

La Inteligencia Emocional y el Marketing Interno como catalizadores de la Satisfacción Profesional y la Satisfacción con la Vida de los profesionales en Portugal

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Resumo

La Inteligencia Emocional y el Marketing Interno son determinantes muy acentuados en la organización actual, tanto por parte de los altos directivos, dado su interés en disponer de habilidades que contribuyan a liderar equipos de trabajo motivados y que impulsen la productividad y rentabilidad de la organización, como por parte de los propios empleados, dada la importancia de crear y mantener relaciones interpersonales positivas con otros compañeros de trabajo, potenciando un ambiente laboral sano y competitivo. Estos determinantes, cuando sacan lo mejor de los empleados, promueven la satisfacción en el trabajo y en la vida.

La pandemia de COVID-19 nos ha permitido experimentar innumerables adaptaciones, especialmente en lo que se refiere a las competencias socioemocionales, estas competencias se han visto muy comprometidas tanto personal como profesionalmente, en vista de lo anterior, surgió el interés y la curiosidad por estos temas, de los cuales resultaron los primeros estudios que aquí se presentan. Uno de los estudios se llevó a cabo con 62 profesores de los Grupos Escolares de la capital de distrito de Bragança en el contexto de la pandemia COVID-19, por lo que el objetivo de esta investigación fue conocer su perfil de competencia emocional, utilizando un cuestionario anónimo y confidencial, dividido en dos partes: la primera, que abarca variables sociodemográficas y de caracterización profesional y una segunda parte consistente en la Escala Veiga de Competencia Emocional (EVCE), propuesta por Veiga-Branco, (2005, 2011, 2015, 2016, 2017, 2018). Los resultados mostraron que no existía influencia de las variables sociodemográficas o profesionales en el perfil de competencia emocional de los docentes ni en sus dimensiones. El segundo estudio se realizó con 78 consumidores de sustancias psicoactivas, mediante un cuestionario anónimo y confidencial aplicado a los consumidores de sustancias psicoactivas, dividido en dos partes: una primera parte, que abarca variables sociodemográficas y de caracterización del consumo, y una segunda parte compuesta por las siguientes variables por la Escala Veiga de Competência Emocional (EVCE) (Veiga-Branco, 2005, 2011, 2015, 2016, 2017, 2018).

Posteriormente, en una fase más avanzada de la pandemia COVID-19, conocimos mejor el impacto de la inteligencia emocional, el marketing interno y la satisfacción laboral en los estudios más recientes realizados en Europa. A continuación, se realizó un análisis cuantificado mediante el software estadístico Rstudio sobre una muestra de artículos obtenidos de las bases de datos Scopus y Web of Science, lo que nos permitió considerar que estos temas de estudio tienen un gran potencial de investigación, ya que aún son escasos los estudios sobre la relación entre estos temas y la influencia positiva que pueden tener en los profesionales.

Teniendo esto en cuenta, seguimos adelante con la investigación y realizamos un estudio cuyo principal objetivo era construir una escala integrada que reuniera variables determinantes del éxito organizativo, como la Inteligencia Emocional y el Marketing Interno, y validarla para el contexto portugués. Este instrumento permitiría evaluar la contribución de las competencias socioemocionales, el marketing interno y la satisfacción laboral al éxito organizativo. En el estudio participaron 1.310 sujetos que trabajaban en organizaciones públicas y privadas de Portugal. Se realizaron análisis factoriales exploratorios y confirmatorios, se comprobó la fiabilidad compuesta y la validez convergente, así como la validez cruzada. Se encontró un modelo de 2º orden, en el que

la percepción de la inteligencia emocional, el marketing interno y la satisfacción laboral se define en torno a 58 ítems agrupados en ocho dimensiones principales que pueden aplicarse con confianza a los profesionales de organizaciones y empresas. Así, esta investigación ha proporcionado un instrumento innovador, breve y válido que será eficaz y útil para los gestores y las organizaciones, ya que puede ayudar a diagnosticar las percepciones de sus empleados y promover un ambiente saludable y atractivo, avanzando hacia un excelente rendimiento organizativo, una mayor rentabilidad y sostenibilidad empresarial.

A continuación, intentó determinar si las características sociodemográficas, profesionales y organizativas diferían en los valores medios de la inteligencia emocional, el marketing interno, los determinantes del trabajo, el rendimiento, la lealtad, la motivación, la satisfacción laboral y la satisfacción vital de los profesionales en activo en Portugal. A través de un análisis inferencial cuantitativo de una muestra aleatoria de (n=1310) profesionales. Los resultados muestran que los profesionales en activo en Portugal están moderadamente satisfechos y sus niveles medios de satisfacción presentan diferencias estadísticamente significativas en los valores medios de su satisfacción para la mayoría de las características sociodemográficas, profesionales y organizativas, para las dimensiones de marketing interno, inteligencia emocional, rendimiento, lealtad, motivación, satisfacción vital y satisfacción laboral.

A continuación se realizó el estudio que contenía la pregunta clave de toda la investigación, cuyo objetivo era analizar la inteligencia emocional y el marketing interno como predictores de la satisfacción en el trabajo y la satisfacción vital entre los profesionales en activo en Portugal. Para ello, se definieron un modelo conceptual y un conjunto de hipótesis para responder a los objetivos de investigación postulados mediante modelización de ecuaciones estructurales, aplicados a una muestra aleatoria (n=1310). Los resultados de la investigación muestran que el marketing interno tiene una influencia estadísticamente significativa en la satisfacción laboral. A su vez, la satisfacción laboral influye directa y positivamente en el compromiso y la lealtad de los empleados. El compromiso y la inteligencia emocional tienen una influencia directa, positiva y significativa en el rendimiento. La satisfacción laboral y la inteligencia emocional influyen positivamente en la satisfacción vital.

Para completar la investigación, se llevó a cabo un último estudio para evaluar si el marketing interno era un determinante de la satisfacción en el trabajo y en la vida de los profesionales de la educación que trabajaban en Portugal durante la pandemia del COVID-19. Para ello, se definieron un modelo conceptual y un conjunto de hipótesis para responder a este objetivo de investigación a partir de un análisis cuantitativo aplicado a una muestra de conveniencia (n=167). Los resultados mostraron que el marketing interno tiene una influencia estadísticamente significativa, directa y positiva sobre el compromiso y la satisfacción laboral, a la vez que tiene una influencia estadísticamente significativa sobre el aumento de la satisfacción vital, aunque en sentido negativo. Por otra parte, la satisfacción laboral influye directa y positivamente en el rendimiento, la lealtad de los empleados, la satisfacción vital y el compromiso. Por último, el compromiso tiene una influencia directa y positiva en la satisfacción laboral y la lealtad de los empleados.

Los estudios de esta tesis amplían nuestro conocimiento y comprensión de las cuestiones que aborda. Por tanto, podemos considerar que las dimensiones de inteligencia emocional, marketing interno, satisfacción laboral y satisfacción vital deben potenciarse en las organizaciones para contribuir a promover un mejor rendimiento organizativo, una mayor rentabilidad y sostenibilidad empresarial, al tiempo que se proporciona a los empleados una mejor calidad de vida profesional y, por tanto, personal.

Palabras clave: Inteligencia emocional; Marketing interno; Satisfacción laboral; Satisfacción vital; Organizaciones.

Capítulo 1

Introducción

Uno de los principales retos para las organizaciones es el entorno dinámico y competitivo provocado por la globalización de los mercados y el rápido desarrollo de las nuevas tecnologías, que hace que el lugar de trabajo sea más exigente (Liu et al., 2023). Para hacer frente a estos retos, algunas organizaciones adoptan prácticas neoliberales de gestión de los recursos humanos basadas en modelos flexibles que se centran en el reclutamiento y la selección permanentes y sistemáticos, la contratación temporal y el aumento de la jornada laboral, fomentando la inseguridad laboral y abandonando los principios estables del desarrollo de la carrera profesional como la antigüedad, las competencias adquiridas de manera informal, las jerarquías largas y estables y los ascensos rutinarios (Alonso y Fernández, 2018, Curcio, 2005, Davies, 2022, Frayne, 2017).

Estos modelos flexibles, en los que las competencias, habilidades y aptitudes se evalúan de forma continua y se aceptan acríticamente, conducen a la preeminencia de los objetivos de gestión personal, la adaptación permanente y la gestión de las competencias sociales y las emociones (soft skills). De hecho, las competencias blandas significan que demasiadas personas no poseen las cualidades personales necesarias para el desempeño profesional. Diversos estudios (Alonso & Fernández, 2018, Curcio, 2005, Davies, 2022, Frayne, 2017, Grow et al., 2019; Moruno, 2015, Sennet, 2000, Simionato et al., 2019) han demostrado que estos cambios derivados de la adopción de prácticas y modelos neoliberales tienen un impacto negativo en el trabajo y en la salud mental y emocional de los trabajadores, lo que conlleva una ralentización de la producción.

Además, la cultura empresarial intenta convencer a las personas de que el origen de la insatisfacción reside en el individuo y no en el entorno organizativo, ofreciendo a los trabajadores la alternativa de desarrollar una mayor flexibilidad y resistencia. Sin embargo, esta vía no aumenta el bienestar, sino que favorece una mejor adaptación a un trabajo contrario a las necesidades y deseos humanos fundamentales.

De hecho, la actividad profesional ocupa la mayor parte del tiempo de las personas como trabajadores y tiene una importancia considerable en la vida de la población trabajadora. Dado que el capital humano es el recurso más importante de cualquier organización, es extremadamente importante que el lugar de trabajo proporcione bienestar general, dado

que esta satisfacción tiene un vínculo directo con las demás áreas de la vida de la población trabajadora (Veloso, Lunga, & Fernandes (2017); Serafim, Veloso, & Ribeiro (2018)).

Según Moser y Dal Prá (2016), una de las adversidades a las que se enfrentan las familias en la actualidad es la combinación de conflictos y responsabilidades entre el trabajo y la familia, lo que, en consecuencia, da lugar a características profesionales desfavorables, como una baja satisfacción laboral y la aparición del burnout.

Los profesionales se enfrentan a exigencias relacionadas con aspectos físicos, sociales u organizativos, que en consecuencia están relacionados con los costes (Bakker & Geurts, 2001; Lesener et al., 2019; Van den Broeck et al., 2010). Las demandas se denominan: "demandas de trabajo cuantitativas" (carga de trabajo y presión excesivas), "demandas de trabajo emocionales" (relacionadas con la vertiente afectiva y que colocan al profesional en situaciones emocionalmente estresantes) y "demandas de trabajo cognitivas" (las actividades laborales ejercen un esfuerzo cognitivo excesivo y continuo) (Peeters et al., 2005; Veldhoven, 2013).

El conflicto trabajo-familia está asociado a aspectos psicológicos de los empleados y, en consecuencia, a una baja productividad organizacional, tales como "aumento de la depresión, cambios de humor y agotamiento mental, aumento del consumo de sustancias psicoactivas, problemas físicos (dolores de cabeza, dolores musculares, problemas gastrointestinales, cansancio, dificultad para respirar, palpitaciones y aumento de la presión arterial), disminución de la satisfacción con la vida, disminución de la satisfacción laboral, influencia en el desarrollo profesional, aumento de la rotación y disminución del compromiso con la organización" (Álvarez & Gómez, 2011; Oliveira & Ribeiro, 2019; Sharma et al., 2016; Silva, 2017).

Según Fonseca (2014), la satisfacción laboral debe analizarse como un hecho subjetivo que varía de sujeto a sujeto, y depende también de razones internas y externas al entorno profesional, que pueden influir en la salud física e intelectual del profesional, así como en su conducta social y profesional, con repercusiones en su vida privada y familiar y en la organización en la que trabaja.

Teniendo en cuenta lo anterior, se puede afirmar que una organización que actúa de forma preventiva, promoviendo un equilibrio entre los contextos "privado y profesional" de los empleados y que practica una cultura de integración entre estos dos ámbitos, fomentará

un ambiente de bienestar profesional y un buen desempeño laboral (Greenhaus & Allen, 2011; Sheikh et al., 2018). Según Sousa (2020), para promover un clima organizacional saludable, la cultura organizacional y sus valores deben propagarse entre los profesionales, promoviendo estrategias que desarrollen las competencias emocionales y técnicas. Dependiendo del cargo y de las responsabilidades de los empleados, desarrollar acciones y prácticas que apoyen la gestión del clima organizacional, por ejemplo: eventos con el objetivo de integrar a los sujetos, orientarlos, saber escucharlos, etc.

Para tener éxito, el marketing interno tiene que promover la satisfacción laboral mediante estrategias que hagan que los empleados se sientan parte integrante de la organización. Los empleados solo mostrarán compromiso cuando los resultados del marketing interno repercutan en la implicación y la satisfacción (Ting, 2011). Los conceptos de marketing interno y satisfacción de los empleados, aunque se estudian desde hace varias décadas, siguen mereciendo un gran debate e investigación, porque hoy en día tiene sentido incluir nuevas variables que contribuyen en gran medida a enriquecer el nivel empírico y práctico, como la inteligencia emocional y la satisfacción con la vida de los profesionales (Dias, 2022).

La satisfacción con la vida se traduce en una evaluación general de la calidad de vida, basada en criterios elegidos por el individuo. Así, se consideran factores importantes como la profesión (Qu & Zhao, 2012), la familia, la salud y las relaciones interpersonales estables, que se miden de forma diferente según el individuo (Pavot & Diener, 1993).

La calidad de vida se traduce como la manifestación de diversos indicadores individuales y socioambientales, alterables o no, y está directamente vinculada al sujeto, representando así el grado de satisfacción que éste tiene con su vida, es decir, "estado de salud, disposición, vivienda, transporte, alimentación, ocio, satisfacción/realización personal, relaciones familiares, libertad, autonomía, seguridad financiera e incluso creencias personales" (Nahas, 2001).

La inteligencia emocional es un factor necesario para alcanzar un desempeño favorable y para buscar soluciones instructivas en el ambiente de trabajo y, a su vez, proporciona el desarrollo de la motivación como un todo y la percepción de mejores condiciones de salud, así como una sensación de bienestar psicológico y social (Nobre, 2019).

El éxito de un líder organizativo depende de cómo maneje las emociones y, al mismo tiempo, influya en las emociones de los demás. Si las emociones de las personas se dirigen

en la dirección del entusiasmo, se puede conseguir un gran rendimiento por parte de los empleados, pero si se dirigen en la dirección de la ansiedad y el resentimiento, los profesionales no harán caso de lo que se dice (Goleman, Boyatzis, & McKEE, 2002). Mediante el uso de la Inteligencia Emocional, el líder puede maximizar todos los recursos asignados a la organización, impulsando así la productividad y, simultáneamente, haciendo que el ambiente organizacional sea saludable (Silva, 2014). A su vez, un profesional con inteligencia emocional desarrollada desempeña habilidades esenciales para el trabajo en equipo, gestiona sus emociones e identifica y distingue entre emociones agradables y desagradables, lo que contribuye a su progresión profesional (Lima et al., 2022).

Muchos profesionales infravaloran la autocritica y no piensan antes de reaccionar, lo que tiene consecuencias negativas para sus resultados. Los profesionales de hoy carecen de los conocimientos sobre las emociones que les permitan dominar las funciones de la inteligencia emocional, y esta sociedad tiene altos niveles de estrés emocional y un importante número de resultados devastadores como consecuencia de esta carencia (Cury, 2010).

La pandemia del COVID-19 ha cambiado nuestras vidas. Sus consecuencias han afectado a nuestra salud (psicológica y física), algunas de ellas a largo plazo. Sin embargo, la pandemia no se limita únicamente a la dimensión sanitaria. La pandemia ha cambiado nuestra forma de vivir y de relacionarnos, de estudiar y de trabajar (Godinho et al., 2022). Las restricciones impuestas durante la crisis pandémica han contribuido a minimizar la propagación del virus, pero han provocado cambios rigurosos tanto en las personas como en las organizaciones. La Dirección General de Salud de Portugal propuso algunas medidas de alerta que las organizaciones y sus profesionales deben seguir e implementar, tales como: siempre que sea posible, mantener el régimen de teletrabajo, o el uso de equipos de protección personal como la "máscara quirúrgica", con el fin de garantizar la restricción del COVID-19 en el lugar de trabajo (Antunes, 2021).

Venkatesh (2020) señala que hay dos clases claras de consecuencias que la pandemia ha tenido en las personas: en el trabajo y en su vida personal. Con respecto al trabajo, esto incluye el desempleo, los cambios en el trabajo: redefiniendo no sólo dónde se llevan a cabo las funciones laborales, sino también sus tareas y contenido; los resultados del trabajo: que incluyen la reducción de los niveles de rendimiento, "la satisfacción en el

trabajo, el compromiso organizativo y el aumento del estrés, las estrategias de afrontamiento y las intervenciones de apoyo".

Teniendo en cuenta lo anterior, el trabajo realizado durante este periodo de investigación pretendía responder a la siguiente pregunta de investigación: ¿Son la inteligencia emocional y el marketing interno predictores de la satisfacción laboral y de vida de los profesionales en activo en Portugal? Y los siguientes objetivos:

- 1) Diseñar una escala y un modelo conceptual para medir el nivel de satisfacción de los profesionales en activo en Portugal en relación con la Inteligencia Emocional; la Satisfacción Laboral; la Satisfacción Vital; el Marketing Interno; el Rendimiento; el Compromiso y los Determinantes Laborales.
- 2) Evaluar el impacto de la inteligencia emocional, el marketing interno y los determinantes laborales en la satisfacción laboral, el rendimiento, el compromiso, la lealtad y la satisfacción vital de los profesionales en activo en Portugal.
- 3) Analizar la influencia de las características sociodemográficas, laborales y profesionales en la inteligencia emocional, el marketing interno, la satisfacción laboral y la satisfacción vital de los profesionales en Portugal.

Para responder a estas preguntas, se desarrollaron cinco artículos científicos. El primer artículo consistió en una revisión bibliográfica exhaustiva de la literatura para evaluar la relevancia y la necesidad del estudio, después se desarrolló un artículo para validar un instrumento para medir la inteligencia emocional, el marketing interno, la satisfacción laboral y la satisfacción vital entre los profesionales de Portugal. El tercer artículo presentó un estudio para identificar la influencia de las características sociodemográficas en la inteligencia emocional, el marketing interno, la satisfacción laboral y la satisfacción vital de los profesionales en Portugal. El cuarto artículo fue el estudio que contenía el objetivo principal de la investigación, es decir, analizar la inteligencia emocional y el marketing interno como predictores de la satisfacción laboral y vital entre los profesionales en activo en Portugal. Finalmente, el quinto y último artículo fue un estudio centrado en los profesionales del sector de la educación, cuyo objetivo era evaluar si el marketing interno es un catalizador de la satisfacción laboral y la satisfacción vital entre los profesionales de la educación que trabajan en Portugal durante la pandemia del COVID-19.

Este trabajo se divide en capítulos, siendo el capítulo 1 la introducción, que proporciona información sobre los temas desarrollados. El capítulo 2 presenta los artículos que condujeron a la elección del tema de doctorado, publicados durante el período en el que se realizó el doctorado. El capítulo 3 presenta una revisión sistemática de la literatura para determinar la pertinencia del estudio realizado durante el doctorado.

El capítulo 4 presenta un estudio cuyo principal objetivo es validar una escala cuyos principales determinantes del éxito organizativo son la inteligencia emocional y el marketing interno. Este instrumento permite evaluar la contribución de la motivación y la satisfacción laboral al éxito organizativo y se ha difundido en las redes sociales y directamente en algunas instituciones nacionales. Los resultados de esta investigación sugieren que los 58 ítems de la escala pueden agruparse en cuatro dimensiones principales y pueden aplicarse con confianza a los profesionales de Portugal. La adaptación y aplicación del instrumento se basó en una revisión bibliográfica y en estudios de investigación sobre el instrumento. Los ítems de la escala que miden la dimensión de inteligencia emocional fueron adaptados del estudio de los investigadores (Ceballos, Solartec y Ayala, 2017). Los ítems que miden el marketing interno fueron adaptados del estudio de los investigadores (Rodrigues, Queirós y Pires, 2016). Además, las dimensiones de satisfacción laboral, satisfacción vital, desempeño, compromiso y determinantes laborales fueron adaptadas a partir de los resultados de los investigadores (Veloso, Sousa, Au-Yong-Oliveira y Walter, 2021; Rodrigues, Queirós y Pires, 2016). Este estudio se basó en la perspectiva de profesionales en activo de diversos ámbitos en Portugal.

El capítulo 5 presenta un estudio sobre "La influencia de los determinantes sociodemográficos y laborales en la inteligencia emocional, el marketing interno, la satisfacción en el trabajo y la satisfacción vital de los profesionales", cuyo objetivo es evaluar si los determinantes sociodemográficos y laborales influyen en la inteligencia emocional, el marketing interno, la satisfacción en el trabajo y la satisfacción vital de los profesionales en activo en Portugal, aplicando la escala validada anteriormente. Para alcanzar los objetivos de la investigación y recoger los datos, se utilizó un cuestionario de encuesta que abarcaba todas las dimensiones incluidas en el modelo conceptual. El cuestionario se aplicó en línea a través de las redes sociales y el correo electrónico. Este estudio se aplicó a profesionales que trabajaban en Portugal continental y en las islas

durante el primer semestre de 2022, abarcando una muestra de 1.310 profesionales de diversos ámbitos.

El capítulo 6 contiene el estudio final, cuyo objetivo era evaluar si la inteligencia emocional y el marketing interno son catalizadores de la satisfacción laboral y vital entre los profesionales en activo en Portugal. Se utilizó un cuestionario organizado en dos partes, la primera compuesta por los siguientes temas: Inteligencia Emocional; Marketing Interno; Satisfacción Laboral y Satisfacción Vital (escala validada presentada en el Capítulo 1). La segunda parte consiste en un cuestionario preliminar, con preguntas relacionadas con la caracterización sociodemográfica y profesional. Se pidió a los encuestados que utilizaran una escala tipo Likert de cinco puntos (1 = "totalmente en desacuerdo" a 5 = "totalmente de acuerdo") para registrar sus percepciones. Con este fin, se definió un modelo conceptual para cumplir los objetivos de la investigación y llevar a cabo el análisis cuantitativo aplicado a la muestra aleatoria (n=1310). A partir del modelo conceptual de la investigación y de la teoría revisada en el marco teórico, se elaboraron 5 hipótesis de investigación.

El capítulo 7 presenta un artículo, ya enviado a una revista pero aún no publicado, cuyo objetivo era evaluar si el marketing interno es un catalizador de la satisfacción laboral y vital de los profesionales de la educación que trabajan en Portugal durante la pandemia del COVID-19. Para ello, se definieron hipótesis para responder al objetivo de la investigación y se aplicó el análisis cuantitativo a la muestra aleatoria (n=167).

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Capítulo 2

Artigos publicados no período do doutoramento

2.1. Socio-emotional Skills in consumers of psychoactive substances

Abstract

Nowadays people increasingly deal with stress in their day-to-day and the way they adapt involves intrapersonal (emotional relationship), interpersonal and environmental factors, when this adaptation develops in a negative way it can lead to the consumption of psychoactive substances, hence the relevance of the study's theme.

The objective of this investigation is to know the profile of emotional competence in consumers of psychoactive substances, making use of an anonymous and confidential questionnaire applied to consumers of psychoactive substances, divided into two parts: the first part, considering variables of sociodemographic and professional character and one second part consisting of the "Veiga Scale of Emotional Competence" (EVCE) (Veiga-Branco, 2005, 2011, 2015, 2016, 2017, 2018).

The sample is made up of 78 consumers of psychotic substances, of whom 48 were female, most of the respondents are over 30 years old, are single, have no children, have higher education, live with the family and have a social life. The results obtained reveal

that there is no influence of sociodemographic variables nor on the characteristics of substance use on the profile of emotional competence or on the dimensions of the same of consumers of psychoactive substances.

Keywords: Emotional competence; consumers; psychoactive substances; dependencies; emotions.

1 INTRODUCTION

According to Veiga-Branco (2019), Emotional Competence is estimated after having had several behaviors that recognize each behavior and only exists when the achievement reaches an intended level, this achievement being emotional, that is, it is the knowledge that is studied and is used about emotion.

Torres, Chagas and Ribeiro (2008) state that the use of substances is a way of exchanging emotional need, which is not correctly manifested at the “cognitive and emotional level”. Formigoni, Kessler, Pechansky, Baldisserotto and Abrahão (2017) also add that substance dependence can be understood as brain modifications incited by the action of continued use of a drug, with these variations being persuaded by “social, cultural, educational, behavioral and genetic”.

The consumption of psychoactive substances by adolescents in Portugal is a current and disturbing reality. The study of “attitudes” as a factor that relates to conduct is relevant for understanding the contexts that lead to consumption, and providing precautionary clues based on a “scientific basis” and actions focused on demarcated groups of subjects, in individual contexts (Rocha, 2011).

Santos (2009) states that a broader knowledge of emotions and the phenomenon of consumption is relevant, realizing the possibility of the relationship between the two, a greater understanding of the way they influence each other should be promoted in order to promote a more adapted intervention in drug addiction. Gonçalves (2008) also adds that drug addiction influences the recognition of emotions, due to the experience that the subject has of them, however, we will not always be able to draw any safe conclusion regarding this influence, given the instability of the consumption process.

The purpose of this work is to study the emotional competence profile of consumers of psychoactive substances, using a random and non-probabilistic sample and a convenience sample. This investigation involves reflecting on the way in which sociodemographic and consumer variables influence emotional competence in general, as well as the different dimensions that comprise it, empathy, emotion management, self-motivation, relationship management and self-awareness in consumers of psychoactive substances.

The study's data collection instrument is a confidential and anonymous questionnaire that is distributed in two parts: the first part, composed of questions produced by the researcher, covering sociodemographic and professional variables (Age; Sex; Educational Qualifications; Civil Status; Affiliation; Profession; Social interactions; Age of initiation of consumption; Initial substance of consumption; Regular substance of consumption; Initial context of consumption; Satisfaction with consumption; Subjective feeling of satisfaction; Period without consumption (abstinence); Duration of abstinence; Reason for which he abstained; Most frequent emotions/feelings; Justification of the choice of these emotions/feelings), the second part formed by a scale related to emotional competence (“Veiga Scale of Emotional Competence” (EVCE) (1999)) that integrates 86 items to instrument the five dimensions of emotional competence.

This work is divided into six parts, introduction, theoretical construct, methodology, discussion and to conclude the conclusions of the study.

2THEORETICAL FOUNDATION

2.1 Socio-emotional Skills

Emotional competence does not develop during childhood, nor is it something inherent to the subject, it develops throughout life through lived experiences (Goleman, 1995). Veiga-Branco (2004) also adds that the concept of emotional competence appears similar to that of emotional intelligence, however, each of the concepts has different points of view on the skills referred to with emotion, different methods of development and use and also different tools for collecting data and studying results, individuals with high emotional competence also have an understanding of what they “can or cannot control”. As Bisquerra and Pérez (2007) indicate, emotional competence is the combination of knowledge, skills, competencies and actions to understand, manifest and adequately regulate “emotional phenomena”, and which comprises, among other dimensions, “emotional awareness”, regulating impulsivity, working in groups, being able to take care of oneself and others. Harmonizes evolution in life situations such as learning methods, interpersonal relationships, problem solving, adaptation to the context.

According to Duarte (2019), we can refer to three distinct models of emotional intelligence, the model proposed by Mayer and Salovey (1997) is based on the ability to reflect on four interconnected areas: “the perception of emotions, the control of emotions for personal growth, the use of emotion as a facilitator and the understanding of emotions”. The model presented by Bar-On (1997) is composed of 10 factorial constituents, namely: “self-respect, emotional self-awareness, assertiveness, empathy, interpersonal relationships, stress tolerance, impulse control, reality testing, flexibility and resolution of problems.” Goleman's model that divides the concept of emotional intelligence into five distinct dimensions: Self-awareness, Emotion Management, Self-motivation, Empathy and Management of relationships in groups.

Self-awareness “is the primacy of the emotional quotient and underlies most other emotional dimensions”. Empathy is the ability to recognize emotions in others, but people are not educated to express emotions through oral communication but through gestures and conduct (Veiga-Branco, 2004). Self-motivation is seen as the ability to motivate ourselves, that is, to use our own tools to achieve our goals and make decisions. Emotion management is the ability to deal with emotions appropriately and “arises from self-knowledge” and manifests itself in the way the subject calms himself, “managing negative emotions”. The management of group relationships is based on the ability to manage the emotions of others Goleman (1999).

2.2 Consumption of Psychoactive Substances

Santos (2009) states that a broader knowledge of emotions and the phenomenon of consumption is relevant, realizing the possibility of the relationship between the two, a greater understanding of the way they influence each other should be promoted in order to promote a more adapted intervention in drug addiction . Gonçalves (2008) also adds

that drug addiction influences the recognition of emotions, due to the experience that the subject has of them, however, we will not always be able to draw any safe conclusion regarding this influence, given the instability of the consumption process.

The increasing consumption of psychoactive substances in recent years, in line with the increase in associated effects, results in concern worldwide, meaning that the concept of legal and illicit drugs differs from the legislation applied in each country (Sousa, 2014). Therefore, we can classify psychoactive substances, based on the effect they have on individuals, namely psychoanalytic or stimulant substances, disturbing or psychodyslectic substances and depressants or psycholeptic substances (Loureiro, 2012). Regarding the former, the activation of brain function is observed, increasing the individual's state of alert, such as amphetamines, cocaine, crack and caffeine, on the other hand, depressants decrease brain function, causing loss of concentration, drowsiness and relaxation. , namely tranquilizers, alcohol, opiates, barbiturates and benzodiazepines. Finally, the disturbing substances that alter the notion of reality and the individual's cognitive, behavioral, physiological and emotional functioning, such as marijuana, hashish, ecstasy, mushrooms and LSD (Biça, 2014 & Loureiro, 2012 & Sousa, 2014).

Dependence can be translated as the incorrect use of psychoactive substances, linked to the difficulty of stopping consumption, simultaneously with the existence of permissiveness, compulsive craving and manifestations of deprivation, thus existing different degrees from mild to intense dependence and leading to disorders significant (Batista, Almeida, Fadel & Bressan, 2008).

Excessive consumption of psychoactive substances can lead to intoxication, manifesting itself mainly in the form of behavioral disorders (acute effects), or can seriously harm the body (chronic effects). The effects differ depending on the type of drug consumed, the quantity, the route of administration, previous consumption, predisposition, consumption environment, among others (IDT, 2006).

As Miguel (1997) indicates, the subject dependent on psychoactive substances reveals himself to be focused on consumption and does not demonstrate skills to maintain internal well-being and cope with day-to-day routines or interpersonal relationships. According to Ferreira (2019), when the subject regularly consumes the same amount of substance, the body adjusts to the effects it incites, leaving the subject unable to feel the pleasure he or she experienced first, thus having the need to increase the amount of substance consumed. .

The study carried out by Marques-Teixeira (2001) indicates that consumers have their own “psychophysiological and emotional” profile, which distinguishes them from non-consumers and presents three factors in terms of conclusion, that drug addicts exhibit distinct “emotional profiles” from those who do not. drug addicts due to a triggering of emotions within the scope of “self-blame”; These reporters appear only when the “emotionogenic” incentive is special to the individual and that particular emotion exhibits a particular degree of mediation between the “environmental context” and the “neuro-cerebral structures”.

According to Galduroz, Noto and Carlini (1997), drug consumption can be classified as follows, “lifetime use” (when the subject has tried/consumed psychoactive substances at least once in their life), “monthly or recent use ” (when the subject consumed

psychoactive substances in the last thirty days), “use in the year” (when the subject consumed psychoactive substances at least once in the last twelve months), “frequent use” (when the subject consumed psychoactive substances six or more times in the last thirty days), “risky use” (when the subject occasionally or repeatedly consumes psychoactive substances, but the effects are not yet significant) and “harmful use” (a pattern of consumption that is harmful to health).

Santos (2009) states that a broader knowledge of emotions and the phenomenon of consumption is relevant, realizing the possibility of the relationship between the two, a greater understanding of the way they influence each other should be promoted in order to promote a more adapted intervention in drug addiction .

3 METHODOLOGY

This research deals with the socio-emotional skills of consumers of psychoactive substances, and aims to understand some of the determinants that influence consumption and how they perceive these determinants. The main objective of the study is: To understand the profile of Emotional Competence in Consumers of Psychoactive Substances. The specific objectives are: To understand the influence of sociodemographic variables on the profile of each of the dimensions of Emotional Competence of Consumers of Psychoactive Substances; Know the relationship between the profile of each of the dimensions of Emotional Competence and the subjective feeling of satisfaction due to the consumption of psychoactive substances; Analyze the relationship between the consumption of psychoactive substances in relation to the Emotional Competence profile in general of consumers of psychoactive substances; Analyze the relationship between the consumption of psychoactive substances in relation to each particular dimension of the Emotional Competence of consumers of psychoactive substances.

To respond to the main objective, the following research questions (IQ) were established:

Question 1:Is there an influence of sociodemographic variables on the Emotional Competence of Consumers of Psychoactive Substances?

Question 2:Is there a relationship between the profile of each of the dimensions of Emotional Competence and the subjective feeling of satisfaction due to the consumption of psychoactive substances?

Question 3:Is there a relationship between the consumption of psychoactive substances and the general Emotional Competence profile of consumers of psychoactive substances?

Question 4:Is there a relationship between the consumption of psychoactive substances in relation to each particular dimension of the Emotional Competence of consumers of psychoactive substances?

Statistical analysis of data relating to the study developed was carried out using the computer program – SPSS for Windows, version 23.0. Initially, with the aim of describing and characterizing the sample under study, a descriptive analysis of the data was prepared depending on the nature of the variables under study. Statistical measures were used: absolute frequencies, relative frequencies, mean, standard deviation, bar graphs and diagrams of extremes and quartiles in order to describe the characteristics: socio-demographic; professionals and the dimensions and emotional competence of individuals. To analyze the internal consistency of the dimensions of emotional competence used, Cronbach's alpha coefficient was used. For Cronbach's alpha values between 0.7 and 0.8

the internal consistency is reasonable, values between 0.8 and 0.9 the consistency is good and values above 0.9 the consistency is very good (Pestana, 2014) .

Subsequently, to carry out the statistical inference necessary to investigate the proposed hypotheses, parametric tests were applied whenever possible. If the assumptions were not verified, non-parametric tests were used. Therefore, to compare the average values of two independent samples, the recommended parametric test is the t test, which assumes large samples (minimum 30 elements) or small samples from normal populations. To test normality in samples with less than 30 elements, the Kolmogorov Smirnov test was used. If it is possible to apply the t-test, it is still necessary to verify the equality of variances between samples, using the Levene test, which allows determining whether the samples come from the same population (when the condition of equality of variances is validated). In the event that it was impossible to apply the t test, the non-parametric Mann-Whitney test was used. To compare three or more independent samples, the Anova parametric test was used, whose assumptions are: the distribution of errors normally distributed with zero mean and constant variance (homogeneity of variances) and random. If it is not possible to apply Anova, the non-parametric Kruskal-Wallis test is used, which allows three or more independent samples to be compared. In order to study the association between variables, crossing tables and the application of the Chi-square test of independence were used, whenever the assumptions of this test were not met (large samples and at least 80% of the cells with frequency expected value greater than or equal to five) Fisher's exact test was used.

A questionnaire divided into two parts was used, the first with sociodemographic, consumption and discontinuation characterization and the second with the "Veiga Emotional Competence Scale" (EVCE) (Veiga-Branco, 2005, 2011, 2015, 2016 , 2017, 2018) according to Veiga-Branco (2018) is composed of 86 items/statements, to operationalize the five dimensions of emotional competence: Self-awareness - 20 items; Emotion Management - 19 items; Self-motivation - 21 items; Empathy - 12 items; Management of Social Emotions - 14 items. These items are constituted as ordinal variables, measured by a Lickert-type temporal frequency scale (1 to 7, with 1 - "never", 2 - "rarely", 3 - "rarely", 4- "As a rule", 5 - "frequent", 6 - "very frequent" and 7 - "always"), where participants can choose how often they experience the situations described. Psychometrics: From the point of view of descriptive statistical analysis, the ECVS / EVCE cutoff point is 4. To measure the EC profile, we consider three levels of EC: the low level between 1 and 3.49; the moderate level between 3.50 and 5.45 and the high level between 5.46 and 7. Among the total of 86 EVCE items, there are some that must be assumed inverted. From the point of view of factor analysis: items related to each dimension of Emotional Competence must be submitted to Main Component Analysis with varimax rotation, to extract factors that add a certain profile in each dimension of Emotional Competence (Veiga-Branco, 2005, 2011, 2015, 2016, 2017, 2018).

3.1 Sample and Variables

The population is all consumers of psychoactive substances. Part of the sample is probabilistic random (obtained through social networks) and the rest is for convenience (obtained by going to places of consumption in the city) with the inclusion criteria being the consumption of psychoactive substances and the spontaneous approval of the data collection instrument. data and acceptance of responses to a semi-structured interview.

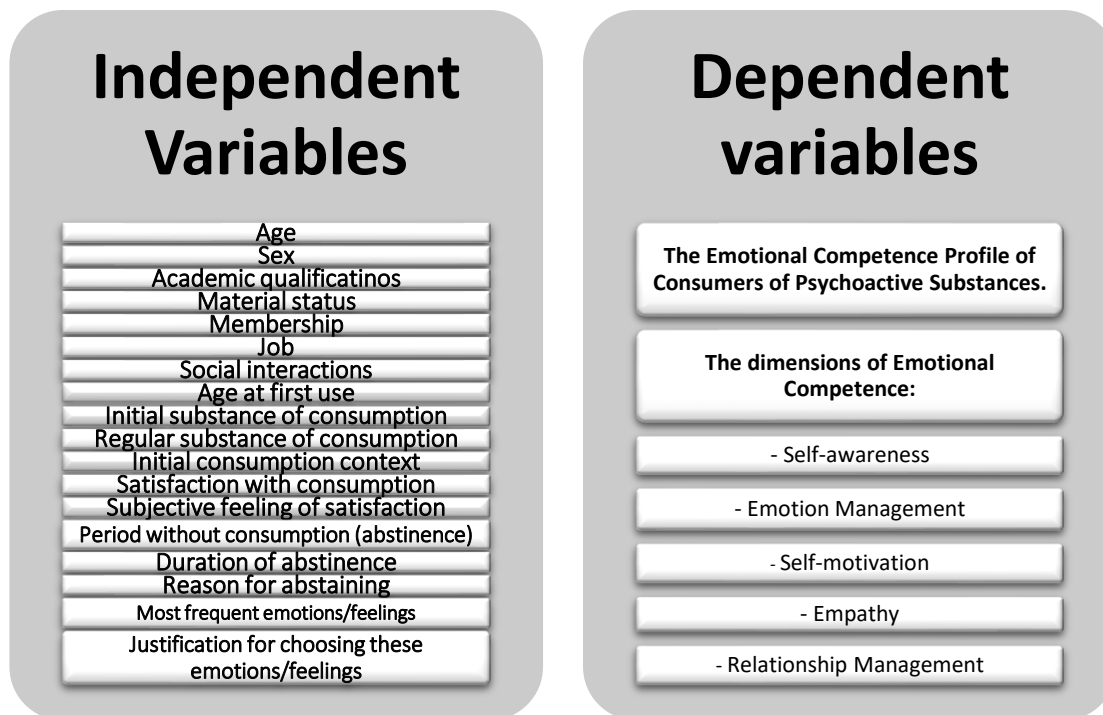


Figure 1 – Variables under study
Source: Prepared by the authors

4 PRESENTATION AND ANALYSIS OF RESULTS

4.1 Sociodemographic Characterization

78 individuals were interviewed, of which 61.5% (48) were female and 38.5% (30) male. As for age, it appears that it varied between a minimum of 19 years and a maximum of 62 years, with an average of 32.32 years and a standard deviation of 8.26 years, which is why it was found that 44.9% (35) of Individuals were up to 40 years old and 55.1% (43) were over 43 years old. It is observed that the majority of respondents, 62.8% (49) were single and 70.5% (55) did not have children. Regarding educational qualifications, it was observed that 44.9% (35) had a bachelor's degree and 19.2% (15) a master's or doctorate. The majority of respondents, 57.5% (45) lived at home with their family, 16.7% (13) stated that they lived alone in their own home and 19.2% (15) did not answer this question. As for social interaction, the majority, 73.1% (57) stated that they had a social life independent of consumption and 17.9% (14) stated that it was limited to the group of friends.

4.2 Characterization of Substance Consumption

It is observed that the majority, 53.6% (42), made their first consumption before the age of 16. Regarding the substance of initial consumption, it is observed that 43.6% (34) opted for cannabis; 41.0% (32) for alcohol and 14.1% (11) for tobacco. Currently 25.6% (20) consume alcohol; 35.9% (28) cannabis; 11.5% (9) consume tobacco; 6.4% (5) use cocaine and 20.5% (16) do not currently use any substance. As an initial consumption context, 33.3% (26) reported that it was with friends; 44.9% (35) stated that it was at parties/gatherings; 7.7% (6) said it was to try it out and 14.1% (11) said it was for the sake of well-being and anxiety control. Regarding the degree of satisfaction when consuming the majority, 64.1% (50), feel at least satisfied. In terms of subjective feeling of satisfaction, 38.5% (30) referred to social disinhibition, 17.9% (14) focused on fun and 43.6% (34) on relaxation.

4.2.1 Characterization of Substance Consumption Discontinuation

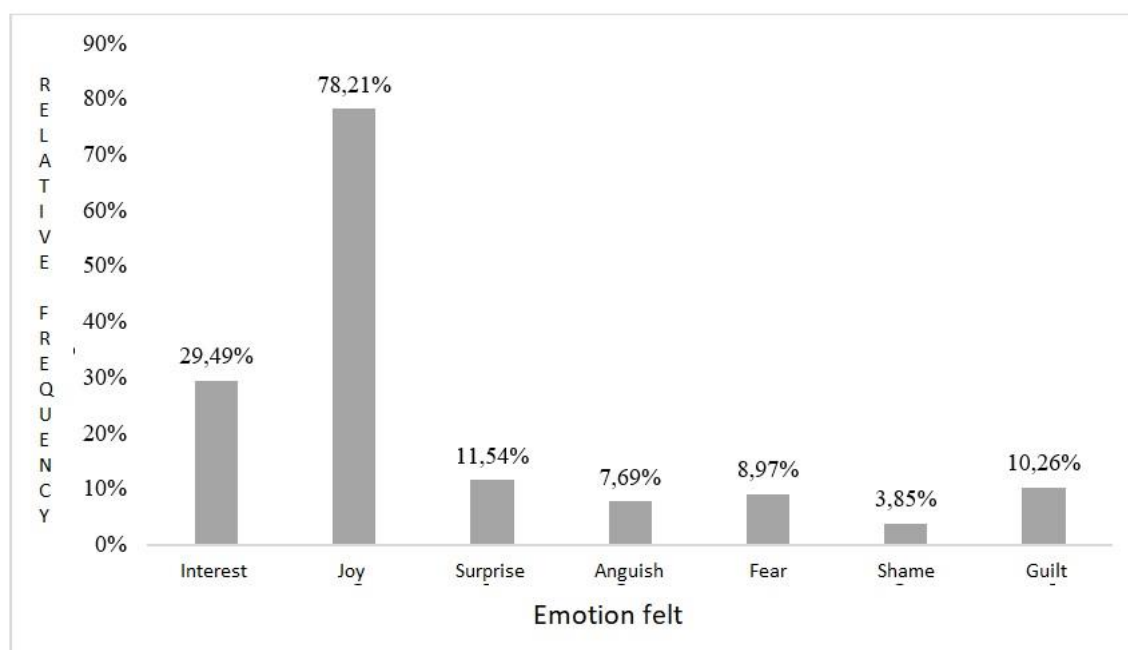
Regarding the discontinuation of substance consumption, it was observed that the majority, 89.7% (70) stated that they had already been without consumption. Of these, 57.1% (40) had been without consumption for less than a year and 42.9% (30) for more than a year. Regarding the reason for stopping consumption, of the 70 respondents who had already stopped, 31.4% (22) stated that they consume sporadically/without dependence; 17.1% (12) did so for health reasons; 7.1% (5) for family reasons; 8.6% (6) for professional and monetary reasons and 35.7% (25) voluntarily, as shown in table 3.

Regarding the characterization of the subjective feeling of satisfaction, we can mention some open answers that are also relevant, such as: "Feeling that my state of mind was elevated, I was relaxed but at the same time I couldn't enjoy the high because I started to think how harmful it was. the health"; "Increasing skills"; "Pleasure. Intrusive state of pleasure compared to sex, in smoked cocaine, via ganja the sensation is longer lasting and less intense and is more inspiring, hashish consumption is safer because it is less addictive than cocaine. A person who only smokes hashish controls their consumption in financial terms, not with cocaine"; "Hangover escape, inner peace" and "Cognitive stimulation and psychological calming".

Graph 1 shows the most frequent emotions/feelings during a lifetime of consumption. Joy stands out, mentioned by 78.21% (61) of respondents and Interest by 29.49% (23) of respondents.

The most relevant justifications for Joy were: "Because it develops my imagination"; "Because alcohol relaxes the mind"; "I don't feel negative emotions when I consume cannabis"; "Since alcohol disinhibits, in my case, it acts as a stimulant for happiness"; "I feel fulfilled and happy"; Cannabis makes me relaxed, therefore happy"; "Consumption provides disinhibition, I talk more openly and this leads me to feel joy and happiness"; "When I consume my goose I feel relaxed and when I consume white, my brain works better" and "The emotional state changes for the better, you feel euphoria and a state of peace and pleasure that ends up being inexplicable".

The most relevant justifications for Interest were: "Interest, out of doubt in what it causes to other people around me"; "Exacerbation of emotional states"; "It increases my creativity and consequently I feel more interested in my work, obtaining better results, which gives me more joy"; "I feel good, without remorse...I don't think about anything and rest"; "Interest in the various aspects of cannabis and joy in consuming it" and "During the time of consumption there were times when I was better emotionally and others worse where feelings of sadness and joy were awakened. There were moments when they allowed me to reflect and think more about certain issues in a systematic way."



Graph 1 – Characterization of the most frequently felt emotions

Source: Prepared by the authors

4.3 Characterization of dimensions and Emotional Competence

Table 1 presents the characterization of the dimensions and emotional competence. In terms of internal consistency, it is observed that the emotion management dimension is reasonable ($\alpha=0.697$) and in the other dimensions and emotional competence the consistency is good or very good, as the Cronbach's Alpha coefficient varies between 0.853 and 0.928.

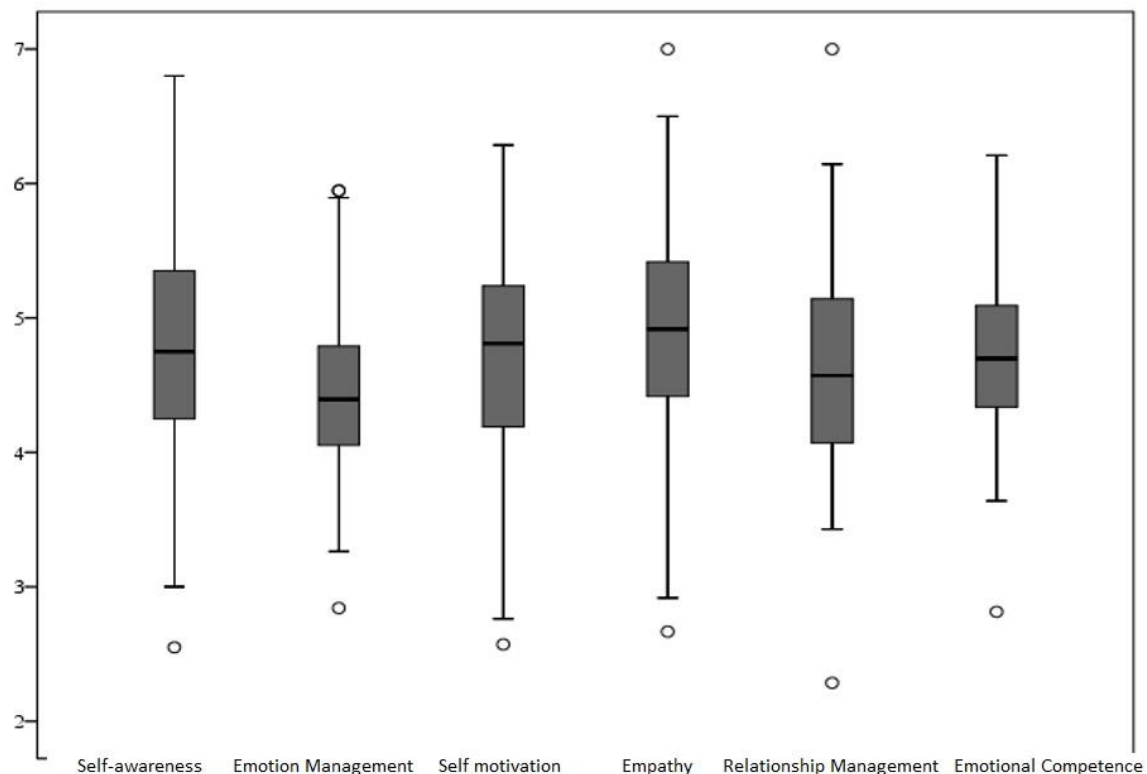
In average terms, it is observed that in all dimensions and emotional competence the average values obtained are above the expected theoretical value and are all in a moderate classification. The empathy and self-awareness dimensions stand out with the highest average values, 4.88 and 4.81, respectively. On the other hand, the emotion management dimension recorded the lowest average value, 4.44. There is greater dispersion in the dimensions of self-awareness, empathy and relationship management.

Dimensions	Cronbach's alpha	Minimum	Maximum	Average	Standard deviation
Self-awareness	0.853	2.55	6.80	4.81	0.85
Emotion Management	0.697	2.84	5.95	4.44	0.67
Self motivation	0.819	2.57	6.29	4.77	0.73
Empathy	0.813	2.67	7.00	4.88	0.80
Relationship Management	0.854	2.29	7.00	4.65	0.80
Emotional Competence	0.928	2.81	6.21	4.70	0.59

Table 1 – Characterization of dimensions and emotional competence

Source: Prepared by the authors

Graph 2 shows the diagrams of extremes and quartiles of the distributions of dimensions and emotional competence. In general, symmetry is observed in all distributions, with a greater concentration of results in emotion management and relationship management. It should be noted that in all dimensions and emotional competence, with the exception of relationship management, more than 75% of respondents scored above four.



Graph 2 – Diagrams of extremes and quartiles of the distributions of dimensions and emotional competence

Source: Prepared by the authors

In order to complement the study, the correlation between all dimensions was analyzed and also the weight of each dimension in emotional competence (table 2). As the assumption of normality was verified in all dimensions and emotional competence (attached table), Pearson's correlation coefficients were used. All coefficients presented are statistically significant (proof value less than 5%), they are positive, indicating a relationship in the same direction between the different dimensions. The table highlights coefficients with a value greater than 0.70, which reveals at least a strong correlation. Regarding emotional competence, the strongest contributions come from the dimensions: self-awareness ($r=0.838$), emotion management ($r=0.822$) and self-motivation ($r=0.799$).

Self awareness	Emotions Management	Self motivation	Empathy	Relationship Management	Emotional Competence
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Self awareness	1	0.620**	0.679**	0.440**	0.246*	0.838**
Emotions Management		1	0.581**	0.507**	0.393*	0.822**
Self motivation			1	0.354**	0.236*	0.799**
Empathy				1	0.611*	0.710**
Relationship Management					1	0.593**
Emotional Competence						1

*-significant at 5%; *+-significant at 1%.

Table 2 – Pearson correlation coefficients

Source: Prepared by the authors

The table below shows the characterization of the levels of emotional competence of the dimensions of the scale and global emotional competence. It is observed that in general, in all dimensions and emotional competence, the level obtained by the majority of respondents was average. It should be noted that in the self-awareness dimension, 20.5% (16) of respondents obtained a high level of competence and in the empathy dimension, 24.4% (19) obtained the highest level of competence.

Dimensions	Level of emotional competence		
	Low	Average	High
Self-awareness	5(6.4%)	57(73.1%)	16(20.5%)
Emotion Management	5(6.4%)	65(83.3%)	8(10.3%)
Self motivation	3(3.8%)	62(79.5%)	13(16.7%)
Empathy	4(5.1%)	55(70.5%)	19(24.4%)
Relationship Management	3(3.8%)	62(79.5%)	13(16.7%)
Emotional Competence	1(1.3%)	68(87.2%)	9(11.5%)

Table 3 – Characterization of the levels of emotional competence in each of the dimensions and emotional competence

Source: Prepared by the authors

4.4 Characterization of emotional dimensions and competence according to sociodemographic characteristics

Table 4 presents the characterization of emotional dimensions and competence according to sociodemographic characteristics and results of the respective statistical tests applied. It is observed that in the dimension: self-awareness, the results presented by male respondents (4.85 ± 0.82) were slightly higher than the results of women (4.78 ± 0.87), in the empathy dimension, the results of female respondents (4.93 ± 0.73) are slightly higher than the results of men (4.79 ± 0.90). However, at a significance level of 5% it was concluded that the differences observed were not statistically significant. It can therefore be stated that the results of emotional dimensions and competence are identical between male and female individuals who consume psychoactive substances.

Regarding the age group, it is observed that the results obtained for emotional dimensions and competence are relatively similar between individuals from different groups, hence no statistically significant differences were detected.

When it comes to marital status, it is observed that single or divorced respondents presented higher average results in the self-awareness and empathy dimensions than married or cohabiting respondents, however such differences were not statistically significant.

Regarding whether or not the respondent had children, it was observed that the results in the dimensions: self-awareness, self-motivation, empathy and emotional competence were higher in respondents who did not have children. At a significance level of 5%, it was concluded that the differences observed were not statistically significant.

With regard to educational qualifications, higher average values were recorded in individuals who had higher education compared to those who had a maximum of 12th grade, with the exception of self-awareness. It was concluded by applying the appropriate test that the differences observed in the dimensions were not statistically significant.

		B.C	GE	AM	AND	GR	EC
Sex	Feminine	4.78±0.87	4.43±0.64	4.78±0.76	4.93±0.73	4.65±0.74	4.70±0.56
	Masculine	4.85±0.82	4.45±0.71	4.73±0.69	4.79±0.90	4.66±0.91	4.69±0.63
	ET (p)	-0.334 (0.739) ^a	-0.124 (0.902) ^a	0.301 (0.764) ^a	0.723 (0.472) ^a	-0.057 (0.955) ^a	0.072 (0.943) ^a
	ET	1.563	0.729	0.546	1.417	1.178	1.813
	Independence Test (p)	(0.473)	(0.731)	(0.891)	(0.534)	(0.710)	(0.462)
Age years)	Up to 30	4.88±0.76	4.45±0.59	4.73±0.73	4.87±0.74	4.48±0.81	4.68±0.52
	More than 30	4.74±0.92	4.43±0.73	4.79±0.73	4.88±0.85	4.79±0.78	4.71±0.64

	ET (p)	0.707 (0.482) ^a	0.111 (0.912)th	-0.359 (0.721)th	-0.080 (0.936)th	-1.699 (0.093)th	-0.231 (0.818) ^a
	ET Independence Test (p)	1.286 (0.573)	1.508 (0.538)	1.547 (0.521)	5.607 (0.059)	3.380 (0.217)	1.099 (0.221)
marital status	Single/divorced	4.81±0.87	4.40±0.67	4.74±0.74	4.92±0.80	4.59±0.87	4.68±0.60
	Married/de facto union	4.80±0.85	4.51±0.67	4.81±0.71	4.88±0.80	4.65±0.80	4.70±0.57
	ET (p)	0.028 (0.978)a	-0.681 (0.498)th	-0.364 (0.717) ^a	0.643 (0.522) ^a	-1.054 (0.295) ^a	-0.384 (0.702)a
	ET Independence Test (p)	0.420 (0.920)	0.478 (0.999)	3.097 (0.214)	3.749 (0.163)	0.358 (0.999)	0.358 (0.999)
Have children	Yes	4.58±1.03	4.67±0.79	4.68±0.86	4.75±0.89	4.68±0.84	4.60±0.73
	No	4.90±0.75	4.46±0.61	4.80±0.67	4.93±0.76	4.64±0.80	4.74±0.51
	ET (p)	-1.497 (0.138)a	-0.548 (0.585)th	-0.687 (0.494)th	-0.329 (0.742)b	0.170 (0.865)th	-0.979 (0.331)th
	ET Independence Test (p)	2.553 (0.290)	2.951 (0.244)	4.585 (0.108)	0.746 (0.762)	1.203 (0.700)	3.541 (0.161)
Qualifications	3rd cycle/Secondary	4.83±0.96	4.43±0.65	4.66±0.71	4.71±0.96	4.61±0.97	4.65±0.67
	University education	4.79±0.79	4.44±0.68	4.82±0.74	4.97±0.68	4.68±0.71	4.73±0.53
	ET (p)	0.162 (0.871)th	-0.104 (0.917)th	-0.937 (0.352) ^a	-1.360 (0.178) ^a	-0.333 (0.740) ^a	-0.585 (0.560) ^a
	ET Independence Test (p)	3.632 (0.173)	0.547 (0.896)	1.201 (0.709)	3.443 (0.139)	2.327 (0.313)	2.187 (0.430)

AC – Self-awareness; GE – Emotion Management; AM – Self motivation; E – Empathy; GR – Relationship Management; CE – Emotional Competence; ET – Test statistics; p – evidentiary value; ^a- parametric t test; b – Mann-Whitney non-parametric test; c – Anova parametric test; d – Kruskal-Wallis non-parametric test

Table 4 – Characterization of emotional dimensions and competence according to sociodemographic variables

Source: Prepared by the authors

4.5 Characterization of emotional dimensions and competence depending on the characteristics of psychoactive substance consumption

Table 5 presents the characterization of the dimensions and emotional competence according to the characteristics of consumption of psychoactive substances and the results of the respective statistical tests applied. It is observed that individuals who made their first consumption over 16 years of age had higher mean values in the dimensions: self-awareness (4.89±0.80), emotion management (4.50±0.68), self motivation (4.87±0.70) and emotional competence (4.75±0.48). However, at a significance level of 5% it was concluded that the differences observed were not statistically significant. It can therefore be stated that the results of dimensions and emotional competence are identical between

consumers who had their first experience before the age of 16 and those who had their first experience after the age of 16.

Regarding the substance of initial consumption, it is observed that the results obtained are generally higher in the group of cannabis/cocaine users, although the results are considerably close, which is why no statistically significant differences were detected.

In relation to the substance currently consumed, individuals who consume alcohol present the highest average results in all dimensions and in emotional competence. However, at a significance level of 5% it was concluded that the differences observed were not statistically significant.

Regarding the context of initial consumption, it was observed that the highest average values in all dimensions and emotional competence occurred in the group of individuals who had their first consumption in the context of parties.

Regarding the degree of satisfaction with consumption, it is observed that, with the exception of the emotion management dimension, consumers satisfied with consumption presented the highest average values in all dimensions and in emotional competence. At a significance level of 5%, it was concluded that the differences observed were not statistically significant, with the exception of the relationship management capacity, which presents statistically significant differences between the groups of differentiated satisfaction. In this dimension, satisfied respondents presented an average value of 4.87 ± 0.65 and those who were neither satisfied nor dissatisfied presented an average value of 4.38 ± 0.76 .

Regarding the feeling of satisfaction with consumption, it is observed that individuals who manifest social disinhibition are those who present higher results in all dimensions and emotional competence. At a significance level of 5%, it was concluded that the differences observed were not statistically significant.

		B.C	GE	AM	AND	GR	EC
Age of first consumption (years)	Up to 16 years old	4.74±0.90	4.39±0.66	4.67±0.75	4.89±0.91	4.68±0.85	4.66±0.67
	Over 16 years old	4.89±0.80	4.50±0.68	4.87±0.70	4.87±0.64	4.62±0.76	4.75±0.48
	ET (p)	-0.771 (0.443) ^a	-0.696 (0.489) ^a	-1.216 (0.228) ^a	0.116 (0.908) th	0.323 (0.748) ^a	-0.708 (0.481) ^a
	ET Independence Test (p)	1.494 (0.489)	2.096 (0.349)	0.651 (0.903)	1.800 (0.438)	2.851 (0.271)	0.879 (0.999)
Initial consumption substance	Alcohol	4.70±0.82	4.49±0.64	4.74±0.70	4.74±0.78	4.60±0.68	4.65±0.51
	Cannabis/Cocaine	4.94±0.94	4.43±0.77	4.82±0.78	4.94±0.86	4.66±0.87	4.75±0.70
	Tobacco	4.70±0.60	4.29±0.34	4.68±0.73	5.05±0.64	4.78±0.96	4.66±0.39
	ET (p)	0.771 (0.466) ^c	1.383 (0.501) ^d	0.194 (0.824) ^c	0.827 (0.441) ^c	0.189 (0.828) ^c	0.257 (0.774) ^c
	ET Independence Test (p)	3.466 (0.461)	2.282 (0.716)	1.147 (0.942)	3.827 (0.426)	1.910 (0.192)	3.614 (0.456)
Current substance of consumption	Alcohol	4.85±0.63	4.59±0.55	4.82±0.76	5.13±0.50	4.74±0.71	4.81±0.38
	Cannabis/Cocaine	4.84±1.01	4.43±0.78	4.78±0.77	4.79±0.96	4.56±0.84	4.68±0.73
	Tobacco	4.69±0.55	4.42±0.36	4.62±0.76	4.94±0.71	4.69±1.04	4.65±0.33
	None	4.75±0.91	4.27±0.70	4.75±0.64	4.71±0.75	4.71±0.75	4.63±0.62
	ET (p)	0.099 (0.960) ^c	0.680 (0.567) ^c	0.159 (0.924) ^c	1.089 (0.359) ^c	0.240 (0.868) ^c	1.638 (0.651) ^d
	ET Independence Test (p)	6.481 (0.315)	4.020 (0.668)	2.716 (0.900)	3.987 (0.673)	2.595 (0.915)	4.983 (0.606)
Initial consumption context	Friends	4.89±0.89	4.49±0.61	4.80±0.77	4.81±0.78	4.71±0.74	4.73±0.61
	Parties	4.88±0.68	4.51±0.66	4.86±0.69	5.01±0.64	4.74±0.31	4.79±0.47
	Experience/ Well-being	4.53±1.08	4.21±0.74	4.52±0.72	4.70±1.08	4.39±1.01	4.46±0.71
	ET (p)	1.386 (0.500) th	1.155 (0.321) ^c	1.239 (0.296) ^c	1.842 (0.398) ^a	1.213 (0.303) ^c	1.965 (0.147) ^c

	ET Independence Test (p)	8.502 (0.055)	1.783 (0.820)	2.455 (0.678)	6.804 (0.105)	4.514 (0.302)	3.534 (0.470)
Satisfaction with consumption	Neither satisfied nor dissatisfied	4.77±0.79	4.36±0.64	4.63±0.67	4.78±0.60	4.38±0.76	4.58±0.52
	Satisfied	4.84±0.74	4.37±0.44	4.84±0.77	5.04±0.76	4.87±0.65	4.77±0.48
	Very satisfied	4.80±1.03	4.55±0.88	4.80±0.78	4.79±1.04	4.67±0.98	4.72±0.75
	ET (p)	0.247 (0.884)d	0.587 (0.746)d	0.546 (0.581)c	0.864 (0.426)c	6.235 (0.044)d	1.070 (0.586)d
	ET Independence Test (p)	5.149 (0.257)	8.471 (0.037)	0.899 (0.967)	9.473 (0.027)	2.750 (0.634)	4.221 (0.315)
Feeling of satisfaction	Social disinhibition	4.97±0.88	4.59±0.65	4.92±0.63	5.00±0.71	4.81±0.76	4.85±0.58
	Fun	4.52±0.81	4.24±0.68	4.65±0.84	4.91±0.74	4.71±0.69	4.57±0.49
	Relaxation	4.78±0.82	4.39±0.67	4.68±0.76	4.76±0.89	4.49±0.87	4.62±0.61
	ET (p)	0.038 (0.962)c	2.616 (0.270)d	0.546 (0.581)c	0.864 (0.426)c	2.468 (0.092)c	2.375 (0.305)d
	ET Independence Test (p)	6.147 (0.165)	5.613 (0.181)	5.376 (0.184)	3.299 (0.503)	2.779 (0.625)	4.405 (0.292)

AC – Self-awareness; GE – Emotion Management; AM – Self motivation; E – Empathy; GR – Relationship Management; CE – Emotional Competence; ET – Test statistics; p – evidentiary value; ^a - parametric t test; ^b – Mann-Whitney non-parametric test; ^c – Anova parametric test; ^d – Kruskal-Wallis non-parametric test

Table 5 – Characterization of dimensions and emotional competence depending on the variables of psychoactive substance consumption

Source: Prepared by the authors

4.6 Dimensions and emotional competence depending on discontinuity of consumption

Table 6 presents the results of dimensions and emotional competence depending on the discontinuity of consumption. It is observed that individuals who have already been without consuming presented higher results in the dimensions: emotion management (4.44±0.68), empathy (4.94±0.79), relationship management (4.71±0.81) and emotional competence (4.71±0.61). However, at a significance level of 5% it was concluded that the observed differences do not present statistical significance, with the exception of the empathy capacity in which the differences are statistically significant.

In relation to the period of time without consumption, individuals who spent less than a year present better results in all dimensions and emotional competence. However, at a significance level of 5% it was concluded that the differences observed were not statistically significant.

Regarding the reason for stopping consumption, it was observed that individuals who responded that they were not addicted and stopped when they wanted presented the highest results in all dimensions and emotional competence, with the exception of self-motivation. However, at a significance level of 5% it was concluded that the differences observed were not statistically significant.

		B.C	GE	AM	AND	GR	EC
Have you ever been without consuming	Yes	4.79±0.88	4.44±0.68	4.76±0.76	4.94±0.79	4.71±0.81	4.71±0.61
	No	4.94±0.58	4.41±0.55	4.85±0.47	4.35±0.72	4.14±0.58	4.59±0.31
	ET (p)	-0.460 (0.646) ^a	0.101 (0.920) ^a	-0.327 (0.745) ^a	2,000 (0.049) ^a	1.929 (0.057) ^a	0.563 (0.575) ^a

Time without consumption (years)	ET Independence	0.452	0.660	1.534	1.843	3.193	1.311
	Test (p)	(0.814)	(0.762)	(0.523)	(0.379)	(0.133)	(0.628)
	Up to one year	4.83±0.87	4.52±0.63	4.76±0.74	4.96±0.73	4.78±0.75	4.75±0.52
	More than a year	4.74±0.89	4.33±0.75	4.75±0.79	4.90±0.86	4.62±0.87	4.66±0.71
	ET (p)	0.389 (0.698)th	1.153 (0.253) ^a	0.017 (0.986) ^a	0.338 (0.737)th	0.825 (0.412) ^a	0.658 (0.513)th
	ET Independence	0.755	0.806	0.980	1.510	3.413	2.095
Reason to stop consuming	Test (p)	(0.841)	(0.804)	(0.725)	(0.504)	(0.133)	(0.365)
	There is no dependency	4.83±0.86	4.61±0.70	4.75±0.77	5.05±0.61	4.83±0.68	4.79±0.57
	Health/Family/Professional	4.64±0.89	4.42±0.65	4.75±0.77	4.81±0.88	4.58±0.089	4.63±0.59
	Own will	4.89±0.89	4.32±0.70	4.76±0.76	4.96±0.85	4.73±0.84	4.71±0.68
	ET (p)	0.513 (0.601)c	3.595 (0.166)d	0.001 (0.999)c	0.522 (0.596)c	0.545 (0.582)c	0.383 (0.683)d
	ET Independence	3.862	1.100	0.921	2.636	2.144	4.287
	Test (p)	(0.445)	(0.935)	(0.968)	(0.673)	(0.812)	(0.310)

AC – Self-awareness; GE – Emotion Management; AM – Self motivation; E – Empathy; GR – Relationship Management; CE – Emotional Competence; ET – Test statistics; p – evidentiary value; ^a- parametric t test; b – Mann-Whitney non-parametric test; c – Anova parametric test; d – Kruskal-Wallis non-parametric test

Table 6 – Characterization of dimensions and emotional competence depending on consumption discontinuity variables

Source: Prepared by the authors

Observation: To answer research question 2, the variables were crossed: profile of each of the dimensions of emotional competence (defined by the level of competence: low, moderate or high) with each subjective feeling of satisfaction due to the consumption of psychoactive substances and application of the independence test.

5 DISCUSSION

Question 1: Is there an influence of sociodemographic variables on the Emotional Competence of Consumers of Psychoactive Substances?

No, it was concluded that there were no significant differences between the scores of the emotional dimensions and competence of individuals from different groups for each sociodemographic characteristic. It was also found that the competence levels of the dimensions and emotional competence were not significantly associated with sociodemographic characteristics. It can therefore be stated from the study developed that emotional competence is identical between individuals with different sociodemographic characteristics and is not associated with these characteristics.

Some studies corroborate the present study, such as the study by Silva (2013), which indicates that there is no relationship between sociodemographic variables and alexithymia in consumers of psychoactive substances. The study by Rocha (2016) states that sociodemographic variables do not constitute explanatory factors for professional satisfaction.

Some studies contradict the results obtained in the present study, as is the case of the study by Duarte (2019) where the influence of sociodemographic variables on the dimension of military self-motivation is verified. The study by Gregório (2008) indicates

that there is a positive influence of academic qualifications on the management of group emotions in health professionals. Antunes and Costa (2019) present a study that states that the analysis of the data collected allowed us to verify that some sociodemographic variables contribute to the consumption of psychoactive substances such as alcohol and drugs. The study by Ferreira (2018) tells us that emotional competence varies according to personal (age and gender) and professional (profession and satisfaction with the functions performed) characteristics.

Question 2: Is there a relationship between the profile of each of the dimensions of Emotional Competence and the feeling/emotion felt most frequently when consuming psychoactive substances?

It was found that the profile of each of the dimensions of emotional competence, measured through competence levels, was not significantly associated with feelings: interest, joy, surprise, anguish and shame. On the other hand, it was concluded that self-awareness and empathy were significantly associated with feelings of guilt. Likewise, self-awareness and emotion management were significantly associated with feelings of sadness.

The study by Reis (2015) indicates that greater alcohol consumption is related to positive affects. According to the study by Norris, Szkudlarek, Pereira, et al. (2019), the sensation manifested by consumption depends from person to person, in some subjects, the most sensitive part of the brain is the frontal part and, in this case, it causes feelings of comfort, tranquility and happiness. If the part most sensitive to the substance is the posterior region of the brain, the drug will make the person feel fear and some unfounded paranoia, so this study does not corroborate this.

Question 3: Is there a relationship between the consumption of psychoactive substances and the general Emotional Competence profile of consumers of psychoactive substances? No, it was concluded that there were no significant differences between emotional competence scores for individuals from different groups for each characteristic of psychoactive substance consumption. It can therefore be stated from the study developed that emotional competence is identical between individuals with different substance consumption characteristics. It was also found that the level of emotional competence (low, moderate and high) was not significantly associated with any characteristic of psychoactive substance consumption.

The study by Almeida, Anjos, Vianna and Pequeno (2014) indicates that the consumption of psychoactive substances affects the subject's life in different ways, causing personal, family and social difficulties. The results of Silva's (2013) study indicate the presence of a relationship between alexithymia and substance use. The study by Jora (2016) reveals that the consumption of psychoactive substances influences sociodemographic variables (age, race and marital status).

Question 4: Is there a relationship between the consumption of psychoactive substances in relation to each particular dimension of the Emotional Competence of consumers of psychoactive substances?

No, it was concluded that in general there were no significant differences in scores between individuals from different groups for each characteristic of psychoactive substance consumption under study. It should be noted that significant differences were

recorded in the ability to manage relationships and the degree of satisfaction with consumption and also in the ability to empathize between individuals who had already stopped consuming or not. There was a significant association between empathy and satisfaction with consumption.

Some studies do not corroborate the present study, such as the study by Almeida, Anjos, Vianna and Pequeno (2014) which indicates that the consumption of psychoactive substances affects the subject's life in different ways, causing personal, family and social difficulties. In the study by Silva (2013), the results indicate the presence of a relationship between alexithymia and substance use. The study by Jora (2016) reveals that the consumption of psychoactive substances influences sociodemographic variables (age, race and marital status).

6 CONCLUSIONS

The present study was based on a reflection on how sociodemographic variables and substance consumption variables influence the emotional competence of consumers of psychoactive substances. From this study it can be concluded that consumers of psychoactive substances have a moderate level of emotional competence, with females showing 4.70 and males 4.69, with a moderate level score between 3.50 and 5.45.

Although the validity of the study is only internal due to the insufficient number of samples obtained in it, it is an innovative study as there is a great scarcity of studies that relate the consumption of psychoactive substances and emotional competence and was developed during the COVID-19 Pandemic. 19.

Given the results, it is suggested the development of emotional education training to promote the emotional competence of consumers of psychoactive substances and even prevent the consumption of these substances. In a macrosocial approach, Emotional Education training could also be developed aimed at families of users of psychoactive substances and also at technicians who work directly with this type of problem.

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2.2. Socio-emotional skills in the context of the Covid-19 Pandemic

Abstract

Emotional competence in teaching is a topic that reveals a lot of interest nowadays, since in addition to being extremely important that teachers feel good about the tasks they are tasked with in terms of work it is also very important that for them to accomplish efficiently and feel good on an emotional level.

Due to the context of Pandemic by COVID-19 that we are all experiencing, there were several changes that teachers had to adjust to provide a good learning experience for students, which is the reason for this study, so the objective of this investigation is to know the profile of emotional competence of the teachers of the School Groups of the district capital of Bragança in the context of Pandemic by COVID-19, using an anonymous and confidential questionnaire applied to the teachers of the Group of the district capital of Bragança, divided into two parts: a first part, contemplating socio-demographic and professional variables and a second part consisting of the "Veiga Emotional Competence Scale" (EVCE) (Veiga-Branco, 2005, 2011, 2015, 2016, 2017, 2018).

The results obtained reveal that there is no influence of sociodemographic or professional variables on the teachers' emotional competence profile or dimensions.

Keywords: *Emotional Competence; Teachers; COVID-19; educational organizations; welfare.*

1. INTRODUCTION

Veiga- Branco (2004) indicates that the concept of emotional competence is similar to that of emotional intelligence, however, each of the concepts has different points of view on the skills referred to with emotion, different methods of development and use and even different data collection tools and study of results.

Esteves (1987, 1991, 1992) cited by Correia-Almeida (2013) refers to twelve factors that cause discomfort in teachers, the expansion of impositions on teachers; the instructive interdiction of other social actors; the expansion of alternative means of information to schools; the breakdown of social approval of education; the extent of paradoxes in teaching practice; the change in expectations regarding the educational system; the shift from community aid to the education system; reduction in the social appreciation of teachers; changing curricular subjects; imperfect work contexts and insufficient material resources; changes in the teacher-student connection and teacher labor segmentation.

The purpose of this work is to study the emotional competence profile of teachers in Groups in the capital of the district of Bragança in the context of the COVID-19 Pandemic, with the study sample being random for convenience. This investigation involves reflecting on the way in which sociodemographic and professional variables influence emotional competence in general, as well as the different dimensions that comprise it, empathy, emotion management, self-motivation, relationship management and self-awareness in teachers. who perform functions in the District Capital Groups in the context of the COVID-19 Pandemic.

The study's data collection instrument is a confidential and anonymous questionnaire that is distributed in two parts: the first part, composed of questions produced by the researcher, covering sociodemographic and professional variables (Age; Sex; Marital status; Affiliation; Residence; Grouping where he teaches; Educational qualifications; Teaching group; Time spent professionally; Satisfaction with salary; Chose or not for the same profession), the second part formed by a scale related to emotional competence ("Veiga Scale of Emotional Competence" (EVCE) (1999)) which integrates 86 items to instrument the five dimensions of emotional competence.

Some studies corroborate this investigation, such as the study by Calaça (2014), Valente (2019) and Gonçalves and Neves (2011), other studies contradict the results of this investigation: Fernandes (2019), Ribeiro, Barbosa and Soares (2015), Nogueira (2015), Pinto (2018) and Sousa (2016).

This work is divided into five parts, introduction, theoretical foundation, methodology, presentation and analysis of results, discussion and the conclusions of the study.

2 THEORETICAL FOUNDATION

As Bisquerra and Pérez (2007) indicates, emotional competence is the combination of knowledge, skills, abilities and actions to understand, manifest and adequately regulate “emotional phenomena”, and which comprises, among other dimensions, “emotional awareness”, regulating impulsivity, working in groups, being able to take care of oneself and others. Harmonizes evolution in life situations such as learning methods, interpersonal relationships, problem solving, adaptation to the context.

Bisquerra (2003) indicates that emotional education aims to: obtain a broad understanding of one's own emotions; recognize the emotional expressions of others; develop skills for controlling your own emotions; prevent the harmful effects of negative emotions; strengthen the ability to generate positive emotions; promote greater emotional competence in social connections; achieve the ability to empathize in interpersonal relationships; develop the ability to self-motivate; manifest a positive attitude towards life; enhance the ability to control stress, anxiety and depressive states; be aware of the factors that encourage well-being; develop flexibility to frustration; motivate yourself to success.

Correia-Almeida (2013) states that “psychopathological disorders” can be recognized in teachers, such as “anxiety, depression, irritability, hostility, emotional exhaustion” (Capel, 1987), “impatience in contact with others, emotional instability” (Kossack & Woods, 1980), “feeling of guilt, exhaustion” (Hargreaves, 1994) and “desire to abandon teaching and self-responsibility due to the inability to succeed in teaching” (Esteve, 1992).

The order of psychologists states that the COVID-19 pandemic requires compliance with isolation measures to contain the spread of the virus that have transformed the subjects' routines, determining a set of requirements. The closure of educational establishments could in no way impede learning and the school journey and implies the adoption of strategies for appropriating the new reality, and this new reality encompasses worksheets, work carried out remotely, participation in classes outside the school environment and the physical presence of educational agents and peers.

According to Valente, Veiga-Branco, Rebelo, Lourenço and Cristóvão (2020), Emotional Intelligence, that is, the ability to understand, perceive, express, classify, manage and regulate emotions positively influences the effectiveness of teachers and also It leads teachers to understand the emotional state of their students, which promotes the adaptation of the subject's behavior as well as the development of activities. Teachers with more IE competence adapt their teaching and practices to help students learn,

achieve more and find coping strategies. This study determines that EE training should be introduced in teacher training.

Educational organizations prioritize subjects that promote the teacher's teaching qualifications but do not value or enhance contact and relationships with students. We can therefore say that the initial training of teachers should not only involve preparing classes but also enhancing the self-knowledge, relationships and the acquisition of different skills, in turn promoting the search for strategies to “deal with, prevent and resolve conflicts” (Jesus, 2000, 2004, cited by Correia-Almeida, 2013).

According to Dias, Lucas, Alves and Veiga-Branco (2012), obtaining and developing emotional skills adopts a prevention role, and presents itself as an instrument for pacifying discord and resolving problems in intimate relationships. It is therefore important to obtain these skills in teachers as well, to prevent the practice of dating violence among students.

3 METHODOLOGY

This research deals with the socio-emotional skills of teachers, and aims to understand some of the determinants that influence how they perceive their profession. The main objective of the study is: To understand the profile of the Socio-Emotional Skills of teachers in School Groups in the capital of Bragança district in the context of the COVID-19 Pandemic. The specific objectives are: Analyze the influence of sociodemographic variables on the general Emotional Competence of teachers, in the context of the COVID-19 Pandemic; Analyze the relationship between sociodemographic variables and each particular dimension of teachers' Emotional Competence, in the context of the COVID-19 Pandemic; Identify the connection between Emotional Competence and the professional characteristics of teachers, in the context of the COVID-19 Pandemic; Identify the connection between each particular dimension of Emotional Competence and the professional characteristics of teachers, in the context of the COVID-19 Pandemic.

To respond to the main objective, the following research questions (IQ) were established:

Question 1: Is there an influence of sociodemographic variables on the general Emotional Competence of teachers, in the context of the COVID-19 Pandemic?

Question 2: Is there a relationship between sociodemographic variables and each particular dimension of teachers' Emotional Competence, in the context of the COVID-19 Pandemic?

Question 3: Is there a connection between Emotional Competence and the professional characteristics of teachers, in the context of the COVID-19 Pandemic?

Question 4: Is there a connection between each particular dimension of Emotional Competence and the professional characteristics of teachers, in the context of the COVID-19 Pandemic?

In order to respond to the main objective of the present study, an anonymous and confidential questionnaire survey was applied to teachers from School Groups in the capital of Bragança district, divided into two parts.

According to Freixo (2010), this study can be characterized as descriptive as it allows us to assess the level and meaning of the relationship between two or more variables, thus

refining the quantitative methodology that surrounds the analysis of data divided into quantifiable variables.

Statistical analysis of data relating to the study developed was carried out using the computer program – SPSS for Windows, version 23.0. Initially, with the aim of describing and characterizing the sample under study, a descriptive analysis of the data was prepared depending on the nature of the variables under study. Statistical measures were used: absolute frequencies, relative frequencies, mean, standard deviation, bar graphs and diagrams of extremes and quartiles in order to describe the characteristics: socio-demographic; professionals and the dimensions and emotional competence of individuals.

Subsequently, to carry out the statistical inference necessary to investigate the proposed hypotheses, parametric tests were applied whenever possible. If the assumptions were not verified, non-parametric tests were used. Therefore, to compare the average values of two independent samples, the recommended parametric test is the t test, which assumes large samples (minimum 30 elements) or small samples from normal populations. To test normality in samples with less than 30 elements, the Kolmogorov Smirnov test was used. If it is possible to apply the t test, it is still necessary to verify the equality of variances between samples, using the Levene test, which makes it possible to determine whether the samples come from the same population (when the condition of equality of variances is validated). In the event that it was impossible to apply the t test, the non-parametric Mann-Whitney test was used. To compare three or more independent samples, the Anova parametric test was used, whose assumptions are: the distribution of errors normally distributed with zero mean and constant variance (homogeneity of variances) and random. If it is not possible to apply Anova, the non-parametric Kruskal-Wallis test is used, which allows three or more independent samples to be compared. To analyze the internal consistency of the dimensions of emotional competence used, Cronbach's alpha coefficient was used. For Cronbach's alpha values between 0.7 and 0,

In order to measure the intensity of the linear correlation between variables, the Pearson coefficient was used, it is a dimensionless index with values between -1 and 1. Results close to 1 mean a very strong and positive correlation between variables, results close to -1 illustrate very strong correlation in the opposite direction between the variables and results close to 0 demonstrate that the variables do not depend linearly on each other. The determination of this coefficient presupposes the normality of the variables, if normality is not verified, the Spearman correlation coefficient is used. Therefore, the Pearson/Spearman correlation measures the intensity of the relationship between two interval-type variables, whenever the magnitude of this coefficient is close to 1 it reveals a very strong correlation, above 0.70 it reveals a strong correlation, between 0.3 and 0, 7 moderate correlation, and below 0.3 is considered weak. Positive correlation coefficient indicates a relationship in the same direction of the variables, that is, they evolve in the same way and negative coefficient indicates that if one increases the other decreases and vice versa.

Regarding the Scale used, the "Veiga Emotional Competence Scale" (EVCE) (Veiga-Branco, 2005, 2011, 2015, 2016, 2017, 2018) is composed of 86 items/statements, to operationalize the five dimensions of emotional competence: Self-awareness - 20 items; Emotion Management - 19 items; Self-motivation - 21 items; Empathy - 12 items; Management of Social Emotions - 14 items. These items are constituted as ordinal variables, measured by a Lickert-type temporal frequency scale (1 to 7, with 1 - "never", 2 - "rarely", 3 - "rarely", 4 - "As a rule", 5 - "frequent", 6 - "very frequent" and 7 - "always"),

where participants can choose how often they experience the situations described. Psychometrics: From the point of view of descriptive statistical analysis, the ECVS / EVCE cutoff point is 4. To measure the EC profile, we consider three levels of EC: the low level between 1 and 3.49; the moderate level between 3.50 and 5.45 and the high level between 5.46 and 7. Among the total of 86 EVCE items, there are some that must be assumed inverted. From the point of view of factor analysis: items related to each dimension of Emotional Competence must be subjected to Main Component Analysis with varimax rotation, to extract factors that aggregate a certain profile in each dimension of Emotional Competence (Veiga-Branco, 2018) . Among the total of 86 EVCE items, there are some that must be assumed inverted. From the point of view of factor analysis: items related to each dimension of Emotional Competence must be subjected to Main Component Analysis with varimax rotation, to extract factors that aggregate a certain profile in each dimension of Emotional Competence (Veiga-Branco, 2018) . Among the total of 86 EVCE items, there are some that must be assumed inverted. From the point of view of factor analysis: items related to each dimension of Emotional Competence must be subjected to Main Component Analysis with varimax rotation, to extract factors that aggregate a certain profile in each dimension of Emotional Competence (Veiga-Branco, 2018) .

In short, in statistical terms the cut-off is 4, corresponding to the expected theoretical value, and according to the author (Veiga-Branco, 2005, 2011, 2015, 2016, 2017, 2018) three levels of classification are considered: low level when the score varies between 1 and 3.49; moderate level score between 3.50 and 5.45 and high level when the score varies between 5.46 and 7.

3.1 SAMPLE AND VARIABLES

Random sample for convenience. Teachers who are part of the School Groups in the capital of the district of Bragança. 62 teachers working in Bragança were interviewed.

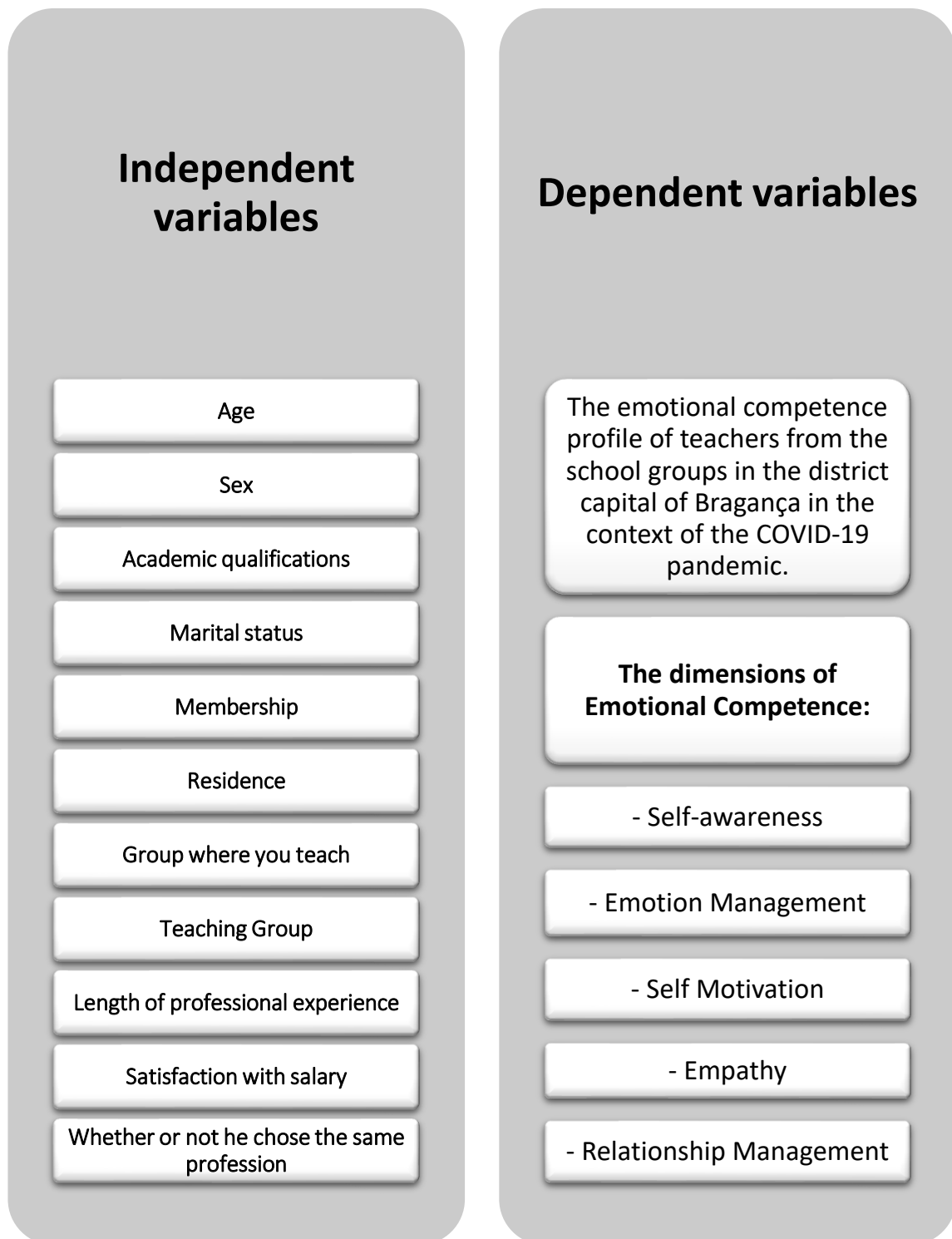


Figure 1 – Variables under study

4 PRESENTATION AND ANALYSIS OF RESULTS

4.1. SOCIODEMOGRAPHIC CHARACTERIZATION

It is observed that 79.05 (49) of the respondents are female. Regarding the age of the teachers under study, it was found that it varied between a minimum of 29 years old and

a maximum of 69 years old, with an average of 53.44 years old and a standard deviation of 7.73 years old. Hence, it was obtained that 16.1% (10) of the teachers were up to 45 years old; 38.7% (24) were between 46 and 55 years old and 45.2% (28) were over 55 years old. It is observed that the majority of teachers surveyed, 79.0% (49) were married or in a civil union and that 83.95 (52) had children. Regarding educational qualifications, it was observed that 67.7% (42) had a bachelor's degree and the remaining 32.3% (20) had a postgraduate or master's degree. Only one teacher under study lived outside Bragança (in Braga).

4.2. PROFESSIONAL CHARACTERIZATION

It is observed that the majority, 77.4% (48), worked at AE Emídio Garcia and the remaining 22.6% (14) at AE Miguel Torga. Regarding the time spent in the profession, it varied between a minimum of 1 year and a maximum of 42 years, with an average of 27.79 years and a standard deviation of 8.36 years. Hence, 59.7% (37) of respondents have been working for more than 25 years. Regarding the salary earned, it appears that 33.9% (21) were dissatisfied or completely dissatisfied; 45.2% (28) were neither satisfied nor dissatisfied and the remaining 20.9% (13) were at least satisfied. When asked about the possibility of returning to the beginning and whether they would choose the same profession, it was observed that the majority, 71.0% (44) said they would do so.

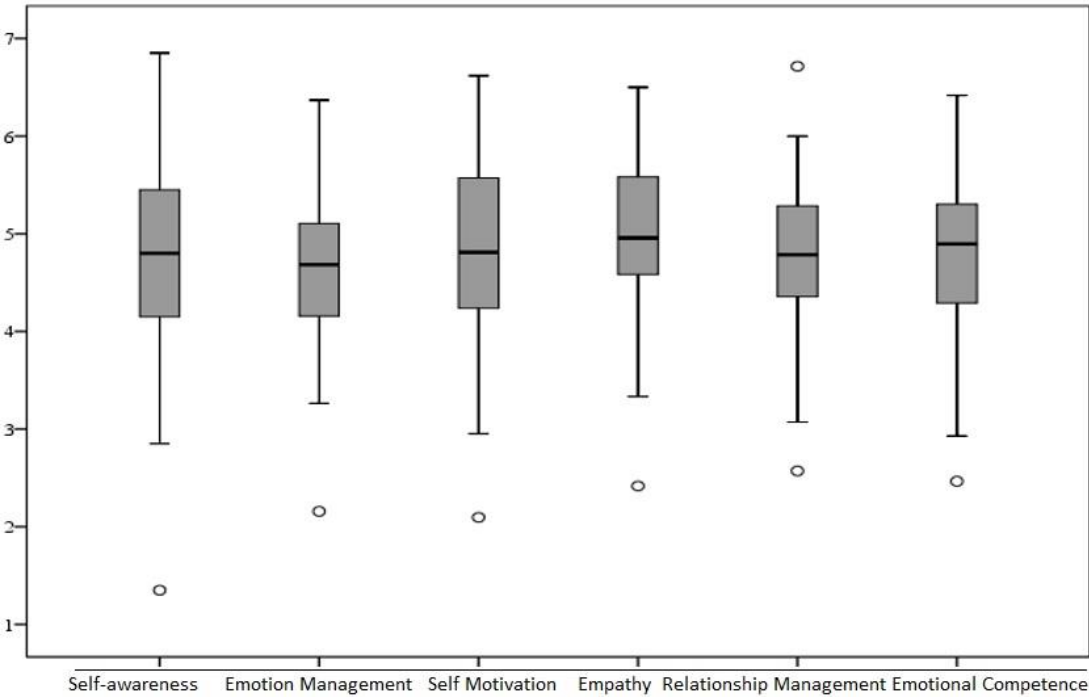
4.3. CHARACTERIZATION OF THE DIMENSIONS OF EMOTIONAL COMPETENCE

Table 1 presents the characterization of the dimensions and emotional competence. In terms of internal consistency, it is observed that the emotion management dimension is reasonable ($\alpha=0.754$) and in the other dimensions and emotional competence the consistency is good or very good. In average terms, it is observed that in all dimensions and emotional competence the average values obtained are above the expected theoretical value and are all in a moderate classification. There is greater dispersion in the dimensions of self-awareness and self-motivation.

Dimensions	Cronbach's alpha	Minimum	Maximum	Average	Standard deviation
Self-awareness	0.927	1.35	6.85	4.82	0.99
Emotion Management	0.754	2.16	6.37	4.65	0.69
Self motivation	0.916	2.10	6.62	4.85	0.95
Empathy	0.823	2.42	6.50	5.01	0.81
Relationship Management	0.836	2.57	6.71	4.77	0.77
Emotional Competence	0.957	2.47	6.42	4.81	0.70

Table 1– Characterization of the dimensions of emotional competence

Graph 1 shows the diagrams of extremes and quartiles of the distributions of dimensions and emotional competence. In general, symmetry is observed in all distributions, there is a greater concentration of results in emotion management and relationship management and the existence of outliers in all distributions.



Graphic 1– Diagrams of extremes and quartiles of the distributions of dimensions and emotional competence

In order to complement the study, the correlation between all dimensions was analyzed and also the weight of each dimension in emotional competence (table 2). As the assumption of normality was verified in all dimensions and emotional competence, Pearson's correlation coefficients were used. All coefficients presented are statistically significant, they are positive, indicating a relationship in the same direction between the different dimensions. The table highlights coefficients with a value greater than 0.70, which reveals at least a strong correlation. Therefore, it can be said that the correlations between: self-awareness and emotion management and between self-awareness and self-motivation are at least strong. Regarding emotional competence, the strongest contributions come from the dimensions: self-awareness,

Self awareness	Emotions Management	Self motivation	Empathy	Relationship Management	Emotional Competence
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Self awareness	1	0.806**	0.817**	0.436**	0.479**	0.929**
Emotions Management		1	0.748**	0.385**	0.427**	0.868**
Self motivation			1	0.308*	0.408**	0.884**
Empathy				1	0.609**	0.598**
Relationship Management					1	0.661**
Emotional Competence						1

*-significant at 5%; **-significant at 1%.

Table 2- Pearson correlation coefficients

4.4. CHARACTERIZATION OF EMOTIONAL DIMENSIONS AND COMPETENCE ACCORDING TO SOCIODEMOGRAPHIC CHARACTERISTICS

Table 3 presents the characterization of emotional dimensions and competence according to sociodemographic characteristics and results of the respective statistical tests applied. It is observed that in the dimensions: self-awareness, emotion management, self-motivation and emotional competence, the results presented by female respondents were slightly higher than the results of men. However, at a significance level of 5% it was concluded that the differences observed were not statistically significant. It can therefore be stated that the results of dimensions and statistical competence are identical between male and female teachers.

Regarding the age group, it is observed that the results obtained are relatively close between individuals from different groups, which is why no statistically significant differences were detected.

Regarding marital status, it is observed that single or divorced respondents presented higher average results in all dimensions and emotional competence, with the exception of relationship management, than married or cohabiting respondents, however such differences do not were statistically significant.

Regarding whether or not the respondent had children, it was observed that the highest results in all dimensions and emotional competence were higher in respondents who did not have children. At a significance level of 5%, it was concluded that the differences observed were not statistically significant.

Regarding educational qualifications, higher average values were recorded among teachers who had at least a postgraduate degree compared to those who had a degree. It was concluded by applying the appropriate test (parametric t test for independent

samples) that the differences observed in the dimensions: emotion management, self-motivation and emotional competence were statistically significant. Therefore, this study allows us to conclude for the teachers under analysis that those who had at least a postgraduate degree develop significantly greater skills in terms of managing emotions, self-motivation and their own emotional competence than those teachers who have a degree.

		B.C	GE	AM	AND	GR	CE
Sex	Feminine	4.76±0.94	4.62±0.66	4.78±0.93	5.03±0.71	4.78±0.67	4.77±0.63
	Masculine	5.05±1.19	4.73±0.83	5.14±1.03	4.94±1.13	4.70±1.11	4.93±0.94
	ET (p)	-0.961 (0.341) ^a	-0.500 (0.619) ^a	-1.213 (0.230) ^a	0.374 (0.710) ^a	0.357 (0.722) ^a	-0.697 (0.488) th
Age years)	Up to 45	4.64±0.64	4.36±0.44	4.91±1.09	5.02±0.86	4.66±0.74	4.70±0.54
	From 46 to 55	4.84±0.94	4.68±0.69	4.80±0.95	5.09±0.92	4.87±0.82	4.84±0.72
	Over 55	4.86±1.16	4.72±0.76	4.87±0.94	4.94±0.70	4.71±0.75	4.82±0.75
	ET (p)	0.198 (0.821) ^c	3.619 (0.164) ^d	0.061 (0.941) ^c	1.068 (0.586) ^d	2.296 (0.317) ^d	0.134 (0.875) ^c
marital status	Single/divorced	5.05±1.03	4.81±0.57	5.01±1.14	5.08±0.75	4.73±0.63	4.94±0.70
	Married/de facto union	4.76±0.99	4.60±0.72	4.81±0.90	4.99±0.83	4.78±0.81	4.77±0.71
	ET (p)	0.929 (0.357) ^b	0.829 (0.357) th	0.674 (0.503) ^a	0.362 (0.718) ^a	-0.185 (0.854) th	0.754 (0.454) ^b
Have children	Yes	4.79±0.98	4.63±0.71	4.83±0.94	4.96±0.82	4.82±0.79	4.79±0.70
	No	4.98±1.11	4.74±0.57	4.99±1.03	5.28±0.73	4.49±0.59	4.89±0.73
	ET (p)	-0.960 (0.337) ^b	-0.472 (0.639) ^a	-0.481 (0.632) ^a	-0.853 (0.394) ^b	1.229 (0.224) ^a	-0.925 (0.355) ^a
Qualifications	Graduation	4.67±0.99	4.50±0.69	4.64±0.89	4.91±0.83	4.70±0.69	4.67±0.66
	Postgraduate Master's degree	5.12±0.95	4.96±0.59	5.29±0.93	5.21±0.75	4.90±0.93	5.10±0.68
	ET (p)	-1.687 (0.097) th	-2.524 (0.014) th	-2.640 (0.011) ^a	-1.368 (0.176) ^a	-0.917 (0.363) ^a	-2.371 (0.021) ^a

AC – Self-awareness; GE – Emotion Management; AM – Self motivation; E – Empathy; GR – Relationship Management; CE – Emotional Competence; ET – Test statistics; p – evidentiary value; ^a- parametric t test; ^b – Mann-Whitney non-parametric test; ^c – Anova parametric test; ^d – Kruskal-Wallis non-parametric test

Table 3 -Characterization of emotional dimensions and competence according to sociodemographic variables

4.5. CHARACTERIZATION OF DIMENSIONS AND EMOTIONAL COMPETENCE ACCORDING TO PROFESSIONAL CHARACTERISTICS

Table 4 presents the characterization of the dimensions and emotional competence according to the professional characteristics and results of the respective statistical tests applied. It is observed that teachers from the Miguel Torga group presented higher average results in all dimensions and emotional competence than teachers from the Emídio Garcia group. However, at a significance level of 5% it was concluded that the differences observed were not statistically significant. It can therefore be stated that the results of dimensions and statistical competence are identical between teachers from the two groups.

Regarding the length of time in the profession, it is observed that the results obtained are higher in the group of teachers with less experience, although the results are considerably close, which is why no statistically significant differences were detected.

When it comes to satisfaction with salary, it is observed that there is no behavior to record that is in line with the increase in satisfaction with what they receive with salary. It should be noted that the average values obtained are relatively close between respondents from different groups.

Regarding the fact that the respondent has the possibility of returning to the beginning of their career and choosing or not to become a teacher again, it is observed that the highest results in all dimensions and emotional competence were higher in the respondents who stated that they would return to being teachers. At a significance level of 5%, it was concluded that the differences observed were not statistically significant.

		B.C	GE	AM	AND	GR	CE
Grouping of schools	AE Miguel Torga	4.98±0.87	4.90±0.67	5.06±0.93	5.27±0.86	4.81±0.76	4.99±0.68
	AE Emídio Garcia	4.77±1.03	4.57±0.69	4.97±0.96	4.94±0.78	4.75±0.78	4.75±0.71
	ET (p)	0.684 (0.497) ^a	1.588 (0.118) ^a	0.949 (0.346) th	1.365 (0.177) th	0.247 (0.806) ^a	1.145 (0.257) ^a
Exercise time (years)	Up to 25	4.99±0.94	4.68±0.70	5.08±0.97	5.22±0.81	4.88±0.81	4.96±0.68
	More than 25	4.70±1.03	4.63±0.69	4.70±0.92	4.87±0.79	4.69±0.75	4.70±0.71
	ET (p)	1.162 (0.250) ^a	0.288 (0.774) ^a	1.583 (0.119) th	1.705 (0.093) ^a	0.980 (0.331) ^a	1.415 (0.162) ^a
Satisfaction with salary	Dissatisfied	4.76±1.13	4.68±0.80	4.83±1.11	5.02±0.70	4.65±0.74	4.78±0.82
	Neither satisfied nor dissatisfied	4.85±0.97	4.66±0.69	4.83±0.86	5.12±0.84	4.99±0.87	4.87±0.69
	Satisfied	4.85±0.89	4.57±0.55	4.94±0.93	4.76±0.91	4.46±0.40	4.73±0.54
	ET (p)	0.058 (0.971) ^d	0.728 (0.695) ^d	0.065 (0.938) ^c	2.194 (0.334) ^d	2.646 (0.079) ^c	0.187 (0.830) ^c
If I went back to the beginning I would choose the same profession	Yes	4.83±0.93	4.63±0.67	4.88±0.91	5.05±0.72	4.88±0.56	4.84±0.63
	No	4.80±1.17	4.68±0.77	4.78±1.06	4.90±0.99	4.50±1.11	4.73±0.87
	ET (p)	0.089 (0.929) ^a	-0.227 (0.821) ^a	0.394 (0.695) ^a	0.671 (0.505) ^a	1.769 (0.082) th	0.525 (0.601) ^a

AC – Self-awareness; GE – Emotion Management; AM – Self motivation; E – Empathy; GR – Relationship Management; CE – Emotional Competence; ET – Test statistics; p – evidentiary value; ^a- parametric t test; b – Mann-Whitney non-parametric test; c – Anova parametric test; d – Kruskal-Wallis non-parametric test

Table 4- Characterization of dimensions and emotional competence depending on professional variables

5 DISCUSSION AND CONCLUSIONS

Question Q1: Is there an influence of sociodemographic variables on the general Emotional Competence of teachers, in the context of the COVID-19 Pandemic?

No, there is no influence of sociodemographic variables on the general Emotional Competence of teachers, in the context of the COVID-19 Pandemic, with the exception of the characteristic educational qualifications, it was concluded that the results of emotional competence were identical between teachers of different gender, age group, marital status and with or without children. It was only found that teachers with a postgraduate or master's degree had significantly higher levels of emotional competence.

Question Q2: Is there a relationship between sociodemographic variables and each particular dimension of teachers' Emotional Competence, in the context of the COVID-19 Pandemic?

No, there is no relationship between sociodemographic variables and each particular dimension of teachers' Emotional Competence, in the context of the COVID-19 Pandemic. It was concluded that there were no significant differences between individuals from different groups for each professional characteristic under study. It can therefore be stated from the study developed that emotional competence is identical among teachers with different professional characteristics.

Question Q3: Is there a connection between Emotional Competence and the professional characteristics of teachers, in the context of the COVID-19 Pandemic?

In general, the answer to this question is negative, as it was concluded that the results for each emotional capacity were identical between teachers of different gender, age group, marital status, educational qualifications and with or without children. In the dimensions: emotion management and self-motivation, it was found that teachers with a postgraduate or master's degree had significantly higher levels of competence than teachers with a bachelor's degree.

Question Q4: Is there a connection between each particular dimension of Emotional Competence and the professional characteristics of teachers, in the context of the COVID-19 Pandemic?

No, there is no connection between each particular dimension of Emotional Competence and the professional characteristics of teachers, in the context of the COVID-19 Pandemic. It was concluded that there were no significant differences between individuals

from different groups for each professional characteristic under study. It can therefore be stated from the study developed that each dimension of emotional competence is identical among teachers with different professional characteristics.

The results obtained in the study by Calaça (2014) corroborate the results of this investigation. Calaça (2014) found in his study that sociodemographic variables such as gender, age, marital status, educational qualifications, teaching cycle and teacher seniority do not influence “stress, coping and engagement” and he also adds that there are no considerable distinctions between professional variables and “stress, coping and engagement”. Valente (2019) indicates that professional variables such as academic training and length of service influence teachers' emotional intelligence levels. The more academic training the teacher has, the higher their emotional intelligence levels, however,

The results of some studies contradict this research and regarding professional variables, Fernandes (2019) tells us that the influence of sociodemographic variables on variables, emotions and resilience. Ribeiro, Barbosa and Soares (2015) also add that sociodemographic work variables are related to the development of burnout syndrome in the population investigated. Nogueira (2015) states that they influence teachers' self-esteem because an increase in self-esteem is related to an increase in professional experience and that there are different values of self-esteem in relation to the level of teaching.

The present study was based on a reflection on how sociodemographic and professional variables influence the emotional competence of teachers in School Groups in the capital of the district of Bragança in the context of the COVID-19 Pandemic. It can be concluded from this research that teachers have a moderate level of emotional competence, with females showing 4.77 and males 4.93, with a moderate level score between 3.50 and 5.45.

Veiga-Branco (2005) indicates that the “emotional tones” of the teacher in the educational relationship generate emotions and behaviors in students, and this process brings us to the importance of emotional education. Two more surmountable factors can be highlighted: future citizens depend on today's schools and these depend on their teachers and these in turn must have the characteristic skills to effectively implement what is their responsibility, education.

This investigation reveals that, in relation to sociodemographic variables and general emotional competence and its dimensions, female teachers present slightly higher results in the dimensions: self-awareness, emotion management, self-motivation and emotional competence. Regarding the age group, no statistically significant differences were detected. Single or divorced respondents showed higher average results in all dimensions (with the exception of relationship management) and emotional competence in general. Teachers who did not have children revealed higher results in all dimensions and in emotional competence in general.

Regarding the professional variables and general emotional competence and its dimensions, it can be considered that the teachers from the Miguel Torga group presented higher results in all dimensions and in emotional competence in general than the teachers from the Emídio Garcia group. Teachers with less experience and those who stated that they would return to being teachers if they had the possibility of returning to the beginning of their career show higher results in all dimensions and in emotional competence in general.

The results achieved in this study contradict the results of studies developed by some authors such as Pinto (2018) who indicate that the sociodemographic variables “Age”, “Education Level”, “Employment Situation”, “Economic Situation” and “Civil Status” influence the incidence of depressive personality in the population and the study by Sousa (2016) which reveals the existence of significant differences between the sociodemographic variables gender and educational qualifications on deviant behaviors, deviant behaviors of an interpersonal nature and deviant behaviors of an organizational nature. The study by Gonçalves and Neves (2011) corroborates the present study, indicating that sociodemographic variables have a weak influence on well-being at work,

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Capítulo 3

Emotional Intelligence and Internal Marketing: A systematic literature review

ABSTRACT

This article aims to present a systematic review of the literature on the subject of emotional intelligence, internal marketing and job satisfaction. The main aim of this literature review is to improve knowledge on the subject of emotional intelligence and internal marketing in order to identify gaps and research trends. Thus, a quantified analysis was carried out using the Rstudio statistical software on the sample of articles obtained from the Scopus and Web of Science databases, which led to the conclusion that these topics of study have great research potential since there are still few studies on the relationship between these themes and the positive influence they can have on professionals, also demonstrating possible emerging trends in research on emotional intelligence and internal marketing in job satisfaction and life satisfaction of professionals.

Keywords: Emotional Intelligence; Internal Marketing; Job Satisfaction; Life Satisfaction.

INTRODUCTION

Some studies indicate that today we are witnessing rapid social and organizational changes, such as technological development, objectives and requirements oriented towards creativity and flexibility, and work processes oriented towards innovation with a focus on productivity and job satisfaction, which is developing interest in the topic of emotional intelligence (Dulewicz & Higgs, 2000; Pereira, 2010; Neves & Costa, 2012).

Human resources have essential skills to remain employed, skills that can be used to promote productivity, thus playing a key role in achieving organizational profit (Bohlander, Snell, & Sherman, 2003; Ceitil, 2007). Currently there are no guarantees of job security and the instability experienced in the workplace also generates a lot of emotional instability for professionals, hence the relevance of emotional intelligence (Goleman, 2000).

Emotional intelligence is also essential for managers and organizational leaders, as it enhances their constructive critical sense, promotes skills to deal more positively with adversity and develops potential that promotes organizational success, but it is the employees who are primarily responsible for the success of organizations (Goleman, 2003; Chiavenato, 2004).

The human capital of organizations must be recognized, not only for their efforts, but also by giving them a voice in decision-making, thus promoting job satisfaction and, in turn, employee performance. To this end, it is necessary to value the implementation of internal

marketing practices which, despite not being applied regularly in organizations, promote the well-being of professionals and foster a more balanced working environment (Bacalhau, 2021).

The aim of this study was to carry out a systematic review of the literature in order to identify possible emerging trends in research on emotional intelligence and internal marketing in job satisfaction and life satisfaction among working professionals in Portugal. Thus, a systematic literature review was carried out, which revealed the scarcity of studies on the relationship between these topics and the positive influence they can have on professionals.

As for the structure and organization of the article, it is structured in two parts: the first is called the theoretical framework on the issues under study. It begins with a concise discussion of Emotional Intelligence, followed by a reference to Internal Marketing. The second part includes all the methodological procedures inherent in the empirical study, the respective discussion of the data and the presentation of the results. The article concludes with the main final considerations, limitations and future lines of research.

LITERATURE REVIEW

Emotional intelligence

The ability to manage one's own emotions gives people the ability to adapt to the contexts of everyday life, interacting with others, because when faced with a situation they don't remain passive or react on impulse to the point of losing control, thus overcoming possible challenges and achieving results more effectively. Some people are born with this ability, while others learn it because emotional intelligence can be acquired and trained. In an organizational context, emotionally intelligent professionals are quicker to achieve success because emotional intelligence helps to promote performance and, consequently, employee job satisfaction (Ponte, 2022; Cooper & Sawaf, 1997).

In today's organization, emotional intelligence is a topic that arouses a lot of interest not only among leaders and managers, but also among employees themselves, because human resources are the most valuable resource in organizations and their daily work is full of uncertainties that require professionals to act, which generates stress and insecurity. The stress that can be experienced on a personal level by professionals also compromises their performance and, therefore, all the factors mentioned above indirectly influence organizational productivity (Gabanyi, Botton & Sartori, 2023).

Lamazon and Bispo (2021) indicate that emotional intelligence and its practice can be useful for organizing individual and professional skills and objectives, which in turn promotes a healthy environment in organizations, providing satisfaction to professionals and committing them to the development of their work activities.

The organizational context requires interpersonal interaction, and these demands are closely related to the performance of work tasks, such as serving customers, receiving information and instructions and reporting to other employees or even managers, cooperating and coordinating with other professionals, among others. In view of the above, professionals with high levels of emotional intelligence are those who have the

skills to effectively manage their emotions in order to master communication and interactions with others (Wong & Law, 2002).

Organizational leaders aim to possess emotional intelligence, because by managing their emotions, they not only influence the development of the activities carried out, enhancing better results, but also promote their own creativity to lead work teams, which consequently enables a healthy routine in organizations (Fostinoni, Coelho, Machado & Carioca, 2021).

In an organizational context, teamwork must be taken into account and, in order for work teams to be successful, they must have an environment conducive to carrying out work activities efficiently, namely: "trust between members, a sense of group identity and a sense of group efficacy". When it comes to a group, each member must be aware of their own emotions and those of the other team members, which makes them emotionally intelligent. However, for all team members to be emotionally intelligent, there must be rules that promote coping skills in the event of possible adversity (Dias & Seabra, 2013).

Employees with emotional intelligence have more benefits, such as greater productivity, greater job satisfaction and less wear and tear, among others, but hiring in organizations is not yet adapted to prioritize these types of skills. Adjusting these practices as a way of enhancing the construction of emotional intelligence in employees can help organizations boost emotionally intelligent work activities (Crummenerl, Pendlebury-Green, Buvat, Khadikar, Sengupta & Shah, 2019).

Internal Marketing

Several authors have pointed out that internal marketing, also known as endomarketing, refers to the set of methods and strategies that sell the concept of the organization, aimed at the internal part of the organization, with the aim of achieving a voluntary attitude towards the quality of a service/product and essential for achieving high levels of internal and external quality in all organizational sectors. One of the strategies that can be highlighted is the promotion of campaigns to promote the well-being of professionals in the workplace (Jiménez, 2009; Prado, 1994; Franco, Mendes, & Almeida, 2001).

Prado (1994) proposed an internal marketing plan consisting of three phases, the first of which was the development of knowledge and understanding of the internal market (to this end, an in-depth analysis of the entire organization and its professionals would be carried out through qualitative studies, whose data would be anonymous, thus guaranteeing the confidentiality and transparency of the responses obtained). The studies focused on motivation, whose needs assessment would be based on the recognition of expectations, needs, satisfaction and incentives; focused on communication, using the analysis of internal communication skills; and also studies focused on the relationship of professionals with each other, with the organization and its values, and with the organizational environment. In the second phase, after surveying the responses, it would be essential to create instant reaction tools for certain occasions, decision-making to promote coordination and boost participatory management through the division of competencies and preventive human resources management. In the third and final phase, the priority is to achieve the organizational objectives. To do this, it is necessary to

anticipate less favourable situations so that professionals can adapt and act to guarantee organizational success.

The authors Munteanu, Pagalea and Cristea (2014) indicate that to develop an internal marketing plan it is necessary to follow seven steps: the first step is the "strategic analysis of the situation" (this consists of developing an internal organizational analysis in relation to customer orientation, indication of the organization to its professionals, organizational culture and type of leadership); the second step is the "definition of internal marketing objectives" (this is based on the ways of acting to achieve the objectives of putting good internal marketing into practice, and these objectives must be aligned with the purposes of external marketing); the third step concerns the "segmentation of employees" (this involves analyzing the personality of professionals, because in the same organization you come across various types of professionals such as: the "survivors" (they work only for the salary), the "seekers" (they work for objectives), the "participants" (they work for the end result) and the "addicts" (they only know how to work, they consider work a refuge); the fourth step "involvement of employees higher up the hierarchy" (allows you to demonstrate the involvement of organizational leaders with the organization itself); the fifth step "internal communication" (this is the method responsible for transmitting information between the members of the organization); endomarketing depends on internal communication, which can hinder or prevent its practice if this communication is not developed in the best way; finally, it shows the need for concern, attention and management according to the different situations that may arise in the organizational environment (Fuciu and Dumitrescu, 2018).

According to Bacalhau (2021), for internal marketing to be developed regularly in organizations, it is necessary to redefine internal marketing to the current reality, since the job market is currently very competitive and demanding with professionals and with the organizations themselves, which are eager to provide the best product and obtain the best professionals, however, the custom of valuing external marketing in favor of internal marketing prevails, but if leaders know the consequences of this action in the short and long term, it is beneficial at the organizational level.

METHODOLOGY

Sample collection process

In terms of procedures, this research is a bibliometric analysis. Parameters were defined that make this literature review systematic. The search was carried out using the following conditions: "(emotional AND intelligence) AND (internal AND marketing) OR (work AND satisfaction)". Figure 1 shows a schematic representation of the parameters used:

Search within **title, abstract, and keywords**
(emotional AND intelligence) AND (internal AND marketing) OR (job AND satisfaction)

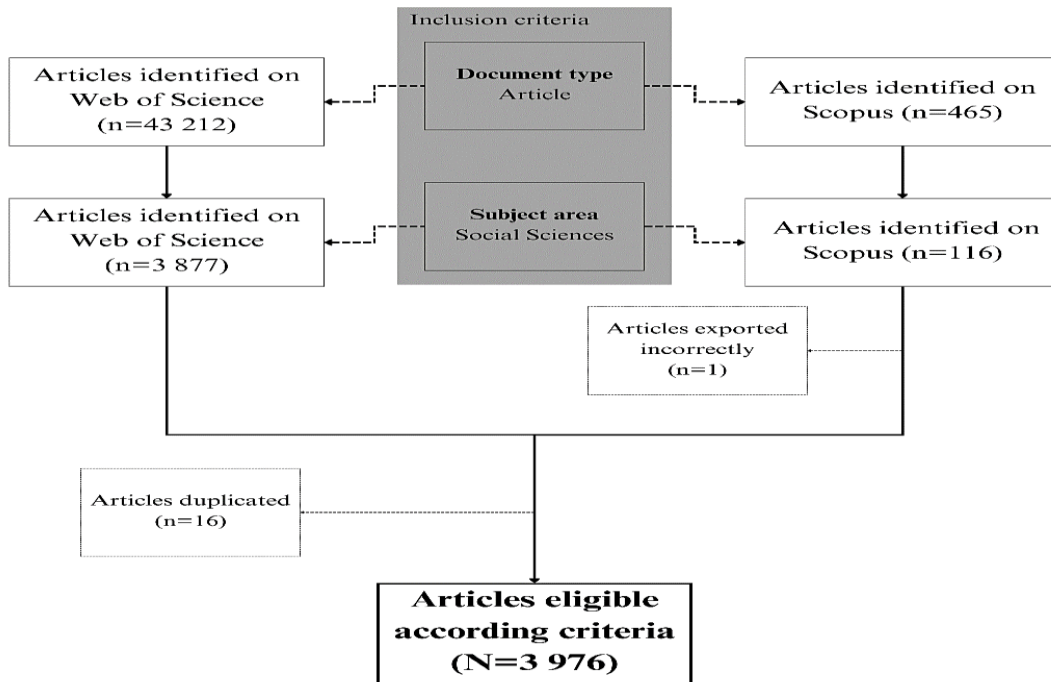


Figure 1- Sampling parameters
 Source: Own elaboration

The same parameters were applied to Scopus and Web of Science. When exporting the sample document from Scopus, it was found that one of the articles had been exported incorrectly. Rstudio was used to merge the sample from the two databases and remove duplicate documents, using the commands "mergeDbSource()" and "remove.duplicated = T", respectively. In this way, the objective was defined as: (1) To perceive possible emerging trends in research on emotional intelligence and internal marketing in job satisfaction and life satisfaction.

Methodology inherent in the literature review

This research is characterized as a systematic literature review carrying out a bibliometric analysis. In addition to the sample collected (N=3,976), different types of documents were used to better support the conclusions drawn, such as: scientific articles (n =20), books (n =12), and independent reports (n =3). Below is Table 1, which helps to delimit the research and highlights the purpose, procedure, data collection and analysis, sample source and sampling typology. This is an exploratory study, carrying out a systematic review of the literature through a quantitative and bibliometric analysis of a representative sample of articles on the subject obtained from the Scopus and Web of Science databases.

Parameter	Applied
Purpose	Exploratory
Procedure	Systematic literature review
Data collection	Bibliometric analysis

Data analysis	Quantitative
Sample source	Scopus and Web of Science
Sampling	Representative selection

Table 1- Methodological parameters
Source: Own elaboration

Recognizing the quantitative nature of the analysis, we sought to measure central trends. Thus, according to Pandey and Pandey (2015), the research focuses on descriptive statistics.

Epistemological approach

Although this research is exploratory, it is applied, as it reinforces the importance of the thematic universe on which it is based. This research is based epistemologically on Karl Popper, a 20th century sociologist, particularly in his deductive stance. As a scientist and thinker in the social sciences, he believes that making generalizations is essential in order to verify, or not, their representativeness in the various social spheres and contexts (Popper, 2002).

The research is therefore quantitative, observational and analytical. In this way, this bibliometric analysis seeks to establish general conclusions about the indexed publications of this thematic universe. By identifying incipient trends and conceptual gaps, it will be possible to guide future research. We used RStudio's "biblioshiny" analysis tool, including a comprehensive and representative sample of scientific production on the relationship between emotional intelligence, internal marketing and job satisfaction (Ellegaard & Wallin, 2015). The analysis models and indicators are based on Nasir et al. (2020).

FINDINGS

Figure 2 illustrates the increase in scientific production on the subject. It can be seen that the total number of articles published has increased, albeit intermittently. However, production is also weighted according to the quality of research or scientific progress.

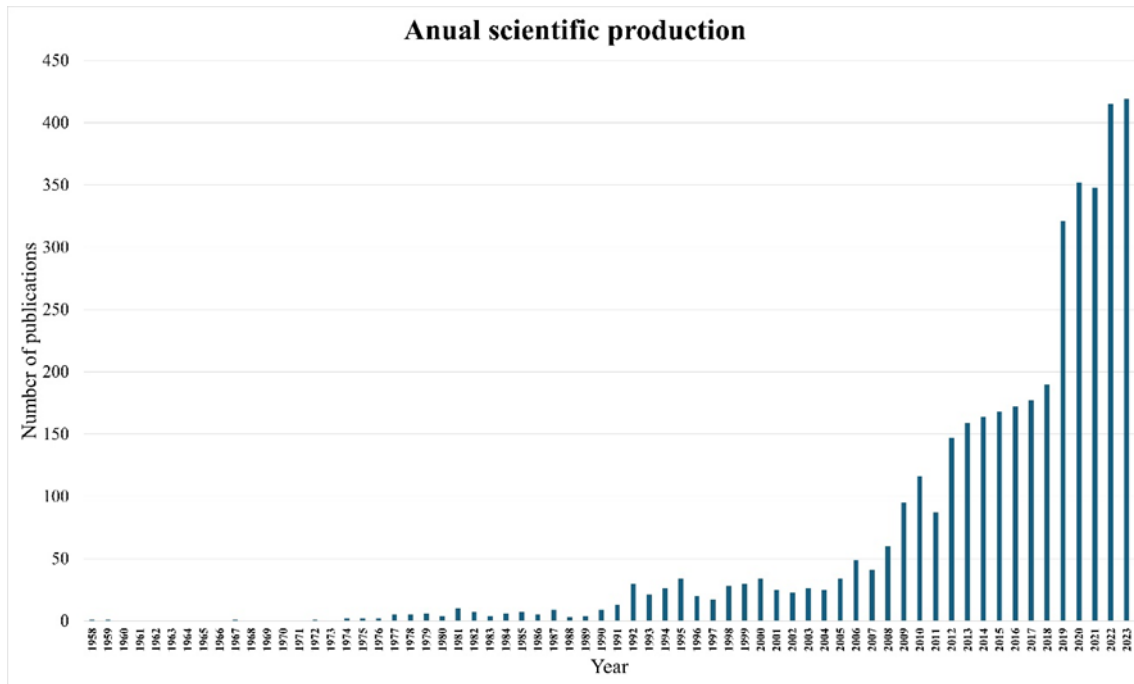


Figure 2- Eligible annual scientific production according to criteria
Source: Own elaboration

The publications with the highest number of citations are considered the most relevant and are therefore illustrated in Figure 3.

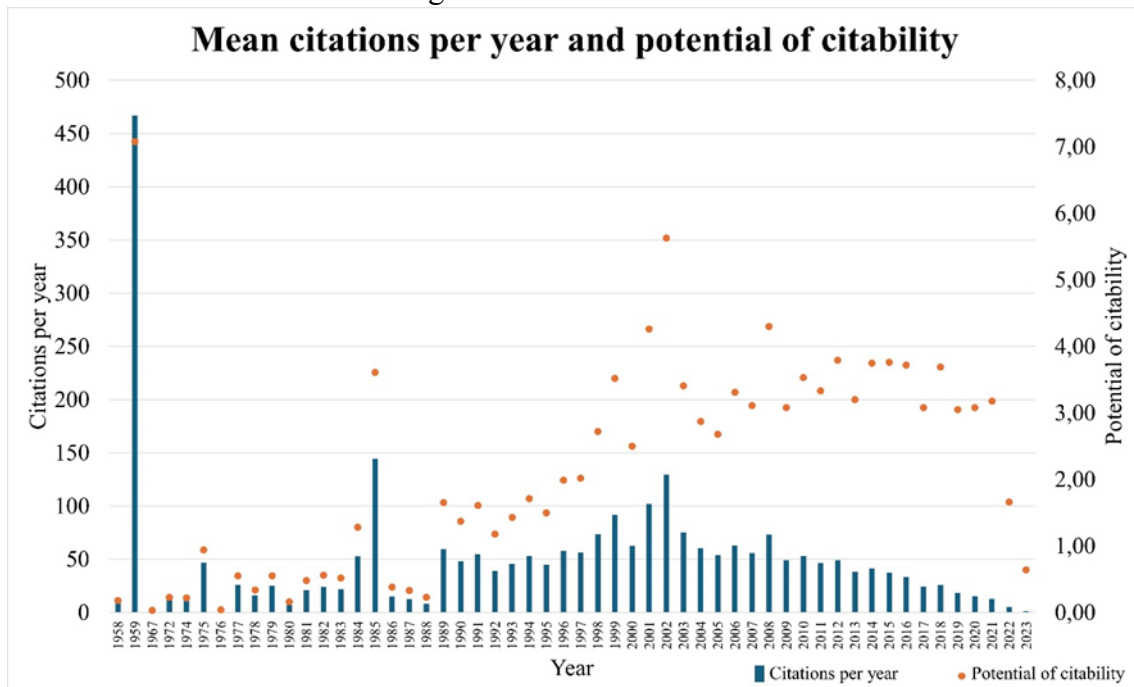


Figure 3- Average number of citations per article and per eligible year according to criteria
Source: Own elaboration

Like Nasir et al. (2020), we carried out a Three Field Graph analysis, showing the relationship between the keywords, the country and the corresponding academic affiliation, as shown in Figure 4.

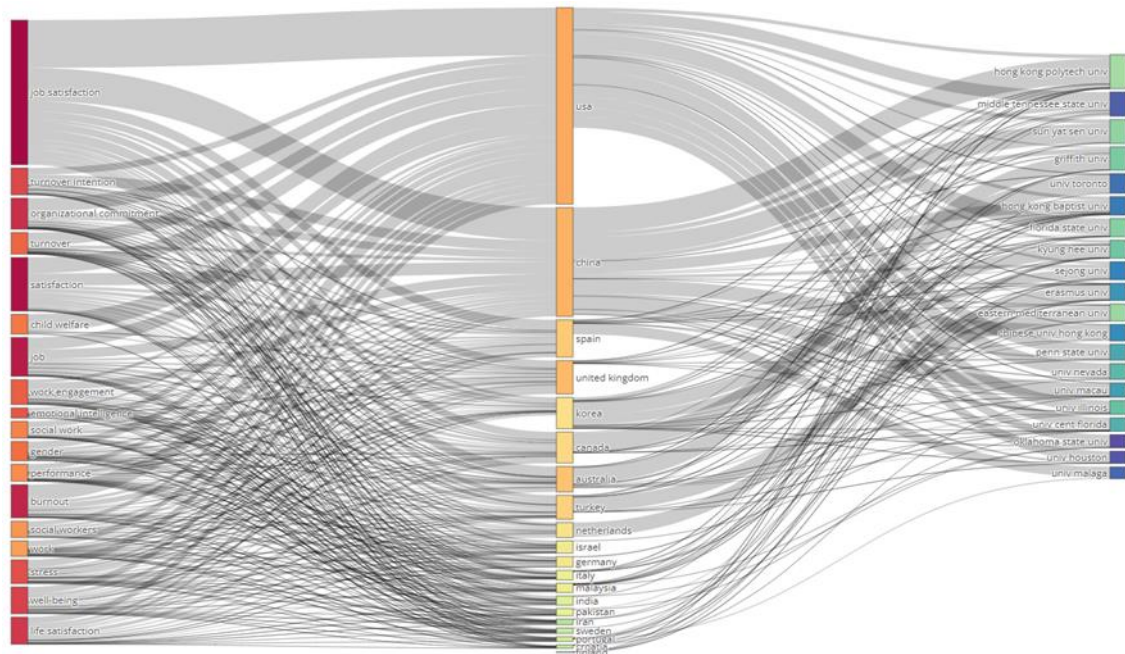


Figure 4- Triple analysis of Keywords Plus, country and affiliation
Source: Own elaboration

The advantages of the keywords are distributed almost proportionally between the different countries. The main scientific journals publishing on the subject can be seen in Table 2.

Journal	index_h	index_g	index_m	Total citations	Number of publications	Year of first publication
Human relations	75	118	1.119	16737	241	1958
Journal of Business Ethics	70	103	2	14454	267	1990
International Journal of Hospital Management	63	96	3.706	11321	226	2008
International Journal of Contemporary Hospital Management	51	72	3.188	7247	194	2009
Social Indicators Survey	36	60	0,706	5302	218	1974
Tourism Management	35	56	1.129	3249	56	1994
Journal of Happiness Studies	33	54	1.941	3485	114	2008

Review of services for children and young people	30	51	1.111	2831	90	1998
Social Work Administration	29	48	0,674	2483	74	1982
Nursing Ethics	28	42	1.217	1999	69	2002

Table 2- Top ten journals with the highest impact
Source: Own elaboration

In Table 2, the criterion used to designate greater impact is the h-index. However, Nasir et al. (2020) emphasize the importance of weighting relevance using Bradford's Law. Table 3 is therefore presented:

Zone	Classification	Daily	Articles	Cumulative Articles
Zone 1	1	Journal of Business Ethics	267	267
	2	Human Relations	241	508
	3	International Journal of Hospital Management	226	734
	4	Social Indicators Survey	218	952
	5	International Journal of Contemporary Hospital Management	194	1146
	6	Open Sage	143	1289
	7	Journal of Happiness Studies	114	1403
Zone 2	8	Review of services for children and young people	90	1493
	9	British Journal of Social Work	86	1579
	10	Applied Research in Quality of Life	76	1655
	11	Administration in Social Work	74	1729
	12	Nursing Ethics	69	1798
	13	Journal of Hospitality and Tourism Management	65	1863
	14	Journal of Social Work Research	59	1922
Zone 3	...	...	...	...
	...	...	...	...

Table 3- Classification of journals according to Bradford's law
Source: Own elaboration

Bradford's law is used to compare the scientific journals with the greatest academic and scientific impact. By distributing them into three zones, it designates them as relevant (Zone 1), moderately relevant (Zone 2) and not very relevant (Zone 3) (Bradford, 1948). The sample included 412 different scientific journals. According to Table 2, only seven journals are in Zone 1. The data shows that 32 journals are in Zone 2 and 373 are considered low impact (Zone 3). The most cited articles are highlighted in Table 4.

Article	Total citations	Average citation per year
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Wong, C. e Law, KS (2002). Os efeitos da inteligência emocional do líder e do seguidor no desempenho e na atitude: um estudo exploratório. <i>The Leadership Quarterly</i> , 13(3), 243-274. https://doi.org/10.1016/S1048-9843(02)00099-1	1821	79,17
Baruch, Y. (1999). Taxa de resposta em estudos acadêmicos – uma análise comparativa. <i>Relações Humanas</i> , 52(4), 421-438. https://doi.org/10.1177/001872679905200401	963	37,04
Spector, PE (1985). Medição da satisfação do pessoal do serviço humano: Desenvolvimento da Pesquisa de Satisfação no Trabalho. <i>Jornal Americano de Psicologia Comunitária</i> , 13(6), 693-713. https://doi.org/10.1007/BF00929796	834	20,85
Bakker, AB, Tims, M. e Derks, D. (2012). Personalidade proativa e desempenho no trabalho: o papel da elaboração do trabalho e do engajamento no trabalho. <i>Relações Humanas</i> , 65(10), 1359-1378. https://doi.org/10.1177/0018726712453471	593	45,62
Kelliher, C. e Anderson, D. (2009). Fazer mais com menos? Práticas de trabalho flexíveis e intensificação do trabalho. <i>Relações Humanas</i> , 63(1), 83-106. https://doi.org/10.1177/0018726709349199	476	31,73
Wrzesniewski, A., Dutton, JE e Debebe, G. (2003). Sensibilidade interpessoal e o significado do trabalho. <i>Pesquisa em Comportamento Organizacional</i> , 25, 93-135. https://doi.org/10.1016/S0191-3085(03)25003-6	472	21,45
Roy, D. (1959). “Banana Time”: Satisfação no trabalho e interação informal. <i>Organização Humana</i> , 18(4), 158-168. https://doi.org/10.17730/humo.18.4.07j88hr1p4074605	467	7,08
Glisson, C. e Hemmelgarn, A. (1998). Os efeitos do clima organizacional e da coordenação interorganizacional na qualidade e nos resultados dos sistemas de serviços infantis. <i>Abuso e negligência infantil</i> , 22(5), 401-421. https://doi.org/10.1016/S0145-2134(98)00005-2	445	16,48
Kim, H. e Stoner, M. (2008). Burnout e intenção de rotatividade entre assistentes sociais: efeitos do estresse no papel, autonomia no trabalho e apoio social. <i>Administração em Serviço Social</i> , 32(3), 5-25. https://doi.org/10.1080/03643100801922357	419	24,65
Sy, T., Tram, S., & O'Hara, LA (2006). Relação da inteligência emocional de funcionários e gestores com a satisfação e desempenho no trabalho. <i>Jornal de Comportamento Vocacional</i> , 68(3), 461-473. https://doi.org/10.1016/j.jvb.2005.10.003	405	21,32

Table 4- Most cited articles globally
Source: Own elaboration

It has been established that the h-index is a good indicator of the credibility and relevance of individual researchers (Hirsch, 2005). Thus, the authors with the greatest impact according to the h-index can be seen in Table 5.

	Author	index h	Total transactions	Number dedicated articles	of Year of first publication	of Year of last publication
1	Karatêpe O.	30	2776	38	2006	2024
2	Kim H.	20	1970	30	2008	2023

3	Tang T.	20	1134	25	2000	2023
4	Kim S.	14	957	42	1996	2023
5	Wang Y.	14	767	31	2012	2023
6	Chen C.	13	698	18	2012	2023
7	Kim J.	12	717	25	2000	2023
8	Kim M.	12	453	24	2013	2023

Table 5- Eight most relevant authors on the subject

Source: Own elaboration

According to Tripathi et al. (2015), when carrying out a bibliometric analysis, the statistical and relational weighting of keywords produces the most fruitful indicators. Nasir et al. (2020) reiterates the above premise and reinforces that the use of Keyword Plus will allow for greater thematic narrowing. Figure 5 illustrates this:



Figure 5- Plus keyword Wordcloud

Source: Own elaboration

Even considering the importance of the Keyword Plus parameter, Table 6 shows the most frequent words according to other analysis parameters:

Keyword plus		Author's keyword	
Words	Frequency	Words	Frequency
job satisfaction	1608	job satisfaction	745
performance	756	satisfaction	251
satisfaction	736	work	178
work	526	burnout	163
impact	468	organizational commitment	149
commitment	465	life satisfaction	127
burnout	419	well-being	124
model	398	turnover intention	117
stress	392	stress	107
antecedents	379	emotional intelligence	106
Title		Abstrat	
Words	Frequency	Words	Frequency
job satisfaction	586	job satisfaction	3538
social workers	228	social workers	1023
child well-being	148	life satisfaction	642
life satisfaction	106	organizational commitment	631

organizational commitment	106	turnover intention	492
emotional intelligence	105	child well-being	490
mediating role	105	structural equation	485
turnover intention	99	emotional intelligence	389
hotel employees	95	work performance	353
moderating role	79	equation modeling	345

Table 6- Most frequent words by search parameters

Source: Own elaboration

With a sample that is fairly representative of the sample universe, we believe it is important to understand the geographical distribution of publications by country, as this will be closer to the facts. Figure 6 shows the cumulative number of publications by country and continent:

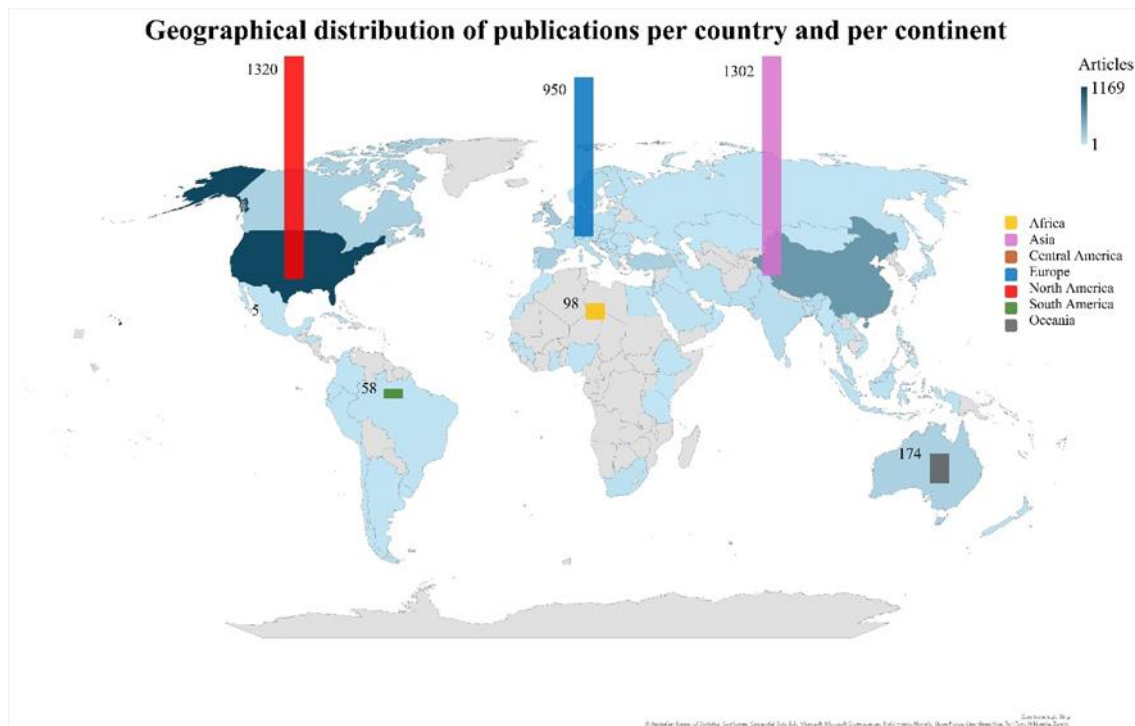


Figure 6- Map of geographical distribution of publications by country and continent

Source: Own elaboration

It should be noted that, individually, the United States of America is the country with the highest number of published articles ($n=1169$), followed by China ($n=577$) and the United Kingdom ($n=195$). From a collective regional perspective, North America is the main contributor to publications ($n=1312$), followed by Asia ($n=1302$) and Europe ($n=950$). There is a low representation of research in this thematic universe in most African countries. South America and Central America are also unrepresentative.

In order to fulfill the objective set for this research, we have designated three periods of analysis, periodically heterogeneous, in order to identify trends in the focus of research on this topic. The periods of analysis are [1958:1992]; [1993:2002]; [2003;2024]. A three-field graph in Figure 7 shows the thematic trends between the periods mentioned:

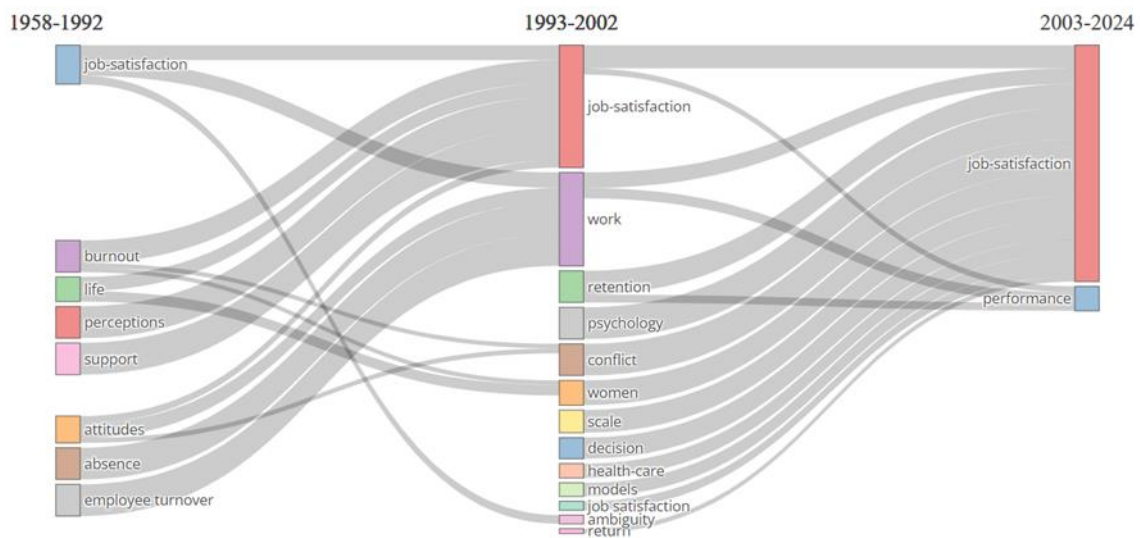


Figure 7- Three-way analysis of the evolution of Keywords Plus at different intervals

Source: Own elaboration

The topic of "job satisfaction" was highly representative in the sample, accounting for 20.93% of the articles published between 2003 and 2024. This corresponds to the period of greatest scientific production ($n=3,565$ or 89.66%).

The use of the "biblioshiny" tool produces unique benefits in bibliometric analysis, one of which is the drawing up of graphs of thematic trends over time. According to our sample, the incipient theme is "covid-19", followed by "emotional labor". The terminology dedicated to the area of management shows the highest incidence in Figure 8.

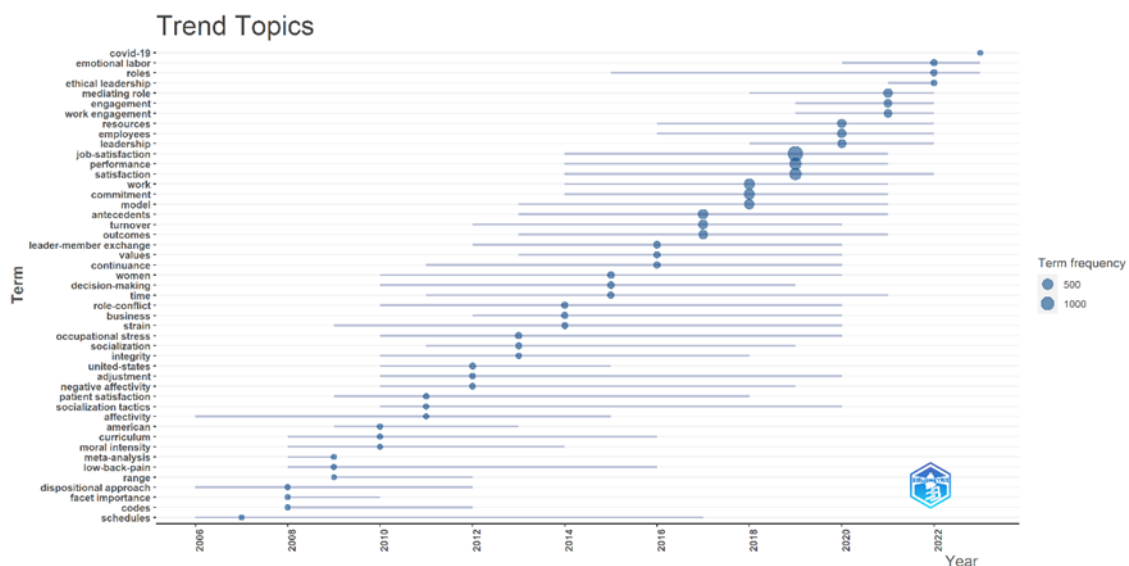


Figure 8- Trend topic graph

Source: Own elaboration

Figure 9 consolidates this data, since the areas with the highest chromatic saturation are more representative of the thematic universe of the publications in the sample:



Figure 9- Co-occurrence network graph
Source: Own elaboration

DISCUSSION

The systematic literature review carried out shows that the topics of "covid-19" and "emotional labor" are emerging trends and are related to internal marketing and job satisfaction. They therefore corroborate the excellent choice of topic to investigate, as can be seen in Figure 8. Although the total annual number of publications is increasing, it is thought that their content may be less relevant due to the downward trend in citations per article (Figure 2 and Figure 3). This reinforces the need to invest in solid, longitudinal studies that can help change this trend.

According to the criteria used, the publications corresponding to the sample have a predominant focus in the area of Management, Administration and Productivity (Figure 5 and Figure 9). At a geographical level, it shows that countries with the worst economic conditions, generally with the worst working conditions, publish less research (Figure 6). It is also possible to conclude that a homogenization of the research topic is occurring. In the first and second periods, [1993:2002] and [1958:1992] respectively, there is a greater diversity of topics covered in the publications (Figure 7). This may be related to the globalization of the Consumer Capitalist Society, which seeks greater productivity, and consequently investments in Management, Administration and Productivity (Figure 5 and Figure 9).

Thus, with a comprehensive sample, we can see that the thematic universe is robust and has researchers dedicated to it for a long time. In other words, by concentrating research teams over long periods of time, we can see that the field is well founded. However, there is still a need for research centered on worker satisfaction as a social and emotional individual, and not as an asset in the production of wealth (Table I; II; III; IV).

In addition, the urgency of the research topic is reinforced by the fact that when we searched Scopus using: "(emotional AND intelligence) AND (internal AND marketing) AND (work AND satisfaction)", only one result was obtained. On the other hand, Web of Science has seven indexed documents that include the research mentioned.

CONCLUSION

With this systematic review of the literature, we can see the relevance and even the urgency of developing research into the themes of emotional intelligence and internal marketing in a professional context, given the scarcity of existing studies to date, particularly on the relationship between these themes and the positive influence they can have on professionals.

We can see that the total number of articles published has been increasing over the years, however, the quality of research or scientific progress does not show the same trend, demonstrating that the countries with the worst professional conditions and consequently the lowest job satisfaction are those with the lowest results in terms of research on the subject of job satisfaction. This reinforces the urgency of the research topic, since when we searched Scopus using: "(emotional AND intelligence) AND (internal AND marketing) AND (job AND satisfaction)", only one result was obtained, and Web of Science has indexed only seven documents that include the above-mentioned research.

To this extent, studies that demonstrate the relationship between emotional intelligence and internal marketing are of great interest to both academia and industry, since increasing knowledge about internal marketing strategies and practices can help organizations that adopt internal marketing practices and have human resources endowed with emotional intelligence to be more likely to achieve the productivity and success they want, and their employees, in turn, are more satisfied in their jobs.

It is also essential for academia to have more studies on these issues and for organizations to regularly analyze the well-being of their employees. In addition, since Europe is the continent with the least amount of research on these issues, it is essential to develop new studies that contribute to the analysis, discussion and recognition of the issues addressed and that contribute to companies around the world, particularly in Europe and Portugal.

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Capítulo 4

Towards a scale to assess the emotional intelligence and internal marketing of business employees in Portugal

Abstract

Emotional Intelligence is one of the most relevant characteristics in entrepreneurship and organizational leadership, as it ensures a broad knowledge of emotions and their management, fostering motivation and the development of skills in employees, in turn promoting job satisfaction. In order to promote the link between employees and the organization, optimizing their productivity, managers and leaders must develop strategies to promote internal marketing. In this context, a number of instruments have been developed to assess professionals' perceptions of emotional intelligence and internal marketing separately, and it has been found that there is no scale in Portugal that allows these dimensions to be assessed in an integrated way, thus jeopardizing the success of the efforts made by managers. Therefore, the main aim of this research is to construct an integrated scale, based on the cultural and linguistic adaptation of these isolated scales, which brings together variables that determine organizational success, such as Emotional Intelligence and Internal Marketing, and to validate it for the Portuguese context. This instrument will make it possible to assess the contribution of motivation and job satisfaction to organizational success. The study involved 1310 subjects working in public and private organizations in Portugal. Exploratory and confirmatory factor analyses were carried out, composite reliability and convergent validity were tested, as well as cross-validity, and a 2nd order model was found, where the perception of emotional intelligence, internal marketing and job satisfaction is defined around 58 items grouped into eight main dimensions that can be applied with confidence to professionals in organizations and companies. Thus, this research provides an innovative, short and valid instrument that will be effective and useful to managers and organizations, as it can help diagnose the perceptions of their employees and promote a healthy and appealing environment, moving towards excellent organizational performance, greater profitability and business sustainability.

Keywords: Emotional Intelligence; Motivation; Job Satisfaction; Internal Marketing; Portugal

Introduction

When managers and organizational leaders work on their emotional intelligence, they make more conscious decisions, overcome adversity better, motivate themselves and create a better connection with others, which in turn boosts their performance and the productivity of organizations (Moreira, 2021).

Santos (2021) also adds that emotional intelligence is relevant in leadership, because the assumption of a leader encompasses various needs that emotional intelligence can provide, such as "motivation, the development of interpersonal relationships, control, better cognition for decision-making, among others". It can therefore be said that emotional intelligence is relevant to the entire organizational environment.

According to Rodrigues, Queirós and Pires (2016), internal marketing is explained through a coordination philosophy based on the recognition of the organization's professionals, which promotes the motivation, movement and administration of human resources in order to disseminate values aimed at satisfying external customers and collaborating in the development of institutional changes.

After an exhaustive literature review, there is no single scale that brings together the dimensions of internal marketing and emotional intelligence associated with job satisfaction and satisfaction with life among professionals. As such, it is considered appropriate and necessary to build and validate a scale that allows these dimensions to be assessed, both in Portugal and internationally, thus allowing the needs of employees and organizational leaders to be heard on a regular basis, allowing their perceptions to be assessed and promoting a healthy and appealing environment that stimulates motivation and organizational performance.

The aim of this research is to build and validate an instrument that allows the assessment of emotional intelligence and internal marketing as catalysts for job satisfaction and life satisfaction among professionals in Portugal. A questionnaire was therefore developed, based on the cultural and linguistic adaptation of the scales proposed by Ceballos, Solartec and Ayala, (2017), which assesses emotional intelligence, and to measure internal marketing, the scale developed by Rodrigues, Queirós, and Pires (2016) was used, the dimensions of job satisfaction, life satisfaction, performance, commitment and work determinants were adapted from Veloso, Sousa, Au-Yong-Oliveira and Walter (2021), Caycho-Rodríguez, Neto, Tomás, Valencia, Ventura-León, Neto, Reyes-Bossio and Vilca (2020) and Rodrigues, Queirós and Pires (2016). Subsequently, the instrument

was disseminated on social networks and in various national organizations, obtaining a sample of 1,310 subjects working in public and private organizations in Portugal. The quantitative analysis applied to the sample consisted of statistical tests, factor analysis and composite and convergent reliability. The results point to the existence of content validity, unidimensionality, reliability, convergent validity and discriminant validity for the dimensions of the construct studied, making it possible to validate an instrument consisting of 58 items, which can be applied with confidence to assess emotional intelligence, internal marketing, commitment, performance, loyalty and job and life satisfaction of professionals in Portuguese organizations and companies in an integrated manner.

This study is of great importance because it provides an innovative scale that brings together eight dimensions that are relevant to organizations and essential to the business area, since it allows organizations to use a validated instrument not only to promote employee performance and satisfaction, thus increasing productivity and quality of services, but also to detect possible gaps that may exist both in human resources and in the organization's services.

This paper is structured in two parts: the first is a theoretical framework on the subject under study. It begins with a concise discussion of Emotional Intelligence, followed by a reference to Internal Marketing. The second part includes all the methodological procedures inherent to the empirical study, starting with the conceptualization of the study, objectives, type of research and research methodology used, in other words, the presentation of the participants, taking into account the type of sample, the data collection procedures and procedures, as well as the analysis and discussion of the data, where the statistical analyses used are specified. The article closes with a presentation of the main final considerations, limitations and future lines of research.

1. Theoretical Framework

1.1 The Emotional Intelligence Construct

The concept of Emotional Intelligence first appeared in 1990 by Mayer and Salovey, but in 1995 Daniel Goleman developed the concept by presenting studies showing that the

performance of professionals was due to their mastery of "social and emotional" skills rather than the "technical mastery" and knowledge of their position (Moreira, 2019).

We can say that emotional intelligence results from the combination of attitudes and skills that contribute to a person's success throughout their life, by identifying and managing their emotions and those of others, since interpersonal relationships are very important in society, regardless of the sector of work in which an individual works (Mateus, 2019).

As Santos (2021) points out, Emotional Intelligence (EI) provides the links between "cognition and emotion", stemming from people's identification with managing emotions intelligently, harmonizing them with their life goals. Understanding emotions and training strategies to manage them is what will foster a beneficial context for obtaining knowledge, so that productivity gives rise to a perception of remaining in the world and acting "critically".

The acquisition of skills that enable the development of emotional intelligence is a fundamental learning process for the harmony of routines, occasions of discord and communication with others. By making employees more aware of their emotional condition, we are promoting a broader reading of a situation and its possible resolution (Prior, Ferreira, Pereira & Fonte, 2021).

Emotional intelligence is an up-to-date concept that has been gaining relevance among entrepreneurs and managers in the workplace. Human resource management is increasingly focusing on ways to boost emotional intelligence skills that lead employees to high levels of "well-being and job satisfaction" and, in turn, to high "levels of performance and involvement" in an organization (Rodrigues, 2016).

The basis of individual development is emotional intelligence, which can be defined as the ability to be "intelligent" with one's own emotions and those of others, and to be able to recognize and manage them. Daniel Goleman (1998) proposed an initial model that distributes emotional intelligence into five categories: self-awareness, self-control, self-motivation, recognizing emotions in others and personal relationships. Developing emotional intelligence is necessary if we want to achieve better results in our lives, as all decision-making has an emotional part (Moreira, 2021).

People who manage their emotions, recognize and manage other people's emotions and in turn create pleasant environments, are those who can more easily develop certain work

skills, such as: teamwork, leadership, productivity, assertive communication, commitment and responsibility. On the other hand, those who manifest some kind of emotional difficulty may underperform in their duties and fail to progress professionally in the aforementioned job skills (Ceballos, Solartec & Ayala, 2017).

Over the years, organizations have developed their work based on the rational domain, which subsequently proved to be reduced by the biological and innate essence of the human being. However, since the 1980s, with the evolution of neuroscience studies, the interpretation has broadened that our consciousness is not entirely dominated by the will of the subject and that implicit in thoughts are perceptions and beliefs about our surroundings, as well as our emotions. The most recent neuroscience studies indicate that emotions are integrated into the construction of human rationality (Gonzaga & Rodrigues, 2018). In an unstable and complex world, the ability to manage one's own emotions and understand those of others places this individual in beneficial circumstances to lead actively and productively, which is what organizations need in order to develop "strong and proactive" leadership for the acquisition of organizational results (Santos, 2021).

Barros and Cunha (2010) state that it is the activity that determines the set of all actions (thoughts, feelings and emotions) that determine human conduct at work. It can also be said that Emotional Intelligence improves the generation and life of organizations as it increases their productivity (Delgado, 2006; Kaur, 2011; Bailey, 2015; Saha, 2020).

Silva and Zanetti (2021) verified the relevance of emotional intelligence in organizations through their study, as they found that young employees need to develop the dimensions of emotional intelligence ("self-awareness, self-discipline, motivation, empathy and social skills") in order to promote coexistence with professionals with more seniority in the organization, cooperation between subjects, work performance and, in turn, the product of organizations.

People with a high level of "EQ (emotional quotient)", when they take on the position of managing an organization, organize a more cohesive team, with better progress in leadership skills and more effective communication between members of the organization, promoting the development of organizational strategic plans and predicting and avoiding adversity (Mayer, Salovey & Caruso, 2002).

According to Goleman, Boyatzis and McKee (2001), emotional intelligence has proven to be a highly relevant tool for success at work and an essential component of the organizational environment.

In this context, we can say that they can't work alone, they have a team of people who need their guidance. Interpersonal skills are therefore always essential to their position. Leaders and managers need to be attentive to their subordinates, establishing relationships of trust between them and their teams (Lappalainen, 2014). The organization can help develop EI skills, but only individuals can make a change within themselves (Lappalainen, 2014; Drigas & Papoutsi, 2019).

Several studies have shown that employees with high levels of Emotional Intelligence (EI) are able to perform better and succeed in their own companies (Nicholls, Wegener, Bay & Cook, 2012; Lappalainen, 2014; Drigas & Papoutsi, 2019).

1.2 The Internal Marketing construct

Human capital is considered the most important resource in any organization. However, most companies are concerned with external customer satisfaction, without paying much attention to the satisfaction of their employees. Undoubtedly, the satisfaction of professionals is fundamental and determines the success or failure of what the customer experiences (Veloso, Sousa, Au-Yong-Oliveira & Walter, 2021).

Evaluating job satisfaction is a crucial factor along with the variables that contribute to fostering satisfaction, performance and loyalty of the professional to the organization, since greater job satisfaction helps professionals to find meaning in their work and adopt positive attitudes towards customer satisfaction and, consequently, contributes to better organizational performance (Veloso, Lunga & Fernandes, 2017).

Regarding the way in which the work environment acts towards life satisfaction, it is becoming paramount for organizations that pride themselves on being sensitive to the needs of their professionals who are considered to be their fundamental stakeholders (Golob & Podnar, 2021).

Some authors define internal marketing as a group of actions that allow the organization to demonstrate the relevance of its purpose, its techniques, its managers, its employees with the aim of boosting their production and loyalty through a conducive working

environment and taking into account their needs and desires, thus resulting in a comprehensive service from all employees for the satisfaction of the external customer (Al-Borie, 2012; Bohnenberger, 2006; González y Hernández, 2012; Moncada, 2009; Singh, 2014).

There are several studies that indicate that internally, the behaviour of superiors towards employees influences their behaviour in terms of "job satisfaction" (particular behaviour about work that influences individual and organizational attitudes), "organizational commitment" (behaviour that reflects the relationship between the employee and the organization and which can be subdivided into three components: "affective commitment" (the subject's emotional attachment and sense of belonging to the organization), "continuance commitment" (weighing up the consequences of leaving the organization and the different alternatives) and "normative commitment" (feeling of duty and loyalty towards the organization) and "professional performance" (a group of actions and behaviours that make the employee join the organization and promote its objectives) (Al-Borie, 2012; Chang & Chang, 2007; Chang & Chang, 2009; Ilioponos & Priporas, 2011; Viswesvaran & Ones, 2000).

With regard to organizational commitment, it has been used to predict professional performance and, in turn, the latter has been the subject of several studies, due to its relevance to organizations and it is something that they try to promote, since their success depends a lot on the performance of professionals (Rodrigues, Queiroz & Pires, 2016).

Foreman and Money (1995) also add that there are three components of internal marketing: vision (relating to the communication of the organizational vision and the belief of the organization's human resources); reward (linked to the items in the employee reward system) and employee development (their skills and performance in relation to the suitability of the tasks, emphasizing communication).

A company's success depends on its ability to continually attract and motivate its professionals to contribute their knowledge, while the satisfaction of professionals is fundamental, because this will determine the success or failure of customer experiences. Job satisfaction can therefore be considered one of the biggest factors in employee loyalty (Hsu & Wang, 2008).

1.3 Instruments that assess the constructs of Emotional Intelligence and Internal Marketing

According to the literature, there are some instruments that assess emotional intelligence, scales that integrate emotional and social skills items. The most commonly used scales to measure this dimension are those by the authors: Mikulic, Crespi and Radusky (2015); Trevisan, Tafreshi, Slaney, Yager and Iarocci (2018); Singh (2007); Mayer and Salovey, (1990, 1996, 2008); Mayer, Salovey and Caruso (2016) and Ceballos, Solartec and Ayala (2017). Thus, the scale adopted for application in this study was that of Ceballos, Solartec and Ayala (2017) as it was the one that best suited the purpose of the study, relating socio-emotional skills to work skills. The scale has a total of 49 items divided into two large groups, the emotional competencies group, which relates to the subject, and the social competencies group, which relates to interpersonal relationships.

Finally, in order to measure internal marketing and job satisfaction, the literature shows that scales have been developed that integrate organizational competency items. The most commonly used scales to measure this dimension are those by the authors: Caycho-Rodríguez, Neto, Tomás, Valencia, Ventura-León, Neto, Reyes-Bossio and Vilca (2020); Veloso, Sousa, Au-Yong-Oliveira & Walter, (2021); García, Ortega and Reyes (2014) and Rodrigues, Queirós and Pires (2016). The scale adopted in this study was achieved through the scale of the authors Rodrigues, Queirós and Pires (2016) who, based on the scale created by Foreman and Money (1995), developed a scale with 15 items, used to estimate the dimension of Internal Marketing activities in organizations. In this study, 8 items from the same scale were used.

2. Methodology

The adaptation and application of the instrument was based on a literature review and research studies on the instrument. The scale items measuring the emotional intelligence dimension were adapted from the researchers' study (Ceballos, Solartec and Ayala, 2017). The items measuring internal marketing were adapted from the researchers' study (Rodrigues, Queirós, and Pires, 2016). In addition, to complement the dimensions of job satisfaction, life satisfaction, performance, commitment and work determinants were adapted based on the results of researchers (Veloso, Sousa, Au-Yong-Oliveira & Walter, 2021; Caycho-Rodríguez, Neto, Tomás, Valencia, Ventura-León, Neto, Reyes-Bossio and

Vilca (2020) Rodrigues, Queirós, and Pires, 2016). The present study was based on the perspective of active professionals from various fields in Portugal.

A questionnaire was designed as a survey instrument. The questions were based on a review of the literature in the areas of emotional intelligence and internal marketing described above in the theoretical framework, duly translated and adjusted to the Portuguese context with the help of experts with scientific training and professional experience in the area. The items used are shown in Table 1.

Items	Dimension	Source
Internal marketing		
The top management of this organization offers and communicates to its employees a vision they can believe in	Internal marketing	Rodrigues, Queirós, and Pires, (2016)
The organization prepares employees to perform well		
In the organization, the development of employees' skills and knowledge happens as a continuous process		
In the organization, employees are taught about “why to do things” and not just “how to do things”		
The organization offers and goes further, in terms of training and education of employees		
In the organization, performance evaluation and reward systems encourage employees to work as a team		
Those responsible for the organization measure and reward the performance of their employees who contribute most to the organization's mission/objectives		
Those responsible for the organization use information collected from employees to improve their functions and to develop the organization's strategy		
The organization communicates to employees the importance of their roles in its services		
The organization rewards the efforts of its employees who provide excellent service		
In the organization, great emphasis is placed on communication with employees		
Support Supervision		
I can trust my supervisor when things get difficult at work	Labor Determinants	Veloso, Sousa, Au-Yong-Oliveira & Walter, (2021)
My supervisor is willing to listen to my work-related problems		

It's easy for me to talk to my supervisor when I need help

I am satisfied with the general guidance and responses from my supervisor

Collaborative Development

I am satisfied with the opportunities offered to me by my promotion or career advancement

Internal/external training actions and on-the-job learning (development of daily tasks) help me improve my performance

This organization offers a suitable learning environment to help employees grow

This organization helps employees to grow, in addition to developing their potential

Fair Reward

I am compensated fairly for the work I do

Employees are held accountable for their performance with fair performance evaluations and treatment

Autonomy

I have control over scheduling my work

I have significant autonomy in determining how I do my work

I have considerable opportunity for independence and freedom in the way I do my work

Corporative image

I am proud to work for this organization

I recognize the value of this organization

Affinity

When things get difficult at work, I can always rely on my colleagues to help me solve the problem

It's easy to talk to my colleagues when I need help

My colleagues are always willing to listen to my problem

Social responsibility

The organization contributes to environmental sustainability (protection of the environment)

The organization supports social causes

Emotional Skills

I identify and recognize emotions

I know my emotional limits

**Emotional
intelligence**

I easily externalize negative emotions

I easily express positive emotions

I easily express emotions in the workplace

My physical state influences the emotions expressed

Changes alter my emotions

By constantly expressing my emotions, they can be used against me

**Ceballos,
Solartec and
Ayala, 2017**

Social skills

Teamwork is important for the success of my personal life

I am clear in expressing what I want and what I expect from people

Express ideas clearly

I understand other people's feelings and emotions

I understand what others want to express

I understand attitudes that strengthen the performance of others

I notice negative attitudes expressed by others in the workplace

Project an image of respect and example towards others

Design and apply persuasion tactics

People easily understand what I want to decide

I identify what others think

It bothers me that other people express their emotions regardless of the consequences

I demonstrate willingness to listen without interruption to what other people have to say

Task performance

I have a high level of specialization in the technology I work with

I can achieve the objectives set by my immediate superior

I can meet established deadlines

Contextual performance

I am willing to help others who have heavy workloads

I am willing to help others who have difficulties/problems with work tasks

I am willing to go extra miles for the future of the organization

Performance

Organizational commitment

I would be very happy to spend the rest of my career with this organization

I feel like I'm part of this organization

Continuity commitment

At this moment, staying in this organization is as much a matter of necessity as of personal desire.

Commitment

As I have already given so much to this organization, I do not currently consider the possibility of working elsewhere.

Normative commitment

Even if it were to my advantage, I feel it would not be right to leave this organization at this time.

I feel I have a great duty to this organization

Job Satisfaction

SL1 - I am satisfied with my compensation package (pay, bonuses, incentives, profit sharing,...)

SL2 - I am satisfied with the additional benefits, including insurance and wellness activities.

SL3 - In general, I feel satisfied at work.

SL4 - I feel high satisfaction compared to expectations.

SL5 - I feel high satisfaction compared to the ideal organization.

Job Satisfaction

Veloso, Sousa,
Au-Yong-
Oliveira &
Walter, (2021)

Satisfaction with life

SV1 - In many aspects my life comes close to my ideals.

SV2 - My living conditions are excellent.

SV3 - I am satisfied with my life.

SV4 - So far I have managed to obtain what was important in my life.

SV5 - If I could live my life over again, I wouldn't change almost anything.

Satisfaction with
Life

Caycho-
Rodriguez,
Neto, Tomás,
Valencia,
Ventura-León,
Neto,
Reyes-Bossio
and Vilca
(2020)

Employee loyalty

LC1 - I would recommend the organization to others as a good place to work.

Employee loyalty

Veloso, Sousa,
Au-Yong-

Table 1. Questionnaire items**Source of Elaboration:** Own

This study was applied to professionals working in mainland Portugal and the islands during the first half of 2022. Non-probability sampling was used with a convenience technique. The questionnaires were distributed online (Facebook, emails) and responses came from various cities and locations in Portugal ($n = 1310$). The questionnaire is organized into two parts, the first consisting of the themes: Emotional Intelligence; Internal Marketing; Professional Satisfaction and Satisfaction with Life. The second part consists of a preliminary questionnaire, with questions related to sociodemographic characterization. Respondents were asked to use a five-point Likert-type scale (1 = "strongly disagree" to 5 = "strongly agree") to record their perceptions.

The reliability of the construct was assessed using composite reliability and Cronbach's alpha coefficient. The composite reliability ranged from 0.743 to 0.972, which satisfies the assumption of at least 0.70, and the reliability from Cronbach's alpha ranged from 0.603 to 0.955, suggesting that the construct could be used with confidence. After obtaining the questionnaires, the statistical data was processed in the Statistical Package for the Social Sciences (SPSS) 26 program, in order to apply the confirmatory factorial analysis, as well as assessing the reliability of the scale's internal consistency.

2.1 Data analysis procedure

The confirmatory factor analysis used the covariance matrix and adopted the maximum likelihood estimation (MLE) algorithm to estimate the parameters. With regard to the statistical procedures, we considered: the sensitivity of the items, assessed by the asymmetry (Sk) and flatness (Ku) values, with reference values $Sk \leq 3$ and $Ku \leq 7$; the quality of the overall fit of the factorial model, carried out according to the indices and reference values based on: goodness-of-fit (GFI), and comparative fit index (CFI), for these indices values higher than 0.90 are adequate; root-square error of approximation (RMSEA) and Root Mean Square Residual (RMR), values lower than 0.10 are indicative of a good fit; the quality of the local fit is measured by the factor weights (λ) and the

individual reliability of the items (r^2) with values of 0.50 and 0.25 for the factor loadings and individual reliability respectively; the composite reliability (CF) estimates the internal consistency of the items relating to the factor, a $CF \geq 0.70$ is indicative of an appropriate construct reliability; and the validity of the construct is assessed by convergent validity and discriminant validity. The convergent validity, obtained by the average variance extracted (AVE), assesses how strongly the items of a factor saturate in that factor, AVE values ≥ 0.50 are indicators of adequate convergent validity and the discriminant validity of the factors, assessed by comparing the AVE for each factor with the Pearson correlation squared. Evidence of discriminant validity is considered to exist when the squared correlation between the factors is lower than the SEM for each factor. The model was adjusted based on the modification indices proposed by AMOS of more than 11.

2.2 Characterization of the sample

The results presented in the following chapter were obtained from a sample of 1,310 individuals living in Portugal, 56.3% ($n=737$) of whom were women and 43.7% ($n=573$) men. The sample included workers aged between 24 and 69, with 66.8% ($n=876$) of those aged between 30 and 49 answering the questionnaire. The majority of respondents had a bachelor's degree, 51.1% ($n=669$) and 24.7% ($n=323$) had a master's degree. As for the type of employment contract, 54.4% ($n=712$) had an open-ended contract.

3. RESULTS

3.1 Evaluation of the Measurement Model and the Structural Model

3.1.1 Evaluation of the psychometric properties of the 1st order latent variables of Emotional Intelligence

The absolute values of asymmetry and flattening are within the limits proposed by Kline (2005) for all the constructs, which allows us to assume normality; therefore, according to Marôco (2010), if a set of variables has a univariate normal distribution, then the conditional distribution of the variables is multivariate normal.

Thus, the psychometric properties of the 1st order latent variables of all the dimensions of the scale were assessed: emotional intelligence, job determinants, internal marketing, performance, commitment, job satisfaction, life satisfaction and loyalty. The estimated models showed a good fit, according to the quality of fit indicators used CFI; GFI; RMSEA. These results were obtained after refining the proposed scale, as can be seen in Table 2.

Model	GFI	CFI	RMSEA	RMR
Emotional Intelligence	0.967	0.955	0.091	0.016
Job Satisfaction	0.999	0.997	0.046	0.010
Internal Marketing	0.974	0.948	0.101	0.035
Performance	0.989	0.985	0.095	0.018

Table 2. Overall fit indices in the final models of the scale dimensions

Source of elaboration: Own

3.1.2. Evaluation of the psychometric properties of the measurement model

In order to validate the measurement model for the proposed model, the reliability of the constructs, factorial validity, convergent validity and discriminant validity were assessed, also following the recommendations of Hair et al. (2012), Hair et al. (2013) and Gefen et al. (2011). The estimated model showed a good fit, according to the quality of fit indicators used CFI=0.901; GFI=0.828; RMSEA=0.078. Convergent validity, composite reliability (CR) and average variance extracted (AVE) were calculated for the measurement model, as shown in Table 4. With regard to reliability, it can be seen that the composite reliability values vary between 0.725 and 0.964, which exceeds the cut-off point of 0.70 considered acceptable by various authors (Hair et al, 2010; Kline, 2005). The reliability measured by the Cronbach's alpha coefficient is also an indicator of good results, given that the minimum observed was 0.603. As for the individual reliability of the items, all the standardized coefficients show values higher than 0.5 (Table 3), which translates into factor reliability. The square of the standardized factor weights designates the individual reliability of the item, which is appropriate if the value obtained is at least

0.25, which is the case in this study (Table 3). Convergent validity is verified through the VEM condition of at least 0.5, it can be seen in Table 4 that the VEM values vary between 0.573 and 0.866, which translates into the verification of convergent validity. In turn, discriminant validity assesses whether the items that reflect a factor are not correlated with other factors.

Items for each construct	CE	CE2
Labor Determinants		
Support Supervision		
I can trust my supervisor when things get difficult at work		
My supervisor is willing to listen to my work-related problems	0.714***	0.51
It's easy for me to talk to my supervisor when I need help		
I am satisfied with the general guidance and responses from my supervisor		
Collaborative Development		
I am satisfied with the opportunities offered to me by my promotion or career advancement.		
Internal/external training actions and on-the-job learning (development of daily tasks) help me improve my performance.	0.850***	0.723
This organization offers a suitable learning environment to help employees grow.		
This organization helps employees grow, in addition to developing their potential.		
Fair Reward		
I am compensated fairly for the work I do	0.816***	0.666
Employees are held accountable for their performance with fair performance evaluations and treatment		
Autonomy		
I have control over scheduling my work		
I have significant autonomy in determining how I do my work	0.574***	0.329
I have considerable opportunity for independence and freedom in the way I do my work		

Corporate image

I am proud to work for this organization 0.803*** 0.645

I recognize the value of this organization

Affinity

When things get difficult at work, I can always rely on my colleagues to help me solve the problem

0.582*** 0.339

It's easy to talk to my colleagues when I need help

My colleagues are always willing to listen to my problem

Social responsibility

The organization contributes to environmental sustainability (protection of the environment) 0.569*** 0.324

The organization supports social causes

Emotional intelligence**Emotional skills**

I identify and recognize emotions 0.638*** 0.407

I know my emotional limits

Social skills

I understand other people's feelings and emotions

I understand what others want to express

0.758*** 0.575

I understand attitudes that strengthen the performance of others

I notice negative attitudes expressed by others in the workplace

I identify what others think

Performance**Task performance**

I have a high level of specialization in the technology I work with

0.747*** 0.558

I can achieve the objectives set by my immediate superior

I can meet established deadlines

Contextual performance

0.583*** 0.34

I am willing to help others who have heavy workloads

I am willing to help others who have difficulties/problems with work tasks

Commitment

Organizational commitment

I would be very happy to spend the rest of my career with this organization 0.923*** 0.852

I feel like I'm part of this organization

Continuity commitment

At this moment, staying in this organization is as much a matter of necessity as of personal desire. 0.73*** 0.533

As I have already given so much to this organization, I do not currently consider the possibility of working elsewhere.

Normative commitment

Even if it were to my advantage, I feel it would not be right to leave this organization at this time. 0.736*** 0.542

I feel I have a great duty to this organization

Job Satisfaction

SL2 - I am satisfied with the additional benefits, including insurance and wellness activities. 0.707*** 0.5

SL3 - In general, I feel satisfied at work. 0.882*** 0.778

SL4 - I feel high satisfaction compared to expectations. 0.933*** 0.87

SL5 - I feel high satisfaction compared to the ideal organization. 0.914*** 0.835

Satisfaction with life

SV1 - In many aspects my life comes close to my ideals. 0.780*** 0.608

SV2 - My living conditions are excellent. 0.790*** 0.624

SV3 - I am satisfied with my life. 0.921*** 0.848

SV4 - So far I have managed to obtain what was important in my life. 0.847*** 0.717

SV5 - If I could live my life over again, I wouldn't change almost anything. 0.914*** 0.835

Internal marketing

MI1 - The organization's top management offers and communicates to its employees a vision they can believe in. 0.809*** 0.654

MI4 - In the organization, employees are taught about “why to do things” and not just “how to do things”.	0.821***	0.674
MI5 - The organization offers and goes further in terms of employee training and education.	0.768***	0.59
MI6 - In the organization, performance evaluation and reward systems encourage employees to work as a team.	0.831***	0.691
MI9 - Those responsible for the organization use information collected from employees to improve their functions and to develop the organization's strategy.	0.898***	0.806
MI10 – The organization communicates to employees the importance of their roles in its services.	0.918***	0.843
MI11 - The organization rewards the efforts of its employees who provide excellent service.	0.872***	0.76
MI12 - In the organization, great emphasis is placed on communication with employees.	0.903***	0.815

Employee loyalty

LC1 - I would recommend the organization to others as a good place to work.	0.883***	0.78
LC2 - I would be willing to continue working for the organization.	0.877***	0.769

CE - Standardized coefficients (factorial weight); CE2 - Square of standardized coefficients; *** - $p < 0.001$.

Table 3. Measurement Model Statistics

Source: Own

In turn, discriminant validity assesses whether the items that reflect a factor are not correlated with other factors. Discriminant validity was verified by taking into account the correlation coefficients of the constructs with statistically significant values and the values of the square root of the SEM, which must be higher than the correlations between the constructs (Hair et al, 2010), which allows us to conclude that all the constructs meet the condition of discriminant validity, as shown in Table 17. However, it can be seen that not all constructs meet the condition of discriminant validity, as shown in Table 4, since in some situations the square root of the VEM is slightly lower than the correlation

between factors. As a result, the items reflecting these factors may be correlated with other factors.

	Alpha	FC	VEM	LD	EI	P	C	JS	LS	M	EL
LD	0,873	0,920	0,628	(0,793)							
EI	0,652	0,763	0,619	0,294***	(0,787)						
P	0,603	0,725	0,573	0,589***	0,557***	(0,757)					
C	0,875	0,903	0,759	0,893***	0,271***	0,501***	(0,871)				
JS	0,913	0,954	0,841	0,894***	0,254***	0,492***	0,798***	(0,917)			
LS	0,892	0,960	0,829	0,422***	0,406***	0,441***	0,391***	0,509***	(0,911)		
M	0,955	0,964	0,817	0,821***	0,267***	0,328***	0,697***	0,734***	0,217***	(0,904)	
EL	0,653	0,928	0,866	0,977***	0,240***	0,588***	0,956***	0,379***	0,692***	0,682***	(0,931)

LD - Labor Determinants; EI - Emotional Intelligence; P - Performance; C - Commitment; JS - Job Satisfaction; LS - Life Satisfaction; M - Marketing; EL - Employee Loyalty; CR - Composite Reliability; AVE - Average Variance Extracted; the diagonal values (shaded) correspond to the square root of VEM and the remaining values to the correlations between the constructs. *** - $p < 0,001$.

Table 4. Reliability and validity measures, correlations between the dimensions of the measurement model

Source of elaboration: Own

Conclusions

In this study, an instrument was constructed and validated to assess the emotional intelligence, internal marketing, commitment, job satisfaction performance and life satisfaction of working professionals in Portugal. Through the validation of the measurement model related to the proposed model, the estimated model showed a good fit, according to the assessment of the reliability of the constructs, factorial validity, convergent validity and discriminant validity in accordance with the recommendations referred to by Hair et al. (2012), Hair et al. (2013) and Gefen et al. (2011). With regard to reliability, the composite reliability values vary between 0.743 and 0.972, which exceeds the cut-off point of 0.70 considered acceptable by various authors (Hair et al, 2010; Kline, 2005). The reliability measured by the Cronbach's alpha coefficient is also an indicator of good results, given that the minimum observed was 0.603. The convergent validity

verified through the VEM condition reliably reflects the model's convergent validity. In turn, the discriminant validity was assessed by considering the correlation coefficients of the constructs which show statistically significant values and the values of the square root of the SEM which must be higher than the correlations between the constructs (Hair et al, 2010), which allows us to conclude that all the constructs meet the condition of discriminant validity.

From the above, it can be said that the results obtained were satisfactory in all the validations carried out on the dimensions of the proposed scale and the measurement model. Thus, the 58 items evaluated are grouped into the eight dimensions proposed for the scale and are in line with the literature review, mainly based on the definitions constructed by the authors of the scales: Ceballos, Solartec and Ayala (2017); Rodrigues, Queirós & Pires, (2016) and Veloso, Sousa, Au-Yong-Oliveira & Walter, (2021) allow us to obtain a scale that simultaneously assesses: 1) Emotional Intelligence; 2) Job Satisfaction; 3) Life Satisfaction; 4) Internal Marketing; 5) Performance; 6) Commitment and 7) Labor Determinants and 8) Employee Loyalty. Thus, an instrument was constructed and validated to assess the contribution of motivation and job satisfaction to organizational success. The results of this research suggest that the 77 items of the original scale have been reduced to 58 items considered sufficient and adequate, which is an advantage when it comes to generalizing the application of the instrument. On the other hand, it corroborates the initial 8 dimensions of the proposed model. The items identified make it possible to assess workers' perceptions of emotional intelligence, which includes the worker's own emotional and social skills. The other dimensions make it possible to measure internal marketing and the work determinants of the work organization, as well as employee satisfaction, performance, commitment and loyalty to their employer. These dimensions can be assessed separately if this instrument is replicated in Portuguese organizations and companies. If, for example, there is an interest in investigating employees' greater or lesser perception of internal marketing, we recommend analyzing the items belonging to this dimension. The same can be observed in relation to other dimensions identified, such as the perception of emotional intelligence and commitment, among others.

In addition, the validated instrument can be considered an innovative, effective and useful tool for entrepreneurs, managers and organizations, as it allows them to evaluate, diagnose the perceptions of their employees and promote a healthy and appealing

environment, moving towards excellent organizational performance, greater profitability and business sustainability. We can therefore say that the main objective of this research was achieved, since it was possible to validate a scale whose main determinants of organizational success are Emotional Intelligence, work determinants and Internal Marketing in Portuguese organizations. This study is of great importance because it provides an innovative scale that brings together eight dimensions that are relevant to organizations and essential for the business sector, since it allows organizations to use a single, shorter and more valid instrument to promote employee performance and satisfaction, thus increasing productivity and quality of services, as well as to detect possible gaps that may exist in both human resources and organizational services. In addition, the results also show that the commitment, performance and satisfaction, both professional and with life, of Portuguese workers is related to emotional intelligence, work determinants and internal marketing.

This study has some limitations, namely the fact that the sample used was a convenience sample. However, none of the studies used to construct the instrument used random samples of the populations studied, despite the fact that some populations are quite specific. Furthermore, given that the sample was assessed at a single point in time, there is a need to validate temporal stability. In the future, it would be important to compare the results obtained with other results from the application of different instruments previously validated for the Portuguese population that measure the same constructs, in different organizations, sectors of activity and regions of Portugal, in order to compare these new results with those of this research.

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Capítulo 5

The effect of sociodemographic, labour, and organizational factors on emotional intelligence, internal marketing, job satisfaction and life satisfaction of professionals in Portugal

ABSTRACT

Purpose: The aim is to assess whether sociodemographic, labour, and organizational characteristics present differences in the average values of emotional intelligence, internal marketing, commitment, work determinants, performance, loyalty, job satisfaction and life satisfaction of employees' active professionals in Portugal.

Theoretical framework: Recent literature has reported that Emotional intelligence is a topic that arouses a lot of interest, especially in organizations, as it allows individuals to manage their own emotions and, in turn, a better understanding of the emotions of others, which provides more stable interpersonal relationships both with peers and with others hierarchical superiors. Thus, there is still much to investigate and learn about organizations with human resources equipped with emotional intelligence are therefore more likely to achieve the desired productivity and success and their employees, in turn, have more satisfaction performing the functions assigned to them.

Design/methodology/approach: We carried out an inferential quantitative analysis on a sample of professionals working in Portugal (n=1310), to find out whether their sociodemographic, professional, and organizational characteristics present differences in the average values of emotional intelligence, internal marketing, commitment, work determinants, performance, leadership, job satisfaction and life satisfaction of active professionals in Portugal.

Findings: The results obtained reveal that professionals working in Portugal are moderately satisfied and their average levels of satisfaction present most sociodemographic, professional, and organizational characteristics, for the dimensions of internal marketing, emotional intelligence, performance, loyalty, commitment, satisfaction with life and job satisfaction, statistically significant differences in the average values of their satisfaction.

Research, Practical & Social implications: At the organizational level, in the same way that an external customer needs positive experiences to be considered by the organization, a professional has to feel valued to perform their tasks successfully. Therefore, organizations must promote their internal marketing strategies by enhancing the recognition of their professionals.

Originality/value: The study demonstrates that Portuguese organizations must also invest in the implementation and development of internal marketing, valuing and recognizing their professionals, in order to strengthen organizational sustainability.

Keywords: Professional Satisfaction, Emotional Intelligence, Internal Marketing, Life Satisfaction, Work Characteristics, Sociodemographic Characteristics, Organizational Characteristics.

INTRODUCTION

Learning emotional intelligence skills by professionals has the indirect consequence of organizational productivity as these skills enable the recognition of their own emotional reactions on challenging occasions as the subject learns to identify and manage their emotions, overcomes adversities, motivates themselves, relates better with other professionals and promotes the perception of situations that do not give positive results to the organization, thus being able to prevent them from happening (Moreira, 2021).

Several studies indicate that the basis of organizational leadership is emotional intelligence because a leader does not become good only with experience and technical training, he must be equipped with skills to be prepared to deal with other types of demands that occur in the daily lives of companies, organizations and private life (Martinez, 1997).

Bernardino (2018) tells us that researchers, instigated by the consequences it can have on the health and quality of life of workers and organizations (visible in productivity levels), have been showing interest in the study of professional satisfaction. Jackson and Mathis (2007) and Brown and Lent (2005) also add that job satisfaction is translated through an emotional state that results in an opinion developed by each employee from their own work experience.

According to Silva (2021), several studies reveal the positive influence that internal marketing has on the performance, motivation and satisfaction of professionals. Internal marketing is linked to the evolution felt through the perception of the employee as a human being who constitutes the organization. In organizations, internally, it was essential to observe employees as unique individuals, with specific ambitions, stimuli and needs. Having a job offer does not mean that you attract and keep the best workers.

The purpose of this work is to evaluate whether sociodemographic, professional and organizational characteristics present differences in the average values of emotional intelligence, internal marketing, work determinants, commitment, performance, loyalty, job satisfaction and life satisfaction of employees. professionals from Portugal. It is therefore considered essential that organizations understand what to expect from their professionals and that they have an obligation to promote measures to facilitate the well-being of their employees. Carrying out this research makes it possible to understand the perception of these professionals about this reality, to know what motivates them and what their expectations are, and through this knowledge to improve their productivity, performance and efficiency, as well as the quality of the service provided by them. .

Regarding the structure and organization of the article, it is structured in two parts: a first, called the theoretical framework on the topic under study. Therefore, we begin by concisely addressing the dimensions of the conceptual model of the study. The second part includes all the methodological procedures inherent to the empirical study, starting with the conceptualization of the study, research hypotheses, objectives, type of investigation and basic conceptual scheme, that is, the presentation of the participants, taking into account the type of sample, data collection procedures and ethical procedures, as well as data analysis, which specifies the statistical tests used. The results are presented and discussed, along with the main considerations.

LITERATURE REVIEW

Emotional Intelligence

Lima, de Lima Assafrão, Kumanaya, Paro e de Melo, (2022) refer to the importance of Emotional Intelligence as an essential factor and indicator of success in the subjects' personal and professional lives. It is essential for organizations to professionally develop their employees through not only technical knowledge, but also using

characteristics inherent to emotional intelligence, characteristics that are necessary not only to promote worker progress but also to foster a good organizational climate.

Several studies demonstrate the relationship between emotional intelligence and job satisfaction, especially in tasks that involve emotions and interpersonal relationships, other studies report the association of the subject/context and the competence of emotional management with job satisfaction (Daryanto, 2014; Mayer & Salovey, 1997; Ai-Hamami, Hashim, Songip, & Al-Saeed, 2015; Ghoreishi, Zahirrondine, Assarian, Moosavi, & Mehrizi, 2014; Hoff, Song, Wee, Phan & Rounds, 2020; Kassim, Bambale & Jakada, 2016).

The practice of emotional intelligence can promote favorable results for both professionals and the organization itself. When employees develop emotional intelligence, they manifest more empathy, less stress and anxiety, greater ease in dealing with adversity, the constant search for managing more contradictory situations in the best way possible and the process of taking decisions. decisions is developed in a more assertive and emotionally balanced way (Weisinger, 2001).

In organizations today, most job losses occur due to the lack of self-control and emotional management, as such, it is essential to have employees with developed emotional intelligence to promote interpersonal relationships and deal with some situations that present themselves daily, such as competition for positions, opinion to improve tasks, teamwork, among others (Lima et al., 2022).

Internal Marketing

Organizations that practice internal marketing strategies promote job satisfaction and the performance of their employees and it is based on all realities that achieve their objectives, using the most favorable one and which counts on the involvement of professionals (Robledo, Lucena, & Arenas, 2013). Internal marketing has been seen as a tool to improve performance and enhance service quality. Employees are seen as internal customers and the importance of satisfying their needs is recognized (Lewis, 1989).

Internal marketing is the area of marketing that concerns efficient management and of workers, and appears as an essential communication tool to promote the improvement of work procedures, interpersonal relationships, the clarity and speed with

which information moves within the organization and the motivation and development of employees towards it (Sohail & Jang, 2017).

Some studies verify that the literature highlighted three different but related stages to clarify the concept of internal marketing. The first stage is “employee satisfaction and motivation” and judges professionals as internal customers and the functions they develop as internal products that “satisfy their needs and desires” and meet the organization's purposes, thus improving the quality of the service. The second phase, called “customer orientation”, aims to encourage employees to behave conscientiously towards their customers. The third phase is called “strategy implementation and change management”, and refers to internal marketing as “a holistic management process” that is reflected in planning to overcome organizational resistance to transformation and outline, excite and integrate employees for the development of corporate and practicable techniques.” (Rafiq & Ahmed, 1993, 2000 and Ahmed, Rafiq & Saad, 2003).

Job Satisfaction

According to Azevedo (2019), professional satisfaction is complex when it comes to managing organizations and requires attention from managers as it is human resources that make the organization exist and develop its activities. Serafim, Veloso and Ribeiro (2018) also add that job satisfaction is a subject that arouses a lot of interest as the relevance of individuals as employees of an organization is well known and it is estimated that they feel good about the tasks assigned to them and that they can claim when they are dissatisfied. Lunga, Veloso and Fernandes, (2017) refer to job satisfaction as a variable related to the efficiency and particular fulfillment of professionals, thus it can be stated that the greater the professional satisfaction, the greater the employee's interest in their work activity and the more This person easily adopts positive behaviours that promote organizational growth.

According to Locke (1976), two views stand out as constituents of job satisfaction: the “cognitive” (concerns what the subject thinks about the work they do) and the “emotional” (represents how well a person feels about their professional practice). Thus, professional satisfaction is based on what the professional thinks and feels. In this way, job satisfaction would be a “positive emotional state” resulting from the perception that professionals have of their work. Adversely, dissatisfaction would be a negative emotional state that results from understanding the work but does not value the

employee's values. For the author, satisfaction and dissatisfaction are two opposites of the same event (Martinez and Paraguay, 2003).

Some authors indicate that job satisfaction encompasses two factors, situational ones that encompass working conditions, such as: salary, recognition, promotion opportunities, among others; and personal ones, such as: self-esteem, self-confidence, feelings, among others (Heller, Judge & Watson (2002) and Dorman & Zapf (2001)). Several studies also demonstrate that the variables: employee age, salary, educational qualifications, size of the organization, union membership and working hours influence job satisfaction (Borjas, 1979; Miller, 1990; Meng, 1990; Idson, 1990; Clark, 1996, 1997; Clark and Oswald, 1996; Sousa-Poza and Sousa-Poza, 2000; Sloane and William, 2000).

Several studies reveal the positive result that professional satisfaction has on the performance of organizations, on the well-being of workers and on other dimensions that are directly or indirectly linked to individuals, both in the private and professional spheres (Barros & Cunha, 2010).

Satisfaction with life

Satisfaction is a subjective state of the subjects and translates into a cognitive appreciation that is difficult to measure, however it reflects the particular subjective well-being, taking into account the reasons that lead people to experience situations and the way in which they do so (Joia, Ruiz & Donalisio, 2007).

Life satisfaction concerns the state of satisfaction that is perceived by the individual when reflecting on the different areas of their life or their life as a whole. It can therefore be said that it is a subjective analysis and encompasses a reflection on the “enthusiasm/pleasure or discontent/suffering” that the subject has or feels when thinking about their way of living. Satisfaction with life has repercussions on the subjects' achievement as it indicates greater or lesser commitment to tasks, more or less satisfaction with vocational and professional career choices, greater or lesser understanding of “self-efficacy” (Diener, Lucas, & Oishi, 2009; Muratori, Zubieta, Ubillos, González, & Bobowik, 2015).

Shin and Johnson (1978) define satisfaction with life through the general assessment of a subject's quality of life based on the criteria that they choose. Pavot and Diener (1993)

describe it as an assessment, where subjects evaluate the quality of their life considering their own criteria.

DATA AND METHODOLOGY

This study's central objective is to assess the level of satisfaction of professionals working in Portugal and, in particular, to evaluate whether there are differences in the average satisfaction values of the dimensions that make up the research model: work determinants, emotional intelligence, internal marketing, commitment, loyalty, job satisfaction and life satisfaction, for sociodemographic, professional and organizational characteristics. The aim is to understand how employees feel in the workplace, how they manage emotions in the workplace, how they perceive their life and profession and whether there are differences in groups with different sociodemographic, professional and organizational characteristics. To respond to the main objective, the following research hypotheses (HI) were established:

H₁: There are differences in the average values of sociodemographic characteristics for:

- a) Labor determinants
- b) Emotional intelligence
- c) Internal marketing
- d) Commitment
- e) Loyalty
- f) Job satisfaction
- g) Satisfaction with life

H₂: There are differences in the average values of work characteristics (type of employment and

leadership) to:

- a) Labor determinants
- b) Emotional intelligence

c) Internal marketing

d) Commitment

e) Loyalty

f) Job satisfaction

g) Satisfaction with life

H₃: There are differences in the average values of organizational characteristics (public or private and sector of activity) for:

a) Labor determinants

b) Emotional intelligence

c) Internal marketing

d) Commitment

e) Loyalty

f) Job satisfaction

g) Satisfaction with life

To respond to the research objective, a conceptual model of the relationship between the variables was developed, based on the theoretical foundation and adapted to the situation and context of professionals active in Portugal, the dimensions of the model were based and adapted from studies by Ceballos, Solartec and Ayala (2017); Rodrigues, Queirós & Pires (2016) and Veloso, Sousa, Au-Yong-Oliveira & Walter (2021). In figure 1 you can see the research model that aims to assess the influence of sociodemographic, work and organizational characteristics on satisfaction levels in the dimensions: internal marketing, emotional intelligence, work determinants, loyalty, job satisfaction and life satisfaction of professionals in Portugal.

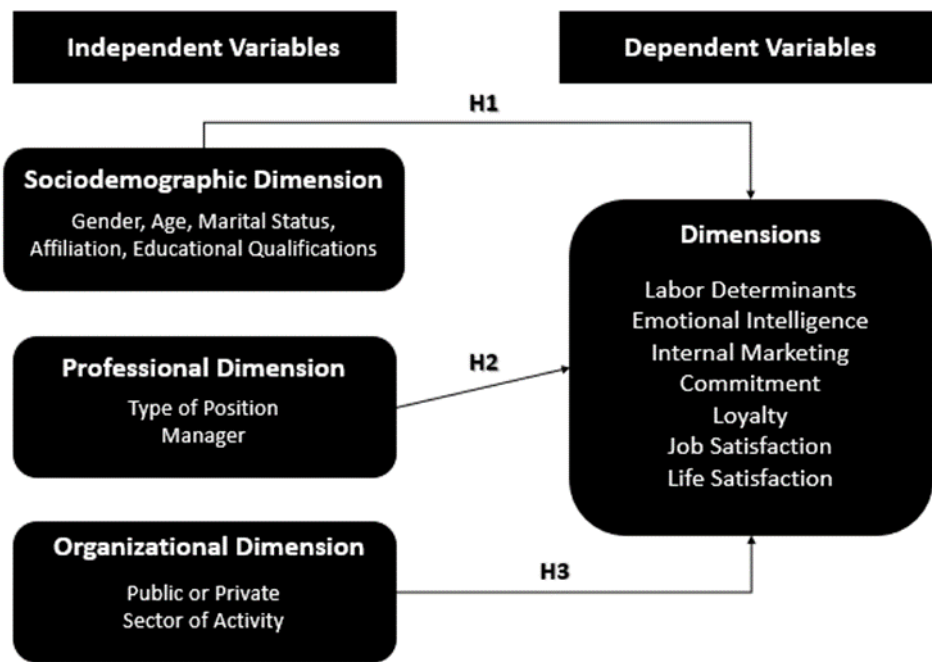


Figure 1: Proposed Research Model

Source: Own Elaboration

In order to respond to the research objectives and collect data, a questionnaire survey was used, which covers all dimensions covered in the conceptual model. The questionnaire was administered online, via social media and by email. This study was applied to professionals active in mainland Portugal and islands during the first half of 2022.

To characterize sociodemographic and professional data, relative and absolute frequency tables were created. The internal consistency of the dimensions and sub-dimensions of the research model was carried out using Cronbach's Alpha. To validate the research hypotheses and evaluate the existence or not of differences in the average satisfaction values of the model dimensions, inferential analysis was used, using the parametric t test for independent samples and the non-parametric Kruskal-Wallis test for compare results where the assumption of normality of distributions for applying the parametric test was not verified. A significance level of 5% was assumed.

RESULTS AND DISCUSSION

Sociodemographic Characterization

The study sample comprises 1310 individuals of which 56.3% (737) are women and 43.7% (573) are men. The age group that stands out in the sample is 40 to 49 years old (35.7% - 468 individuals), followed by 30 to 39 years old (31.1% - 408 respondents), followed by ≥ 50 years old (19, 8% - 260 individuals) and finally <30 years (13.3% - 174 individuals). In relation to academic qualifications, the high percentage of the sample with a Bachelor's/Degree (52.6% - 689 respondents) should be highlighted, followed by a Master's/Doctorate degree (27.3% - 357 individuals) and Basic/Secondary Education (20.2% - 264 individuals). Most respondents were married or cohabiting (64% - 839 individuals), 26% (341) stated that they were single and 10% (130) stated that they were divorced, separated or widowed (Table 1).

Feature	options	Absolute frequency - n	Relative frequency - %
Sex	Feminine	737	56.3%
	Masculine	573	43.7%
	Total	1310	100%
Age range	Up to 24 years old	52	4.0%
	25 to 29 years old	122	9.3%
	30 to 39 years old	408	31.1%
	40 to 49 years old	468	35.7%
	50 to 59 years old	196	15.0%
	60 to 69 years old	64	4.9%
	Total	1310	100%
marital status	Single	341	26.0%
	Married/De facto union	839	64.0%
	Divorced/Separated	117	8.9%
	Widower	13	1.0%
	Total	1310	100%

Literary abilities	Basic education	21	1.6%
	High school	243	18.5%
	Bachelor's Degree	20	1.5%
	Graduation	669	51.1%
	Master's degree	323	24.7%
	Doctorate	34	2.6%
	Total	1310	100%
Have children	No	480	36.6%
	Yes	830	63.4%
	Total	1310	100%
Link Type	Part-time contract	21	1.6%
	Very short-term contract	3	0.2%
	Fixed-term contract	299	22.8%
	Uncertain term contract	193	14.7%
	Termless contract	712	54.4%
	Services provision	49	3.7%
	Temporary job	33	2.5%
	Total	1310	100%

Table 1 –Sociodemographic Characterization

Source: Own elaboration

Professional Characterization

It can be seen in Table 2 that most respondents, 80.9% (n=1060) did not have a management or leadership role when they answered the questionnaire. Regarding working hours, 30.4% (n=398) had strict working hours and 14.1% (n=188) worked during the day. When it comes to time spent in the activity, 40.5% (n=533) of respondents have been working for between 5 and 20 years. In terms of length of service at the workplace, it is observed that 53.1% (n=696) of respondents have been with the company for at least 10 years. Most workers surveyed, 74.1% (n=969) live in the same municipality

where they work and the majority, 65.0% (n=848) work in a public institution. Among the public employing institutions, local authorities and health and education services stand out. We can also mention that most respondents, 66.9% (n=877) travel up to 10 km to get to work. This justifies the fact that 63.7% (n=835) of respondents took up to 15 minutes to travel. It should be noted that the majority, 80.4% (n=1053) use a private car to travel to work.

Feature	options	Absolute frequency - n	Relative frequency - %
Currently holds a management leadership role	No	1060	80.9%
	Yes	250	19.1%
	Total	1310	100%
Working hours	Flexible schedule	416	31.8%
	Half day	18	1.4%
	Shift schedule	154	11.8%
	Rigid schedule	398	30.4%
	Complete journey	51	3.9%
	Continuous journey	85	6.5%
	Day job	188	14.4%
	Total	1310	100%
Activity time	Up to 1 year	137	10.5%
	From 1 to 3 years old	168	12.8%
	From 3 to 5 years	110	8.4%
	From 5 to 10 years	135	10.3%
	From 10 to 15 years	200	15.3%
	From 15 to 20 years old	195	14.9%
	From 20 to 30 years old	272	20.8%
	At least 30 years	93	7.1%
	Total	1310	100%
	Up to 1 year	164	12.5%

Length of seniority at the company	From 1 to 3 years old	206	15.7%
	From 3 to 5 years	110	8.4%
	From 5 to 10 years	134	10.2%
	From 10 to 15 years	228	17.4%
	From 15 to 20 years old	136	10.4%
	From 20 to 30 years old	164	12.5%
	At least 30 years	168	12.8%
Total		1310	100%
The municipality where you live is the same as the one where you work	No	338	25.9%
	Yes	969	74.1%
	Total	1307	100%
Institution where you work	Toilet	457	35.0%
	Public	848	65.0%
	Total	1305	100%
Type of public institution	Environment	two	0.2%
	Education	167	19.7%
	Employment and Professional Training	1	0.1%
	Local Bodies	390	46.0%
	Health	248	29.2%
	Security	14	1.7%
	Did not answer	26	3.1%
	Total	848	100%

Table 2– Professional Characterization

Source: Own elaboration

Results of sociodemographic variables

Results depending on the sex of respondents

It is observed that in all dimensions the average values obtained by men are higher than the average values recorded by women, except for emotional intelligence, and the dispersion is identical between them. By applying the parametric t test for independent samples, it is concluded that the observed differences are statistically significant in the dimensions: internal marketing, work determinants, job satisfaction, commitment, life satisfaction and employee loyalty. Therefore, it can be stated that in these dimensions men had significantly better results.

Dimension	Sex	n	Average	Standard deviation	t-test statistics	Proof value (p)
Internal marketing	Feminine	737	2,952	1,059	-2.177	0.035
	Masculine	573	3,110	1.105		
Labor determinants	Feminine	737	3,438	0.814	-3.231	0.001
	Masculine	573	3,597	0.694		
Emotional intelligence	Feminine	737	4,066	0.491	1,366	0.173
	Masculine	573	4,013	0.583		
Job satisfaction	Feminine	737	2,887	1,051	-3.059	0.001
	Masculine	253	3,103	0.973		
Commitment	Feminine	737	3,353	1,058	-3.953	<0.001
	Masculine	573	3,597	0.866		
Performance	Feminine	737	4,156	0.603	-0.261	0.794
	Masculine	573	4,166	0.589		
Satisfaction with life	Feminine	737	3,582	0.813	-2.837	0.005
	Masculine	573	3,739	0.815		
Employee loyalty	Feminine	737	3,560	1,094	-3.044	0.002
	Masculine	573	3,771	0.997		

Table 3– Characterization of the dimensions of the measurement model depending on sex

Source: Own elaboration

Results depending on the age group of respondents

Considering the results, it appears that individuals under the age of 30 had the highest average results in all dimensions with the exception of emotional intelligence and performance, whose highest results were from individuals aged between 30 and 39 years. . On the other hand, workers aged between 40 and 49 years presented the lowest results in all dimensions, with the exception of: commitment, performance and satisfaction with life; in these dimensions, respondents aged at least 50 years had the lowest results. . The non-parametric Kruskal-Wallis test was used to compare the results between the different age groups, since the assumption of normality of distributions for the application of the parametric test was not met. Therefore, at a significance level of 5%, it was concluded that, with the exception of the performance dimension, there is at least one age group that presents significantly different results in each of the dimensions under study. By applying multiple comparisons, it was concluded that in internal marketing, statistically significant differences occur between individuals under the age of 30 and all others and between those aged 30 to 39 years and all others. In the determinant dimensions of work and job satisfaction, significant differences occur between individuals under the age of 30 and all others. Emotional intelligence presents statistically different results between respondents aged up to 30 years old and those aged between 30 and 39 years old, as well as between those aged between 30 and 39 years old and those aged over 50 years old. When it comes to employee loyalty, the results are statistically different between respondents under the age of 30 and all others and between those aged 40 to 49 and those over 50.

Dimension	Age	n	Average	Standard deviation	Kruskal Wallis test statistics	Proof value (p)
Internal marketing	< 30 years	174	3,385	1,078	48,923	0.000 a, b, c, d, e
	30 to 39 years old	408	3,134	1,096		
	40 to 49 years old	468	2,791	1,033		
	>=50 years	260	2,832	0.983		
Labor determinants	< 30 years	174	3,762	0.823	28,565	0.000 a, b, c
	30 to 39 years old	408	3,463	0.816		

Emotional intelligence	40 to 49 years old	468	3,366	0.795	11,491	0.009 a, and
	>=50 years	260	3,479	0.678		
	< 30 years	174	4,035	0.442		
	30 to 39 years old	408	4,123	0.462		
	40 to 49 years old	468	4,046	0.552		
	>=50 years	260	3,977	0.541		
	< 30 years	174	3,286	1,149		
	30 to 39 years old	408	2,976	1,093		
	40 to 49 years old	468	2,792	0.992		
	>=50 years	260	2,879	0.891		
Job satisfaction	< 30 years	174	3,457	1,135	25,299	0.000 a, b, c
	30 to 39 years old	408	3,310	1,091		
	40 to 49 years old	468	3,372	1.002		
	>=50 years	260	3,571	0.854		
	< 30 years	174	4,176	0.599		
Commitment	30 to 39 years old	408	4,198	0.633	9,686	0.021 e, f
	40 to 49 years old	468	4,147	0.581		
	>=50 years	260	4,103	0.578		
	< 30 years	174	3,766	0.739		
	30 to 39 years old	408	3,580	0.979		
Performance	40 to 49 years old	468	3,607	0.754	13,542	0.089 a, c, e
	>=50 years	260	3,582	0.665		
	< 30 years	174	4,176	0.599		
	30 to 39 years old	408	4,198	0.633		
	40 to 49 years old	468	4,147	0.581		
Satisfaction with life	>=50 years	260	4,103	0.578	6,530	0.004 a, c, e
	< 30 years	174	3,766	0.739		
	30 to 39 years old	408	3,580	0.979		
	40 to 49 years old	468	3,607	0.754		
	>=50 years	260	3,582	0.665		

Employee loyalty	< 30 years	174	3,796	1,179	13,230	0.004 a, b, c, f
	30 to 39 years old	408	3,613	1,037		
	40 to 49 years old	468	3,488	1,106		
	>=50 years	260	3,671	0.994		

a - Significant differences between respondents aged under 30 and aged 30 to 39; b - Significant differences between respondents aged under 30 and aged 40 to 49; c - Significant differences between respondents under 30 years old and at least 50 years old; d - Significant differences between respondents aged 30 to 39 and aged 40 to 49; and - Significant differences between respondents aged 30 to 39 and at least 50 years old; f - Significant differences between respondents aged 40 to 49 and at least 50 years old;

Table 4– Characterization of the dimensions of the measurement model depending on the age group

Source: Own elaboration

Results depending on the marital status of respondents

Based on the results presented, it was concluded, using the non-parametric Kruskal-Wallis test (the assumption of normality of distributions was not verified), that the differences observed in the dimensions: internal marketing, work determinants, job satisfaction and employee loyalty do not present statistical significance.

In the dimensions: emotional intelligence, commitment, performance and satisfaction with life, it was concluded by applying the Kruskal-Wallis test that at least one of the groups of respondents presented different results. In the dimensions of emotional intelligence, satisfaction with life, married/cohabitant respondents showed significantly higher results than respondents in other marital statuses.

In the commitment dimension, divorced/separated/widowed respondents presented significantly higher results compared to respondents in other marital statuses.

In the performance dimension, differences are statistically significant between single respondents and those who are divorced/separated/widowed.

Dimension	marital status	n	Average	Standard deviation	Kruskal Wallis test statistics	Proof value (p)
Internal marketing	Single	341	3,027	1,118	3,140	0.280

	Married/De facto union	839	2,993	1,068		
	Divorced/ Separated/ widowed	130	2,819	0.945		
Labor determinants	Single	341	3,479	0.828		
	Married/De facto union	839	3,474	0.775	0.255	0.880
	Divorced/ Separated/ widowed	130	3,434	0.818		
Emotional intelligence	Single	341	3,957	0.462		
	Married/De facto union	839	4,109	0.522	41,237	0.000
	Divorced/ Separated/ widowed	130	3,960	0.517		a, c
Job satisfaction	Single	341	2,894	1,044		
	Married/De facto union	839	2,947	1,062	1,632	0.442
	Divorced/ Separated/ widowed	130	2,937	0.859		
Commitment	Single	341	3,218	1,140		
	Married/De facto union	839	3,446	0.966	14,994	0.001
	Divorced/ Separated/ widowed	130	3,615	1,018		a, b
Performance	Single	341	4,103	0.597		
	Married/De facto union	839	4,169	0.601	6,456	0.040
	Divorced/ Separated/ widowed	130	4,231	0.594		B
Satisfaction with life	Single	341	3,356	0.976		
	Married/De facto union	839	3,734	0.739	36,933	0.000
	Divorced/ Separated/ widowed	130	3,528	0.640		a, c
Employee loyalty	Single	341	3,540	1,110		
	Married/De facto union	839	3,623	1.055	2,359	0.307
	Divorced/ Separated/ widowed	130	3,654	1,131		

a - Significant differences between single respondents and those who are married/in a de facto union;

b - Significant differences between single respondents and those who are divorced/separated or widowed;

c - Significant differences between married/cohabiting respondents and those who are divorced/separated or widowed;

Table 5– Characterization of the dimensions of the measurement model depending on marital status

Source: Own elaboration

Results depending on the educational qualifications of the respondents

It is observed, by applying the non-parametric Kruskal-Wallis test, that the differences observed between respondents with different qualifications in the dimensions: work determinants, emotional intelligence and employee loyalty do not present statistical significance. On the other hand, in the dimensions: internal marketing, job satisfaction, commitment, performance and life satisfaction, the aforementioned test detected that at least one of the groups of respondents presented significantly different results. Using multiple comparisons, it was concluded that in the dimensions: internal marketing, commitment and satisfaction with life, respondents with qualifications at basic/secondary level presented significantly different results to individuals with other levels of qualification.

In the job satisfaction dimension, it was concluded that respondents with qualifications at the bachelor/degree level presented significantly lower results than respondents with other qualifications.

In the performance dimension, the results are significantly different between the three groups of respondents.

Dimension	Qualifications	n	Average	Standard deviation	Kruskal Wallis test statistics	Proof value (p)
Internal marketing	Basic/Secondary	264	3,307	1,159	-1,350	0.000 a, b
	Bachelor's/Degree	689	2,874	1,043		
	Master's/PhD	357	2,960	1.007		
Labor determinants	Basic/Secondary	264	3,547	0.844	0.396	0.216
	Bachelor's/Degree	689	3,426	0.804		
	Master's/PhD	357	3,504	0.725		
Emotional intelligence	Basic/Secondary	264	4,008	0.559	-0.702	0.613
	Bachelor's/Degree	689	4,069	0.514		
	Master's/PhD	357	4,062	0.467		

Job satisfaction	Basic/Secondary	264	3,057	1,181	-0.792	0.004 a, c
	Bachelor's/Degree	689	2,842	0.991		
	Master's/PhD	357	3,014	1.002		
Commitment	Basic/Secondary	264	3,617	1,034	-1.419	0.000 a, b
	Bachelor's/Degree	689	3,321	1,054		
	Master's/PhD	357	3,404	0.941		
Performance	Basic/Secondary	264	3,995	0.712	-0.016	0.000 a, b, c
	Bachelor's/Degree	689	4,164	0.562		
	Master's/PhD	357	4,267	0.553		
Satisfaction with life	Basic/Secondary	264	3,512	0.928	-1.697	0.023 a, b
	Bachelor's/Degree	689	3,642	0.760		
	Master's/PhD	357	3,639	0.825		
Employee loyalty	Basic/Secondary	264	3,633	1,098	-1.474	0.236
	Bachelor's/Degree	689	3,552	1,108		
	Master's/PhD	357	3,685	0.996		

a - Significant differences between respondents with basic/secondary education and individuals with a bachelor's/degree degree;

b - Significant differences between respondents with basic/secondary education and individuals with a master's/doctorate degree;

c - Significant differences between respondents with a bachelor's/degree degree and individuals with a master's/doctorate degree.

Table 6– Characterization of the dimensions of the measurement model depending on educational qualifications

Source: Self elaboration

Results of professional variables

Results depending on the type of link with the organization of the respondents

It is observed, by applying the non-parametric Kruskal-Wallis test, that in all dimensions, with the exception of emotional intelligence, there is at least one group of respondents that presents results that are statistically different from the others.

Dimension	Link type	n	Average	Standard deviation	Kruskal Wallis test statistics	Proof value (p)
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Internal marketing	Right term	299	3,120	1,076	52,719	0.000 b, c, d, e, f
	Uncertain term	193	3,075	1,171		
	Without term	712	2,818	1.035		
	Others	106	3,554	0.803		
Labor determinants	Right term	299	3,573	0.861	27,040	0.000 b, f
	Uncertain term	193	3,512	0.847		
	Without term	712	3,383	0.733		
	Others	106	3,708	0.799		
Emotional intelligence	Right term	299	4,083	0.540	4,151	0.246
	Uncertain term	193	4,091	0.476		
	Without term	712	4,026	0.509		
	Others	106	4,100	0.502		
Job satisfaction	Right term	299	3,127	1,067	14,721	0.002 a, b
	Uncertain term	193	2,865	1,208		
	Without term	712	2,864	0.963		
	Others	106	2,960	1,054		
Commitment	Right term	299	3,552	0.968	31,532	0.000 a, b, c, e, f
	Uncertain term	193	3,240	1,188		
	Without term	712	3,328	0.978		
	Others	106	3,791	1,048		
Performance	Right term	299	4,265	0.545	13,324	0.004 a, b
	Uncertain term	193	4,073	0.644		
	Without term	712	4,150	0.560		
	Others	106	4,062	0.837		
Satisfaction with life	Right term	299	3,702	0.680	24,351	0.000 a, c, d, e, f
	Uncertain term	193	3,521	0.895		
	Without term	712	3,681	0.754		
	Others	106	3,094	1,150		
Employee loyalty	Right term	299	3,674	1,097	23,672	0.000

Uncertain term	193	3,495	1,247	b, c, e, f
Without term	712	3,539	1.008	
Others	106	4,042	1,033	

a - Significant differences between respondents with a fixed-term contract and individuals with an uncertain-term contract; b - Significant differences between respondents with a fixed-term contract and individuals with an open-ended contract; c - Significant differences between respondents with a fixed-term contract and individuals with other types of contract. d- Significant differences between respondents with an uncertain-term contract and individuals with an open-ended contract; and - Significant differences between respondents with an uncertain term contract and individuals with other types of contract; f - Significant differences between respondents with open-ended contracts and individuals with other types of contract.

Table 7– Characterization of the dimensions of the measurement model depending on the type of link

Source: Own elaboration

In internal marketing, it is observed that the results are significantly different between: individuals with a fixed-term contract and individuals with an open-ended contract or other types of contract; individuals with an uncertain term contract and individuals with an open-ended contract or other types of contract; individuals with open-ended contracts and individuals with other types of contracts.

In the labor determinants dimension, significant differences occur between those who have a fixed-term contract and those who have an uncertain-term contract and also between individuals with an open-ended contract and individuals with other types of contract.

On the other hand, in the dimensions: job satisfaction and performance, the results are significantly different between: individuals with a fixed-term contract and individuals with an uncertain or open-term contract.

In commitment, the differences are statistically significant among all except individuals with an uncertain-term contract and those with no term.

In terms of life satisfaction, the differences are statistically significant among all, except for individuals with a fixed-term contract and those with an open-ended contract.

Regarding employee loyalty, the differences are statistically significant among all except individuals with an uncertain-term contract and those with a fixed-term contract and also those with an open-ended contract.

Results depending on the performance of management/leadership activities of the respondents

It is observed that in all dimensions the average values obtained by respondents who carry out management/leadership activities are higher than the average values recorded by respondents who do not carry out such activity, and the dispersion is identical between them.

By applying the parametric t test for independent samples, it is concluded that the observed differences are statistically significant in the dimensions: internal marketing, work determinants, job satisfaction, commitment, performance, life satisfaction and employee loyalty. Therefore, it can be stated that in these dimensions, respondents with management/leadership activities had significantly better results.

Dimension	Management or leadership activity	n	Average	Standard deviation	t-test statistics	Proof value (p)
Internal marketing	No	1060	2,919	1,060	-4.607	0.000
	Yes	250	3,263	1,071		
Labor determinants	No	1060	3,430	0.800	-3.952	0.000
	Yes	250	3,649	0.735		
Emotional intelligence	No	1060	4,054	0.494	-0.096	0.924
	Yes	250	4,058	0.579		
Job satisfaction	No	1060	2,875	1,030	-4.137	0.000
	Yes	250	3,175	1,042		
Commitment	No	1060	3,336	1,038	-5.306	0.000
	Yes	250	3,688	0.918		
Performance	No	1060	4,136	0.606	-2.742	0.006
	Yes	250	4,251	0.564		
Satisfaction with life	No	1060	3,569	0.843	-4.912	0.000
	Yes	250	3,809	0.654		
Employee loyalty	No	1060	3,561	1,087	-3,099	0.002

Yes	250	3,786	1,018
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Table 8– Characterization of the dimensions of the measurement model depending on the exercise of management or leadership activity

Source: Self elaboration

Results of organizational variables

Results depending on the type of institution where respondents work

It is observed that in all dimensions the average values obtained by respondents who work in a private institution are higher than the average values recorded by respondents who work in a public institution, with the exception of the commitment dimension.

Dimension	Type of institution	n	Average	Standard deviation	t-test statistics	Proof value (p)
Internal marketing	Toilet	457	3,286	1,135	5,610	0.000
	Public	848	2,825	0.995		
Labor determinants	Toilet	457	3,594	0.896	3,588	0.000
	Public	848	3,408	0.721		
Emotional intelligence	Toilet	457	4,088	0.502	2,496	0.013
	Public	848	4,035	0.516		
Job satisfaction	Toilet	457	3,167	1,155	6,999	0.000
	Public	848	2,809	0.945		
Commitment	Toilet	457	3,339	1,152	-0.868	0.386
	Public	848	3,442	0.946		
Performance	Toilet	457	4,176	0.636	3,284	0.002
	Public	848	4,147	0.578		
Satisfaction with life	Toilet	457	3,635	0.828	3,464	0.001
	Public	848	3,604	0.809		
Employee loyalty	Toilet	457	3,638	1,192	1,070	0.285
	Public	848	3,589	1.008		

Table 9– Characterization of the dimensions of the measurement model depending on the type of institution where you work

Source: Own elaboration

By applying the parametric t test for independent samples, it is concluded that the differences observed are statistically significant in the dimensions: internal marketing,

work determinants, emotional intelligence, job satisfaction, performance and satisfaction with life. Therefore, it can be stated that in these dimensions, respondents who work in private institutions had significantly better results.

Results depending on the sector of activity where respondents work

It is observed, by applying the non-parametric Kruskal-Wallis test, that in all dimensions, with the exception of emotional intelligence and life satisfaction, there is at least one group of respondents that presents results that are statistically different from the others.

In internal marketing, it is observed that the results are significantly different between individuals who work in an educational institution and individuals who work in local bodies or in the health sector; individuals who work in other public sectors and individuals who work in autonomous bodies or in the health sector.

In the dimensions: work determinants, job satisfaction and employee loyalty, significant differences occur between those who work in the health sector and those who work in education or in local government bodies and between individuals who work in health and individuals who work in other public sectors.

In terms of commitment, the differences are statistically significant among everyone except individuals who work in education and those who work in autonomous bodies.

Regarding performance, the differences are statistically significant between individuals who work in education and those who work in local authorities or health.

Dimension	Type of public institution	n	Average	Standard deviation	Kruskal Wallis test statistics	Proof value (p)
Internal marketing	Education	167	3,158	1.004	48,659	0.000 a, b, e, f
	Local Bodies	390	2,688	0.924		
	Health	248	2,703	0.974		
	Others	43	3,477	1,162		
	Education	167	3,541	0.753	29,928	0.000

Labor determinants	Local Bodies	390	3,462	0.703		b, d, f
	Health	248	3,211	0.649		
	Others	43	3,545	0.916		
Emotional intelligence	Education	167	4,061	0.565	6,722	0.081
	Local Bodies	390	4,010	0.519		
	Health	248	4,035	0.487		
	Others	43	4,163	0.442		
Job satisfaction	Education	167	2,957	0.920	28,089	0.000
	Local Bodies	390	2,841	0.902		
	Health	248	2,615	0.992		
	Others	43	3,058	0.970		
Commitment	Education	167	3,577	1.002	43,056	b, c, d, e, f
	Local Bodies	390	3,531	0.870		
	Health	248	3,129	0.936		
	Others	43	3,922	0.990		
Performance	Education	167	4,321	0.530	23,517	a, b
	Local Bodies	390	4,085	0.594		
	Health	248	4,126	0.538		
	Others	43	4,149	0.707		
Satisfaction with life	Education	167	3,540	0.919	5,384	0.146
	Local Bodies	390	3,645	0.722		
	Health	248	3,533	0.852		
	Others	43	3,884	0.801		
Employee loyalty	Education	167	3,811	1,017	33,628	b, d, f
	Local Bodies	390	3,635	1,020		
	Health	248	3,351	0.880		
	Others	43	3,686	1,286		

a - Significant differences between respondents who work in the public education sector and those who work in local government bodies; b - Significant differences between respondents who work in the public education sector and those who work in health; c - Significant differences between respondents who work in the public education sector and those who work in other public sectors; d- Significant differences between respondents who work in autonomous bodies and

those who work in health; and - Significant differences between respondents who work in local government bodies and those who work in other public sectors; f - Significant differences between respondents who work in health and those who work in other public sectors;

Table 10– Characterization of the dimensions of the measurement model depending on the type of public institution

Source: Own elaboration

By observing Table 11, we can conclude that all hypotheses were validated, even if partially validated. Thus, H₁ regarding sociodemographic characteristics was partially validated since it was demonstrated that in all dimensions the average values obtained by men are significantly higher than the average values recorded by women, except for emotional intelligence. Regarding the age group subdimension, it was found that individuals under the age of 30 had the highest average results in all dimensions except for emotional intelligence and performance, whose highest results were from individuals aged between 30 and 39 years old. On the other hand, workers aged between 40 and 49 years presented the lowest results in all dimensions, except for: commitment, performance, and satisfaction with life; in these dimensions, respondents aged at least 50 years had the lowest results. Therefore, it was concluded that except for the performance dimension, there is at least one age group that presents significantly different results in each of the dimensions under study. Additionally, for marital status, it was concluded that at least one of the groups of respondents presented different results for the dimensions: emotional intelligence, commitment, performance, and satisfaction with life. Thus, in the dimensions of emotional intelligence, satisfaction with life, married/cohabitant respondents showed significantly higher results than respondents in other marital statuses. In the commitment and performance dimension, divorced/separated/widowed respondents presented significantly higher results compared to respondents in other marital statuses. Regarding the literary housing variable, it was concluded that in the dimensions: internal marketing, commitment and satisfaction with life, respondents with qualifications at basic/secondary level presented significantly different results to individuals with other levels of qualification. In the job satisfaction dimension, it was demonstrated that respondents with qualifications at the bachelor's/degree level presented significantly lower results than respondents with other qualifications.

In the analysis of the professional characteristics that involve the type of relationship and the leadership position that constitute H₂, it was concluded that in internal marketing, individuals with fixed-term contracts and individuals with open-ended contracts or other

types of contracts present statistically significant differences, such as in labour determinants, job satisfaction and performance, significant differences occur between those with a fixed-term contract and those with an uncertain-term contract and also between individuals with an open-ended contract and individuals with other types of contract. Identically, in life satisfaction the differences are statistically significant among all except individuals with a fixed-term contract and those with an open-ended contract. Regarding employee loyalty, the differences are statistically significant among all except individuals with an uncertain-term contract and those with a fixed-term contract and those with an open-ended contract. Furthermore, it was observed that in all dimensions the average values obtained by respondents who carry out management/leadership activities are higher than the average values recorded by respondents who do not carry out such activity in the dimensions: internal marketing, work determinants, job satisfaction, commitment, performance, life satisfaction and employee loyalty. Therefore, it can be stated that in these dimensions, respondents with management/leadership activities had significantly better results.

Finally, in the analysis of H₃ - organizational characteristics, it was found that in all dimensions the average values obtained by respondents who work in a private institution are higher than the average values recorded by respondents who work in a public institution, except for the commitment dimension. Therefore, it can be stated that in these dimensions, respondents who work in private institutions had significantly better results. Also, professionals who work in the education sector or in the municipal sector, in all dimensions apart from emotional intelligence and life satisfaction, present significantly better results.

Thus, the results obtained in this study are in line with findings in other investigations (Blanchflower, 2021, Jebb, Morrison, Tay and Diener, (2020), Duarte, 2019, Ferreira, 2018, Agrawal et al., 2011 and Gregório, 2008), where differences were also observed in the average values of respondents for the different sociodemographic, professional, and organizational groups that make up the sample. The study by Duarte (2019) reveals that the influence of sociodemographic variables on the dimension of military self-motivation is verified. Also, the study by Gregório (2008) indicates that there is a positive influence of academic qualifications on the management of group emotions in health professionals. The study by Ferreira (2018) tells us that emotional competence varies according to personal (age and gender) and professional (profession and satisfaction with the functions

performed) characteristics. Additionally, Ribas (2018) demonstrates that there is a positive relationship between professional satisfaction and academic qualifications and the age of respondents, on the other hand, the study by Rocha (2016) states that sociodemographic variables do not constitute explanatory factors for satisfaction professional. The study by Barbosa (2015) corroborates the previous one, indicating that the sociodemographic variables of gender, educational qualifications and seniority do not influence job satisfaction. Furthermore, several studies reveal that life satisfaction develops with age (Blanchflower, 2021), demonstrating minimal differences throughout life (Jebb et al., 2020), Agrawal et al. (2011), presents opposite results that report that older men and women have less negative affect than younger ones, and the same result is found in the life satisfaction of the men's sample.

Dimensions	Subdimensions	Hypotheses	Validation
Sociodemographic	Age	H ₁ There are differences in the average values of sociodemographic characteristics:	Partially
		Labor Determinants	Yes
		Emotional intelligence	Yes
		Internal marketing	Yes
		Performance	no
		Commitment	Yes
		Loyalty	Yes
		Job Satisfaction	Yes
		Satisfaction with Life	Yes
	Gender	Labor Determinants	Yes
		Emotional intelligence	no
		Internal marketing	Yes
		Performance	no
		Commitment	Yes
		Loyalty	Yes
		Job Satisfaction	Yes
		Satisfaction with Life	Yes
	Marital status	Labor Determinants	no
		Emotional intelligence	Yes
		Internal marketing	no
		Performance	Yes
		Commitment	Yes
		Loyalty	no
		Job Satisfaction	no
		Satisfaction with Life	Yes
	Literary abilities	Labor Determinants	no
		Emotional intelligence	no
		Internal marketing	Yes
		Performance	Yes
		Commitment	Yes
		Loyalty	no
		Job Satisfaction	Yes
		Satisfaction with Life	Yes
Labor	Link Type	H ₂ There are differences in the average values of Labor characteristics:	Partially
		Labor Determinants	Yes
		Emotional intelligence	no
		Internal marketing	Yes
		Performance	Yes
		Commitment	Yes
		Loyalty	Yes
		Job Satisfaction	Yes
		Satisfaction with Life	Yes
	Management and/or Leadership Functions	Labor Determinants	Yes
		Emotional intelligence	no
		Internal marketing	Yes
		Performance	Yes
		Commitment	Yes
		Loyalty	Yes
		Job Satisfaction	Yes
		Satisfaction with Life	Yes
Organizational	Type of Organization	H ₃ There are differences in the average values of organizational characteristics:	Partially
		Labor Determinants	Yes
		Emotional intelligence	Yes
		Internal marketing	Yes
		Performance	Yes
		Commitment	no
		Loyalty	no
		Job Satisfaction	Yes
		Satisfaction with Life	Yes
	Activity sector	Labor Determinants	Yes
		Emotional intelligence	no
		Internal marketing	Yes
		Performance	Yes
		Commitment	Yes
		Loyalty	Yes
		Job Satisfaction	Yes
		Satisfaction with Life	no

Table 11: Summary of hypothesis validation.

Source: Own elaboration

CONCLUSION

We can conclude that the present investigation allowed us to respond to the main objective of the study, to evaluate the level of satisfaction of professionals who perform work functions in Portugal and to understand the existence of differences in the average values for the sociodemographic, professional, and organizational characteristics of the dimensions under study. Thus, we can state that professionals working in Portugal are moderately satisfied and their average levels of satisfaction present most sociodemographic, professional, and organizational characteristics, for the dimensions of internal marketing, emotional intelligence, performance, loyalty, commitment, satisfaction with the life and job satisfaction of these professionals. Therefore, the results obtained in this study corroborate the results of other studies (Blanchflower, 2021, Jebb et al., 2020, Duarte, 2019, Ferreira, 2018, Agrawal et al., 2011 and Gregório, 2008), where they were also verified differences in the average values of respondents for different sociodemographic, professional, and organizational groups.

To this extent, this study sought to make a contribution to both literature and industry on internal marketing, emotional intelligence, work determinants, performance, commitment, professional satisfaction and life satisfaction by increasing current knowledge about the role of internal marketing, emotional intelligence and work determinants in increasing satisfaction, organizational commitment and employee performance in Portuguese organizations trying to understand whether sociodemographic, professional and organizational characteristics have differences between different groups of workers. The topic under study is relatively scarce and studies investigating the proposed relationships are still scarce, particularly in the Portuguese context. On the other hand, by empirically testing the proposed model, the importance of the variables under analysis in explaining professional performance, commitment, loyalty and professional satisfaction was highlighted, which can be considered as a contribution to the literature on strategic management, and specifically, on human resource management and organizational behaviour.

One of the contributions of this study therefore lies in the analysis of the application of internal marketing and emotional intelligence, using employees' perceptions of the marketing practices used. On the other hand, the approach to the Portuguese context involving a sample that includes different sectors of activity, private companies and public organizations gives this study a pertinent and innovative character, both for

academia and companies. The study is of significant interest to organizations, as it can help them understand some organizational variables that play a crucial role in employee performance. This research can help managers understand how their different groups of employees react to applied internal marketing techniques, work determinants and use their emotional intelligence. This understanding proves to be fundamental, as it influences employee satisfaction, organizational commitment, performance, and loyalty. Therefore, marketing practices within organizations must be continually adjusted and reinforced. From a strategic point of view, by better understanding the internal dynamics of marketing and labour determinants and their effects, managers and professionals can improve their relationships with external customers. This represents an opportunity to improve the quality of services provided to customers and consequently represents benefits for productivity and organizational competitiveness. Furthermore, the learning of emotional intelligence skills by professionals has the indirect consequence of organizational productivity as these skills enable the recognition of their own emotional reactions on challenging occasions as the subject learns to identify and manage their emotions, overcomes adversities, they motivate themselves, relate better with other professionals and promote the perception of situations that do not give positive results to the organization, thus being able to prevent them from happening (Moreira, 2021).

The main limitations of the study are related to the fact that the responses to the questionnaires were obtained during the COVID-19 Pandemic, with professionals having been working in person for a short time, which may have influenced their responses. For future investigations, it is proposed to validate and apply the scale at an international level, as well as obtain a more comprehensive and extended sample, so that there is the possibility of comparing data between different countries or nationalities and, also applying the questionnaires without be during the COVID-19 Pandemic.

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Capítulo 6

Emotional Intelligence and Internal Marketing as Determinants of Job Satisfaction and Satisfaction with Life among Portuguese Professionals

Abstract: The main purpose of this study is to analyze emotional intelligence and internal marketing as predictors of job satisfaction and satisfaction with life among working professionals in Portugal. At the same time, the relationships between internal marketing, job satisfaction, job determinants, organizational commitment, job performance and employee loyalty are explored. To this end, a conceptual model and a set of hypotheses were defined to respond to the postulated research objectives using structural equation modeling, applied to a random sample ($n = 1310$). The research results show that internal marketing has a statistically significant influence on job satisfaction. In turn, job satisfaction has a direct and positive influence on employee commitment and employee loyalty. Commitment and emotional intelligence have a direct, positive and significant influence on performance. Job satisfaction and emotional intelligence have a positive influence on satisfaction with life. This study presents itself as a novelty for science while making important contributions to organizations since it conceives a new conceptual model that enables organizations to perceive the relationships between the different determinants of job satisfaction and performance in order to promote their productivity, profitability and organizational competitiveness.

Keywords: emotional intelligence; internal marketing; job satisfaction; satisfaction with life; Portuguese organizations

1. Introduction

Organizations need professionals with adaptive skills in order to boost their productivity. As such, professionals who show a willingness to learn on a daily basis have their attention intensified in a positive way towards their superiors and, in turn, boost a positive attitude towards the demands of external customers, which consequently makes it possible to target possible threats and even turn them into opportunities for the organization [1].

Some studies [2,3,4,5,6] show that professionals want their work to be recognized and their commitment to be valued. If organizations ensure the development of emotional intelligence, satisfaction, attendance and productivity increase, turnover decreases and group work improves, as well as interpersonal relationships between professionals [3].

It is very important to promote good internal marketing strategies, betting on human resources and directing them towards achieving organizational objectives while promoting listening to these internal customers, providing contexts and offering rewards that help to increase their happiness and productivity and, consequently, organizational productivity [4].

Also add that there is a predictive relationship between job determinants and employee loyalty with job satisfaction and employee performance in organizations. Some authors indicate that job satisfaction is extremely important for organizational employees as well as for the organizations themselves in order to achieve sustainable benefits and because it generates productivity, motivation, employee loyalty and organizational performance [2,5]. Author [7] defines satisfaction with life as personal well-being, i.e., the way in which individuals experience their lives in a positive way.

The purpose of this work is to study the influence that emotional intelligence and internal marketing have on job satisfaction and satisfaction with the life of professionals in Portugal. This study proposes an innovative reflection on how the dimensions that make up the conceptual research model proposed for the investigation relate to and influence each other, namely internal marketing, emotional intelligence, job satisfaction, satisfaction with life, labor determinants, performance, commitment and employee loyalty. Therefore, it seems crucial that organizations understand what their professionals expect and that they have a duty to promote measures in this direction, contributing to the professional and personal satisfaction of their human capital.

Carrying out this research makes it possible to understand the perception of these professionals about this reality, to know what motivates them and what their expectations are, and through this knowledge, improve their productivity, performance and efficiency, as well as the quality of the service they provide.

This paper is structured in two parts: the first deals with the theoretical framework of the subject under study, addressing the following concepts: internal marketing, emotional intelligence, job satisfaction, satisfaction with life, labor determinants, performance,

commitment and employee loyalty. The second part includes all the methodological procedures inherent to the empirical study, starting with the conceptualization of the study, research hypotheses, objectives, and type of research, as well as data analysis, where the statistical tests used are specified. This is followed by the presentation and discussion of the results, along with the main final considerations and limitations of the study.

2. Theoretical Framework

2.1. Emotional Intelligence

Emotional intelligence can be defined as a person's ability to combine emotions and their more rational side in order to identify, understand, manage, express and observe their own emotions and those of others. This process will allow their actions and relationships to be efficient and bring benefits to themselves, others and the context in which they are inserted [8]. As [9] points out, emotional intelligence can be understood, instructed and expanded and allows the subject to adjust to the environment, promoting well-being and a better understanding of themselves and others.

[10] reveals the importance of "collective emotional intelligence" (when each professional or leader develops their emotional intelligence, the work group acquires "collective emotional intelligence"). This phenomenon makes team members emotionally intelligent, which in turn promotes productive responses in uncomfortable contexts; they act positively, obtain more satisfactory results and experience satisfaction in working with other colleagues and, in turn, their colleagues with them.

One of the foundations of emotional intelligence is communication, as it provides a bond and then a relationship. It is essential to have efficient communication skills in an organization; for example, words or phrases used in the wrong way or misinterpreted non-verbal communication can lead to unproductive or even harmful consequences. Group communication is very relevant in organizations because it makes it possible to solve problems as a team, create and manage productive processes and better understand how to work more efficiently as a team [11].

Decision making is a very recurrent process in the organizational context and is influenced by emotions at three different moments: "before decision making" (we can be influenced by incidental emotions, i.e., emotions experienced at that moment but

unrelated to the decision we will have to make, and expected or anticipatory emotions, i.e., emotions that are generated after reflecting on the decision we are going to make) “during decision making” (the decision-making process itself causes emotional states to be generated, and the emotions experienced can be of a “low or moderate intensity”, which allows decisions to be made intentionally; however, if the emotions are of a “high intensity”, they can override thought and prejudice our decisions) and “after the decision has been made” (these emotions are called “post-decision emotions or post-resolution emotions” and can be pleasant or unpleasant depending on whether the decision was seen as positive or negative) [12].

Additionally, the study by [13] proves the relevance of emotional intelligence in the context of organizations since professionals who have emotional intelligence skills become more efficient, increase productivity, relate better to others and make decisions more assertively, promoting better results and a less conflictive, and therefore more pleasant, environment.

2.2. Internal Marketing

The evolution of technologies, the development of competition, the expansion of communication, and globalization, among others, are causes that reflect the evolution of society, but they have led to the services offered by organizations becoming increasingly similar, resulting in “market saturation”. This phenomenon has made it possible for organizations to create dissimilarities with the competition and undertake organizational efforts aimed at internal customers [14].

The study by [15] found that organizations consider internal marketing to be an instrument that promotes the progress of procedures, the development of innovative “working methods”, the promotion of great private connections, which boosts professionals’ self-esteem at work, promotes commitment, strengthens the “spirit of teamwork”, facilitates internal proximities, strengthens the “organizational culture” and increases employee motivation and customer well-being.

Organizations need professionals who are organized and committed to achieving their goals so that they, in turn, can achieve the organization’s goals. The organization evolves when the professionals also evolve, so keeping workers happy, motivated, safe and productive is a very important option internally. Therefore, it is essential to invest in initiatives that maintain ingenuity [4].

To promote internal marketing, organizations implement strategies such as the development of a civilized organizational culture, the relationship and sharing of information/knowledge, the development of trust, clarity, encouragement, recognition and teamwork. By implementing internal marketing, organizations aim to attract and retain skilled professionals, foster harmonious relationships, develop coexistence and internal uniformity, promote assertive communication, develop an inclusive organizational culture, “motivate and satisfy” external and internal customers and boost organizational productivity [15].

In addition, [16] developed a new paradigm called “Internal Market Orientation”, which consists of three behavioral dimensions and their respective activities: internal marketing research (encompasses the identification of value exchanges, the external market conditions of employees, the internal market segment and the strategies for each segment), internal communication (developed between management and employees and between managers about employee wants and needs) and internal responsiveness (concerns vacancies designed to meet employee needs, the reward and salary system, management consideration and training).

2.3. Labor Determinants and Performance

2.3.1. Labor Determinants

Labor determinants include supervisory support, employee development, fair reward, autonomy, corporate image, affinity and social responsibility.

With regard to the work determinant “supervisory support”, we can mention that it focuses on professionals’ notions of the recognition of their actions and the revelation of concern on the part of managers regarding their well-being [17]. [5] add that it is essential for supervisors to have the skills to recognize dissimilarities in order to subsequently analyze and adapt guidelines and conduct taking these dissimilarities into account, thus modifying them into “synergies”.

Employee development is essential for organizational success, which is why organizations are increasingly looking for ways to create and sustain professional instruction in order to make them more efficient and effective in the tasks they carry out, promoting optimum productivity. Organizations are thus productive when instructions are

applied within a certain timeframe, as it promotes the integration and voluntary interest of work teams to implement the organization's suggestions [18].

In order to face the current adversities, organizations are investing in the training and development of professionals, so the advantages of this practice are as follows: the promotion of professionals' skills to perform the tasks assigned to them; with the insertion of new technologies, they update and facilitate the development of work performances; they enhance the creativity and independence of professionals, making them "innovative and efficient" in the development of their work tasks; they increase the quality of the charges granted; they develop the motivation of professionals because training promotes safety and job satisfaction; and they prepare professionals to take on leadership and management positions; they guarantee safety, hygiene and health in the workplace and retain talent in organizations [19].

In order to promote productivity and organizational functionality, it is essential that employees feel motivated to carry out their duties, and one of the motivational factors is the rewards provided by organizations [20]. There are two different types of rewards: extrinsic rewards (associated with money, with a fixed component, such as a fixed salary, and a variable component, such as benefits, incentives, etc.) and intrinsic rewards (associated with the execution of work tasks, responsibilities, development opportunities, satisfaction with the work environment, autonomy, among others [21,20,22,23,24].

In order to understand the work determinant, autonomy, the authors [25] propose the "Quantification of Demands and Autonomy model", which is based on two factors in the work context: autonomy and overwork. [26] indicate that autonomy, professionally, is described as the employee's freedom to expose their decision-making and the various skills they put into practice in the workplace. [27] add that according to the aforementioned model, professionals who experience high psychological impositions and low levels of autonomy tend to have "psychosocial and physical illnesses" and/or "mental disorders".

Corporate image is the product of the messages that an organization conveys to people through its advertising, the news broadcast by the media, regardless of the "corporate" name, the logo that represents it on buildings, means of transport, packaging, the attention given to customers, corporate actions towards the community, among other actions that,

when people come into contact with the logo or know the name of the organization, enable them to associate a good, bad or neutral image with the organization in question [28].

The study by [2] found that affinity has a direct and positive impact on employee satisfaction and that professionals with high levels of satisfaction are more motivated and committed to carrying out their work. Therefore, organizations should pay attention to the determinants that have the greatest influence on job satisfaction, such as affinity, in order to promote its development.

Given the importance of social responsibility in improving societies and safeguarding the planet and bearing in mind that, in recent decades, there has been a marked deterioration in economic and environmental conditions, there is an urgent need for organizations to really value this issue, changing organizational management by emphasizing social responsibility [29].

2.3.2. Performance

Performance is an organizational process through which standards of results and organizational values are defined, converging with the organization's strategy and objectives [2]. This process can be assessed through performance appraisal, which is a technique for verifying/evaluating the evolution of workers' performance and their contribution to the organization.

According to [30,31], task performance is the competence with which the professional carries out their work tasks and the behaviors that contribute to the organization's practical ideology in a direct or indirect way, and both procedures are included in formal job displays, officially authenticated and requested by organizations.

Behaviors that go beyond task performance strengthen the "psychological and social" organizational context on which the technical ideology must be based, care for organizational harmony and promote its productivity, going beyond the scope of the subject's job and requiring extra commitment and initiative on their part. Therefore, we can present five behaviors that promote contextual performance in the organization, these being volunteering to carry out tasks that are not an integral part of their duties, being persistent in performing tasks in order to complete them successfully, supporting and collaborating with other professionals; following organizational rules even when they are

not to one's advantage, and confirming, helping and protecting the organization's objectives [31].

2.4. Job Satisfaction and Satisfaction with Life

2.4.1. Job Satisfaction

Human capital is considered the most important resource of any organization. However, most companies are concerned with external customer satisfaction without paying much attention to the satisfaction of their employees. Undoubtedly, the satisfaction of professionals is fundamental and determines the success or failure of what the customer experiences [2].

Some authors consider job or professional satisfaction as the “emotional state” of a subject due to the positivity generated from the work experience and is characterized by an affectionate response to work, showing how the subject feels in various daily aspects [32,33]. Job satisfaction is a relevant instrument in the quality of people's tasks because there is a relationship between the organizational environment and productivity, where communication and problem-solving are praised and knowledge is shared [34].

In this context, the assessment of job satisfaction is a crucial factor along with the variables that contribute to fostering the satisfaction, performance and employee loyalty of the professional to the organization since greater job satisfaction contributes to the professional finding meaning in their activity and adopting positive attitudes towards customer satisfaction and, consequently, contributes to better organizational performance [35].

2.4.2. Satisfaction with Life

Satisfaction with life can be translated into the general assessment that subjects make of themselves and the state in which they experience a sense of well-being and is based on beliefs and behaviors about the subject's own life. This state is a relevant indicator of a wide range of “positive personal, psychological, social, interpersonal and intrapersonal” effects [36,37,38].

According to [39], people with a high level of competence in identifying, understanding and managing emotions can achieve a higher sense of satisfaction with life. Understanding how the emotional world develops and having the competence to manage

it contributes to an understanding of regulation so that appreciations of life are realized through this feeling of competence.

According to some authors, satisfaction with life refers to the “cognitive component of subjective well-being”, a concept that has been widely studied by “Positive Psychology” [40,41,42]. Subjective well-being translates into an individual’s cognitive or sentimental appreciation of their life. When people experience pleasant feelings or do pleasurable activities, they are satisfied with life and, therefore, experience subjective well-being [36].

2.5. Commitment and Employee Loyalty

2.5.1. Commitment

According to some authors, organizational commitment can be understood as the psychological relationship between the individual and the organization, leading them to dedicate themselves to it. As such, committed employees tend to stay with the organization for a longer period of time than non-committed professionals [43,44].

As [46] point out, normative commitment refers to the group of impositions that come from the organizational culture, which dictates to the employee that they carry out their tasks in accordance with “the goals, objectives and interests of the organization” with the aim of understanding its principles. In this way, normative commitment arises through the socialization of the professional when they assimilate the organizational norms or when they get rewards and experiences that encourage them to work reciprocally [45].

Continuance commitment refers to the degree of commitment that an employee would consider it expensive to leave the organization because when a professional is continuously committed, they want to stay with the organization for a longer period of time because they feel they have already invested a lot of energy and attachment to it [46].

2.5.2. Employee Loyalty

According to [47], it is through informal connections based on personal and professional ties that employee loyalty in organizations can be achieved. [19] also adds that people attach themselves to organizations in search of material and sentimental bonds and, in turn, organizations use this lack to strengthen themselves, adapting their conduct in order to reinforce the bonds of “organizational loyalty” and offering “social and individual identity” to employees.

For Hirschman (1970), the concept of employee loyalty can be described in two ways: firstly, it is seen as a component of the relationship between professionals and their organizations, where the primary purpose is to prevent turnover, and secondly, employee loyalty is considered to be a worker's challenge to the less beneficial contexts that the organization has [48].

3. Methodology

3.1. Conceptual Research Model, Hypotheses and Objectives

In order to respond to the research objective, a conceptual model of the relationship between the variables was developed, based on the theoretical foundation and adapted to the situation and context of active professionals in Portugal; the dimensions of the model were based on and adapted from the studies by [49,6,2]. Figure 1 shows the research model that aims to measure the impact of (1) emotional intelligence, (2) job satisfaction, (3) satisfaction with life, (4) internal marketing, (5) performance, (6) commitment, (7) labor determinants and (8) employee loyalty on working professionals in Portugal.

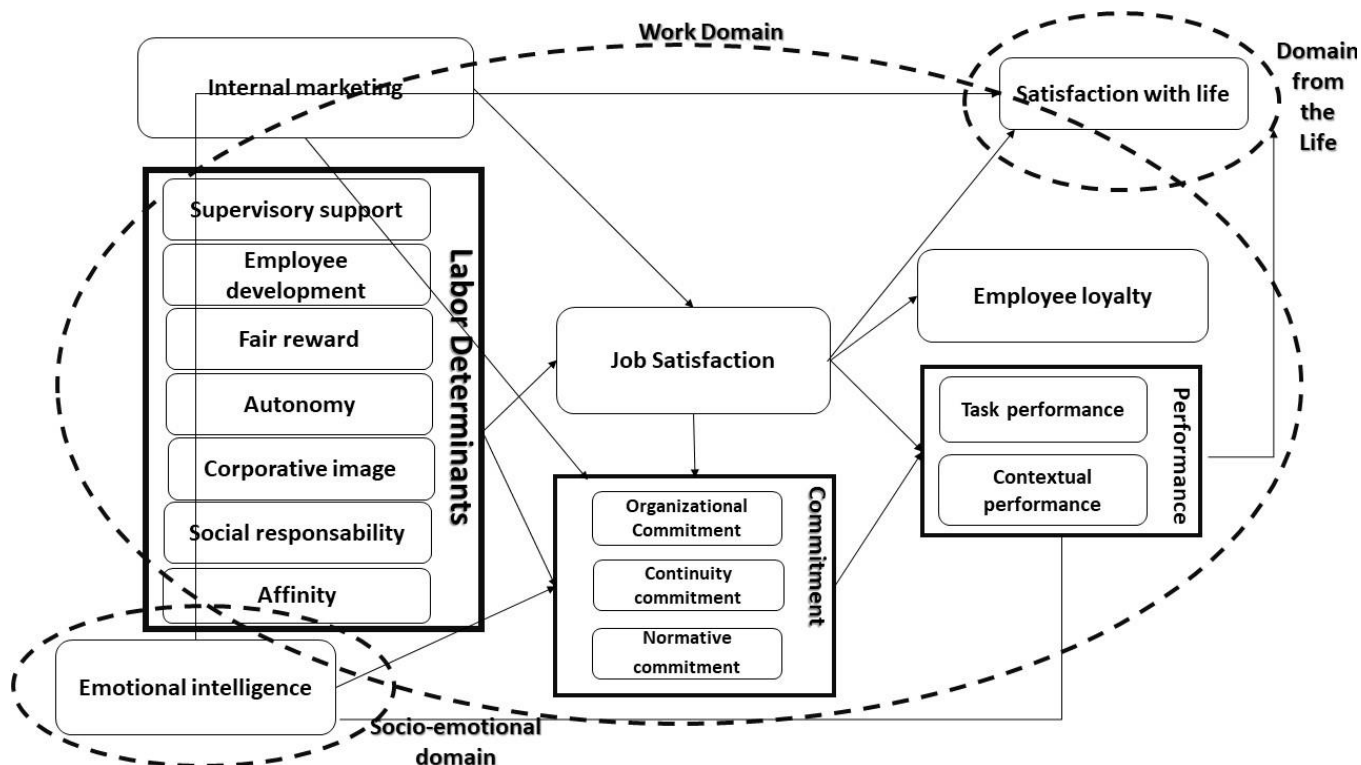


Figure 1. Proposed research model. Source: Own elaboration.

Based on the research conceptual model and the theory reviewed in the theoretical framework, 5 research hypotheses were set out, relating the study variables as follows:

Internal marketing is defined as management based on valuing the organization's human resources, and it is through this that the motivation and management of organizational members is driven with the purpose of propagating values aimed at satisfying internal and external customers [6].

According to the authors [50], the result of the research carried out is as follows: a properly carried out internal marketing method is relevant to the link that is created between the professional and the organization, having a beneficial result on the satisfaction and commitment experienced later. Thus,

H1: *Internal marketing has a direct and positive influence on job satisfaction and commitment.*

Job satisfaction has become increasingly important as it is considered a variable linked to productivity, organizational performance, employee loyalty to the organization and the personal fulfillment of professionals. Greater job satisfaction contributes to the development of their work activity and encourages the adoption of positive attitudes, employee loyalty and involvement [2]. Therefore,

H2: *Labor determinants have a direct and positive influence on job satisfaction and commitment.*

Concern about job satisfaction, organizational commitment and job performance are decisive for the development of organizations, and attempts have been made to demonstrate the relationship between job satisfaction and job performance [6,51,35,52]. Thus,

H3: *Job satisfaction has a direct and positive influence on employee commitment and employee loyalty.*

People who manage their emotions, recognize and manage other people's emotions and, in turn, create pleasant environments are those who can more easily develop certain work skills, such as the following: teamwork, leadership, productivity, assertive communication, commitment and responsibility. On the other hand, those who manifest some kind of emotional difficulty may exhibit inferior performance in their duties, as well as not progressing professionally in the aforementioned job skills [49]. Therefore,

H4: *Commitment, job satisfaction and emotional intelligence have a direct and positive influence on contextual performance and functional performance.*

The way in which the work environment affects satisfaction with life is becoming paramount for organizations that pride themselves on being sensitive to the needs of their professionals, who are seen as their fundamental stakeholders [53]. Thus,

H5: *Job satisfaction, emotional intelligence and performance have a direct and positive influence on satisfaction with life.*

3.2. Measurement Instrument

In the process of developing the scales, we followed the psychometric procedures suggested in the literature. The 8 concepts illustrated in Figure 1 were measured using scales based on the existing literature in the areas of emotional intelligence and internal marketing described above in the theoretical framework, duly translated and adjusted to the Portuguese context with the help of experts with scientific training and professional experience in the area. The items used are shown in Table 1.

Table 1. Questionnaire Items. Source of Preparation: Own elaboration.

Items	Dimension	Source
Internal marketing (M)		
M1—The top management of this organization offers and communicates to its employees a vision they can believe in		
M2—The organization prepares employees to perform well		
M3—In the organization, the development of employees’ skills and knowledge happens as a continuous process		
M4—In the organization, employees are taught about “why to do things” and not just “how to do things”	Internal marketing	Rodrigues, Queirós, and Pires, (2016)
M5—The organization offers and goes further, in terms of training and education of employees		
M6—In the organization, performance evaluation and reward systems encourage employees to work as a team		
M7—Those responsible for the organization measure and reward the performance of their employees who contribute most to the organization’s mission/objectives		
M8—Those responsible for the organization use information collected from employees to improve their functions and to develop the organization’s strategy		

M9—The organization communicates to employees the importance of their roles in its services

M10—The organization rewards the efforts of its employees who provide excellent service

M11—In the organization, great emphasis is placed on communication with employees

Support Supervision (SS)

SS1—I can trust my supervisor when things get difficult at work

SS2—My supervisor is willing to listen to my work-related problems

SS3—It's easy for me to talk to my supervisor when I need help

SS4—I am satisfied with the general guidance and responses from my supervisor

Collaborative Development (DC)

DC1—I am satisfied with the opportunities offered to me by my promotion or career advancement

DC2—Internal/external training actions and on-the-job learning (development of daily tasks) help me improve my performance

DC3—This organization offers a suitable learning environment to help employees grow

DC4—This organization helps employees to grow, in addition to developing their potential

Fair Reward (RJ)

RJ1—I am compensated fairly for the work I do

RJ2—Employees are held accountable for their performance with fair performance evaluations and treatment

Autonomy (A)

A1—I have control over scheduling my work

A2—I have significant autonomy in determining how I do my work

A3—I have considerable opportunity for independence and freedom in the way I do my work

Corporate image (IC)

IC1—I am proud to work for this organization

IC2—I recognize the value of this organization

Affinity (AF)

Labor
Determinants

Veloso, Sousa, Au-
Yong-Oliveira & Walter,
(2021)

AF1—When things get difficult at work, I can always rely on my colleagues to help me solve the problem

AF2—It's easy to talk to my colleagues when I need help

AF3—My colleagues are always willing to listen to my problem

Social responsibility (RS)

RS1—The organization contributes to environmental sustainability (protection of the environment)

RS2—The organization supports social causes

Emotional Skills (CE)

CE1—I identify and recognize emotions

CE2—I know my emotional limits

CE3—I easily externalize negative emotions

CE4—I easily express positive emotions

CE5—I easily express emotions in the workplace

CE6—My physical state influences the emotions expressed

CE7—Changes alter my emotions

CE8—By constantly expressing my emotions, they can be used against me

Social skills (CS)

CS1—Teamwork is important for the success of my personal life

CS2—I am clear in expressing what I want and what I expect from people

CS3—Express ideas clearly

CS4—I understand other people's feelings and emotions

CS5—I understand what others want to express

CS6—I understand attitudes that strengthen the performance of others

CS7—I notice negative attitudes expressed by others in the workplace

CS8—Project an image of respect and example towards others

CS9—Design and apply persuasion tactics

CS10—People easily understand what I want to decide

Emotional
intelligence Ceballos, Solartec and
Ayala, 2017

CS11—I identify what others think

CS12—It bothers me that other people express their emotions regardless of the consequences

CS13—I demonstrate willingness to listen without interruption to what other people have to say

Task performance (DT)

DT1—I have a high level of specialization in the technology I work with

DT2—I can achieve the objectives set by my immediate superior

DT3—I can meet established deadlines

Performance

Rodrigues, Queirós, and
Pires, (2016)

Contextual performance (DC)

DC1—I am willing to help others who have heavy workloads

DC2—I am willing to help others who have difficulties/problems with work tasks

DC3—I am willing to go extra miles for the future of the organization

Organizational commitment (CO)

CO1—I would be very happy to spend the rest of my career with this organization

CO2—I feel like I am part of this organization

Continuity commitment (CC)

CC1—At this moment, staying in this organization is as much a matter of necessity as of personal desire.

Commitment

CC2—As I have already given so much to this organization, I do not currently consider the possibility of working elsewhere.

Normative commitment (CN)

CN1—Even if it were to my advantage, I feel it would not be right to leave this organization at this time.

CN2—I feel I have a great duty to this organization

Job Satisfaction (SL)

SL1—I am satisfied with my compensation package (pay, bonuses, incentives, profit sharing,...)

Job
Satisfaction

Veloso, Sousa, Au-
Yong-Oliveira & Walter,
(2021)

SL2—I am satisfied with the additional benefits, including insurance and wellness activities.

SL3—In general, I feel satisfied at work.

SL4—I feel high satisfaction compared to expectations.

SL5—I feel high satisfaction compared to the ideal organization.

Satisfaction with life (SV)

SV1—In many aspects my life comes close to my ideals.

SV2—My living conditions are excellent.

SV3—I am satisfied with my life.

SV4—So far, I have managed to obtain what was important in my life.

SV5—If I could live my life over again, I would not change almost anything.

Caycho-Rodriguez,
Neto, Tomás, Valencia,
Satisfaction
with Life
Ventura-León, Neto,
Reyes-Bossio and Vilca
(2020)

Employee loyalty (LC)

LC1—I would recommend the organization to others as a good place to work.

LC2—I would be willing to continue working for the organization.

Employee
loyalty
Veloso, Sousa, Au-
Yong-Oliveira & Walter,
2021

This study was applied to professionals working in mainland Portugal and the islands during the first half of 2022. Non-probability sampling was used with a convenience technique. The questionnaires were distributed online (via Facebook and email), and responses came from various cities and locations in Portugal ($n = 1310$). The questionnaire is organized into two parts, the first consisting of the following themes: emotional intelligence, internal marketing, job satisfaction and satisfaction with life. The second part consists of a preliminary questionnaire with questions related to sociodemographic characterization. The respondents were asked to use a five-point Likert-type scale (1 = “strongly disagree” to 5 = “strongly agree”) to record their perceptions.

The reliability of the construct was assessed using Cronbach’s alpha coefficient. The reliability ranged from 0.603 to 0.955, suggesting that the construct could be used with confidence. After obtaining the questionnaires, the statistical data were processed in the Statistical Package for the Social Sciences (SPSS) 20 program in order to apply the factorial analysis and assess the reliability of the scale’s internal consistency.

3.3. Data Processing

The collected data were analyzed using univariate, bivariate and multivariate statistical techniques using the appropriate statistical software (IBM Statistical Package for the Social Sciences [SPSS] and AMOS, both version 23 for Windows). The following

procedures were carried out: preliminary analysis of the data in order to eliminate any errors and prepare the database for analysis (checking that there were no errors, dealing with non-responses and outliers and checking the assumptions of the statistical techniques to be used); descriptive analysis of the data, with the aim of describing the sample and analyzing the main characteristics of each of the variables that make up the model (univariate analysis: mean, minimum, maximum, standard deviation, symmetry, flattening); and analysis of the internal consistency of each construct in isolation using Cronbach's alpha, the correlation of each item with the total scale and the correlations between items. For analysis of the theoretical model and the relationships between the constructs/dimensions, we used path analysis based on structural equation modeling using Amos software, version 23.

This statistical technique was chosen because it makes it possible to examine the relationships between continuous and/or discrete variables, combining multiple regression models and factor analysis, making it possible to test the validity of theoretical models that define casual, hypothetical relationships between variables, making it possible to validate or refute the postulated research hypotheses, with a significance level of 5% having been established.

4. Results

4.1. Sociodemographic Profile

The study sample comprised 1310 individuals, of whom 56.3% (737) were women and 43.7% (573) were men. The age group that stands out in the sample is 40 to 49 years (35.7%—468 individuals), followed by 30 to 39 years (31.1%—408 respondents), followed by ≥ 50 years (19.8%—260 individuals) and finally < 30 years (13.3%—174 individuals). With regard to academic qualifications, a high percentage of the sample had a bachelor's degree (52.6%—689 respondents), followed by a master's degree/doctorate (27.3%—357 respondents) and primary/secondary education (20.2%—264 respondents), which should be highlighted. The majority of respondents were married or living together (64%—839 individuals), 26% (341) said they were single and 10% (130) said they were divorced, separated or widowed (Table 2).

Table 2. Sociodemographic characterization. Source: Self elaboration.

Feature	Options	Absolute Frequency—<i>n</i>	Relative Frequency—%
Sex	Feminine	737	56.3%
	Masculine	573	43.7%
	Total	1310	100%
Age range	Up to 24 years old	52	4.0%
	25 to 29 years old	122	9.3%
	30 to 39 years old	408	31.1%
	40 to 49 years old	468	35.7%
	50 to 59 years old	196	15.0%
	60 to 69 years old	64	4.9%
	Total	1310	100%
Marital status	Single	341	26.0%
	Married/De facto union	839	64.0%
	Divorced/Separated	117	8.9%
	Widower	13	1.0%
	Total	1310	100%
Literary abilities	Basic education	21	1.6%
	High school	243	18.5%
	Bachelor's Degree	20	1.5%
	Graduation	669	51.1%
	Master's degree	323	24.7%
	Doctorate	34	2.6%
	Total	1310	100%
Have children	No	480	36.6%
	Yes	830	63.4%

	Total	1310	100%
Link Type	Part-time contract	21	1.6%
	Very short-term contract	3	0.2%
	Fixed-term contract	299	22.8%
	Uncertain term contract	193	14.7%
	Termless contract	712	54.4%
	Services provision	49	3.7%
	Temporary job	33	2.5%
	Total	1310	100%

4.2. Professional Profile

Table 2 shows that the majority of respondents, 80.9% ($n = 1060$), did not hold a management or leadership position when they answered the questionnaire. With regard to working hours, 30.4% ($n = 398$) had strict working hours, and 14.1% ($n = 188$) worked during the day. With regard to the length of time they had been working, 40.5% ($n = 533$) of the respondents had been working for between 5 and 20 years. In terms of length of service in the workplace, 53.1% ($n = 696$) of the respondents stated that they have been with the company for at least 10 years. The majority of workers surveyed, 74.1% ($n = 969$), live in the same municipality where they work, and the majority, 65.0% ($n = 848$), work in a public institution. Among the public employers, the most notable are local authorities and health and education services (Table 3).

Table 3. Professional Profile. Source: Self elaboration.

Feature		Options	Absolute Frequency— n	Relative Frequency—%
Currently holds a management or leadership role		No	1060	80.9%
		orYes	250	19.1%
		Total	1310	100%
Working hours		Flexible schedule	416	31.8%
		Half day	18	1.4%

	Shift schedule	154	11.8%
	Rigid schedule	398	30.4%
	Complete journey	51	3.9%
	Continuous journey	85	6.5%
	Day job	188	14.4%
	Total	1310	100%
Activity time	Up to 1 year	137	10.5%
	From 1 to 3 years old	168	12.8%
	From 3 to 5 years	110	8.4%
	From 5 to 10 years	135	10.3%
	From 10 to 15 years	200	15.3%
	From 15 to 20 years old	195	14.9%
	From 20 to 30 years old	272	20.8%
	At least 30 years	93	7.1%
Length of seniority at the company	Total	1310	100%
	Up to 1 year	164	12.5%
	From 1 to 3 years old	206	15.7%
	From 3 to 5 years	110	8.4%
	From 5 to 10 years	134	10.2%
	From 10 to 15 years	228	17.4%
	From 15 to 20 years old	136	10.4%
	From 20 to 30 years old	164	12.5%
The municipality where you live is the same as the one where you work	At least 30 years	168	12.8%
	Total	1310	100%
	No	339	25.9%
	Yes	971	74.1%
Total		1310	100%

Institution where you work	Private	459	35.0%
	Public	852	65.0%
	Total	1310	100%

4.3. Structural Model of the Final Proposed Model

The measurement model under study was evaluated using the software and the maximum likelihood method applied to the original items. A two-step strategy was used to adjust the model: in the first step, the measurement model was adjusted, and in the second step, the structural model was adjusted. The CFI and PCFI indices were used to assess the quality of the model, considering that they indicated an acceptable fit for values above 0.8 and 0.7, respectively [59]. RMSEA was also used: if it is less than 0.10, the fit is good, and if it is less than 0.05, the fit is very good. The significance of the structural coefficients was assessed using a Z-test produced by the AMOS software (Critical Ratio and p -value), considering parameter estimates with $p \leq 0.05$ to be statistically significant. The estimates of the model's coefficients are given in standardized form. It can, therefore, be seen that the model under analysis has a good fit. The percentage of variability in employee loyalty explained by the model is 81%, and that of satisfaction with life is 33%. Analysis of Figure 2 reveals that the direct causal paths: internal marketing $\rightarrow$ commitment; labor determinants—supervisory support $\rightarrow$ job Satisfaction; labor determinants—supervisory support $\rightarrow$ commitment; and labor determinants—autonomy $\rightarrow$ commitment and functional performance $\rightarrow$ satisfaction with life do not show statistical significance. On the other hand, the causal paths with direct effects that are statistically significant are as follows: internal marketing $\rightarrow$ job satisfaction— $\beta = 0.078$ and $p < 0.01$; labor determinants—employee development $\rightarrow$ job satisfaction— $\beta = 0.089$ and $p < 0.01$; labor determinants—fair reward $\rightarrow$ job satisfaction— $\beta = 0.436$ and $p < 0.001$; labor determinants—autonomy $\rightarrow$ job satisfaction- $\beta = 0.097$ and $p < 0.001$; labor determinants—corporate image $\rightarrow$ job satisfaction— $\beta = 0.331$ and $p < 0.001$; labor determinants—social responsibility $\rightarrow$ job satisfaction— $\beta = -0.072$ and $p < 0.01$; labor determinants—affinity $\rightarrow$ job satisfaction— $\beta = 0.092$ and $p < 0.001$; labor determinants—employee development $\rightarrow$ commitment— $\beta = 0.132$ and $p < 0.001$; labor determinants—fair reward $\rightarrow$ commitment— $\beta = -0.198$ and $p < 0.001$; job determinants—corporate image $\rightarrow$ commitment— $\beta = 0.733$ and $p < 0.001$; job

determinants—social responsibility → commitment— $\beta = 0.079$ and $p < 0.01$; job determinants—affinity → commitment— $\beta = -0.060$ and $p < 0.01$; job satisfaction → commitment— $\beta = 0.252$ and $p < 0.01$; job satisfaction → commitment— $\beta = 0.252$ and $p < 0.01$; job satisfaction → employee loyalty— $\beta = 0.899$ and $p < 0.001$; commitment → contextual performance— $\beta = 0.200$ and $p < 0.001$; commitment → functional performance— $\beta = 0.204$ and $p < 0.001$; job satisfaction → functional performance— $\beta = 0.224$ and $p < 0.001$; emotional intelligence → contextual performance— $\beta = 0.373$ and $p < 0.001$; emotional intelligence → functional performance— $\beta = 0.379$ and $p < 0.001$; job satisfaction → satisfaction with life— $\beta = 0.378$ and $p < 0.001$; and emotional intelligence → satisfaction with life— $\beta = 0.283$ and $p < 0.001$.

The statistically significant total effects on commitment via job satisfaction are as follows: social responsibility → commitment— $\beta = 0.061$ and $p = 0.026$; corporate image → commitment— $\beta = 0.816$ and $p = 0.021$ and employee development → commitment— $\beta = 0.161$ and $p = 0.008$. The statistically significant total effects on functional performance via job satisfaction and commitment are as follows: corporate image → functional performance— $\beta = 0.240$ and $p = 0.006$; employee development → functional performance— $\beta = 0.053$ and $p = 0.003$; and emotional intelligence → functional performance— $\beta = 0.379$ and $p = 0.015$.

The statistically significant total effects on contextual performance via job satisfaction and commitment are as follows: corporate image → contextual performance— $\beta = 0.166$ and $p = 0.005$; employee development → contextual performance— $\beta = 0.033$ and $p = 0.001$; and emotional intelligence → contextual performance— $\beta = 0.373$ and $p = 0.013$.

The statistically significant total effects on employee loyalty via job satisfaction are as follows: affinity → employee loyalty— $\beta = 0.083$ and $p = 0.032$; corporate image → employee loyalty— $\beta = 0.297$ and $p = 0.010$; autonomy → employee loyalty— $\beta = 0.087$ and $p = 0.007$; fair reward → employee loyalty— $\beta = 0.392$ and $p = 0.006$; and employee development → employee loyalty— $\beta = 0.080$ and $p = 0.035$.

The statistically significant total effects on satisfaction with life via job satisfaction are as follows: affinity → satisfaction with life— $\beta = 0.036$ and $p = 0.023$; corporate image → satisfaction with life— $\beta = 0.143$ and $p = 0.004$; autonomy → satisfaction with life— $\beta = 0.039$ and $p = 0.007$; fair reward → satisfaction with life— $\beta = 0.171$ and $p = 0.012$; and

employee development → satisfaction with life— $\beta = 0.037$ and $p = 0.025$. The remaining total effects (the result of direct and indirect effects) were not statistically significant.

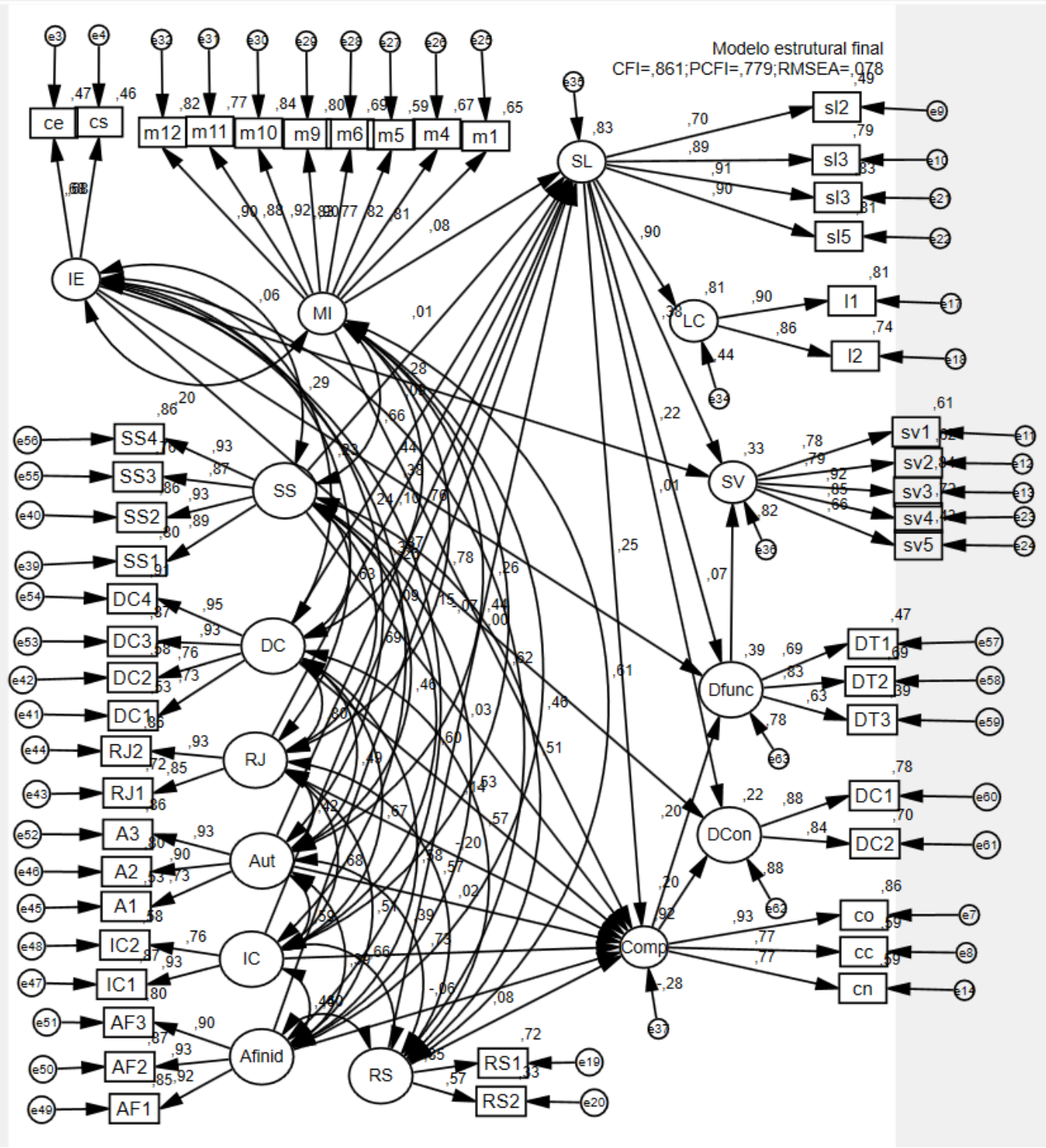


Figure 2. Structural Model. Source: Self elaboration.

5. Discussion

By analyzing the Structural Model (Figure 2), it can be concluded that all the postulated research hypotheses were partially or fully validated in this study, confirming the relevance of the conceptual research model defined on the basis of the literature review. Thus, this study confirms internal marketing as a determinant of job satisfaction, as well as most of the job determinants as predictors of job satisfaction and commitment, job satisfaction as a predictor of employee loyalty, commitment and emotional intelligence as predictors of job performance and job satisfaction and emotional intelligence as determinants of satisfaction with life. Thus, with regard to H1: Internal marketing has a direct and positive influence on job satisfaction and commitment, it was concluded that internal marketing has a statistically significant impact on job satisfaction, but its influence on commitment is not significant in this model. These results confirm the study conducted by [2,6], who confirmed the impact of internal marketing on job satisfaction. However, it does not corroborate the influence of internal marketing on commitment, unlike [6] when they present the positive relationship between internal marketing and organizational commitment, demonstrating that internal marketing is an important tool for increasing employees' organizational commitment.

Regarding H2: Labor determinants have a direct and positive influence on job satisfaction and commitment. The study revealed that the following job determinants: employee development, fair reward, autonomy, corporate image, social responsibility and affinity have a significant influence on job satisfaction, with the exception of social responsibility. On the other hand, it was observed that the following job determinants: employee development, fair reward, corporate image, social responsibility and affinity have a significant influence on commitment, with the exception of fair reward and affinity. The study conducted by [60] is in line with this hypothesis when it shows that employees with a high level of affective and normative commitment also have employee loyalty and commitment to the organization's values, always trying to achieve the organizational goals. Additionally, in the study by [2], it was shown that job determinants have a direct and positive influence on employee job satisfaction, which leads to an increase in the level of job satisfaction.

Regarding H3: Job satisfaction has a direct and positive influence on employee commitment and employee loyalty. This study validated this hypothesis. The study by [6] and the study by [54] are in agreement with the present study as they reveal that job satisfaction contributed positively to employees' organizational commitment.

H4: Commitment, job satisfaction and emotional intelligence have a direct and positive influence on contextual performance and functional performance. This hypothesis was fully validated in this research. The results obtained corroborate the findings of other studies [55,6,2], which have also shown the influence of job satisfaction and commitment on performance. In addition, this study also certifies the findings of the study by [49], which concluded that people who manage their emotions, recognize and manage other people's emotions and, in turn, create pleasant environments are those who can more easily develop certain work skills, such as teamwork, leadership, productivity, assertive communication, commitment and responsibility. On the other hand, those who manifest some kind of emotional difficulty may exhibit poorer performance in their jobs.

With regard to H5: Job satisfaction and emotional intelligence have a direct and positive influence on satisfaction with life. This study partially validated this hypothesis in line with the postulates of [56,57], who concluded that the results of work give meaning to their work and life, promoting well-being and happiness. This evidence reinforces the conclusions reached in these studies, which indicate that the ultimate goal of human beings is to find meaning in their work and life [57], promoting their well-being and happiness [56]. In addition, [58] shows that there is a direct relationship between the "physical environment and constraints", "organizational and relational constraints" and "work characteristics" with the level of satisfaction with life in general. In addition, [53] state that the way in which the work environment affects satisfaction with life is becoming paramount for organizations that pride themselves on being sensitive to the needs of their professionals, who are seen as their key stakeholders.

6. Final Considerations

This study represents an important contribution to both academia and organizations since it increases the knowledge concerning the role that internal marketing and emotional intelligence play in terms of job satisfaction, performance, commitment, employee loyalty and satisfaction in the lives of working professionals in Portugal. This research has studied a subject that has not yet been widely studied, particularly in the Portuguese context. Thus, it was possible to validate a parsimonious conceptual model that links emotional intelligence, inner marketing and labor determinants, highlighting the importance of these variables in explaining work performance, commitment, employee loyalty, job satisfaction and satisfaction with life, which can be considered a contribution to the literature relating to strategic management, specifically on human resource

management and organizational behavior. One of the contributions of this study lies in the analysis of the application of internal marketing and emotional intelligence, using employees' perceptions of the marketing practices used. On the other hand, the approach to the Portuguese context involving a sample that includes different sectors of activity, private companies and public organizations gives this study a relevant and innovative character, both for academia and companies.

The study is of considerable interest to organizations as it helps to understand the organizational variables that play crucial roles in employee performance. This research supports managers in understanding how their employees react to the internal marketing techniques applied to labor determinants and use their emotional intelligence. This understanding is fundamental, as it influences employee satisfaction, organizational commitment, performance and employee loyalty. Therefore, it is recommended that organizational managers promote internal marketing practices that stimulate the three dimensions proposed by [16], particularly internal marketing research, internal communication and internal responsiveness, such as the reward and salary system, management consideration and training. The results obtained suggest that organizations should adopt tools to equip professionals with high levels of emotional intelligence in order to promote pleasant environments and develop certain work skills more easily, such as teamwork, leadership, productivity, assertive communication, commitment and responsibility. Promoting strategies so that professionals find meaning in their work and adopt positive attitudes towards customer satisfaction and, consequently, contribute to better organizational performance is essential for achieving organizational success. Organizations must, therefore, equip their professionals to promote their emotional intelligence, boosting their well-being and satisfaction with life, which consequently promotes job satisfaction and increased organizational productivity. Organizational leaders should regularly implement tools to assess employee satisfaction in order to identify beneficial measures and try to boost them, thus maintaining a balanced organizational environment and, in turn, contributing to the organization's success. In this way, marketing practices within organizations must be continually adjusted and strengthened. From a strategic point of view, by better understanding internal marketing dynamics and labor determinants and their effects, managers and professionals can improve their relationships with external customers. This represents an opportunity to

improve the quality of services provided to customers and consequently benefits organizational productivity and competitiveness.

In addition, the learning of emotional intelligence skills by professionals has an indirect effect on organizational productivity since these skills make it possible to recognize their own emotional reactions to challenges since the subject learns to identify and manage their emotions, overcome adversity, motivate themselves, relates better to other professionals and promotes the perception of situations that do not give positive results to the organization, thus being able to prevent them from happening [3].

The main limitations of the study relate to the fact that the answers to the questionnaires were collected during the COVID-19 pandemic, with professionals having been working in person for a short time, which may have conditioned their responses. However, the fact that it was applied in the context of the COVID-19 pandemic can also be seen as an added value since it allowed us to find out the level of satisfaction of professionals in this sector and simultaneously test the conceptual model in this specific context.

For future research, it is proposed to validate and apply the scale internationally, allowing comparisons to be made with the results of this study and also to obtain a broader and wider sample so that there is the possibility of comparing data between different countries or nationalities and also to apply the questionnaires other than during the COVID-19 pandemic.

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Capítulo 7

Internal marketing as catalyst the job satisfaction and life satisfaction of education professionals in the context of the COVID-19 Pandemic

Abstract

Several studies prove the relevance of internal marketing in promoting job satisfaction and life satisfaction among professionals. During the COVID-19 Pandemic, educational institutions were faced with a set of challenges that forced the redefinition of strategies appropriate to the context experienced, with internal marketing being a key factor in redefining these same strategies.

This study aims to evaluate whether internal marketing is a catalyst for professional satisfaction and life satisfaction among professionals in the Education sector active in Portugal during the COVID-19 Pandemic. For this purpose, a conceptual model and a set of hypotheses were defined to respond to this research objective based on a quantitative analysis applied to a convenience sample (n=167).

The results obtained reveal that internal marketing has a statistically significant, direct, and positive influence on commitment and job satisfaction, also revealing an influence statistically significant increase in life satisfaction, although in a negative sense. Furthermore, job satisfaction has a direct and positive influence on performance, employee loyalty, life satisfaction and commitment. And finally, commitment revealed a direct and positive influence on employee job satisfaction and loyalty. Thus, this study presents itself as an added value for both science and the education sector, as it makes important contributions to the country's educational institutions and enables them to perceive various determinants of professional satisfaction, commitment, employee performance and loyalty, in order to develop strategies that promote organizational sustainability and the well-being of educational agents and, in turn, of the students themselves.

Keywords: Internal Marketing, Job Satisfaction, Performance, Life Satisfaction and COVID-19 Pandemic.

Introduction

The COVID-19 Pandemic has imposed immense challenges on organizations, especially educational organizations. Communication practices were adapted by replacing face-to-face communication with digital (online) communication (Nobre et al., 2021), thus forcing educational agents and guardians to communicate in ways they were not familiar with (Moreira, Henriques & Barros, 2020). This form of communication (online) became the only way to maintain connections between families and educational agents throughout the confinement (Khan & Mikuska, 2021).

Tutar (2001) indicates that, when a crisis is managed effectively and efficiently, in the discovery of organizational obstacles, it leads to the acquisition of skills and knowledge that allow dealing with new adversities and promotes the development of new strategies. Organizations that adapt better to the challenges caused by a crisis can find competitive benefits in this situation and also have the possibility of developing reflections and self-assessments about the way in which leaders and other professionals react to this scenario, to analyse ways of innovative actions.

Nowadays, employees expect their workplaces to be pleasant environments capable of satisfying their needs and enhancing the development of others (Peiró, 1990). It is, therefore, extremely important that organizations foster opportunities and promote the well-being of professionals as well as the quality of working life and, consequently, satisfaction with life (Walton, 1973).

It is essential that organizations understand the repercussions of the work circumstances that are required of professionals and that they identify the professional and psychosocial risks that may arise, with the aim of developing protection policies, to minimize the occurrence of these effects (Eurofound, 2012).

In this sense, professional satisfaction must be assessed to assess its level and the factors that influence it, as well as its relationship with the worker's performance, commitment, and loyalty to the organization. The literature confirms that job satisfaction is directly related to productivity, performance, loyalty to the organization and personal fulfilment of professionals. According to Veloso, Sousa, Au-Yong-Oliveira and Walter, (2021), greater employee satisfaction contributes to finding meaning in work, translated into the adoption of positive attitudes of loyalty and involvement with the employer, thus stimulating development and organizational performance. Therefore, the objective of this

work is to study internal marketing as a determinant of the satisfaction of professionals in the education sector in Portugal and understand how job satisfaction predicts commitment, performance, loyalty and satisfaction with life, allowing us to understand the aspects which are most valued by these professionals in their work environment, and which contribute to their satisfaction with life. The present study proposes a conceptual model to evaluate the influence of internal marketing on the level of satisfaction of these professionals, and, in turn, how their professional satisfaction contributes to task performance, contextual performance, commitment and the loyalty of employees to their educational institution.

This paper is organized into five parts; in addition to this introduction, there is a section on the theoretical framework, which presents the dimensions under study and the conceptual model of the investigation, followed by the quantitative methodology supporting the entire study. The section follows, where the results achieved as predictors of professional satisfaction, commitment, performance, loyalty, and life satisfaction of education professionals are presented and discussed. Finally, the main conclusions and contributions of this study are mentioned.

Background

Education in the COVID-19 Pandemic

At the beginning of 2020, the COVID-19 Pandemic spread in Portugal and the confinement of the population was decreed with the aim of reducing the spread of the disease. Only essential professionals (“related to health, policing, food, transport and communications”) remained active, as such, schools closed for a long period of time and teaching began to be carried out remotely using digital platforms, which it negatively interfered with the socialization of students and educational agents (Baptista & Alves, 2022).

The Order of Psychologists (2020) states that the closure of educational establishments cannot in any way stop learning and the school journey, which will imply the adoption of strategies for the appropriation of the new reality, and this new reality will include, work,

work carried out remotely, participation in classes outside the school environment and the physical presence of educational agents and peers. The COVID-19 pandemic requires compliance with isolation measures to contain the spread of the virus that has transformed subjects' routines, determining a set of requirements.

This new reality implied changes in the work context, with most organizations choosing to introduce the practice of teleworking with employees (Baert et al., 2020). According to the National Statistics Institute (INE), in March 2020 there were one million professionals in Portugal working remotely, in September of the same year 682,000 workers remained in these conditions (RTP, 2020).

The basis of education is socialization and relationships between peers and between students and educational agents, with learning guided by “reflection and discovery” through various instruments and techniques such as: exchange of ideas, group and individual work, debates, books, computers, among others, as such, teleworking in this area must be reflected (Baptista, 2021). Teachers, students, and their families had to adapt to the challenges that arose due to the Pandemic, challenges that require material resources and technologies that promote curricular autonomy, but which also highlight socioeconomic inequality among students, such as virtual forms of learning (Treviño, Villalobos & Castillo, 2020).

Several authors state that the introduction of new content to enhance students' cognitive activation and the assessment of learning, the integration of Information and Communication Technologies in their teaching and the implementation of creative strategies for teaching online were some of the challenges with that teachers had to deal with remote teaching, with the least positive evidence identified by teachers being the lack of interaction with students (König, Jäger-Biela & Glutsch, (2020); van der Spoel, Noroozi, Schuurink, & van Ginkel, (2020) and Bubb & Jones, (2020)).

Internal Marketing and the COVID-19 Pandemic

According to Ferracini (2022), research into internal marketing is still very limited as it is a current subject but extremely relevant for organizations. Marketing is based on the needs of the external customer, while internal marketing is aimed at meeting the needs of the internal customer in order to promote the well-being of professionals. It can therefore

be said that internal marketing is related to the following concepts: “communication, motivation and satisfaction”. Kumar and Indu (2015) also add that internal marketing operates in the following organizational areas: employees, motivation, training, rewards, service quality and organizational culture.

According to Kotler and Keller (2012), internal marketing was integrated into holistic marketing. In the past, actions were designed and implemented with a focus on external customers, with holistic marketing considering professionals and the organizational environment itself as all parties involved in the organization are directly linked to organizational productivity.

Baert, Lippens, Moens, Sterkens and Weytjens (2020), indicate that currently there is evidence of proximity between organizational productivity and the motivation of the professionals who work there, as such, workers should be seen as “internal customers” and the tasks they perform as “internal products”. Huang (2020) also adds that it is necessary to understand and satisfy the needs of professionals so that they can perform their functions with quality and prioritize organizational productivity, which in turn provides the satisfaction of external customers.

In view of the adversities presented by the COVID-19 Pandemic, organizations adopted relevant strategies to promote their performance, such as: valuing professionals (recognizing and highlighting the commitment of workers and valuing and considering their dedication in the face of adversities), provide support and guidance (in teleworking situations it is necessary to monitor professionals, ensuring not only that they have the means and conditions to carry out the tasks assigned to them and that they have the technological knowledge to do so, but also monitor their performance and negative effects that social isolation can cause), “consistency in communication” (there must be distanced communication with professionals to ensure that they are aware of all changes made in the organization) and “establishment of a specific communication plan for topics adjacent to the COVID-19 pandemic” (the Pandemic caused the need to reflect on several topics that could affect the organization and/or its workers, such as: organizational stability, monetary concerns and isolation and social and emotional instability (Capodanno, 2020).

Professional satisfaction and life satisfaction during the COVID-19 Pandemic

To minimize the spread of the virus, measures were imposed during the Pandemic such as work carried out remotely (teleworking) (Nemteanu & Dabija, 2021). Working from home has positive consequences, which increases employee satisfaction, and negative consequences, which causes satisfaction to be reduced, the first being flexible working hours and increasing the professional's autonomy and the second being increased stress as employees now must reconcile their professional and personal lives in the same space (Song & Gao (2018) and Nakrošienė, Bučiūnienė & Goštautaitė, 2019).

Some authors argue that professional satisfaction has decreased with teleworking due to several factors such as: professionals feel more isolated and communication with their superiors is reduced, which reduces the chances of progressing in their career; high involvement in work due to the long periods of time it occupies (Weinert, Maier & Laumer, 2015 and Pattnaik & Jena, 2020).

According to Felstead and Hensenke (2017) and Kelliher and Anderson (2010), teleworking increases employees' professional satisfaction and their commitment to the organization. The authors Nakrošienė et al. (2019) and Kim and Suh (2017) state that remote work increases organizational productivity as professionals do not waste time communicating with each other, thus proving to be faster and more capable in carrying out their duties.

Satisfaction with life depends on the period of life the subject is in and from person to person, however, it can also change due to positive or negative events that may occur (Fonseca, 2021). Veenhoven (1996) states that the higher the satisfaction with life, the greater the resilience and mental health of the subject, while feelings of low control and external events are related to lower levels of satisfaction with life.

In the context under analysis, the variables evaluated in this literature review allow us to meet the objective defined for this work. Therefore, we intend to integrate them into a conceptual model that evaluates the potential effect of IM on professional satisfaction, performance, and organizational commitment, also analysing whether these variables are determinants of employee loyalty and life satisfaction. Therefore, we propose to test 4 research hypotheses: the internal marketing has a direct and positive influence on life satisfaction, commitment and job satisfaction (H_1); job satisfaction has a direct and positive influence on performance, employee loyalty, life satisfaction and commitment (H_2); commitment has a direct and positive influence on performance (H_3) and

commitment has a direct and positive influence on job satisfaction and employee loyalty (H4). Figure 1 illustrates the conceptual model proposed for this research.

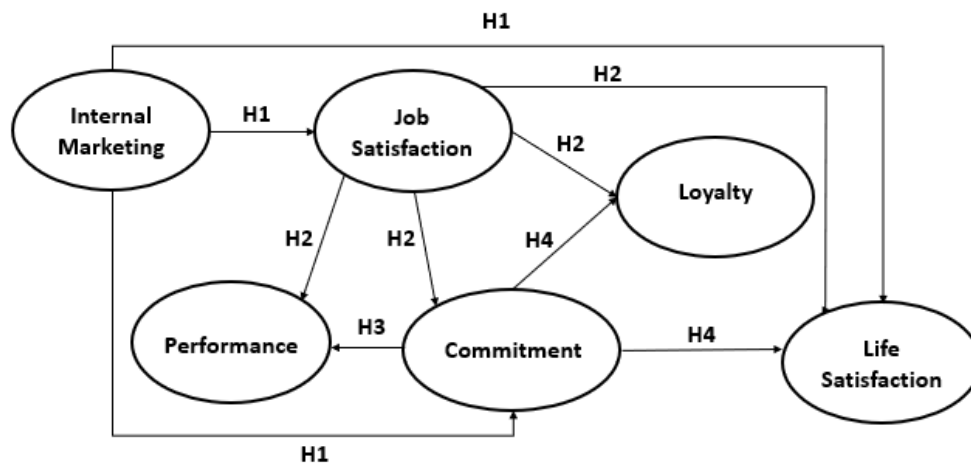


Figure 1-Research Conceptual Model

Source: Own elaboration

Methodology

Type of study and sample

A quantitative approach was used, based on a questionnaire survey administered digitally, after a pre-test was carried out on the data collection instrument. The justification for using a quantitative approach lies in the objectives inherent to the research: the proposal and empirical test of a conceptual model that analyses the influence of Internal Marketing on certain attitudes and behaviours of employees, namely: professional satisfaction, performance, commitment, loyalty and satisfaction with life. The study was carried out at a single point in time, therefore having a cross-sectional nature.

The study was applied to workers in the education sector working in Portugal. In this context, the population under study is made up of employees from various Portuguese educational institutions, with different types of employment, seniority and whether they hold leadership positions. Taking into account physical and temporal limitations, we chose to carry out a convenience sample, through the digital distribution of questionnaires, via email and social networks, having obtained 175 questionnaires, however, 167 of which were fully completed and valid, with the rate corrected response rate of 95%.

Data collection instrument

In the process of developing the scales, we followed the psychometric procedures suggested in the literature. The 6 concepts illustrated in [Figure 1](#) were measured using scales based on existing literature, with appropriate adaptations to the Education Sector ([Table 1](#)).

Concept	Scale
Internal marketing	Scale proposed by Rodrigues, Queirós and Pires, (2016). It consists of 11 items, but only 9 were used.
Job Satisfaction	Scale proposed by Veloso, Sousa, Au-Yong-Oliveira and Walter (2021). It consists of 5 items.
Organizational Commitment	Scale proposed by Rodrigues, Queirós and Pires (2016), which combines 3 dimensions (organizational commitment, continuity commitment and normative commitment) and a total of 18 items.
Professional performance	Scale applied by Veloso, Sousa, Au-Yong-Oliveira and Walter (2021), proposed by Hsu and Wang, 2008, consisting of 2 dimensions (task and contextual) in a total of 6 items.
Loyalty	Scale proposed by Veloso et al. (2021), totalling 2 items.
Satisfaction with Life	Scale proposed by Caycho-Rodriguez, Neto, Tomás, Valencia, Ventura-León, Neto, Reyes-Bossio and Vilca, 2020, consisting of 5 items.

Table 1—Scales applied in the study.

Source: Own elaboration

Thus, the concept of Internal Marketing was operationalized based on the scale created by Rodrigues, Queirós and Pires, (2016). The authors develop an operationalization of this concept through a scale with 15 items, used to evaluate the extent of IM activities in organizations. Although the Internal Marketing measurement instrument applied by Rodrigues, Queirós and Pires, (2016), is composed of 11 items, only 9 items were used,

in order to avoid respondent fatigue and in order not to make the questionnaire too large. . To measure job satisfaction, we used the instrument provided in the study by Veloso, Sousa, Au-Yong-Oliveira and Walter (2021). It consists of 5 items. The operationalization of organizational commitment was based on the scale by Rodrigues, Queirós and Pires (2016), which combines 3 dimensions (organizational commitment, continuity commitment and normative commitment) and a total of 18 items. Professional performance was measured based on the scale applied by Veloso, Sousa, Au-Yong-Oliveira and Walter (2021), proposed by Hsu and Wang, 2008, consisting of 2 dimensions (task and contextual) in a total of 6 items. Loyalty was also measured based on the study by Veloso et al. (2021), totalling 2 items. Finally, life satisfaction was operationalized based on the scale proposed by Caycho-Rodríguez, Neto, Tomás, Valencia, Ventura-León, Neto, Reyes-Bossio and Vilca, 2020, consisting of 5 items.

In the instruments measuring the 6 dimensions of the data collection instrument, the items were evaluated based on a 5-point Likert scale (1: "I completely disagree"; 2: "I moderately disagree"; 3: "I neither agree nor disagree »; 4: «moderately agree» and 5: «totally agree»).

The questionnaire also included two sections, where questions were also asked that allowed defining a socio-demographic profile of the respondents: professional category, working hours, type of relationship with the institution (staff; fixed-term employment contract; fixed-term employment contract). indefinite term; provision of service), seniority (at the institution), type of organization (public, private), gender, age and educational qualifications (primary/basic education; secondary education; bachelor's/degree/master's/doctorate).

Data collection and analysis process

We proceeded with the translation and validation of the measurement scales, and as mentioned, a pre-test was carried out to verify their adaptability to the population to be studied. The questionnaire was distributed through social networks and to the email of Portuguese educational institutions, after acceptance of the authorization request by the institutions' management, data collection took place from January to March 2022.

To analyse the data collected in this study, statistical techniques of a univariate, bivariate and multivariate nature were used, through the use of appropriate statistical software (IBM Statistical Package for the Social Sciences [SPSS] and AMOS programs, both in

version 23 for Windows). This time, the following procedures were carried out: preliminary analysis of the data, in order to eliminate possible errors and prepare the database for analysis (verification of the absence of errors, treatment of non-responses, aberrant values, verification of the assumptions of the techniques statistics to use); descriptive analysis of the data, aiming to describe the sample and analyse the main characteristics of each of the variables that make up the model (univariate analysis: mean, minimum, maximum, standard deviation, symmetry, flatness); analysis of the internal consistency of each construct separately using Cronbach's alpha, the correlation of each item with the total scale and the correlations between items; to analyse the theoretical model and the relationships between the constructs/dimensions, we used path analysis, based on structural equation modelling, using the Amos software, version 23. The option for this statistical technique occurred because it allows us to examine the relationships between variables, continuous and/or discrete, combining multiple regression models and factor analysis, allowing to test the validity of theoretical models that define casual, hypothetical relationships between variables, allowing to validate or refute the postulated research hypotheses.

Results

Sociodemographic characterization

The sociodemographic characterization can be seen in Table 2. Thus, the sample surveyed is made up of 167 education workers, of whom 53.9% (n=90) are female. The age groups between 40 and 59 years old prevail, 62.9% (n=105) and the marital status of married/de facto union, 58.7% (n=98). Most respondents had at least a degree, 89.2% (n=149). It is observed that 66.5% (n=111) of respondents had children. Regarding the type of relationship, the open-ended contract prevailed, 43.7% (n=73).

Feature	options	Absolute frequency – n	Relative frequency %
Sex	Feminine	90	53.9%
	Masculine	77	46.1%
	Total	167	100%
	25 to 29 years old	10	6.0%
	30 to 39 years old	32	19.2%
	40 to 49 years old	67	40.1%
	50 to 59 years old	38	22.8%
	60 to 69 years old	20	12.0%
	Total	167	100%
marital status	Single	48	28.7%
	Married/De facto union	98	58.7%
	Divorced/Separated	21	12.6%
	Total	167	100%
	High school	14	8.4%
	Bachelor's Degree	4	2.4%
	Graduation	82	49.1%
	Master's degree	54	32.3%
	Doctorate	13	7.8%
	Total	167	100%
Have children	No	56	33.5%
	Yes	111	66.5%
	Total	167	100%
Link Type	Part-time contract	Two	1.2%

Fixed-term contract	61	36.5%
Uncertain term contract	12	7.2%
Termless contract	73	43.7%
Services provision	10	6.0%
Temporary job	9	5.4%
Total	167	100%

Table 2-Sociodemographic characterization

Source: Own elaboration

Considering Table 3, it appears that most respondents, 86.2% (n=144) did not have a management or leadership role when they answered the questionnaire. Regarding working hours, 35.9% (n=60) had strict working hours and 18.6% (n=31) worked during the day. When it comes to time spent in the activity, 40.5% (n=533) of respondents have been working for between 5 and 20 years. In terms of length of service at the workplace, it is observed that 53.3% (n=89) of respondents have been with the company for at least 20 years. Most workers surveyed, 58.7% (n=98) live in the same municipality where they work.

Feature	options	Absolute frequency - n	Relative frequency - %
Currently holds a management or leadership role	No	144	86.2%
	Yes	23	13.8%
	Total	167	100%
Working hours	Flexible schedule	52	31.1%
	Half day	4	2.4%
	Rigid schedule	60	35.9%
	Complete journey	12	7.2%
	Continuous journey	8	4.8%
	Day job	31	18.6%

	Total	167	100%
Activity time	Up to 1 year	6	3.6%
	From 1 to 3 years old	19	11.4%
	From 3 to 5 years	6	3.6%
	From 5 to 10 years	11	6.6%
	From 10 to 15 years	22	13.2%
	From 15 to 20 years old	14	8.4%
	From 20 to 30 years old	55	32.9%
	At least 30 years	34	20.4%
	Total	167	100%
Length of seniority at the company	Up to 1 year	23	13.8%
	From 1 to 3 years old	24	14.4%
	From 3 to 5 years	9	5.4%
	From 5 to 10 years	20	12.0%
	From 10 to 15 years	16	9.6%
	From 15 to 20 years old	16	9.6%
	From 20 to 30 years old	34	20.4%
	At least 30 years	25	15.0%
	Total	167	100%
The municipality where you live is the same as the one where you work	No	69	41.3%
	Yes	98	58.7%
	Total	167	100%

Table 2-Professional characterization

Source: Own elaboration

By observing Table 4, it appears that most respondents, 60.5% (n=101) travel up to 20 km to get to work. This justifies the fact that 65.3% (n=109) of respondents took up to 30

minutes to travel. It should be noted that the majority, 88.6% (n=148) use a private car to travel to work.

Feature	options	Absolute frequency – n	Relative frequency - %
Distance (Km)	Up to 1 km	22	13.2%
	From 1 to 5 km	34	20.4%
	From 5 to 10 km	25	15.0%
	From 10 to 20 km	20	12.0%
	20 to 30 km	19	11.4%
	From 30 to 50 km	34	20.4%
	More than 50 km	13	7.8%
	Total	167	100%
Distance (minutes)	Up to 5 minutes	23	13.8%
	5 to 10 minutes	36	21.6%
	10 to 15 minutes	19	11.4%
	15 to 30 minutes	31	18.6%
	30 to 45 minutes	40	24.0%
	From 45 to 60 minutes	11	6.6%
	At least 60 minutes	7	4.2%
	Total	167	100%
Transport used for travel	Private car	148	88.6%
	Public transportation	19	11.4%
	Total	167	100%

Table 3 -Characterization of the way of commuting to work

Source: Own elaboration

Structural Model

The measurement model under study was evaluated using the maximum likelihood method applied to the original items. When adjusting the model, a two-step strategy was used: in the 1st step, the measurement model was adjusted and in the 2nd step, the structural model was adjusted. In assessing the quality of the model, the CFI and PCFI indices were used, considering that they indicated an acceptable adjustment for values greater than 0.8 and 0.7, respectively (Maroco, 2010). RMSEA was also used and if it is less than 0.10 the adjustment is good and if it is less than 0.05 the adjustment is very good. The significance of the structural coefficients was evaluated with a Z test produced by the AMOS software (Critical Ratio and p-value), considering parameter estimates with $p \leq 0.05$ to be statistically significant. The model coefficient estimates are given in standardized form.

Therefore, it appears that the model under analysis presents a good fit $CFI=0.813$; $GFI=0.708$; $RMSEA=0.126$. The percentage of variability in employee loyalty explained by the model is 84% and that of life satisfaction is 30%.

Analysis of Figure 2 reveals that the direct causal path: “Job satisfaction → Performance” does not present statistical significance. On the other hand, the causal trajectories of direct effects that present statistical significance are: “Internal Marketing → Commitment” – $\beta=0.687$ and $p < 0.01$; “Job Satisfaction → Commitment” – $\beta=0.333$ and $p < 0.01$; “Job satisfaction → Employee loyalty” – $\beta=0.591$ and $p < 0.01$; “Job satisfaction → Life satisfaction” – $\beta=0.530$ and $p < 0.001$; “Commitment → Employee loyalty” – $\beta=0.517$ and $p < 0.001$; “Internal Marketing → Satisfaction with life” – $\beta=-0.282$ and $p < 0.001$; “Commitment → Performance” – $\beta=0.279$ and $p < 0.01$;

The statistically significant total effect on Performance via Commitment is “Internal Marketing → Performance” – $\beta=0.192$ and $p = 0.037$. The statistically significant total effect on employee Loyalty via Commitment is “Internal Marketing → Loyalty” – $\beta=0.355$ and $p = 0.01$. The statistically significant total effect on Employee Loyalty via Commitment is “Job Satisfaction → Employee Loyalty” – $\beta=0.763$ and $p = 0.01$.

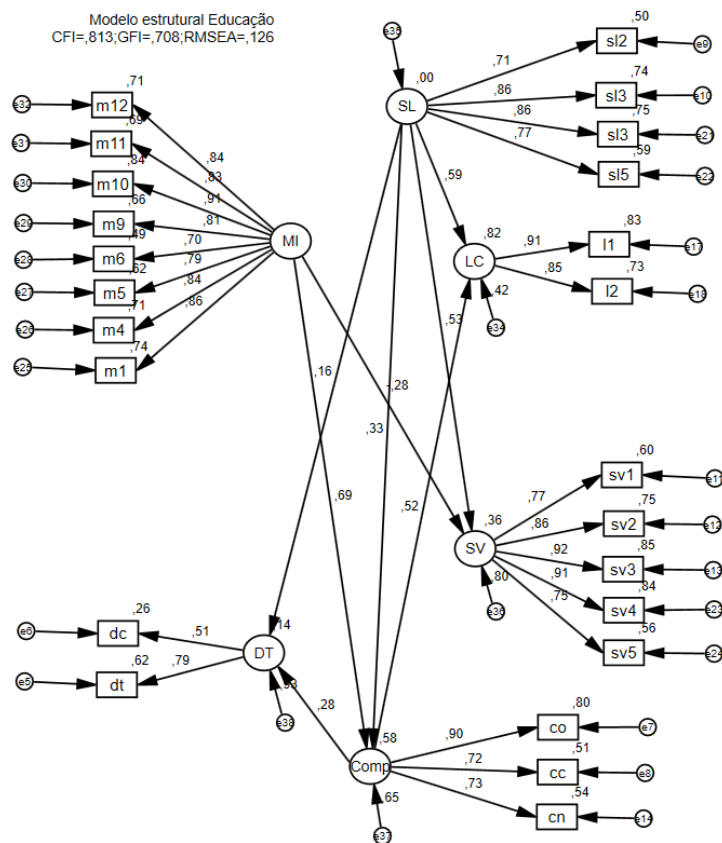


Figure 2-Structural Model

Source: Own preparation

Discussion of results

Paying attention to the Structural Model (Figure 2) and Table 5, we can state that all postulated research hypotheses were validated in this study, confirming the relevance of the conceptual research model defined based on the literature review, which confirms internal marketing as a predictor of job satisfaction, commitment, and life satisfaction, and performance, job satisfaction and commitment as determinants of employee loyalty and life satisfaction. Thus, regarding H₁: *Internal marketing has a direct and positive influence on life satisfaction, commitment, and job satisfaction*, it has been demonstrated that internal marketing influences commitment and job satisfaction in a statistically significant, direct, and positive way. However, in terms of life satisfaction, the influence is significant, but in a negative sense. The study by Mendes (2016) partially corroborates the present study as it indicates that internal marketing has an influence on salaries, the organizational environment, the definition and implementation of organizational

objectives, communication, the organizational structure, the motivation of professionals, their physical and psychological well-being, that is, in the connection between the organization and the worker, with the aim of promoting organizational development and success. Also, the study by Almeida et al. (2016) corroborates the results of the present study when it indicates that internal marketing positively influences job satisfaction, also verifying a positive relationship with performance.

Regarding H₂: *Job satisfaction has a direct and positive influence on performance, employee loyalty employee, life satisfaction and commitment*, this hypothesis was partially validated in this investigation, despite pointing out a direct and positive relationship between job satisfaction and performance, this is not statistically significant. Thus, and as demonstrated in other studies (Leite, Rodrigues & Albuquerque, 2014; Maciel & Camargo, 2011; Tett & Meyer, 199), where it was found that professional satisfaction influences organizational commitment, increasing its levels, a since these dimensions give relevance to the employee's sentimental connection with the organization. In this way, it is assumed that increased satisfaction promotes increased commitment from professionals. Likewise, the study by Acto (2017) corroborates this study, and its results revealed an average level of satisfaction with life in general, a result influenced by working conditions, that is, indirectly through the job satisfaction perceived by the worker.

Regarding H₃: *Commitment has a direct and positive influence on performance*, the present study validated this hypothesis. Thus, the results obtained are in line with what was demonstrated in the study by Mathieu and Zajac (1990), since these authors proved the existence of several variables, such as commitment, that influence performance. On the other hand, Mowday, Steers and Porter (1979) reveal that more committed professionals have higher levels of individual performance. Also, in the study by Locke and Latham (1990), it is explained that the relationships between performance and commitment occur because committed workers have greater adherence to organizational goals, thus increasing individual performance and, in turn, that of the organization. Also, in this work it was possible to corroborate the results of these studies. According to the literature review, it can be stated that committed employees cause better levels of organizational performance and performance (Mowday, Strers and Porter, 1982; Mowday, 1998; Mathieus and Zajac 1990; Meyer and Allen, 1997; Bastos, 1994; Bastos, 1995; and Medeiros et al., 2002). Finally, H₄: *Commitment has a direct and positive*

influence on job satisfaction and employee loyalty was validated in this work. Thus, the results obtained in this investigation corroborate the study by Almeida Carvalho (2021), which indicates that the emotional component of organizational commitment predicts job satisfaction, that is, the stronger the employee's emotional relationship with the organization, the greater your job satisfaction.

Trajectory	β	<i>P</i>	Hypothesis supported?
H1 ₁ :Internal Marketing→Satisfaction with Life	-0.282	<0.01	Yes
H1 ₂ :Internal Marketing→Commitment	0.687	<0.01	Yes
H1 ₃ :Internal marketing→Performance	0.192	<0.05	Yes
H1 ₄ :Internal marketing→Employee loyalty	0.355	<0.01	Yes
H2 ₁ :Job Satisfaction→Performance	0.165	0.117	No
H2 ₂ :Job Satisfaction→Satisfaction with life	0.530	<0.01	Yes
H2 ₃ : Job Satisfaction→Employee loyalty	0.763	<0.01	Yes
H2 ₄ :Job Satisfaction→Commitment	0.333	<0.01	Yes
H3 ₁ :Commitment→Performance	0.279	<0.01	Yes
H4 ₁ :Commitment→Employee loyalty	0.517	<0.01	Yes

Table 5– Summary of total trajectory coefficients

Source: Own preparation

Conclusions

The present study contributes to deepening knowledge about some skills of professionals in the education sector relevant to the exercise of their professional activity and consequently to enhancing the good functioning of the educational organization in which they are located, raising awareness of the topic, and presenting new knowledge that could be useful to other researchers and organizational leaders. It also makes it possible to understand the satisfaction and expectations of professionals, enhancing the development

of innovative strategies that promote their well-being and, in turn, their performance as an educational institution.

Taking the above into account, organizations must make a strong investment in marketing, promoting extrinsic rewards as well as providing training to their professionals in order to promote their well-being and job satisfaction and, in turn, satisfaction with life, as in organizations, when there are satisfied employees, there is also an increase in their motivation and commitment towards the development of their functions. Leaders and top managers must also frequently apply satisfaction questionnaires to educational agents in order to assess which factors are least beneficial and try to overcome them, thus maintaining a healthy organizational environment and in turn contributing to well-being not only of educational agents, but also of the students themselves. This study corroborates the findings of previous studies, however, applied to the education sector in the Portuguese context and presenting as a novelty, a conceptual model that simultaneously evaluates internal marketing as a predictor of professional satisfaction and satisfaction with life and professional satisfaction as a determinant of employee commitment, performance and loyalty.

The main limitations of the study are related to the fact that the answers to the questionnaires were obtained during the COVID-19 Pandemic, with professionals having been working in person for a short time, which could compromise their answers, another limitation no less relevant is the fact that the sample is for convenience, which prevents the generalization of the results obtained. However, the fact that it was applied in the context of the Covid 19 pandemic can also be seen as an added value as it allowed us to know the level of satisfaction of professionals in this sector and simultaneously test the conceptual model in this specific context.

For future investigations, it is proposed to validate and apply the scale at a national and international level, allowing comparisons to be made with the results of this study and also obtaining a more comprehensive and larger sample, so that there is the possibility of comparing data between different countries or nationalities and also apply the questionnaires other than during the COVID-19 Pandemic.

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Capítulo 8

Consideraciones Finales

Los resultados de esta tesis doctoral pueden ser relevantes en el ámbito organizacional, ya que amplían el conocimiento de estas cuestiones, promueven el bienestar entre los empleados y sus directivos, desarrollan un entorno organizacional agradable y, a su vez, aumentan la productividad y rentabilidad de las organizaciones.

Los resultados obtenidos de los estudios realizados con anterioridad al proyecto doctoral y que despertaron el interés por los temas en cuestión sugieren el desarrollo de una formación en educación emocional para promover la competencia emocional tanto de los usuarios de sustancias psicoactivas como de los docentes. En un enfoque macrosocial, la formación en Educación Emocional también podría desarrollarse para las familias de los usuarios de sustancias psicoactivas y para los técnicos que trabajan directamente con este tipo de problemática, así como para todos los agentes educativos.

Los resultados obtenidos de la revisión sistemática de la literatura muestran que existe una necesidad urgente de desarrollar investigaciones basadas en los temas de la inteligencia emocional y el marketing interno en el lugar de trabajo. Son escasos los estudios existentes sobre la relación entre estos temas y el impacto positivo que pueden tener en los empleados. Podemos observar que el número total de artículos publicados ha aumentado a lo largo de los años, pero la calidad de la investigación o el progreso científico no han seguido la misma tendencia.

En el segundo estudio, se validó un instrumento para evaluar la contribución de la motivación y la satisfacción laboral al éxito organizativo. Este estudio puede considerarse una herramienta innovadora, eficaz y útil para empresarios, directivos y organizaciones, ya que puede ayudar a diagnosticar las percepciones de sus empleados y promover un entorno saludable y atractivo, avanzando hacia un excelente rendimiento organizativo, una mayor rentabilidad y la sostenibilidad empresarial.

El tercer estudio pretende contribuir tanto a la literatura como a la industria sobre marketing interno, inteligencia emocional, determinantes laborales, rendimiento, compromiso, satisfacción laboral y satisfacción vital, aumentando el conocimiento actual sobre el papel del marketing interno, la inteligencia emocional y los determinantes laborales en el aumento de la satisfacción, el compromiso organizativo y el rendimiento de los empleados en las organizaciones portuguesas, intentando comprender si las

características sociodemográficas, profesionales y organizativas difieren entre los distintos grupos de trabajadores. Otra contribución es analizar la aplicación del marketing interno y la inteligencia emocional, utilizando las percepciones de los empleados sobre las prácticas de marketing utilizadas. Por otro lado, la aproximación al contexto portugués con una muestra que incluye diferentes sectores de actividad, empresas privadas y organizaciones públicas hace que este estudio sea relevante e innovador tanto para el mundo académico como para las empresas. El estudio es de gran interés para las organizaciones, ya que puede ayudarlas a comprender algunas variables organizativas que desempeñan un papel crucial en el rendimiento de los empleados.

El cuarto estudio permite conocer la satisfacción y las expectativas de empleados y directivos, posibilitando el desarrollo de estrategias innovadoras que promuevan el bienestar de los empleados y, a su vez, hagan más rentables las organizaciones. Teniendo en cuenta lo anterior, las organizaciones deberían proporcionar formación a sus profesionales para promover su bienestar y satisfacción laboral y, a su vez, su satisfacción vital, ya que cuando las organizaciones tienen empleados satisfechos también aumentan su productividad. Asimismo, los líderes y altos directivos deberían administrar con frecuencia cuestionarios de satisfacción a los empleados para averiguar qué factores son menos beneficiosos e intentar ponerles remedio, manteniendo así un entorno organizativo saludable y contribuyendo a su vez a los beneficios de la organización.

El quinto estudio permite conocer la satisfacción y expectativas de los profesionales del sector educativo, posibilitando el desarrollo de estrategias innovadoras que promuevan su bienestar y, a su vez, su desempeño como institución educativa.

En términos generales, podemos concluir que la investigación realizada ha demostrado que la adopción de estrategias y prácticas de marketing interno que valoren a los trabajadores, aumenten su motivación e inteligencia emocional contribuyen a crear entornos organizativos saludables en los que existe una mayor satisfacción y, en consecuencia, una mayor implicación, lealtad, productividad y rentabilidad.

Además, cabe destacar que la muestra obtenida está compuesta mayoritariamente por trabajadores que mantienen una relación permanente con su organización laboral, que tienen antigüedad en sus puestos de trabajo, cuyo horario laboral es respetado e incluso flexible, y que presentan niveles positivos de satisfacción laboral y vital, lo que nos lleva a concluir que, frente a la adopción de prácticas y modelos neoliberales que inciden

negativamente en el trabajo y en la salud mental y emocional de los trabajadores, con la consiguiente disminución del bienestar y la ralentización del ritmo productivo (Alonso & Fernández, 2018, Curcio, 2005, Davies, 2022, Frayne, 2017, Grow et al. , 2019; Moruno, 2015, Sennet, 2000, Simionato et al., 2019) la adopción de políticas de marketing interno fomenta la satisfacción laboral y vital y, a su vez, el compromiso y la lealtad de los empleados con la organización.

En definitiva, este estudio es sumamente importante e innovador no sólo para las organizaciones sino también para el mundo académico, ya que no existían estudios previos que relacionaran este conjunto de variables, contribuyendo a aumentar la literatura nacional e internacional sobre este tema. Por otro lado, y teniendo en cuenta lo anterior, las organizaciones deberían proporcionar formación a sus profesionales para medir su bienestar y satisfacción laboral y, a su vez, su satisfacción vital, potenciando así estos aspectos tan relevantes para el buen funcionamiento de las organizaciones.

Las principales limitaciones del estudio son que las respuestas a los cuestionarios se obtuvieron durante la pandemia de COVID-19, con los profesionales trabajando presencialmente durante poco tiempo, lo que comprometió sus respuestas. Otra limitación no menos relevante es el hecho de que la muestra es por conveniencia, lo que limita el número de encuestados, así como la representatividad del universo de trabajadores en activo en Portugal.

Para futuras investigaciones, se propone validar y aplicar la escala a escala internacional, con una muestra más amplia y extensa, de modo que puedan compararse los datos entre distintos países o nacionalidades, contextos y condiciones de trabajo, y también aplicar los cuestionarios fuera de la pandemia COVID-19.

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