judge et al., 2001, Gondim et al., 2019), provided that they receive adequate training and feedback compatible with their emotional perception of performance (Romero & Arendt, 2011; Weiss & Cropanzano, 1996). When the task is challenging and there is sufficient support for its execution, a sense of overcoming emerges, which causes an increase in meaning and satisfaction with the work done (Hackman & Lawler, 1971; Judge et al., 2017).

The chances of a relationship with Coworkers and Supervision, $\beta = 0.185$ and $\beta = 0.163$, are much lower than work Itself and have less impact on the overall satisfaction of the JB's. Their p-values were less than 5%, which indicates that they have statistical validity. Observing these results, we can infer that relationships, both with coworkers and supervisions, treat as background, even impacting the satisfaction of the JB's. This may relate to the fact that the relationships are passenger and the existence of internal competition in obtaining the best available works (Lawer, 2005; Locke, 1968). This form of behavior leads them to give less importance to the exchange of experiences and cooperation, another facet of the relationship with coworkers and supervisions (Hampfrey et al., 2007; Judge et al., 2017; Romero & Arendt,

2011).

Finally, we should stick to the question of Hypothesis H3, which presented a p-value of more than 5% did not consider significant for the satisfaction of the JB's. This finding makes perfect sense if we think that the work developed focuses on a later career and outside the structure of the JEs (Lepuschitz et al., 2018). This is in line with the theory because, according to Herzberg (1966), promotions are a form of recognition of the individual by the company, that is, the JEs. This issue is of no importance to the JB's since their focus is not on their short position within the JEs' hierarchies. However, a later career, with no connection to the JEs, and their social growth does not involve growth within the JEs (Judge et al., 2017). His focus is not on the status of his position or hierarchical position (Aldefer, 1969; Maslow, 1954) but on how much learning he can acquire by performing the tasks that make up his daily work (Maresch et al., 2016).

CONCLUSIONS

This study sought to identify the multidimensional aspects that impact on workplace satisfaction of the JB's involved in the JEs across the country. Observing the challenges that managers face in bringing satisfaction to their employees and not having monetary incentives to perform this function (Franco & Seibert, 2017), our research question was developed "What relational aspects have the greatest impact on the satisfaction of Junior Businessmen working at Junior Enterprises?"

To answer this question, we used the Siqueira (2008) EST Scale, which seeks to capture which aspects have the greatest impact on employee satisfaction in a workplace. Within this perspective and applying the EST Scale, we discovered that the main relational aspect that influences the JB's' workplace

satisfaction was the work itself, which makes perfect sense, considering that the main objective of the JEs is to provide a professional experience for their employees (Dias et al., 2017; Franco & Seibert, 2017; Lepuschitz et al., 2018). This demonstrates that the motivation of the JB's is to gain experience in the type of task they perform. Other relational aspects also had statistical significance but with less impact on workplace satisfaction.

The only aspect studied that had no statistical significance and therefore had no impact on satisfaction was satisfaction with promotions. This discovery also makes much sense since the objective of the JB's is to gain professional experience and seek a position in the market, having no pretensions of building a career within the JEs. This look out takes the issue of the promotion out of focus and makes this a secondary issue within the JB's' expectations because if we do not intend to make a career in a workplace, to be promoted or not, it does not impact our satisfaction (Judge et al., 2017).

Comparing this research with others on job satisfaction in other workplaces (for example, Carpini et al., 2017; Fryxell & Gordon, 2017; Gerber; El-Geneidy; Manaugh & Lord, 2020; Gyntelberg et al., 2012, Judge et al., 2001; Lee; Robertson & Kim, 2019; Motowidlo, 2017), we identified that JEs has several peculiarities that justify this research, mainly the issues related to remuneration and promotions. Financial remuneration is not used as an element of retribution for the effort, as JB's do not receive remuneration for the services provided (Brasil JR, 2020), limiting the action of managers in this area. Promotion is also an element that represents a considerable difference from other workplaces. It happens because, as the JB's look at the job market and their stay at JEs is temporary, this element will have little influence on the satisfaction of JB's with their workplace and managers they will

not be able to use this element as an inducer of satisfaction as in other workplaces.

The theoretical contribution of this research was to deepen the knowledge about the management of the JEs and how the JBs feel about satisfaction in the workplace. These discoveries can increase efficiency within these units and contribute to discoveries.

As a practical contribution, this work demonstrated to managers that they should

focus on the tasks presented to junior Businessmen, as this is their main source of satisfaction and performance (Judge et al., 2001; Norton, 1976). Each manager should try to develop their skills to identify the best task for each JB profile, and with this, maximize the satisfaction of the JBs, gaining in productivity and other behaviors influenced by satisfaction in the workplace.

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