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Psychology (EMJMDWOPP)



**Decent Work, Knowledge Sharing, and Work Stress on Social Economy**

**Organizations**

Master's thesis

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## Abstract

The current research aims to analyze the relationship between DW and KS and the relationship between DW and Stress among employees of the third sector economy in Portugal. The sample is made up of 313 participants from Portuguese Private Institutions of Social Solidarity. The Decent Work Questionnaire (DWQ), the Knowledge Sharing Scale (KSS) and the Perceived Stress Scale (PSS) were applied. Confirmatory factor analyses and multiple linear regression were conducted for this research. The relevance of this study is to expand the knowledge of the existing literature on DW, KS, and Stress. It can also be innovative and helpful to understand the theoretical and practical impacts of the interaction of these variables in the third sector organizations. The results suggest that seeking ways to bring a more dignified working environment into the workplace is essential for both the organization and the worker. In an environment that provides decent working conditions, there is more knowledge exchange, which can help from the individual to the macro level of the organization. The improvement of DW in organizations contributes to the avoidance of stress for workers.

**Keywords:** *Decent Work, Knowledge Sharing, Work Stress, Third Sector Economy, Social Economy*

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## Introduction

The current study aims to study the relationship between Decent Work (DW) and Knowledge Sharing (KS) and the interaction between DW and Stress among third-sector employees in Portugal. It also hopes to contribute a better understanding of the working conditions faced by third-sector employees.

The third sector economy includes various organizations, businesses, and different legal entities. They are also known as social economy or yet mission-driven organizations compared to those that are profit-driven (Akingbola, 2013; Akingbola et al., 2019). Its goal is to systematically put people first, meet human needs, impact local communities, and pursue the social cause. The institutions in this sector are usually understaffed and do not pay well. Despite its importance and relevant social role, this sector of the economy and organizations is still poorly studied in Work, Organizational and Personnel Psychology (WOPP), and there is a gap in academic production in this field on this topic.

The third sector economy came about due to organizational and economic changes brought by the Industrial Revolution. It does not have a concise definition, given terminological disparity (distinctions in size, activity, and legal form adopted). Although it has a well-defined scope, it is simultaneously composed of organizations and practices that have not yet been stabilized. It is characterized by organizations that seek to produce “collective wealth rather than a return on individual investment” (Laville et al., 1999, p. 117). Caeiro (2008) defines the Social Economy as an interval between the State and the market (dominated by the private sector). This applies to the implementation of actions that government entities cannot resolve and to actions that private sector companies do not see lucrative interests that justify their investments and realization. These non-State organizations

produce goods and services of general interest and being private, do not have the individual appropriation of profit as their primary objective (Sá, 2016).

The set of organizations that make up this sector involves cooperatives, associations, private social solidarity institutions (in Portugal: *Instituições Particulares de Solidariedade Social, IPSS*), mutual societies, and foundations. Due to their particularities, they present important and specific challenges to management (França Filho, 2002; Lopes, 2022; Moreira, 2022; Sá, 2016). Some topics with which they are involved are culture, education, health, leisure, social solidarity and social inclusion, local and environmental development, promotion of rights, defense of interests, among others. This sector's differentiating point is defined by its relationship with the community, state, and market (Ruela & Albuquerque, 2016). It has also expanded significantly throughout the western hemisphere, highlighting its distinction as a notable phenomenon (Almeida, 2011; Sá, 2016).

In Portugal, these non-profitable institutions may assume different structures such as associative, foundational, and social solidarity cooperatives (Ferreira, 2021; Moreira, 2022; Ruela & Albuquerque, 2016; Sá, 2016). Essentially, their initiative is exclusive to private individuals to provide organized expression of the moral duty of service and solidarity. It is done by contributing to the accomplishment of citizens' social rights on the condition that the State does not operate them or any other public body (Ministério da Solidariedade, Emprego e Segurança Social, MSSS, 2014). It is possible to say that many times these institutions act where the State does not reach, that is, they meet the needs of people that the State cannot. These institutions aim to provide quality of life for communities, families, and individuals. They also promote well-being in areas that support the youth, elderly, and community integration. The Social Economy and, in particular, the Portuguese IPSSs are divided into associations, cooperatives and foundations of social solidarity, brotherhoods of mercy, mutual

associations, mutual aid or mutual societies (Lopes, 2022; Ministério da Solidariedade, Emprego e Segurança Social, MSSS, 2014). Portuguese IPSSs can also be grouped into unions, federations, and confederations (Lopes, 2022). Also, in Portugal, the social economy is the designation for a group of organizations, legally and legally provided for by Law n.º 30/2013 from May 8, known as Basic Law of the Social Economy (in Portuguese: Lei de Bases da Economia Social, LBES; Moreira, 2022).

This sector has a significant weight in total employment and domestic product (Pitacas & Reto, 2020). In 2016, the Social Economy in Portugal was made up of around 72 thousand entities and has been a sector of wealth creation and employment. In 2016, it represented 3% of the national Gross Value Added (in Portuguese: *Valor Acrescentado Bruto, VAB*) and 6.1% of paid employment. Even though it is a sector with significant participation of voluntary workers, the Social Economy still represented 5.3% of the remuneration received in the country in 2016 (Moreira, 2022). Also, the studies of Borgaza et al. (2019) show that this sector of the economy have the potential to the maintenance and the creation of employment in traditional industries, while also promoting DW through the provision of stable and high-quality jobs. However, there is still a lack of visibility and knowledge of the importance of the social economy and the relevance of its contribution to local development, social inclusion, the promotion of citizenship and the improvement of the population's quality of life (Pitacas & Reto, 2020).

Although, given the impact that Decent Work and Knowledge Sharing may have on different populations of workers, research within this area has risen. Decent work is a concept that has gained more popularity over time since the International Labour Organization (ILO) constructed a report on Decent Work and its implications (ILO, 1999). DW has been studied worldwide and is of interest to researchers looking to understand the promotion and analysis



of its effects and applicability to promote a decent working environment for all (Adhikari et al., 2012; Ahmed, 2003; Edralin, 2016; Jawando & Adenugba, 2017; Lawrence et al., 2008; Thore & Tarverdyan, 2009).

Additionally, for work to be considered decent, it should accomplish the following indicators: promote the improvement of working conditions (enabling the rights of workers); increase employment opportunities past current role; social protection; and social dialogue (ILO, 1999). Its agenda aims to develop and guarantee a work process that continuously prioritizes humanitarian rights and economic growth. It is described in 11 substantive elements that act independently, although they can all be interdependent (Ferraro et al., 2015). DW also focuses on other objectives such as reducing instability in the workplace and other concerns pertinent to human resources development (ILO, 1999; ILO, 2008b).

On the other hand, Knowledge Sharing encompasses the trading of tacit knowledge in the form of ideas, experiences, or technology in the context of employees within an organizational setting (Ali et al., 2014). Its essence is to bridge the gap between the knowledge spread by different individuals. Additionally, it also allows knowledge to travel throughout various networks. Research has proven that individuals are the key to the good spread of knowledge. One of the critical factors in this dynamic is known as “central individuals” who may negatively affect KS when absent from the group. In turn, it may negatively impact the organization as a whole (Davenport & Prusak 1998; Marques et al., 2008). Moreover, it is possible to look at the process of Knowledge Sharing through the lens of the Conservation of Resource (COR) theory (Hobfoll, 1989). Considering that knowledge is the resource and sharing is the means available to employees to optimize (or not) the knowledge resource.

Heading to discuss our last variable, Work Stress, a lot was observed. The impact of Stress and its role in the organizational field has grown through the works of Selye (1952), Karasek (with *Job Demand-Control*, JDC model, 1979), and Demerouti et al. (with *Job Demand-Resources*, JDR model, 2001). Through their research, they construct models that explain the effect of stress on an individual. Employees in the third sector suffer from significant job-related stressors due to a high workload and pressure to remain professional while producing satisfactory results (Kokoroko & Sanda, 2019; McCarthy, 2019). Studies show that factors contributing to an employee's well-being largely stem from job characteristics. Although job demands are not necessarily a negative element, they do have the potential to become a stressor when these demands surpass the job resources (Bakker & Demerouti, 2007; Meijman & Mulder, 1998). Additionally, it is also possible to analyze our study under the theoretical lens of the Job Demands-Resources model (JD-R; Demerouti et al., 2001).

In the present study, our focus pertains to employees who work at Portuguese Social Economy, specifically those under contract and with a specific role in the organization. Usually, third sector organizations that do not pay well are understaffed (Lynn, 2003). This may contribute to a work context with presence of DW which may lead to more KS and lacks Decent Work conditions it generates stress and employees tend not to share their knowledge.

In summary, this study is relevant because it adds to the existing literature on each variable separately and is innovative in researching the combined variables. Previous literature regarding Decent Work in the organizational field is still growing (Pereira et al., 2019). In addition, the body of literature composed of Decent Work along with Knowledge Sharing and Stress is even more limited. As part of an effort to enhance research within this domain, the current research focuses on broadening knowledge on the relationship between

decent work and knowledge sharing while highlighting the negative role of stress in this relationship. It can also be helpful and innovative in enlightening the theoretical and practical impacts to potentially empirically support the perspectives that Decent Work may explain Knowledge Sharing and Stress in the third sector organization (Bakker & Vries, 2021; Cardoso & Peralta, 2011; Ferraro et al., 2015).

## **Literature Review**

### **Decent work**

Decent work according to International Labour Organization (1999), is a concept aiming to improve the working conditions of employees while protecting their rights. DW's concept of strategic objectives includes factors that allow individuals to obtain a higher quality of life in their workspace. Those objectives concern the promotion of social protection, social dialogue, and humanitarian rights to reach the goals of jobs with an acceptable quality of well-being (ILO, 1999; ILO, 2008a). The main concern that ILO (1999) highlights is the impact of the quality of employment on higher levels of performance and dedication to work. It also generates better working conditions and heightened feelings of value and satisfaction toward the work being done.

The factors previously mentioned are directly related to human rights being prioritized at the workplace, which encompasses ensuring the individual's participation in important decisions regarding their work, the opportunity for professional and personal development, and adequate income. All create the means to ensure well-being at work and promote organizational citizenship behavior (Cipriani et al., 2021).

Within the concept of Decent Work, seven dimensions cover the aspects of the substantive elements of DW (all dimensions are described in the Method section). Decent

Work plays a role in promoting and identifying intrinsic motivations for the work being conducted. It also contributes to vigor and dedication that enable improvements in productivity and work engagement (Ferraro et al., 2020; Ferraro et al., 2018b). In a study of low-educated Portuguese, their perception of DW was related to having good relationships at work, getting paid well, and having free time (Ribeiro et al., 2022).

Graça et al. (2021), on a sample of academic personnel, demonstrate interesting contributions on how “opportunities” are substantial to Decent Work even when there are decreased levels of adequate working time, workload, and social protection. Still, employees show dedication to their jobs. It reinforces the importance of the introduction of the Decent Work Agenda in 1999, which gave a new meaning to decent work and reached the agenda of global institutions (Di Ruggiero et al., 2014; ILO, 1999).

Throughout time, the commitment to researching the global deficit regarding Decent Work should increase, as countries begin to face higher levels of unemployment (ILO, 2001; ILO, 2008a). It also relates to the Sustainable Development Goals, especially the eighth goal focused on promoting economic growth through jobs requiring an adequate work environment while eradicating exploitative work. Their objective is to achieve productive manners of work with the integration of decent work throughout the world (ILO, 2017; United Nations, 2016).

Along those lines, providing a safe work environment is a substantial aspect of the organizations as employees start to show interest not only in their work safety but in their coworkers as well (Ullah et al., 2021). Furthermore, another aspect of providing Decent Work proposed by Grandey et al. (2015) relates to practices centered on the individual aiming to improve the well-being of employees as to evoke feelings of positive affect stemming from an organic process, resulting in an authentic sense of belonging throughout the organization.

That relates to the idea of decent work Portuguese have a safe work environment, achievement motivation and career development (Ferreira et al ., 2019).

Finally, it is discussed that engaging in work activities that encourage team-member and leader interactions facilitates the work experience, also allows employees to build collaborative knowledge that may improve their health and relationship with the workspace (Loewenson, 2021; Odoardi, 2019).

### **Knowledge Sharing**

According to Davenport and Prusak (1998), Knowledge Sharing is a concept within the umbrella subject of Knowledge Management and is interlinked with Knowledge Market. It has been stated that contrary to material assets that decrease with time and use, knowledge is an asset that expands when used with ideas to breed new ideas. Knowledge sharing will also occur in a way that it remains with the giver while being transferred to the receiver. In the organizational field it can be seen as (1) a core concept in knowledge management and (2) a cooperative process, meaning the requirement of mutual engagement. KS occurs when a new activity in a corporation is explained through an interaction that is accomplished in a manner that makes it more viable (Pais & Dos Santos, 2015). Factors such as trust, behavioral control, reciprocity, and subjective norms influence these results, especially cultural and leadership aspects. Also, being able to correctly perceive the meaning of the task at hand, as well as having enjoyment for a certain activity encourages KS (Andreeva & Ikhilchik, 2011; Gagné, 2009; Gagné et al, 2019; Lee & Hong, 2014).

The second perspective, known as the cooperative process, views KS as a process with two levels. At the first level, knowledge is shared in a manner intended to be effective based on the quality and quantity of the knowledge being shared. It makes a coherent point since

knowledge properties affect the appraisal at which knowledge itself piles up and is retained. The second level must consider the aim the shared knowledge will serve. Some studies on knowledge management have shown that organizational boundaries are for effective knowledge transfer and subsequent organizational performance, and reduce conflicts that develop between coworkers (Argote *et al.*, 2003; Kosklin *et al.*, 2022; Pais and dos Santos, 2015).

Furthermore, KS was perceived as influencing on the employee-organization relationship and innovation capability of organizations (Ganguly *et al.*, 2020; Hujala and Laihonen, 2021). It plays a mediating role between organizational citizenship behavior and organizational socialization through a positive interaction since individuals are keen to share information with their colleagues. It results in a beneficial improvement to an organization's setup (Adil *et al.*, 2021). Moreover, sharing knowledge is a practice that provides innovation, social goal orientation type, and increased performance in the work environment. To add on, explicit and tacit KS contribute directly to the financial performance and quality in the workspace (Lee & Song, 2020; Wang & Wang, 2012).

Moreover, within KS we have two dimensions, Intentional sharing, and Non-Intentional sharing (presented below in the Method section). Intentional KS refers to every activity that occurs within the organizational environment and that is understood to be passing on valid and instrumental individual, and organizational knowledge. Some examples of intentional sharing are work meetings, strategic rotation of employees in various functions within the organization, and written reports. Concerning Non-Intentional KS, it refers to an informal, non-deliberate, and automatic nature, which the organization has no control over. The non-intentional sharing of knowledge can occur, for instance, during a coffee break while

talking about work or when they are talking about something that happened at work (Cardoso, 2007).

In addition, employees sharing knowledge among themselves has proven to have a positive relationship with other types of KS, such as personal interaction, organizational communication, and written reports (Li-Ying et al., 2016). It has also been noted that sharing knowledge is key to practices such as organizational socialization and is especially helpful in guiding new workers to become more familiar with the new workplace. It allows them to develop an actual sense of the organizational environment (Adil et al., 2021). Moreover, the positive relationship an employee may have with their coworker, including feelings of trust, is a consequence of KS in the workplace, which helps foster organizational socialization (Yang & Chen, 2020).

In summary, KS is a positive aspect of the workplace. However, employees are less likely to share their knowledge when put in apprehensive evaluations (Bordia et al., 2006). Thus, taking this into account, the COR theory encompasses the behavior as people endeavor to obtain and protect their personal and social resources when individuals experience stress. These resources can be among many things such as objects, personal characteristics, information, and conditions. So, when the worker identifies a situation that may result in the loss of one of these states, they tend to retain their resources (Hobfoll, 1989; Hobfoll et al., 1990; Hobfoll et al., 2016). Then, based on this theory, in stressed situations, people tend to retain their resources, in this case Knowledge Sharing. Finally, Knowledge sharing is a crucial aspect of the work environment, when it comes to job stress, employees who actively share knowledge can better manage job-related stressors (Montani & Staglianò, 2021).

## Work Stress

Stress has been studied for decades, and one of the primary definitions comes from Selye (1952), when the author describes the General Adaptation Syndrome (GAS). Here, he states that stress originates as a response to GAS and postulates the stress triad: gastrointestinal ulceration, thymic-lymphatic atrophy, and adrenal gland hypertrophy (Selye, 1952). Santos and Gomes (2012) studies analyze stress to understand GAS better. They mention that the participants associated stress as threatening, dangerous, and embarrassing.

Concerning the organizational field, when facing job stress Rafique et al., (2022) studies showed that KS plays a moderated and significant role when facing high-stress levels such as the pandemic and innovative work behavior. Whereas, when a worker faces a new work environment, deals with new job demands, or experiences changes to organizational culture, all are unfamiliar scenarios that may be about unease and anxiety. It can then develop into occupational stress (Adil *et al.*, 2021). Also, having a lot of demands, multitasking, and staff shortage are significantly related to stress at work (Thapa et al., 2022).

Job demands may cause strain and bring about further stressors. The literature concerning this topic is vast to give a brief historical context. Karasek (1979) proposed a Job Demand Control (JDC) model, which predicts that mental strain is strongly associated with the interaction between the job decision latitude, the rate at which a person must make an important decision, and job demands. Subsequently, Demerouti et al. (2001) suggested another model titled The Job Demands-Resources (JD-R). model that permits different work conditions to be discriminatorily and yet substantial to explain high levels of stress and tiredness such as burnout.

The JD-R model refers to the demands of the job, which encompass physical, psychological, organizational, or social aspects, and demand the psychological structure of the



worker, both cognitive and emotional. This model basically identifies the demands and resources in the work context as factors that combine in work practices and generate work energy wear. (Bakker & Demerouti, 2007; Demerouti et al., 2001).

Therefore, the stress associated with the work context is one of the leading causes of health issues. Organizations may influence the demands given to their employees, which may alter stress levels, performance, and engagement (Lorente & Yeves, 2016). Furthermore, the impact of stress on the employee's life may cause lower productivity. They may also face strong negative emotions related to disorders such as depression and anxiety. Moreover, performance strongly influences behavior to the point that counterproductive ones may compromise their productivity towards work even more so turnover intentions (Pérez-Nebra *et al.*, 2021; Wang et al., 2022; Zelenski *et al.*, 2008).

### **Research Hypothesis**

The following hypothesis are taken into consideration our sample of employees of the third Social Economy Sector in Portugal.

H1: A Decent Work context impacts positively Knowledge Sharing.

H2: A lack of Decent Work predicts the presence of Stress.

### **Method**

#### **Sample**

The study sample is made up of 313 Portuguese Private Institutions of Social Solidarity (IPSS) employees. The main activities of these organizations are kindergarten, daycare, home help services, education and rehabilitation of disabled children, and

habilitation and integration of individuals with intellectual disabilities. There were 75 participants in IPSS A, 69 in IPSS B, 18 in IPSS C, 29 in Cooperative D, and 122 in IPSS E.

The sample shows a large difference by gender with women being most of the sample ( $n = 269$ ; 85.9%). The youngest participants are between 21-35 years of age ( $n = 71$ ; 22.7%) and the oldest between 66-80 years of age ( $n = 2$ ; 0.6%). Regarding Educational Level, the majority of the respondents have College Degree, Bachelor's (complete)/Master's Degree, and or post-graduation or equivalent (in course) ( $n = 131$ ; 41.9%), and only a few have a master's degree and or post-graduation or equivalent concluded/Ph.D. (in course;  $n = 14$ ; 4.5%). Concerning tenure (years of professional experience) most of the participants 49.8% ( $n = 156$ ) works in one of the IPSS from 3 months – 10 years, and only 0.3% ( $n = 1$ ) works more than 40 years.

**Table 1**  
*Sociodemographic Characteristics of the Sample (N = 313)*

Characteristics	n	%
Gender		
Men	30	9.6%
Women	269	85.9%
Rather not say	3	1%
Missing values	11	3.5%
Age (years)		
21-35	71	22.7%
36-50	102	32.6%
51-65	84	26.8%
66-80	2	0.6%
Missing values	54	17.3%
Educational Level		
Up to High School	144	46,0%
College Degree, Bachelor's (complete)/Master's Degree and or post-graduation or equivalent (in course)	131	41.9%
Master's Degree and or post-graduation or equivalent concluded/Ph.D. (in course)	14	4.5%
Missing values	24	7.6%
Tenure (years of professional experience)		
From 3 months-to-10 years	156	49.8%
From 11-to-20 years	46	14.7%
From 21-to-30 years	50	16%
From 31-to-40 years	16	5.1%
More than 40 years	1	0.3%
Missing values	44	14.1%

## Procedure

Data collection started in January 2022 and finished in mid-May 2022. The research team has collected data from five Social Economy organizations, providing every worker with the research protocol (see Appendix A). To be eligible for the study was required the participants to be currently employed at one of the IPSS and needed to meet some requirements such as having at least three months of professional experience, being currently working, and having a paid job.

The protocol integrates an explanation of the study, the informed consent, the instruments, and the socio-demographic variables. The participants were volunteers and before responding to the instruments, the participants had to sign the informed consent. The responders inserted the protocols filled in a closed box, left by the researchers to be collected later. This way, participants felt safe answering truthfully to the instruments without fearing any repercussions - for this reason, the participants also had the option of sending their responses by assessing a link through email and answering it online. So, data collection took place both in person and online. All the study's procedures follow the ethics recommendations of the Code of Ethics of the Portuguese Psychologists (Ordem dos Psicólogos Portugueses, OPP, 2021).

## **Instruments**

### *Decent Work Questionnaire (DWQ)*

The DWQ was designed to understand the perspective of the worker and employee's subjective perspective on DW concept. Moreover, it helps researchers identify which factors underlie their perspectives. The differential aspect of this instrument allows one to explore aspects not thoroughly studied about Decent Work, such as its subjective aspects. DWQ is composed of 31 items in which the seven dimensions, it has seven dimensions and was validated on both the Brazilian and Portuguese populations. Those dimensions are, respectively, (DW1) "Fundamental Principles and Values at Work" which estimate the range of adherence to several values that concern the workplace such as interactional justice and dignity (e.g. At my work, there is trust among people), with six items; (DW2) "Adequate Working Time and Workload" concerning the amount of time the employee spends at work, the balance between work and personal life, and the pace and amount of work (e.g. I consider

the average number of hours I work per day to be adequate/ appropriate), with four items; “Fulfilling and Productive Work” related to the work intrinsic motivation and innovation (e.g. My work contributes to ensuring the success of future generations), with five items; “Meaningful Remuneration for the Exercise of Citizenship” concerns the employee’s earnings so they can live fairly in society (e.g. The financial earnings from my work are fair), with four items; “Social Protection” is related to the employee condition at work to be sustainable, and he or she may be able to rely on social protection in the workplace (e.g. I feel that my family is protected through my private insurance and/ or state benefits), with four items; “Opportunities” is related to professional progress and the possibility of an alternative job in case the employee needs it (e.g. I think that I have prospects for improving my salary/benefits), with four items; “Health and Safety” concern the aspects of the employees’ health and safety in the workspace (e.g. At my work, I am protected from risks to my physical health), with four items (Dos Santos, 2019; Ferraro et., 2018a). Furthermore, the confirmatory factor analysis revealed a good fit for the model for both samples. The participants had to answer according to how much they agreed with the statement. A 5-point Likert scale was used as a response option and it ranged from 1= “I do not agree” to 5= “I agree completely” (Ferraro et al., 2018a).

#### *Knowledge Sharing Scale (KSS)*

The Knowledge Sharing Scale is a subscale of an instrument, composed of 14 items adapted from the Knowledge Management in Teams Questionnaire - KMITQ. This subscale is composed of two dimensions, namely (KS1) Intentional Knowledge Sharing refers to activities that occur within the workspace, in a conscious and deliberate manner (e.g. We share experiences and learning in our working meetings), with eight items; and, concerning (KS2) Non-Intentional Knowledge Sharing, it refers to the sharing employees are not aware it

is being done (e.g. We talk about our institution when we casually meet), with six items. The participants had to answer based on how much the statements are applicable, in the present moment, to the institution they work at. A 5-point Likert Scale was used as a response option ranging from 1 = “Almost does not apply or does not apply” to 5= “Applies almost fully or applies fully” (Cardoso & Peralta, 2011).

### *Perceived Stress Scale (PSS)*

The Perceived Stress Scale (PSS) is one of the most used instruments to evaluate stress in general (Cohen et al., 1983), which means it is possible to rate the frequency of a global scenario in someone’s life about the latest events. The interest in this instrument is to understand the role of stress centered on three perspectives that analyze some responses from a biologist view such as psychophysiological on an individual level in which tests strain and an environmentalist view that focuses on the external requirements. We applied the PSS-10 validated in Portugal, items 4, 5, 7, and 8 were reversed. Easy to understand and answer it was required responses based on how participants perceived their feelings and how they thought based on the events from the previous month (e.g. In the last month, how often have you been upset because of something unexpectedly?). A 5-point Likert scale was used as a response option ranging from 1= “Never” to 5= “Very often” (Trigo et al., 2010).

### **Missing values**

Regarding the online questionnaire, there were no missing values concerning the variables studied. As for the paper questionnaire, there were missing values. Then, on SPSS, we replaced the missing values for each item by the mean of the responses from those items.

## Statistical Analysis

This study has a cross-sectional quantitative analysis design. The statistics were performed using SPSS 25 (International Business Machines, IBM Corporation 2017) for Windows operating system. First, a normality test was conducted, and the Kolmogorov-Smirnov test was checked since our sample is over 50 participants, and we checked for the significance of  $p < .05$ . Then, also it was evaluated the skewness and it was checked if the value was other than zero. Moreover, due to the sample size, we use the Central Limit Theorem (Field, 2018). Thus, we ran Frequencies to analyze the descriptive statistics of the sample.

After these initial descriptive analyses, we analyzed the Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy (criteria  $\geq .70$ ) and Barlett's test of sphericity (criteria  $p < .05$ ; Meyers et al., 2006). Next, we analyze the correlations among the variables and checked which are weak and which are stronger. Then, is reported the confirmatory factor analysis of the instruments. Lastly, we examined the regressions (linear and multiple) and checked the DW's seven factors that better predicted Intentional KS, Non-Intentional KS, and Stress.

## Results

Regarding the DWQ the Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy was .93, and Bartlett's sphericity test was  $X^2(465) = 5398,921$ ,  $p < .001$ . As for the KSS, the KMO adequacy was .91, and Bartlett's sphericity test was  $X^2(91) = 2488,827$ ,  $p < .001$ . Finally, concerning the PSS the KMO = .85, and Bartlett's sphericity test was  $X^2(45) = 1396,179$ ,  $p < .001$ . Thus, the three KMOs and the respective Bartlett's tests of sphericity are above the cut-off points and allow us to move on to the remaining analyses.

### *Zero-order correlations*

Table 2 shows the correlation of the variables Global DW, DW's seven factors, Intentional KS, Non-Intentional KS, and Stress. As we can see all correlations among Global DW, DW's seven factors, and KS's two dimensions shows numbers statistically significant. In addition, it is also presented the means, standard deviation, and Cronbach's alphas.

Regarding the behavior of the variables, Fundamental Principal and Values at Work (DW1) showed the highest correlation ( $r = .67; p < .001$ ) among all DW's and KS's dimensions. Moreover, Adequate Working Time and Workload (DW2) presented the weakest correlation ( $r = .21; p < .001$ ) among all DW's and KS's dimensions. Additionally, between Adequate Working Time and Workload (DW2) and Stress, there is the strongest correlation among all absolute values concerning all DW's dimensions and Stress ( $r = -.35; p < .001$ ). Also, this is a moderate negative correlation this means that the variables are inversely related: when DW increases, Stress decreases.



**Table 2**

*Descriptive statistics and bivariate correlations between Decent Work, Knowledge Sharing and Stress (N = 313)*

Measure	M	SD	$\alpha$	1	2	3	4	5	6	7	8	9	10	11
Decent work														
1. Global DW	98.60	19.24	.94	1.00										
2. Fundamental Principles and Values at Work	20.70	4.54	.87	<b>.82**</b>	1.00									
3. Adequate time and workload	12.82	3.36	.85	<b>.78**</b>	<b>.58**</b>	1.00								
4. Fulfilling and Productive Work	18.58	3.45	.80	<b>.79**</b>	<b>.65**</b>	<b>.52**</b>	1.00							
5. Meaningful remuneration for the exercise of citizenship	10.32	3.69	.90	<b>.75**</b>	<b>.48**</b>	<b>.53**</b>	<b>.51**</b>	1.00						
6. Social protection	10.80	3.41	.81	<b>.70**</b>	<b>.42**</b>	<b>.50**</b>	<b>.41**</b>	<b>.56**</b>	1.00					
7. Opportunities	11.82	3.31	.73	<b>.73**</b>	<b>.53**</b>	<b>.50**</b>	<b>.55**</b>	<b>.48**</b>	<b>.43**</b>	1.00				
8. Health and Safety	13.58	3.27	.83	<b>.79**</b>	<b>.65**</b>	<b>.61**</b>	<b>.60**</b>	<b>.47**</b>	<b>.49**</b>	<b>.43**</b>	1.00			
Knowledge sharing														
9. Intentional Knowledge Sharing	25.21	6.41	.90	<b>.60**</b>	<b>.67**</b>	<b>.37**</b>	<b>.53**</b>	<b>.33**</b>	<b>.33**</b>	<b>.44**</b>	<b>.51**</b>	1.00		
10. Non-Intentional Knowledge Sharing	18.33	5.15	.87	<b>.38**</b>	<b>.41**</b>	<b>.21**</b>	<b>.34**</b>	<b>.24**</b>	<b>.24**</b>	<b>.27**</b>	<b>.32**</b>	<b>.61**</b>	1.00	
11. Stress	28.11	6.10	.84	<b>-.26**</b>	<b>-.28**</b>	<b>-.35**</b>	<b>-.22**</b>	<b>-.12*</b>	<b>-.13**</b>	<b>-.07</b>	<b>-.18**</b>	<b>-.15**</b>	<b>.06</b>	1.00

*Note.* Significant correlations are in bold. Extreme values stand out *italicized* and underlined (the correlations with lower and higher values).

\*\* Correlation is significant at the 0.01 level (1 tail).

\* Correlation is significant at the 0.05 level (1 tail).

### *Confirmatory Factor Analysis (CFA)*

The CFA was used to test the adequacy of our data to the three instruments applied in the present research: DWQ, KSS, and PSS. All scales were assessed by IBM SPSS AMOS, version 25.0. The models were evaluated by four fit measures: (a) the chi-square, (b) normed fit index (NFI), (c) the comparative fit index (CFI), and (d) the root mean square error of approximation (RMSEA). All models had adjustments to improve the numbers and results of all four fit indexes that support the proposed models.

As for the DWQ (Figure 1), the final structural model tested, the chi-square had a value of 735.924 (424,  $N = 313$ ),  $p < .001$  (Table 3) which indicates an acceptable match

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between the proposed model and the observed data. The CFI and the NFI are measures of relative fit comparing the hypothesized model with the null model with acceptable values above .90 for huge samples ( $N \geq 250$ , Hair et al., 2010). Both CFI and NFI yielded values of .94 and .87, respectively, which indicates an excellent fit of the model considering  $N = 313$  (Hair et al., 2010). The RMSEA was .049 indicating an excellent fit (Hair et al., 2010; Meyers et al., 2006).

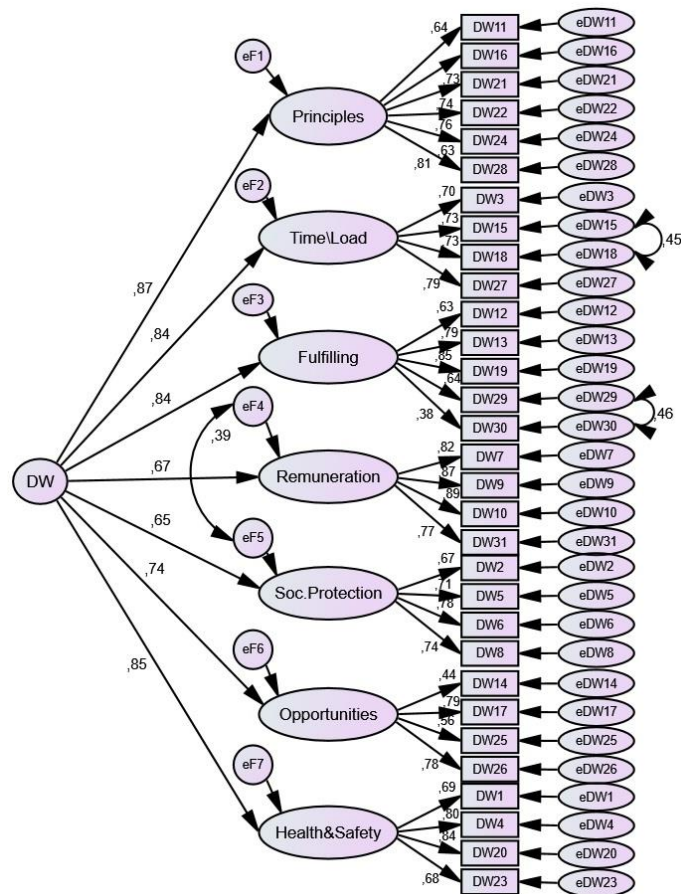
**Table 3**

*Results of Confirmatory Factor Analysis for the Decent Work Questionnaire (DWQ; N = 313)*

Model	$\chi^2$	df	$\chi^2/df$	RMR	CFI	NFI	TLI	RMSEA [CI 90%]
A1: High-order model 1 - Without adjustments	868.347**	427	2.034	.06	.91	.85	.91	.058 [.052, .063]
A2: High-order model 2 - With 2 adjustments	773.09**	425	1.819	.06	.93	.86	.93	.051 [.045, .057]
A3: High-order model 3 - With 3 adjustments	735.924**	424	1.736	.05	.94	.87	.93	.049 [.043, .054]
Cutoff values (a)					$\geq .90$	$\geq .90$	$\geq .90$	$< .07$

*Note.* Structural equation modelling was used for the analysis.  $\chi^2$  = chi-square; df = degrees of freedom; CI = confidence interval; CFI = Comparative Fit Index; NFI = The Bender-Bonnet Normed Fit Index; TLI = Tucker-Lewis index; RMSEA = Root-Mean-Square Error of Approximation; RMR = Root-Mean-Square Residual; SRMR = Standardized Root Mean Square Residual. (a) The Cutoff values presented are those specifically explained by Hair et al. (2010) for  $N \geq 300$

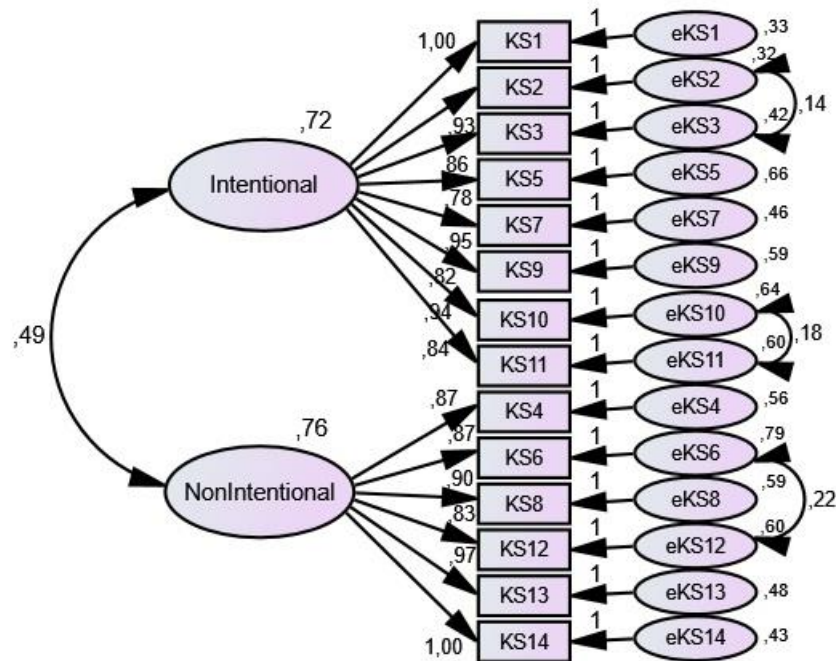
\*\*  $p < .001$

**Figure 1***Final Structural Model Tested**[values correspond to the standardized estimates of the model, with the CFA sample (N = 313)]*

Regarding the KSS (Figure 2), the chi-square had a value of 238.851 (73,  $N = 313$ ),  $p < .001$  (Table 4) which indicates an acceptable match between the proposed model and the observed data. The CFI and the NFI are measures of relative fit comparing the hypothesized model with the null model with acceptable values above .90 (Hair et al., 2010). Both CFI and NFI yielded values of .93 and .91, respectively, which indicates an excellent fit of the model. The RMSEA was .086 indicating a reasonable fit for huge samples ( $N > 250$ , Hair et al., 2010; Meyers et al., 2006).

**Figure 2***Final Structural Model Tested*

[values correspond to the standardized estimates of the model, with the CFA sample (N = 313)]

**Table 4***Results of Confirmatory Factor Analysis for the Knowledge Sharing Scale (KSS)*

Model	$\chi^2$	df	$\chi^2/df$	RMR	CFI	NFI	TLI	RMSEA [CI 90%]
A1: Model 1 - Without adjustments	332.093**	76	4.370	.07	.90	.87	.87	.104 [.093, .116]
A2: Model 2 - With 3 adjustments	238.851**	73	3.286	.06	.93	.91	.92	.086 [.074, .098]
Cutoff values (a)					$\geq .90$	$\geq .90$	$\geq .90$	$< .07$

*Note.* Structural equation modelling was used for the analysis.  $\chi^2$  = chi-square; df = degrees of freedom; CI = confidence interval; CFI = Comparative Fit Index; NFI = The Bender-Bonnet Normed Fit Index; TLI = Tucker-Lewis index; RMSEA = Root-Mean-Square Error of Approximation; RMR = Root-Mean-Square Residual; SRMR = Standardized Root Mean Square Residual. (a) The Cutoff values presented are those specifically explained by Hair et al. (2010) for  $N \geq 300$

\*\*  $p < .001$

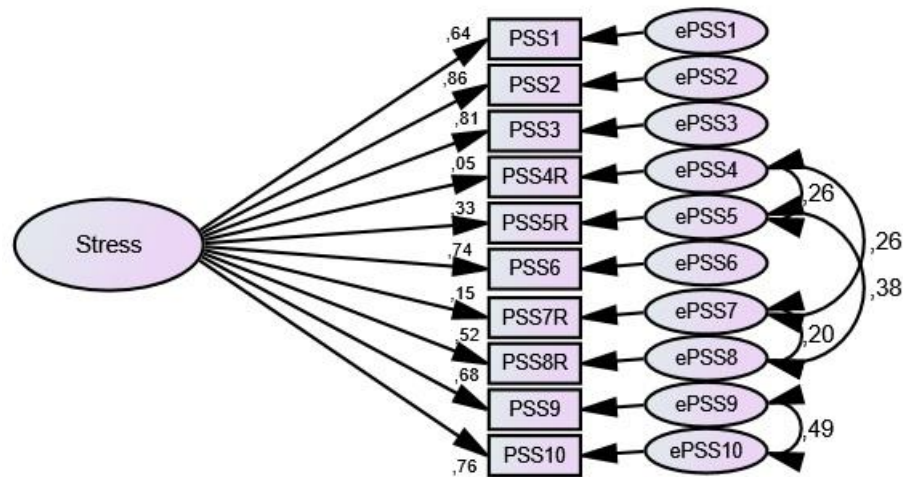
Finally, on our last scale, the PSS (figure 3), the chi-square had a value of 110.932 (30,  $N = 313$ ),  $p < .001$  (Table 5) which indicates an acceptable match between the proposed model and the observed data. The CFI and the NFI are measures of relative fit comparing the hypothesized model with the null model with acceptable values .90 (Hair et al., 2010). Both

CFI and NFI yielded values of .94 and .92, respectively, which indicates an excellent fit of the model. The RMSEA was .09 indicating a reasonable fit (Hair et al., 2010; Meyers et al., 2006).

**Figure 3**

*Final Structural Model Tested*

[values correspond to the standardized estimates of the model, with the CFA sample (N = 313)]



**Table 5**

*Results of Confirmatory Factor Analysis for the Perceived Stress Scale (PSS)*

Model	$\chi^2$	df	$\chi^2/df$	RMR	CFI	NFI	TLI	RMSEA [CI 90%]
A1: Model 1 - Without adjustments	323.341**	35	9.238	.08	.79	.77	.73	.162 [.147 .179]
A2: Model 2 - Without adjustments	330.764**	35	9.450	.09	.78	.77	.72	.165 [.149, .181]
A3: Model 3 - With 5 adjustments	110.932**	30	3.698	.06	.94	.92	.91	.093 [.075, .112]
Cutoff values (a)					≥ .90	≥ .90	≥ .90	< .07

*Note.* Structural equation modelling was used for the analysis.  $\chi^2$  = chi-square; df = degrees of freedom; CI = confidence interval; CFI = Comparative Fit Index; NFI = The Bender-Bonnet Normed Fit Index; TLI = Tucker-Lewis index; RMSEA = Root-Mean-Square Error of Approximation; RMR = Root-Mean-Square Residual; SRMR = Standardized Root Mean Square Residual. [(a) The Cutoff values presented are those specifically explained by Hair et al. (2010) for  $N \geq 300$ ]

\*\*  $p < .001$

### *Multiple Linear Regressions*

To study the interactions among DW, KS, and Work Stress, we ran a linear regression analysis between Global DW and Intentional and Non-Intentional KS. Then, we ran a

multiple linear regression testing the DW's seven factors and KS's two dimensions, and DW's seven factors and Stress.

#### *Global DW and KS*

Considering the linear regression results, the tested model was statistically significant for Global DW and Intentional KS  $F(1, 311) = 176.222, p < .001$ . and accounted for approximately 36% of the variance of KS1 ( $R^2$  adjusted = .360). We then tested the second prediction model tested Global DW and KS2 (non-intentional knowledge sharing), we used the enter method, and found that the model was statistically significant  $F(1, 311) = 53.835, p < .001$ , and accounted for approximately 15% of the variance of KS2 ( $R^2$  adjusted = .145). The raw (non-standardized) and standardized regression coefficients of the predictors are shown in Table 6.

**Table 6**

*Results of linear regression analysis between Global DW and Intentional and Non-Intentional Knowledge Sharing (N = 313)*

Variables	Intentional Knowledge Sharing (KS1)				Non-Intentional Knowledge Sharing (KS2)			
	B	SE <sub>B</sub>	$\beta$	R <sup>2</sup> Adjusted	B	SE <sub>B</sub>	$\beta$	R <sup>2</sup> Adjusted
Global DW	.20	.02	.60***	.36***	.10	.01	.38***	.15***

Note: **B** = non-standardized regression coefficient; **SE<sub>B</sub>** = Standard error of B;  **$\beta$**  = standardized regression coefficient; **R<sup>2</sup> adjusted** = explained variance.

\*  $p < .05$ ; \*\*  $p < .01$ ; \*\*\*  $p < .001$ .

#### *Multiple linear regression analysis among variables*

##### *DW dimensions, KS1 and KS2*

Our third prediction model tested the seven DW dimensions and KS1 (intentional knowledge sharing), we used the stepwise method, and found that DW1 and DW3 were two DW dimensions statistically significant  $F(2, 310) = 137,130, p < .001$ , and accounted for approximately 47 % of the variance of KS1 ( $R^2$  adjusted = .466). The Intentional Knowledge

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Sharing (KS1) was primarily predicted by higher levels of Fundamental Principles and values at work (DW1) and to a lesser extent by higher levels of Fulfilling and Productive Work (DW3). The raw (non-standardized) and standardized regression coefficients of the predictors are shown in Table 7.

**Table 7**

*Results of multiple linear regression analysis between Seven DW dimensions and Intentional and Non-Intentional Knowledge Sharing (N = 313)*

Variables	Intentional Knowledge Sharing (KS1)				Non-Intentional Knowledge Sharing (KS2)			
	B	SE <sub>B</sub>	β	R <sup>2</sup> Adjusted	B	SE <sub>B</sub>	β	R <sup>2</sup> Adjusted
Fundamental Principles and Values at work (DW1)	.80	.08	.56***	.47***	.47	.06	.41***	.17***
Fulfilling and productive work (DW3)	.31	.10	.17**					

*Note.* **B** = non-standardized regression coefficient; **SE<sub>B</sub>** = Standard error of B; **β** = standardized regression coefficient; **R<sup>2</sup> adjusted** = explained variance.

\*  $p < .05$ ; \*\*  $p < .01$ ; \*\*\*  $p < .001$ .

The fourth prediction model tested the seven DW dimensions and KS2 (nonintentional knowledge sharing), we used the stepwise method, and found that only DW1 was statistically significant  $F(1, 311) = 63,800, p < .001$ , and accounted for approximately 17 % of the variance of KS2 ( $R^2$  adjusted = .168). The Non-Intentional Knowledge Sharing (KS2) was predicted by higher levels of Fundamental Principles and values at work (DW1). The raw (non-standardized) and standardized regression coefficients of the predictors are shown in Table 7.

#### *DW dimensions and Stress*

Concerning the evaluation of the relationship between DW's dimensions and Stress, the tested model again was statistically significant. The values were  $F(3, 309) = 19,883, p < .001$  and accounted for approximately 15% of Stress. DW's dimensions that predicted Stress were Adequate Working time and workload (DW2), Opportunities (DW6), and Fundamental

Principles and Values at Work (DW1). The raw (non-standardized) and standardized regression coefficients of the predictors are shown in Table 8.

**Table 8**

*Results of multiple linear regression analysis between Seven DW dimensions and Stress (N = 313)*

Variables	Stress			<b>R<sup>2</sup> Adjusted</b> .15***
	<b>B</b>	<b>SE<sub>B</sub></b>	<b>β</b>	
Adequate Working time and workload (DW2)	-.62	.12	<b>-.34***</b>	
Opportunities (DW6)	.38	.12	<b>.21**</b>	
Fundamental Principles and Values at work (DW1)	-.27	.09	<b>-.20**</b>	

*Note.* **B** = non-standardized regression coefficient; **SE<sub>B</sub>** = Standard error of B; **β** = standardized regression coefficient; **R<sup>2</sup> adjusted** = explained variance.

\*  $\rho < .05$ ; \*\*  $\rho < .01$ ; \*\*\*  $\rho < .001$ .

#### *The female role in our setting of variables*

After the analyses described above, we decided to remove the men ( $n = 30$ ) and keeping only the women. This was considered because of the large number of women in the sample (presented in Table 1). Also, we consider that this female concentration evidences an important preponderant characteristic in Social Economy Institutions. Our goal here was to see if there were going to be differences influenced by the filter “female” in the interaction between DW and Intentional and Non-Intentional KS, and Stress. Then, we ran a multiple linear regression but this time analyzing only DW’s seven dimensions and their relationship with the other variables considering only women of our sample.

Regarding the interaction between DW’s dimensions and Intentional KS (KS1), in the women subsample, we found that again, the model was statistically significant  $F(2, 266) = 122,546$ ,  $p < .001$ , and accounted for approximately 48% of the variance of KS1 ( $R^2$  adjusted = .476). The KS1 was predicted by higher levels of Fundamental Principles and values at work (DW1) and Fulfilling and productive work (DW3). The raw (non-standardized) and standardized regression coefficients of the predictors are shown in Table 9.



The same happened with the interaction between DW's dimensions and Non-Intentional KS (KS2) in the women subsample. We found that again, the model was statistically significant  $F(1, 267) = 57.284, p < .001$  and accounted for approximately 17% of the variance of KS1 ( $R^2$  adjusted = .174). The KS2 was predicted again by higher levels of Fundamental Principles and values at work (DW1) The raw (non-standardized) and standardized regression coefficients of the predictors are shown in Table 9.

**Table 9**

*Results of multiple linear regression analysis between seven DW dimensions and Intentional and Non-intentional Knowledge Sharing (n = 269)*

Variables	Intentional Knowledge Sharing (KS1)				Non-Intentional Knowledge Sharing (KS2)			
	B	SE <sub>B</sub>	$\beta$	R <sup>2</sup> Adjusted	B	SE <sub>B</sub>	$\beta$	R <sup>2</sup>
Fundamental Principles and Values at work (DW1)	.82	.08	.58***	.48***	.47	.06	.42***	.18***
Fulfilling and productive work (DW3)	.27	.11	.15*					

*Note.* **B** = non-standardized regression coefficient; **SE<sub>B</sub>** = Standard error of B;  **$\beta$**  = standardized regression coefficient; **R<sup>2</sup> adjusted** = explained variance.

\*  $p < .05$ ; \*\*  $p < .01$ ; \*\*\*  $p < .001$ .

Regarding the interaction between DW's dimensions and Stress, the tested model again was statistically significant. The values were  $F(3, 265) = 20,913, p < .001$  and accounted for approximately 18% of the variance of Stress ( $R^2$  adjusted = .177).

**Table 10**

*Results of multiple linear regression analysis between Seven DW dimensions and Stress (n = 269)*

Variables	Stress			
	B	SE <sub>B</sub>	$\beta$	R <sup>2</sup> Adjusted
Adequate Working time and workload (DW2)	-.65	.13	-.36***	.18**
Opportunities (DW6)	.39	.13	.21**	
Fundamental Principles and Values at work (DW1)	-.29	.10	-.22**	

*Note.* **B** = non-standardized regression coefficient; **SE<sub>B</sub>** = Standard error of B;  **$\beta$**  = standardized regression coefficient; **R<sup>2</sup> adjusted** = explained variance.

\*  $p < .05$ ; \*\*  $p < .01$ ; \*\*\*  $p < .001$ .

Once more, DW's dimensions that predicted Stress were Adequate Working time and workload (DW2), Opportunities (DW6), and Fundamental Principles and Values at Work

(DW1). The raw (non-standardized) and standardized regression coefficients of the predictors are shown in Table 10.

### **Discussion**

This research aimed to analyze the relationship among Decent Work and Knowledge Sharing and Decent Work and Work Stress among employees in the third Social Sector Economy in Portugal. We also analyzed thoroughly the interaction of DW's dimensions on the other two variables.

Firstly, our hypothesis (H1) regarding a work environment that provides DW positively impacts KS among Portuguese employees proved to be correct. In general, DW provides chances for employees to share knowledge among their coworkers. Concerning DW's first dimension, Fundamental Principles and Values at Work (DW1) explains both KS's dimensions. This DW dimension measures among other things to what extent the work environment complies with some values such as participation, freedom, and interactional justice (Dos Santos, 2019; Ferraro, 2018a). Our findings suggest that when employees find characteristics that accomplish values at work, they are more likely to share their knowledge whether intentionally or non-intentionally. Moreover, Fulfilling and productive Work (DW3) which is related to our intrinsic motivations and is also related to innovation (Dos Santos, 2019; Ferraro, 2018a) shows that when employees have found a work environment that makes them feel motivated and engaged, they tend to share their knowledge intentionally

Also, regarding all mentioned above it may agree with the theoretical framework of the COR theory (Hobfoll, 1989). Keeping in mind that we are considering knowledge and its sharing as a resource, when facing a work environment that lacks characteristics of DW, there will be conservation of those resources (KS).

Regarding our second hypothesis (H2), a work context that has Decent work conditions prevents Work Stress has also been proved correct. In the interaction between DW and WS, Adequate Working Time and Workload (DW2), Opportunities (DW6), and Fundamental Principles and Values at Work (DW1) have the greatest capacity to prevent stress. The DW2 refers among other aspects to the balance between work and life, workload, and working time (Dos Santos, 2019; Ferraro, 2018a). The idea of DW our samples have about DW agrees with the studies of Ferreira et al., (2019) and Ribeiro et al., (2022). Taking this into consideration, it is possible to conclude that the more the values and principles at work are covered, the less stressful the environment there will be. Also, the more adequate workload and working time, the less amount of stress. However, Stress had a positive relationship with (DW6), the availability of alternative jobs (Dos Santos, 2019; Ferraro, 2018a). This relationship is positive, but low, so it is possible to conclude that when facing a stressful environment, the worker considers more the possibility of work opportunities elsewhere which replicates some of the results of Wang et al. (2022).

Additionally, it is possible to point out the JD-R model (Demerouti et al., 2001) fits on this interaction. In a work environment where employees experience many demands and work resources are not well met, stress interferes with both the individual's perception of their work and performance and engagement with work.

Another interesting point concerns adding the filter “woman”. According to our data that the results are only strengthened and predict the same results before adding the filter. That can be explained by the fact that in our sample most of the employees are women, also we are able to see what DW’s dimensions are more valued by women. In Portugal, not only middle-aged women are the majority in the care sector (Gil, 2021) but also women still take care more of their children compared to men. Also, they look for a job that pays well, that is

possible to balance work with family and household chores, a work that values them and brings personal growth, a work that offers opportunities for career development, and work values that meet with their (Mesa et al., 2019). Women also experience discrimination in the workplace, as most of them have jobs with lower pay and less prestige (Comissão para a Cidadania e Igualdade Género, CIG, 2021) it is understandable for them to value work environments that values are dignity, fairness, valuing the mental health of the employee, and fair treatment (Dos Santos, 2019; Ferraro, 2018a). In summary, as we can see all those aspects just mentioned are basically almost the same as the DW's dimensions predicted.

### **Conclusion**

Seeking ways to bring a more dignified working environment into the workplace is essential for both the organization and the worker. Regarding the theoretical implications of this study, were provided the analyses of the variables together since, to the best of our knowledge, have not been found as we reported. Therefore, this research fills a gap that does not exist in the scientific knowledge about the topic. As for the practical implications, the search for a more dignified environment may be accomplished through human resource management practices tailored to organizations in this sector, such as giving special attention to the type of employment relationship these organizations have with their employees, as well as teamwork management, as suggested in the study by Bernardino and Santos (2020). Since social economy organizations have not utilized important indicators for monitoring, evaluating, and following up on the performance of the activity produced or comparable activities of its employees (Instituto Nacional de Estatística, 2018). In an environment that provides decent working conditions, there is more knowledge exchange, which can help from the individual to the macro level of the organization. However, there is a lot of research in the

field of WOP-P that needs to be done to explore the subject (Pereira et al, 2019). Even more so in third-sector economies and beyond research is done with nurses and knowledge workers. The improvement of DW in organizations contributes to the avoidance of stress for workers.

Our research suggests that we increasingly seek to improve the work context and seek to achieve Decent Work aspects. Thus, when organizations seek to comply with these characteristics, both organization and the employee benefit from this relationship. Also, our study not only provides contributions to human resources management practices but also provides relevant insights for the definition of policies and practices in the sector.

Furthermore, the improvements that can be made in Social Economy organizations are significant because they contribute to job creation and may be helpful in the aspect of social cohesion, as this sector bridges the public and private domains. Some limitations concerning our study are the exclusive use of a self-reported questionnaire as a source of data collection, the fact that it is a cross-sectional study, and the difficulty of generalizing the data because we cannot guarantee that our sample is representative. Additionally, for future research would be interesting the use a longitudinal study, for it to be applied in other cultures and countries to get a broader idea of the study and use a mix-method approach in data collection.

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## Appendix A – Research Protocol



Faculdade de Psicologia e de Ciências da Educação  
UNIVERSIDADE DE COIMBRA

### Termo de Consentimento

O presente projeto pretende promover uma reflexão sobre o seu trabalho e a satisfação com a sua vida. Tem como investigadoras responsáveis Leonor Pais (Universidade de Coimbra) e Tânia Ferraro (Universidade Portucalense e Universidade de Coimbra) e é conduzido de acordo com o Código Deontológico da Ordem dos Psicólogos Portugueses.

Para participar é preciso:

- ter pelo menos três meses de experiência profissional;
- estar atualmente ativo(a) profissionalmente [não ser nem desempregado(a) nem reformado(a)]; e
- ser remunerado(a) pelo trabalho que faz.

A sua participação é voluntária e pode desistir de participar a qualquer momento durante as respostas às questões.

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

Pode solicitar uma síntese dos resultados do projeto enviando um e-mail para Leonor Pais (leonorpais@fpce.uc.pt) ou Tânia Ferraro (taniaferraro@upt.pt), colocando no assunto 'SÍNTESE DOS RESULTADOS DA INVESTIGAÇÃO'.

O questionário que, seguidamente, apresentamos é constituído por várias partes, existindo instruções específicas para cada uma delas. Pedimos-lhe que as leia com atenção antes de começar a responder a cada bloco de questões.

Antes de avançar para a fase das respostas, coloque, por favor, uma cruz (X) entre os parêntesis que antecedem a afirmação que de seguida efetuamos, indicando que aceita as condições anteriormente descritas.

( ) Concordo com as condições para participação anteriormente descritas.

<b>Questionário de Trabalho Digno</b>
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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 instituição onde trabalha, bem como uma 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 perspectivas de ter uma reforma/aposentação 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 perspectivas 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, humidade, etc.).	1	2	3	4	5
24. No meu trabalho sou aceite tal como sou (independentemente de género, 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 instituição/utentes/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

### Questionário de Partilha do Conhecimento

Leia cada frase com atenção e indique **em que medida cada uma delas se aplica, no momento presente, à Instituição onde trabalha**. Classifique cada frase de acordo com a seguinte escala:

1. Quase não se aplica ou Não se aplica	2. Aplica-se pouco	3. Aplica-se moderadamente	4. Aplica-se muito	5. Aplica-se quase totalmente ou Aplica-se totalmente
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Atualmente, na minha Instituição...

<b>1. Partilhamos experiências e aprendizagens nas nossas reuniões de trabalho</b>	1	2	3	4	5
<b>2. Partilhamos o “saber fazer” de cada um(a)</b>	1	2	3	4	5
3. Partilhamos internamente as nossas melhores práticas	1	2	3	4	5
4. Em momentos de descontração, contamos piadas relacionadas com o nosso trabalho	1	2	3	4	5
5. Antes de um(a) colaborador(a) sair procuramos “reter” o seu conhecimento	1	2	3	4	5
6. Trocamos mensagens e falamos ao telefone sobre histórias engraçadas que aconteceram no trabalho	1	2	3	4	5
7. Organizamos as informações que partilhamos nas sessões de trabalho	1	2	3	4	5
8. No final do dia e nos intervalos, conversamos de forma descontraída sobre os mais variados assuntos	1	2	3	4	5
9. Quando temos um problema relacionado com trabalho somos ajudados(as) por quem mais sabe do assunto dentro da Instituição	1	2	3	4	5
10. Partilhamos conhecimento com outros setores da instituição em reuniões presenciais e/ou virtuais	1	2	3	4	5
11. Quando trabalhamos com um(a) colega de outro setor partilhamos conhecimento importante	1	2	3	4	5
12. Conversamos sobre a nossa Instituição quando casualmente nos encontramos	1	2	3	4	5
13. Em momentos de descontração, os(as) colegas mais antigos(as) contam-nos histórias passadas na Instituição	1	2	3	4	5
14. Acedemos a conhecimento importante em conversas ocasionais (por exemplo, quando nos cruzamos no corredor ou quando tomamos café)	1	2	3	4	5

## Escala do Stresse Percecionado

**Instrução:** Para cada questão, pedimos-lhe que indique com que frequência se sentiu ou pensou de determinada maneira, **durante o último mês**. Apesar de algumas perguntas serem parecidas, existem diferenças entre elas e deve responder a cada uma como perguntas separadas. Responda de forma rápida e espontânea. Para cada questão indique, com uma cruz (X), a alternativa que melhor se ajusta à sua situação.

	Nunca	Quase nunca	Algumas vezes	Frequentemente	Muito frequente
	1	2	3	4	5
1. No último mês, com que frequência esteve preocupado(a) por causa de alguma coisa que aconteceu inesperadamente?	1	2	3	4	5
2. No último mês, com que frequência se sentiu incapaz de controlar as coisas importantes da sua vida?	1	2	3	4	5
3. No último mês, com que frequência se sentiu nervoso(a) e em stresse?	1	2	3	4	5
4. No último mês, com que frequência sentiu confiança na sua capacidade para enfrentar os seus problemas pessoais?	1	2	3	4	5
5. No último mês, com que frequência sentiu que as coisas estavam a correr à sua maneira?	1	2	3	4	5
6. No último mês, com que frequência sentiu que não aguentava as coisas todas que tinha para fazer?	1	2	3	4	5
7. No último mês, com que frequência foi capaz de controlar as suas irritações?	1	2	3	4	5
8. No último mês, com que frequência sentiu ter tudo sob controlo?	1	2	3	4	5
9. No último mês, com que frequência se sentiu furioso(a) por coisas que ultrapassaram o seu controlo?	1	2	3	4	5
10. No último mês, com que frequência sentiu que as dificuldades se estavam a acumular tanto que não as conseguia ultrapassar?	1	2	3	4	5

## Escala de Satisfação com a vida

Seguem-se cinco afirmações relativas ao modo como encara a sua vida, com as quais poderá concordar ou discordar. Indique o seu grau de concordância com cada uma delas usando a escala seguinte escala de 1 a 7:

1 = Discordo muito    2 = Discordo    3 = Discordo pouco    4 = Não concordo, nem discordo  
 5 = Concordo pouco    6 = Concordo    7 = Concordo muito

1. A minha vida parece-se, em quase tudo, com o que eu desejaria que ela fosse.	1	2	3	4	5	6	7
2. As minhas condições de vida são muito boas.	1	2	3	4	5	6	7
3. Estou satisfeito(a) com a minha vida.	1	2	3	4	5	6	7

4. Até agora, tenho conseguido as coisas mais importantes que eu desejava da vida.	1	2	3	4	5	6	7
5. Se pudesse recomeçar a minha vida, não mudaria quase nada.	1	2	3	4	5	6	7

Por último, pedimos-lhe o favor de responder às seguintes questões, assinalando com um X a(s) opção(ões) mais adequada(s) e/ou escrevendo as informações solicitadas:

1. Género: <input type="checkbox"/> Feminino <input type="checkbox"/> Masculino <input type="checkbox"/> Outro <input type="checkbox"/> Prefiro não responder	2. Ano de nascimento: _____	3. Há quanto tempo está no seu trabalho/contexto de trabalho atual? _____ anos
4. Vínculo com a instituição onde trabalha: <input type="checkbox"/> Prestador de serviços (recebimentos por 'Recibo Verde') <input type="checkbox"/> Contrato a prazo (renovável ou não) <input type="checkbox"/> Contrato efetivo (sem prazo determinado) <input type="checkbox"/> Através de empresa de trabalho temporário <input type="checkbox"/> Outros. Especifique, por favor: _____	5. Desempenha alguma função de chefia/gestão/liderança? <input type="checkbox"/> Sim <input type="checkbox"/> Não  5.1. Se respondeu SIM, que tipo de chefia/gestão/liderança? <input type="checkbox"/> Gestão/liderança de primeiro nível (coordenação ou supervisão de uma equipa) <input type="checkbox"/> Gestão/liderança de nível intermédio. <input type="checkbox"/> Gestão/liderança de topo.	6. Função atual: _____
7. Grau de escolaridade: <input type="checkbox"/> Saber ler e escrever sem possuir a 4ª classe. <input type="checkbox"/> 1º Ciclo do ensino básico (ensino primário) <input type="checkbox"/> 2º Ciclo do ensino básico (6º ano) <input type="checkbox"/> 3º Ciclo do ensino básico ou equivalente (9º ano) <input type="checkbox"/> Ensino secundário ou equivalente (12º ano)	<input type="checkbox"/> Bacharelato <input type="checkbox"/> Licenciatura em curso <input type="checkbox"/> Pós-Graduação/Mestrado (pós Bolonha)/ Licenciatura Pré Bolonha <input type="checkbox"/> Licenciatura concluída (pós-Bolonha) <input type="checkbox"/> Mestrado Pré-Bolonha <input type="checkbox"/> Doutoramento <input type="checkbox"/> Outros. Especifique, por favor: _____	8. Área de especialização (por exemplo, Serviço Social, Educação, Psicologia, Enfermagem, etc.)? _____
9. Trabalha diretamente com utentes? <input type="checkbox"/> Sim <input type="checkbox"/> Não	10. Estado civil: <input type="checkbox"/> Solteiro(a) <input type="checkbox"/> Casado(a)/União estável <input type="checkbox"/> Separado(a)/Divorciado(a) <input type="checkbox"/> Viúvo(a)	11. Tem filhos? <input type="checkbox"/> Não <input type="checkbox"/> Sim. Quantos? _____  12. Tem outros dependentes? <input type="checkbox"/> Não <input type="checkbox"/> Sim. Quantos? _____

Muito obrigado(a) pela sua colaboração!