

Work-life conflict in covid-19 time: A process model testing the role of emotional intelligence

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O final desta etapa e a conclusão do ciclo carregam um enorme significado a nível pessoal e académico. Inicialmente, a obtenção de um mestrado era algo que achava impossível devido a receio e falta de confiança. Após ter decidido aventurar-me, posso dizer com toda a certeza que o conhecimento, as experiências e os desafios foram bastante benéficos e fizeram-me evoluir como pessoa. Mas sem o apoio de várias pessoas ao longo deste percurso, nada disto teria sido possível.

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Resumo

O objetivo deste estudo é compreender melhor o impacto que o teletrabalho não-voluntário teve nos trabalhadores devido ao confinamento motivado pela pandemia COVID-19, e investigar a capacidade de apoio da inteligência emocional e os recursos de trabalho em aspetos como as exigências do trabalho, a virtualidade, a fadiga e o conflito entre trabalho-família. Três hipóteses foram testadas sendo a primeira: os recursos de trabalho moderam a relação entre as exigências do trabalho e a fadiga; a segunda hipótese: a inteligência emocional modera a relação entre as exigências do trabalho e o conflito entre trabalho-família; e a terceira hipótese: as exigências do trabalho moderam a relação entre os recursos de trabalho e o conflito entre trabalho-família. Os dados foram provenientes de uma amostra de 79 pessoas, obtidos através de um questionário online. Os resultados corroboram duas das três hipóteses, indicando que níveis altos de inteligência emocional reduzem o efeito negativo associado às exigências do trabalho mas não mitigar totalmente o conflito entre trabalho-família. Adicionalmente, em certos casos quando as exigências do trabalho são elevadas, os recursos de trabalho em vez de reduzirem o conflito entre trabalho-família, amplificam o conflito. Os efeitos diretos indicam também que a virtualização da comunicação e a fadiga aumentam o conflito entre trabalho-família. O estudo contribui para a literatura ao explorar o papel da inteligência emocional no contexto de teletrabalho com um foco no conflito entre trabalho-família.

Palavras-chave: Teletrabalho, inteligência emocional, exigências do trabalho, recursos do trabalho, fadiga, conflito trabalho-família.

Abstract

The objective of this study is to better understand the impact that non-voluntary telework had on the workers due to the confinement motivated by the COVID-19 pandemic, and investigate the support capacity of emotional intelligence and job resources in aspects such as job demands, virtuality, fatigue and work-family conflict. Three hypothesis were tested, the first being: job resources moderate the relation between job demands and fatigue; the second hypothesis: emotional intelligence moderates the relation between job demands and work-family conflict; and the third hypothesis: the job demands moderate the relation between job resources and work-family conflict. The data was provided from a sample of 79 people, obtained through an online questionnaire. The results confirm two of the three hypothesis, indicating that high levels of emotional intelligence can reduce the negative effect associated with excessive job demands but not fully mitigate the work-family conflict. Additionally, in certain cases when the job demands are elevated, the job resources instead of reducing the work-family conflict, amplify the conflict. The direct effects also indicate that the virtualization of communication and fatigue increase the work-family conflict. The study contributes to the literature by exploring the role of emotional intelligence in the context of telework with a focus on work-family conflict.

Keywords: Telework, emotional intelligence, job demands, job resources, fatigue, work-family conflict.

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Introduction

On December 1st, 2019, the SARS-COV-2 virus was discovered in Wuhan, China, which caused the COVID-19 pandemic (Huang et al., 2020) that quickly spread worldwide. As it continued to spread on the following months, the first cases of people that tested positive in Portugal were registered on the 2nd of March 2020 in the northern region. The World Health Organization (WHO) officially considered, on March 11th, 2020, the COVID-19 disease a pandemic and, therefore, a global threat to public health (World Health Organization, 2020). Governments around the world were quick to respond and use quarantine as a containment measure to prevent further spreading of the disease (Tavares et al., 2021). The same occurred in Portugal on the 13th of March, the government declared a state of alert, closing schools and businesses to prevent further spreading (Andrade & Lousã, 2021). The first death caused by COVID-19 was reported on the 16th of March 2020 (Vieira et al., 2021).

During this initial period of quarantine, many places like stores were closed temporarily until more information and solutions were discovered by scientists and established by the governments. Over time, some locales were opened to provide products for basic needs but with many restrictions, such as limiting the number of people allowed to enter, mandatory use of masks, hand disinfection gel and social distancing. People were heavily advised to only get out of their homes when necessary.

This impact regarding the quarantine not only affected people's lives in terms of not knowing exactly how deadly this new threat was (fear of the unknown), how to protect from it the best way possible, being isolated and away from friends and family, but also not being able to do their hobbies or go to work. Since large populations had to remain in lockdown at home, changes had to be made to accommodate to the situation and to ensure the health and safety of the workers, alongside the maintenance of the economic activity (Belzunegui-Eraso & Erro-Garcés, 2020; Bouziri et al., 2020; Morilla-Luchena et al., 2021, cit. by Pulido-Martos et al., 2021).

Measures regarding the work environment were soon imposed by several governments that forced companies to opt for telework, when possible. Telework (also known as telecommuting, mobile work or virtual work) refers to work that is done away from the physical office or workplace for a limited time during the work week, using new information and communication technologies (ICTs) (Allen et al., 2015; Sardeshmukh et al., 2012). The literature states that telecommuting or teleworking has become a common practice in countries such as the USA, Sweden and Finland in recent years (Anderson et al., 2015). This work mode gained traction

in organizational research (Allen et al., 2015, cit. by Delanoeije & Verbruggen, 2020) because it is a radical change from the usual assumption that work implies a physical job post as well as direct face-to-face relationship within work teams. This option is thought of as being available to employers and employees on an exclusively voluntary basis (Pyoria, 2011).

However, even when it is possible to implement teleworking, this is not the norm for how organizations typically work. In Portugal, the vast majority of organizations do not opt for teleworking. According to Eurostat, only 6.5% of Portuguese workers worked from home during 2019 (Eurostat, 2019), but it has become mandatory due to the measures imposed by the government, against the will of both employees and employers.

The abrupt set of the crisis jointly with the lack of customary telework, did not allow for a transitional phase, as confinement was imposed in most of the countries as an emergency solution and workers had to adapt quickly to the new operation. The inexperience in dealing with a pandemic favored tactics over strategy and therefore, job demands must have substantially increased as personal resources required heavy adjustment.

In addition to the significant transformation in the work environment and work demands, many families had to take care of their children, who also had to remain at home and take on distance learning classes (Tavares et al., 2021). This brought difficulties, as the work is now done in a space that was not designed for that purpose, possible conflicts between work and family life arise, the communication conditions and the infrastructure may be inadequate, there are restrictions due to lack of access to technical equipment, increased anxiety, fear and uncertainty about the future, among others.

Working in this context of uncertainty and the pandemic causes an enormous psychological and emotional burden. One of the psychological dimensions that plays an important role in providing resources to cope with not only life but also job demands is how individuals deal with emotions. Under the label of “emotional intelligence” there is an extensive body of knowledge that converges into showing emotional intelligence adds to individual well-being at work as well as to job and organizational performance (Mayer et al., 2016). Mayer and colleagues argue that emotional intelligence provides support to people and workers, as it increases physical and psychological well-being, improves intimate, family and work relationships and a better regulation of emotions in the face of difficulties, being important for current times (Mayer et al., 2008). This psychological resource is critical due to the transversal nature of emotions within social interactions, i.e. emotions and feelings are at the core of alhuman behavior and experiences (Manstead et al., 2004) which can be seen in the affective dimension

of attitudes, emotional expressivity, emotional labor, amongst others. Emotional intelligence thus emerges as an important resource to meet these demands.

Considering the novelty of this scenario, one may ask to which extent does the current forced virtual work requires a special focus on organizational psychology models in understanding how to deal with the expectable negative consequences that a forceful telework situation may have for employees. We ask ourselves: “To which extent is emotional intelligence critical into protecting one’s own well-being and performance within a context of non-voluntary telework?”.

This research aims to better understand the impact that non-voluntary teleworking had on workers and how emotional intelligence may have helped in this situation. For this, the study focuses on job demands and resources, emotional intelligence, fatigue, virtuality and the conflict between work and family and vice versa.

Chapter I - Literature Review

Job Demands and Resources

Whenever there is a reference to workplace, its benefits or impacts, it is almost impossible not to mention the JD-R model. This model stands for Job Demands-Resources and was developed by Bakker and Demerouti in 2001. Currently, it is the most popular framework in occupational health psychology to investigate the relationships between job characteristics and employee well-being (Lesener et al., 2018).

In the beginning, the initial goal and focus of the model was to identify and explain the antecedents of a negative psychological state, the burnout. According to Maslach, Leiter and Schaufeli (2008, p.90), burnout is a “psychological syndrome in response to chronic interpersonal stressors on the job. The three key dimensions of this response are an overwhelming exhaustion; feelings of cynicism and detachment from the job”.

The creation of the model was based upon the Maslach Burnout Inventory and Lee and Ashforth’s meta-analysis from 1996, in which the authors theorized that the burnout could be caused by eight job demands and thirteen job resources (Schaufeli & Taris, 2014). Therefore, the basis of this model is that the specific working conditions can be classified as job demands or job resources (Bakker & Demerouti, 2007).

Job demands are “physical, psychological, social, or organizational aspects of the job that require sustained physical and/or psychological (cognitive and emotional) effort or skills and are therefore associated with certain physiological and/or psychological costs” (Bakker & Demerouti, 2007, p.312). Examples of this are: work and time pressure, work overload, job insecurity, interpersonal conflict, conflict of roles, or demanding emotional interactions.

Job resources are “physical, psychological, social, or organization aspects of the job that may (...) be functional in achieving work goals, reduce job demands and its associated physiological and psychological costs, or stimulate personal growth, learning and development (Bakker & Demerouti, 2007, p.312). Examples of this are: social support, feedback, job control, autonomy, or supervisor support.

The model states that when there is a high amount of job demands, there has to be an additional effort applied by the person in order to achieve the desired goals and to keep the performance high. When the job demands are excessive, irritability and fatigue can ensue because of its physical and psychological impact. In these cases, it is better to take breaks, switch tasks or perform activities that are less demanding, in order to recuperate. Otherwise, the person

can gradually become physically and/or psychologically exhausted, which could lead to burn-out (Knardahl & Ursin, 1985, cit. by Schaufeli & Taris, 2014).

Since its development, this model has gained a lot of popularity because its strongest point is that it can possibly include all job demands and job resources, which is appealing to both researchers and practitioners (Schaufeli & Taris, 2014). Alongside, the model is easy to understand and can be tailored to every company. However, later in 2004, Schaufeli and Bakker added a positive dimension of well-being to the model: work engagement. This was done given the growing trend in the field of occupation health psychology focusing on positive health aspects, calling this the Revised JD-R Model (Lesener et al., 2018). Currently, this is the most used model to analyze and study the connection between the characteristics of the job and the well-being of the employees in this field (Lesener et al., 2018)

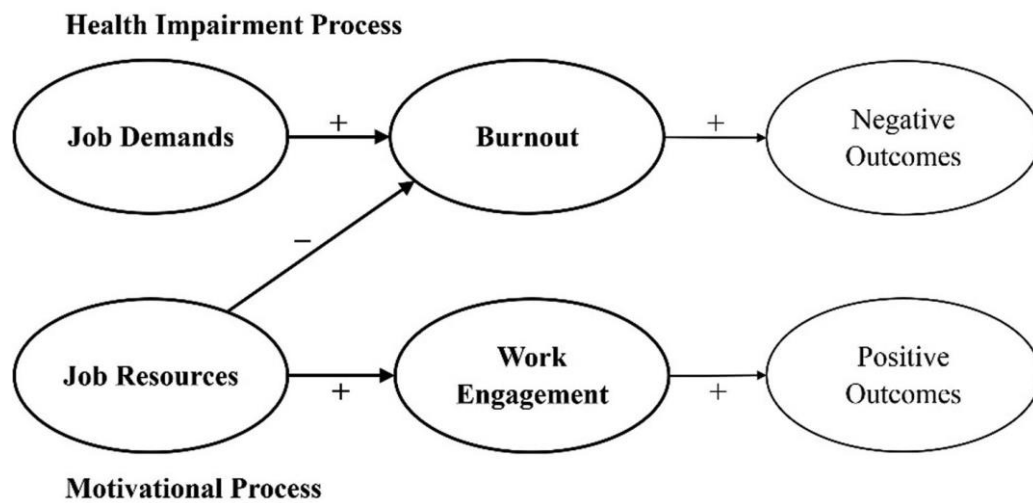
The Revised JD-R Model does not rebuild the early model from the ground. What it does is to continue to explain the health impairment/negative psychological state (burnout), but also work engagement, taken as a motivational/positive counterpart. Schaufeli and Taris (2014) state that work engagement is a work-related state of mind that is positive and fulfilling, essentially comprehending three aspects: vigor (high energy and resilience while working); dedication (a sense of significance, enthusiasm and challenge); and absorption (happiness and concentration on the work).

Just like the original model, the revised one states that burnout is a consequence when there is an excessive amount of job demands and less than ideal job resources (Demerouti et al., 2001). This may lead to an increased risk of burnout which also has many negative consequences for the employer and employee's health. Aside from lower performance and turnover intentions, burnout can cause fatigue, irritability, depression, cardiovascular diseases and psychosomatic complaints (Bakker & Demerouti, 2017; Lesener et al., 2018; Schaufeli & Taris, 2014).

As stated, the authors consider the job resources as the positive and motivational counterpart to the job demands. That is because it promotes more work engagement, which in turn increases the workers performance and organizational commitment, resulting in a more positive organizational space and decreasing the burnout (Bakker & Demerouti, 2017). Schaufeli and Taris (2014) also add that the motivational role of job resources stimulates a more positive state of mind regarding the work through the achievement of work goals (for example from a more positive work environment and higher performance) and the satisfaction of basic needs (for example through exchange of constructive feedback and autonomy).

Figure 1

The Job Demands-Resources model (Schaufeli & Taris, 2014)



Telework Fatigue

Given the current situation regarding the global pandemic caused by the coronavirus, several changes occurred in people's lives, namely the psychological impact and the changes in the work environment. As stated, many companies and organizations had to resort to telework (using ICTs like smartphones, tablets, or laptops) to continue to function outside of the employer's premises (Oakman et al., 2020). To protect and preserve the health of the population, this practice seems to work given the increase in social and physical distance, making it harder to spread the virus. But the changes and the social isolation that it created can have negative impacts on the mental health of employees (Lengen et al., 2021 cit. by Pulido-Martos et al., 2021). Telework not only changes the perception of time and space in comparison to the traditional work, but it also requires a physical and cognitive adaptation in order for people to continue their job. Telework also changes the way people communicate when working, as the ICTs became the main source of communication. This virtualization of the communication is defined, according to De Jong and colleagues (2008, p.366), by three aspects: "the extent to which team members use communication media to coordinate their actions and execute their task, taking into account; the extent to which the communication media are synchronous; and the extent to which the communication media convey para-verbal and nonverbal aspects of communication". These changes can impact the levels of fatigue, exhaustion and the engagement (Sardeshmukh et al., 2012).

Fatigue or physical fatigue can be seen as a protective physiological response in case of excessive use of the body's energy resources (Giermek, 2007 cit. by Okhiria et al., 2020). Mental fatigue is a psychobiological state that is a result from prolonged periods of demanding cognitive activity, and it has several implications in daily life (Desmond & Hancock, 2001; Job & Dalziel, 2001, cit. by Cutsem et al., 2017). According to Cutsem et al. (2017) these implications have 3 forms: subjectively (e.g. higher tiredness, a lack of energy and less motivation); behaviorally (e.g. worse performance over time in cognitive tasks); and physiologically (brain activity alterations). Exhaustion, similar to extreme fatigue, is the core dimension of burnout and occurs whenever there is a depletion of emotional and mental energy (Bakker et al., 2000; Demerouti et al., 2003; Moore, 2000, cit. by Sardeshmukh et al., 2012).

Oakman and colleagues (2020) state that there is some positive outcomes with teleworking, like improved family and work integration, less fatigue and higher productivity. In Sardeshmukh and colleague's paper, it is mentioned that telework could reduce exhaustion because it saves time (as it eliminates the need to commute) and also emotional energy (because more autonomy is given to employee), and it results in higher flexibility (as other things can be done, like tasks or activities); and the capacity to reallocate time makes it more probable to include leisure activities which could reduce stress and exhaustion significantly (Guimaraes & Dallow, 1999; Mann & Holdsworth, 2003; Stephens & Szajna, 1998, cit. by Sardeshmukh et al., 2012).

But, the home, which was seen before as a place for relaxation, is now a workplace and, in some cases, a school too. The blurry line between a place to relax, to live, to work and to learn can have a negative impact in mental and physical health due to a less defined timetable and the potential to work more hours, a higher difficulty in separating work and home, and also, some companies might not provide the much-needed support (Oakman et al., 2020). Given the increase in the physical and psychological distance between the employees and their colleagues and supervisors, there could be consequences affecting the job resources, namely as regards feedback and social support (Sardeshmukh et al., 2012). This could in turn increase exhaustion and reduce job engagement.

So, even though telework might have brought some positive aspects, it also could be responsible for some negative outcomes, and the culmination of all these consequences will result in a higher level of fatigue, which can impact the quality of the work and people's lives. Still focusing on Oakman and colleagues research, the authors concluded with their review that the impact in mental and physical health on people working at home varies considerably (Oakman

et al. 2020). This means, to some people, teleworking has brought benefits but to others it probably had major negative consequences.

Work-Family and Family-Work Conflict

One of those potential consequences is the work-family or family-work conflict. This type of phenomenon happens when there's pressure because of the incompatibility between the work and family roles (Greenhaus & Beutell, 1985). A role conflict is when the achievement of one role makes it more difficult to achieve the other because of the concurrent presence of two or more sets of pressures (Medina et al., 2021). Byron, Oakman and colleagues add that work-family conflict is an inter-role conflict that occurs when there's a direct interference with the demands and responsibility of work, family, domestic and family commitments (Byron, 2005; Oakman et al. 2020). In essence, work-family conflict involves the time pressure that is exerted when the demands of work spillover to the family life and vice-versa (Amstad et al., 2011; Grzywacz & Marks, 2000).

Studies done on the portuguese population indicate that workers consider there's a high amount of work-family conflict due to the difficulty in balancing the work and family roles. (Matias et al., 2012; Perista et al., 2016, cit. by Andrade & Lousã, 2021). The literature also states that the conflict tends to happen more often in couples with children than without children and when they're below 18 (Baxter & Alexander, 2008; Gordon & Whelan-Berry, 2004; Greenhaus & Beutell, 1985, cit. by Lemos et al., 2020). According to Medina and colleagues, there's two assumptions when it comes to the role conflict: the demands from executing various roles at the same time results in conflict because of less time and energy; and this in turn diminishes wellbeing due to increased mental fatigue and burnout (Medina et al. 2021). Alongside this and the conflict itself, work-family conflict can also have negative consequences in the work, like an increase in absenteeism, burnout, lower job satisfaction, poor job performance and intentions to leave; in the family, for instance lower family and marital satisfaction; and in health, for example higher physical tension, increased depression, anxiety and irritation (Amstad et al. 2011; Cifre & Salanova, 2004).

In relation to telework, several authors consider that the effects are inconsistent and contradictory, because, as there are many benefits for work-family needs from a more flexible work modality (Boell et al., 2016; Gajendran & Harrison, 2007; Messenger, 2019; Piszczek, 2017, cit. by Andrade & Lousã, 2021) there's also downsides. Teleworking changed people's weekly working and study hours (like the fact that there's no need to commute), however the presence of the whole family most likely increased the interruptions and distractions

experienced, alongside more work and family responsibilities (Medina et al. 2021). Speaking of commute, not having to move to work or school increased the perception of saving time, and that time could be allocated to work more hours (Kumar et al., 2021) since people spent more time at home. In Medina and colleagues' paper, it's stated that because of this, the working hours can be extended more easily than before and that employees reported working more and having more job demands (Jamal et al., 2021; Wang et al., 2021, cit. by Medina et al. 2021; Pulido-Martos et al., 2021). There's also this idea that, because people are at home, they are always available to work.

The immediate transition without preparation, the possible lack of materials (computers, for example), organization and conditions necessary to work comfortably, the need to deal with domestic chores and the attention needed to support the children and family affairs, all contributed to the increase in work overload and tension (Lemos et al., 2020). Many employees affirmed that they had to start work earlier or end later, in order to balance and better deal with the situation between work demands and family activities (ILO, 2021, cit. by Andrade & Lousã, 2021).

An investigation lead by Lemos and colleagues found that during the quarantine period, several Brazilian women reported being overburdened and failing to keep up with housekeeping, taking care of their children and, at the same time, attending all the work demands, leading to higher work-family conflict. The constant feeling of pressure, stress and dissatisfaction made some women use the consumption of alcohol as a refuge. Not all cases were the same though, there were reports of women that were enjoying the experience and it allowed them to have more time for leisure activities, bringing them closer to their children and husbands (Lemos et al., 2020). The authors concluded that women without children and married to partners that share domestic chores and women with children, single and married reported an improvement in work and family balance. What's curious is that some women with children, who were married or not, reported an increase in workload but at the same time more satisfaction with their families. They argue that these women were able to endure the workload and the proximity with their family members made possible a routine that is fitting to reduce the negative aspects. Given the back-and-forth claims in the literature, work-family conflict is an interesting variable to investigate.

Emotional Intelligence

According to the literature, one good resource or set of skills that provides the tools to better deal with problems, stress, interactions with others, pressure from work and much more

is the Emotional Intelligence (EI) (O'Connor et al., 2019). It was developed in 1989 with the contribution of two psychologists: Peter Salovey and John Mayer. They defined it as an “ability to monitor one’s own and other’s feelings and emotions, to discriminate among them and use this information to guide one’s thinking and actions” (p. 189). Highly emotional intelligent people have more emotional abilities and higher capacity to accurately perceive emotion in themselves and others (like anger or sadness) and regulate emotions more easily in themselves and others, in order to obtain a range of adaptive outcomes or emotional states (like motivation or creative thinking) (O'Connor et al., 2019).

Salovey, Mayer and Caruso, in 2000, developed their definition even further, stating that it is “the ability to perceive and express emotion, assimilate emotion in thought, understand and reason with emotion, and regulate emotion in the self and others” (Mayer et al., 2000, p. 396, cit. by Cherniss, 2010; Mayer et al., 2011). This is the most common definition in the literature and it is also the most popularly cited among investigators to this day. Note that, in comparison to the initial definition from 1989, there’s now a bigger focus on not just perceiving emotion but also in expressing it and using emotions to aid the thought process.

In the early works, Salovey and Mayer (1989) claimed EI bring many benefits, such as easier problem solving, flexible planning, greater understanding and regulation of own emotions and of others to increase wellbeing for all and having more control over mood in order to better deal with any situation. For instance, approaching a situation (good or bad) with a positive humor, will likely increase the chance of finding more opportunities for problem solving and better outcomes (Salovey & Mayer, 1989). Individuals high in EI have higher self-awareness and expression of emotions, more creativity, tolerance, trust and aim to have better relations with their colleagues during work, increasing the performance because of a better work environment (Kannaiah & Shanthi, 2015). EI is also said to improve the social relations of children, adolescents and adults and of intimacy on the family, higher work and academical success, better social relations in the workplace context and higher wellbeing both physical and psychological (Mayer et al., 2008).

Since its early research and development, there has been three main types of measurements/models in emotional intelligence: ability, trait, and mixed models. The ability model consists upon a test of maximal performance. It evaluates the theoretical understanding of emotions and emotional functioning of a person by measuring constructs. It works similarly to IQ (Intelligence Quotient) tests as it is based on questions or items. There are correct and incorrect answers and participants have to solve problems related to emotions. The ability-based measures are said to represent well the person’s ability to understand emotions and how they

function (O'Connor et al., 2019). Accordingly, people high in emotional intelligence are good decision makers, problem solvers and negotiators, due to their higher capacity to perceive and understand emotions (O'Connor et al., 2019).

Conversely, the trait model is based on dispositional claims about EI. It is measured through self-report questionnaires and targets traits related to common behaviors in situations where emotions are more relevant. Literature states that people who score high in various measures of the trait model, also have high levels of self-efficacy in emotion related behaviors and are competent at managing and regulating emotions in themselves and others. It also determines if a person has good coping styles to various life stressors (O'Connor et al., 2019).

Lastly, the mixed model, as the name states, it is based on a mixture of personality and ability items. This means, it measures a combination of traits, social skills and overlaps with other personality measures. These tests consist of self-report measures and some also use a 360 degree form of evaluation (both the self-report and report of other people like supervisors, or colleagues). O'Connor and colleagues (2019) state that, in the workplace, the 360 degree evaluation of the mixed model is useful because it offers individuals the information regarding their self-perceptions, as well as how other individuals (like colleagues or supervisors) perceive them.

Khalili (2012) stated that EI plays a fundamental role on workplaces, because part of the success and good functioning is connected to employees having high EI (Khalili, 2012). The connection between EI and the workplace comes from the fact that it is a stress inducing environment. This stress can originate from many reasons, like the aggressive or demanding behavior from clients, complains directed to employees, bad or below average working conditions, low job resources, lack of social relations, low incentives to keep working, high job demands, among others (Oginska-Bulik, 2005). In a study conducted by Kotsou and colleagues (2019), 46 emotional intelligence interventions were reviewed to test its efficacy. They found that in the workplace context, there was an improvement in management skills and higher work satisfaction, more teamwork and a better management in conflicting situations, less incivility in the workplace, a better institutional climate and higher job satisfaction. There were also more positive results in relation to psychological health and wellbeing and an improvement on the quality of relationships (Kotsou et al., 2019). It is reasonable to assume that EI constitutes a set of characteristics or skills that anybody can develop in order to better deal with the difficulties or adversities (like stress) from the workplace.

Given the context of telework, the COVID-19 pandemic and the work-family conflict, EI is important and worth exploring because: the changes in the workplace most likely resulted in

higher stress and fatigue experienced because it was a different way of working, people had a short amount of time to adjust properly and the communication between work teams also became more virtual and less intimate; the fear of the unknown and dying, the rising tension derived from the number of cases and deaths increasing daily, the obligatory confinement and isolation that changed the routines and separated people must have taken a toll, at least to some degree, on the psychological and emotional health of people; and, on top of that, the potential conflict that surged with the management of domestic chores, taking care of children and keeping up with all the work and family demands, possibly aggravated the situation even more and caused higher levels of fatigue and burnout. All these are domains where EI can probably have a positive impact because it seems to have the potential to provide to people the tools needed to deal with difficult times, supported by the literature above.

The conceptual model

To proceed with the investigation, a conceptual model was created that encompasses these variables aiming to relate them in a hypothetical-deductive model, as depicted in Figure 2.

According to the premise of the JDR Model, it is stated that high job demands requires an additional effort from the person, in order to maintain the same performance and to achieve objectives. However, when those job demands become excessive and there is no immediate way to recover, the gradual drain of the coping resources will make the person feel fatigued, whether physically and/or psychologically (Knardahl & Ursin, 1985, cit. by Schaufeli & Taris, 2014). The constant exposure to fatigue can have several consequences, like a decrease in performance, intentions of quitting the job, irritability, or depression (Bakker & Demerouti, 2017; Lesener et al., 2018; Schaufeli & Taris, 2014).

The job resources are said to step in as a positive counterpart to the job demands due to the fact that it provides the needed support to workers through aspects that reduce physiological and psychological costs, decreases job demands, promotes personal growth and work engagement like social support, feedback from colleagues and supervisors, and autonomy (Bakker & Demerouti, 2017). This suggests the first hypothesis:

Hypothesis 1: The Job demands are associated with fatigue, moderated by the job resources.

Excessive job demands can cause a variety of consequences, one of those being the work-family conflict that can happen when the work time is not enough because of too much work

and it occupies the time that would be dedicated to the family (Amstad et al., 2011; Grzywacz & Marks, 2000) and vice versa. It results in a clash between the two responsibilities, favoring one over the other because there's an incompatibility/interference in managing the work requirements and the family or domestic affairs (Byron, 2005; Greenhaus & Beutell, 1985; Oakman et al., 2020). This conflict could have been affected by the fact that telework blurred the separation between home and a workplace. Having to stay home due to the confinement, being able to work right from home and not having to commute to work, gave the perception that time was being saved and it could be used to work more (Kumar et al., 2021). Many families also reported having more work overload and tension because of dealing with work responsibilities while there was an increase in domestic chores due to the partner and children also being home (Lemos et al., 2020).

Alongside the job resources, emotional intelligence also seems to provide a positive outcome to workers, at least according to the literature. Authors like Salovey and Mayer state that it has many benefits for the person that is high in EI, but also to those around (Salovey & Mayer, 1989). These benefits, like a better understanding and regulation of own emotions and of others, easier problem solving and better at planning, more control over mood to better guide thru any situation, higher self-awareness and expression of emotions, more tolerance, better relationships whether with family, friends or work colleagues, better management skills and higher physical and psychological wellbeing (Kannaiah & Shanthi, 2015; Kotsou et al., 2019; Mayer et al., 2008; Salovey & Mayer, 1989), makes EI a powerful tool or skill capable of positively affecting people and increasing the capability of people to deal with excessive work demands and better managing or removing the conflict at home. Given this, we question if emotional intelligence has the ability to help and balance the tension between the two, lowering the effect of excessive job demands, but also decreasing the conflicts with family. The second hypothesis is:

Hypothesis 2: The job demands are associated with work-family conflict, moderated by emotional intelligence.

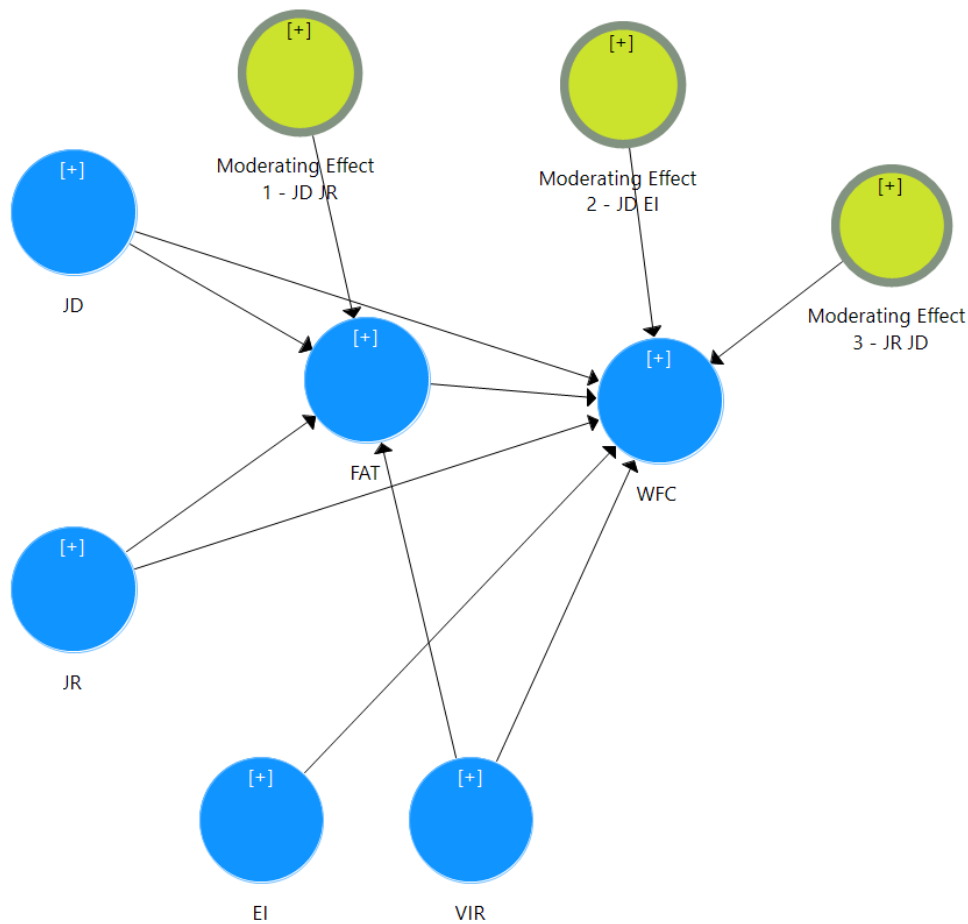
The last hypothesis follows some of the key aspects of the first and second hypothesis in terms of job demands, job resources and work-family conflict. As stated, excessive job demands have the potential to increase the conflict with family because it tends to happen when excessive work demands spillover and affect the family role (Amstad et al., 2011, Grzywacz & Marks, 2000).

Job resources, on the other hand, act as the positive counterpart to the job demands, by providing various means of support to workers (Schaufeli & Taris, 2014), mitigating its effect. Following this logic, we seek to investigate the relation between the supportive role of job resources and work-family conflict and understand the impact of the effect that the job demands can have when managing both roles. The third hypothesis is:

Hypothesis 3: The job resources are associated with work-family conflict, moderated by the job demands.

Figure 2

Conceptual model represented using the software tool Smart PLS v. 3.3.3.



Chapter II - Methods

Sample

The sample of this study comprises 79 participants, 28 (35.4%) are male, 43 (54.4%) female and 8 (10.1%) did not identify gender. Ages ranged from 20 to 61 years old (Mean = 35.7, SD = 12.7) with most (52.8%) falling in the 20 to 30 years old range and the minority between 31 to 40 (6.4%).

As regards education, 72.1% have a university degree while 25% have the 12th grade. Slightly more than half sample indicated being single (50.7%), 43.5% are married and 4.3% are separated or divorced. In relation to the household, 55.6% do not have children below 18 years old living with them, while 44.4% do and when asked about how many people at home help with domestic chores, 49.1% only have one person helping, 37.7% have two, 7.5% have three and 5.7% have four.

As regards telework, 56 people (70.9%) had to work from home at some point between 2020 and 2021, while 23 (29.1%) did not. The professions vary, ranging from lawyers, psychologists, IT, industrial, logistic and human resources technicians, civil and mechanic engineers, cleaning maids, students, teachers, uber drivers, shop operators, accountants, salespeople and businesspeople. The percentage of total hours teleworking were 1% to 10% for 34 people (43.1%), 50% to 9 people (11.4%), 75% to 1 person (1.3%) and 100% to 20 people (25.3%). The communication was higher for face-to-face with 28.1% of the people, email was 22.7%, videoconference was 19%, messaging was 17.1% and teleconference was 10.5%.

Lastly, participants were asked to rate their working conditions while teleworking using a Likert scale from 1 (strongly disagree) to 5 (strongly agree). Internet quality for communication was rated as 4 for 46.3% of the people, having the required equipment at home was rated as 5 for 46.3%, being able to work in silence and not getting interrupted was rated as 4 for 46.3% and comfort to work without physical harm was rated as 4 for 35.2%.

Overall, this is a convenience sample of small size, composed of educated individuals, most diverse regarding sociodemographic variables and professional experiences related to teleworking.

Instruments

Job Demands and Resources

The construct was measured using a mixture of 21 items from the Copenhagen Psychosocial Questionnaire (COPSOQ II) adapted by Silva et al. (2011) and the Questionnaire sur les

Ressources et Contraintes Professionnelles (QRCP) from Lequeurre et al. (2013). Sample items include “Your work requires constant attention?” or “Does your work put you in emotionally upsetting situations?”. Respondents used a frequency scale ranging from 1 (Never) to 5 (Always).

Fatigue

It was measured using 11 items from the Chalder Fatigue Scale (CFQ) from Chalder et al. (1993). Sample items include “Do you have difficulties concentrating?” or “Do you lack energy?”. The scale used was 1 (Less than usual) to 4 (More than usual).

Work-Family Conflict

It was measured using 8 items from the Work-Life Indicator (WLI) adapted by Kossek al. (2012). Sample items include “I take care of personal or family needs during work.” or “I allow work to interrupt me when I spend time with my family or friends.” The Likert scale used was 1 (strongly disagree) to 5 (strongly agree).

Emotional Intelligence

It was measured using 16 items from the Perfil de Inteligência Emocional em Grupo de Trabalho (PIEGT) adapted by Brito-Costa et al. (2015) from the original Workgroup Emotional Intelligence Profile – Short Version (WEIP-S) from Jordan & Lawrence (2009). Sample items include “I can explain the emotions I feel to team members” or “I can tell when team members don’t mean what they say”. The Likert scale used was 1 (strongly disagree) to 5 (strongly agree).

Virtuality

Communication virtuality was measured as a formative construct from De Jong et al. (2008) which tagged each of the Baltes et al. (2002) communication medium with a level of virtual communication gauged by non-verbal synchronicity needs. The communication media and respective percentage of synchronicity loss is: face to face = 0%, video-conference = 30%, teleconference = 25%, chat/sms = 61%, email = 78%. A general index of virtuality was computed based on De Jong et al. (2008) method which consisted of weighting each communication medium per its respective virtuality score.

Procedure

An online questionnaire was created encompassing the instruments described above, alongside sociodemographic questions. It was done on Qualtrics and shared online via social media, like Facebook and Instagram, and also via email and text messaging. The data analysis was performed on SmartPLS version 3.3.3 software.

Data analysis started by testing the goodness of fit of the conceptual model which is globally tested based on PLS-SEM (Partial Least Squares-Structural Equation Model) that is suitable for the sample size (Cassel et al., 1999) and nature of the constructs (Hair et al., 2017). This data analysis technique has been used in many published research lately (e.g. Ali et al., 2018; Astrachan et al., 2014; Fisher et al., 2021; Zhao et al., 2021).

The set of hypotheses is tested simultaneously with goodness of fit (GoF) indicators. These are examined beforehand and consist of: SRMR (Standardized Root Mean Square Residual) and NFI (Normed Fit Index) which should be below 0.08 and above 0.80 respectively (Henseler et al., 2016). Additionally, a conceptual model that has acceptable quality must not suffer from multicollinearity, i.e., from inflated variance due to the correlation between predictors. This is measured by the VIF (Variance Inflation Factor, Hair et al., 2011) and this is also an indicator of another serious problem with cross-sectional research: common method bias (Podsakoff et al., 2003; Tian et al., 2020). Another indication that the model is worth interpreting lies in its ability to explain variance in the dependent variable(s). This is judged based on the R^2 (Coefficient of Determination, Hair et al., 2011) as well as the F^2 (Hair et al., 2017) and Q^2 (Predictive Relevance, Geisser, 1974).

Chapter III - Results

Structural Model Quality

As stated, SRMR and NFI and the preferred indicators to judge on model fit. In our case SRMR is 0.014 (clearly below the threshold of 0.08) and NFI is 0.997 (clearly above the threshold of 0.80).

As regards multicollinearity, VIF is not an issue as from the three variables that are endogenous (they are predicted by at least one variable in the model) the largest VIF found is 1.951, thus clearly below the critical threshold of 3.3 (Hair et al., 2011). Table 1 shows the full range of results.

Table 1

Structural Model Results

Construct	R ²	adj. R ²	f ²	Q ²	VIF	SRMR	NFI
WFC	.343	.278		.208		.014	.997
FAT->WFC			.044		1.321		
EI->WFC			.012		1.951		
VIR->WFC			.061		1.241		
JD->WFC			.043		1.621		
JR->WFC			.005		1.741		
FAT	.221	.168		.123			
EI->FAT			.001		1.776		
VIR->FAT			.003		1.205		
JD->FAT			.113		1.417		
JR->FAT			.000		1.735		
EI							

VIF, variance inflation factor; SRMR, standardized root mean square residual, NFI Normed Fit Index.

The model has a reasonable explanative power because it accounts for 16.8% of fatigue variance (adjusted R^2) and 27.8% of work-family conflict variance (adjusted R^2).

In regard to the f^2 , all interactions but one, show a weak effect because the values are below the minimum of .15 (Cohen, 2013). Calculating the Q^2 , fatigue shows a low predictive

relevance, since the value ($Q^2=.123$) is below .15 (Geisser, 1974). Work-family conflict, on the other hand, shows a medium predictive relevance, as the result is ($Q^2=.208$) between .15 and .35 (Geisser, 1974).

Structural Equation Modeling – Testing of hypothesis

Table 2 encompasses the direct relations between the variables and the hypothesis through moderations.

Table 2

Hypothesis Constructs

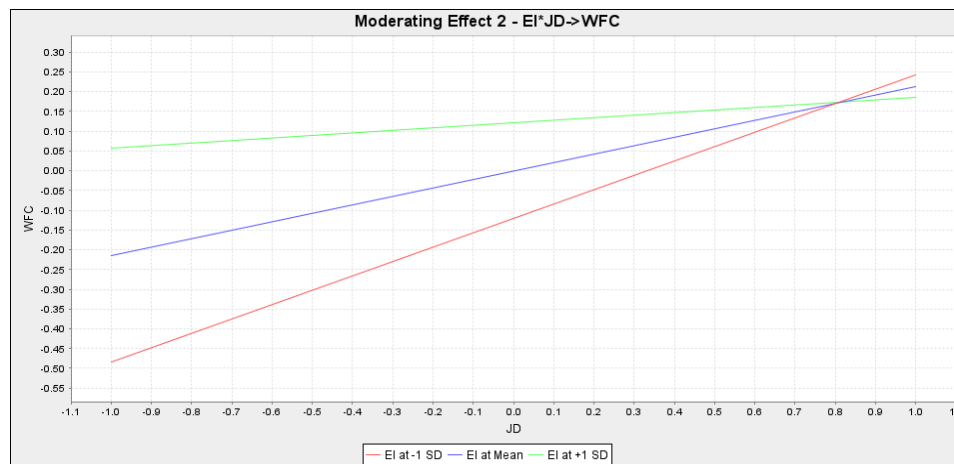
Effects	Relations	β	Mean	SD	<i>t</i> -value	<i>p</i> -value
Direct						
	EI→FAT	.031	.006	.153	.200	.421
	EI→WFC	.121	.132	.131	.924	.178
	FAT→WFC	.195	.186	.125	1.556	.060**
	JD→FAT	.353	.346	.105	3.348	.000**
	JD→WFC	.214	.225	.124	1.723	.043
	JR→FAT	-.018	-.021	.147	.122	.452
	JR→WFC	.077	.078	.123	.623	.267
	VIR→FAT	.053	.063	.121	.440	.330
	VIR→WFC	.224	.238	.100	2.230	.013**
Moderating						
H1	JR*JD→FAT	-.096	-.105	.112	.861	.195
H2	EI*JD→WFC	-.149	-.160	.099	1.512	.066*
H3	JD*JR→WFC	.165	.184	.113	1.454	.073*

* $p<0.10$; ** $p<0.05$

As shown, the moderating effect of emotional intelligence on the relation between job demands and work-family conflict had a significant effect ($\beta=-.149$, $t=1.512$, $p=.066$) as well as the effect of job demands on the relation between job resources and work-family conflict ($\beta=.165$, $t=1.454$, $p=.073$). The moderating effect of job resources on the relation between job demands and fatigue was not significant ($\beta=-.096$, $t=.861$, $p=.195$). There were also direct effects that were significant, namely between fatigue and work-family conflict ($\beta=.195$, $t=1.556$, $p=.060$), job demands and fatigue ($\beta=.353$, $t=3.348$, $p=.000$) and virtuality and work-family conflict ($\beta=.224$, $t=2.230$, $p=.013$).

Figure 3

Simple Slope Analysis



Examining the significant moderations in more detail, as shown in Figure 3, the second hypothesis focuses on investigating the moderating effect of emotional intelligence in the relation between job demands and work-family conflict. In this sample, it is possible to observe that the effect of job demands increases work-family conflict when emotional intelligence is low. But the effect of job demands does not seem to change work-family conflict when emotional intelligence is high.

Figure 4

Simple Slope Analysis

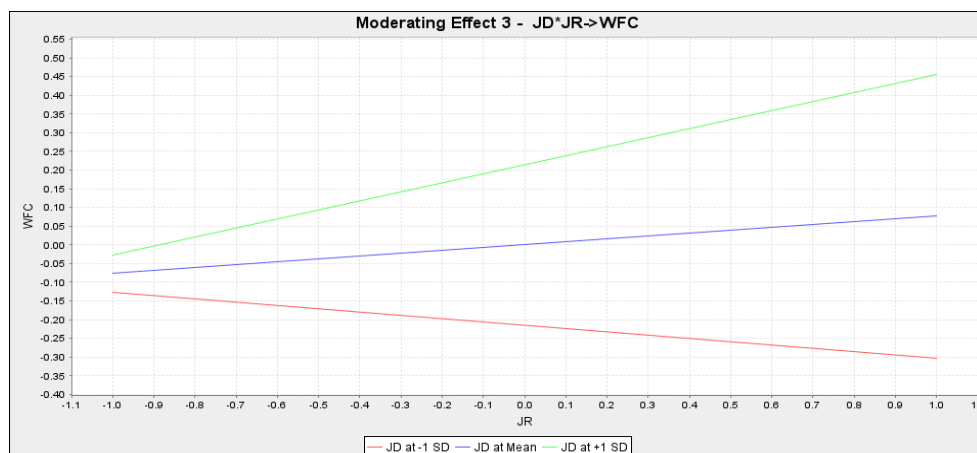


Figure 4 shows the third hypothesis that depicts the moderating effect of job demands in the relation between job resources and work-family conflict. The graph shows that the effect

of job resources decreases work-family conflict when job demands are low. But the effect of job resources increases work-family conflict when job demands are high.

Chapter IV - Discussion

This study was designed to better understand the impact that non-voluntary telework has on workers during the forced lockdown because of the pandemic and if the job resources and emotional intelligence had the capacity to protect or help these workers on these times of adversity. A conceptual model was derived from literature with the aim to investigate the relation between the variables that are fitting within this context, these variables being the job demands and resources, fatigue, emotional intelligence, virtuality and work-family conflict.

From this model, three hypotheses substantiated by the literature were created with the objective of better understanding the effect between these variables and to draw possible conclusions. Alongside the hypotheses, some direct effects were also tested to investigate the relation between the variables although they are not central in the conceptual model (which is more focused on the mediation and moderation mechanisms).

Starting with the first hypothesis, it sought to confirm the premise of the JDR model, which states that job demands when excessive increase fatigue, but job resources provide support that reduces the impact that job demands can have, mitigating the experienced fatigue (Bakker & Demerouti, 2017; Lesener et al., 2018; Schaufeli & Taris, 2014). The results obtained did not support this as the moderation is non-significant. This means that the job resources are not enough to reduce the effect of job demands on the fatigue in this sample.

After analyzing the direct effects, it shows that there is a positive and significant relation between job demands and fatigue, i.e. job demands increases fatigue. This is in line with the claims from Bakker and Demerouti (2017) but also Demerouti et al. (2001), Lesener et al. (2018), and Schaufeli & Taris (2014) when they developed the JDR Model, stating that fatigue (and more) can be a consequence of the physical and psychological impact of excessive job demands. This same findings between job demands and fatigue is corroborated by many studies (e.g. Bakker et al., 2007; Bakker et al., 2008; Crawford et al., 2010; Singh et al., 2020). On the other hand, the direct effect between job resources and fatigue is non-significant. This means that job demands indeed increased the fatigue, but the job resources did not decrease the fatigue.

One possible explanation for this lies in the levels of job demands and job resources being asymmetric or unbalanced, favoring the job demands. The model does infer that burnout or fatigue can be a consequence when the job demands are excessive but the job resources are not ideal or are less than ideal (Demerouti et al., 2001). Eurostat affirms that during 2019 only 6.5% of Portuguese workers worked from home (Eurostat, 2019), which was a very low

percentage. The quick transition that was necessary in order to accommodate the changes probably left companies without much capacity to support the workers, alongside the conditions that could be subpar, the increase in family affairs and domestic chores most likely increased the work overload, and consequently, the fatigue (Lemos et al., 2020).

Hypothesis 2 aimed to investigate the effect that emotional intelligence could have on the relation between job demands and work-family conflict. Many authors state that emotional intelligence provides various benefits that improve both: the work environment and the interactions between work colleagues due to higher performance, better problem solving, mood and emotional regulation; and the home and family environment because of better relations, higher intimacy and physical and psychological wellbeing (Mayer et al., 2008; Kannaiah & Shanthi, 2015; Salovey & Mayer, 1989). The result of the moderation was significant which means that emotional intelligence has the capacity to reduce the effect that job demands has on the work-family conflict.

However, a deeper analysis reveals some intriguing aspects. The direct effects show that job demands have a positive and significative relation with work-family conflict. This makes sense as work-family conflict is another possible consequence when there is excessive job demands. This happens because the person is unable to strike a balance between the demands of work and the family and domestic responsibilities, resulting in an interference of one role spilling over the other (Amstad et al., 2011; Byron, 2005; Grzywacz & Marks, 2000; Oakman et al., 2020). Studies conducted on the Portuguese and Brazilian samples confirm this by finding that the high conflict happens because of the demands being high but also with the increase of domestic and family chores caused by the pandemic, resulting in difficulty in balancing the roles (Andrade & Lousã, 2021; Lemos et al., 2020). But the direct effect between emotional intelligence and work-family conflict is non-significant. This means that job demands increase the work-family conflict, but emotional intelligence alone is not enough to reduce the work-family conflict.

The analysis of the simple slope reveals that when people have a lower level of emotional intelligence, job demands increases the work-family conflict by having a much bigger effect. But when people have a higher level of emotional intelligence, the effect of job demands does not seem to alter the work-family conflict, almost as if emotional intelligence behaved as a shield.

A study made by Kotsou and colleagues (2019) revealed that several emotional intelligence interventions managed to improve the workplace environment in various aspects like higher work satisfaction, more teamwork and better institutional climate. This seems to indicate that

emotional intelligence has the capacity to improve the workplace, reducing the effect of job demands. We believe this is what happened in our study. Since emotional intelligence by itself was not enough to reduce the work-family conflict, we suspect that emotional intelligence did not act directly on reducing the work-family conflict but it reduced instead the job demands. This would explain the reduced effect of job demands on people with high emotional intelligence.

The last hypothesis intended to verify the effect that job demands could have on the relation between job resources and work-family conflict. The interaction effect was significant which suggested that job demands affects the relation between job resources and work-family conflict.

Analyzing the direct effects shows that the relation between job resources and work-family conflict was non-significant. This means that job resources alone do not reduce the work-family conflict. Between job demands and work-family conflict, as mentioned, the relation is positive and significant (meaning that one increases the other, if a causal nexus is assumed). Upon observing the data from the simple slope, more interesting details were found. When the job demands are low, it affects the relation in a way that job resources decrease the work-family conflict. But on the other hand, when the job demands are high, job resources increase the work-family conflict.

There seems to be two possible explanations for this surprising finding. The first and most likely being the same mentioned above on the first hypothesis, in relation to the suspicion that, in this sample, the levels of job demands and resources could be unbalanced. The job resources experienced by the workers are possibly weak in comparison to the job demands, given the fact that the inexperience of (Portuguese) companies with telework and the abrupt transition to it probably made the workers feel a lack of support (Lemos et al., 2008). The second explanation could be based on a study made by Glavin and Schieman (2012). One example of a job resource mentioned in their investigation is the work schedule flexibility that seems to reduce the work-family conflict because it allows the workers to do work activities while attending family responsibilities (Voydanoff, 2005, cit. by Glavin & Schieman, 2012). The schedule flexibility is associated with telework as it refers to work done away from the principal workplace using ICTs (Allen et al., 2015; Sardeshmukh, et al., 2012) and these technologies allow work to be done anywhere and anytime (Chesley, 2005; Clark, 2000; Vallas, 1999, cit. by Glavin & Schieman, 2012). However, the authors state that the freedom that it provides makes it harder to separate the work and family roles, as when demands are high, the worker might use that

flexibility to allocate more time to work, increasing the conflict with the family (Glavin & Schieman, 2012). This could explain the results obtained.

Going back to the other direct effects not present in the moderations, virtuality also had a positive and significative relation with work-family conflict. There is no exact literature to support this result as the virtuality mentioned in this investigation is targeted at the communication that happens during work and not the work itself. However, the closest investigation found was conducted by Qiu and Dauth (2021) in regard to the mediating role of work-family balance between virtual work intensity and job satisfaction. The authors review some empirical studies that found that: excessive virtual work made people work longer hours; made them work outside of their work hours; made them have less time for their families because they were working more; and some of the conflict could result from attending work related tasks during family moments, like answering telephone calls or replying to emails during dinner (Qiu & Dauth, 2021).

Even though slightly different, it is reasonable that work-family conflict could have increased due to the fact that with the pandemic, communication became mostly virtual via the ICTs compared to before. ICTs cover various forms of communication like text messaging, emails, video-conference, etc. (De Jong et al., 2008). It is probable that people spent more time that usual engaging in these forms of communication, extending their work time and disrupting and/or spending less time with their family, as found in literature.

Fatigue too had a positive and significative relation with work-family conflict. Many factors during the pandemic contributed to the increase of the fatigue experienced. Some examples are the changes in peoples' lives due to the mandatory quarantine to help prevent the spread of the virus (Tavares et al., 2021); the changes in the work environment to maintain the economic activity via telework (Pulido-Martos et al., 2021); the increase in family care responsibilities and domestic chores since partners and children were also at home attending online classes (Tavares et al., 2021); the distance created between friends and family members that do not live together (Pulido-Martos et al., 2021); the detachment between people and colleagues caused by the changes in the communication and interaction during work time (Sardeshmukh et al., 2012); or the increased difficulty in separating work from home due to both sharing the same space (Oakman et al., 2020).

Fatigue is well known to have many implications in people's daily life, affecting several aspects such as decreasing motivation and energy, increasing tiredness, changing the usual brain activity and decreasing the capacity to focus on cognitive tasks resulting in worse performance at any activity (Cutsem et al., 2017). These physical and psychological consequences

spread to all aspects of life, as the person itself cannot function in the same way he or she usually does. This leads to the work-family conflict, as the person has the responsibility to balance its work and family roles, but whenever one role overtakes the other, conflict ensues. The increase in fatigue due to all the factors mentioned, the increase in work demands and the increase in domestic and family responsibilities must have increased pressure from performing both roles, resulting in higher conflict with the family and/or with work.

The remaining direct effects between emotional intelligence and fatigue and virtuality and fatigue seem to be absent and although they are not hypothesized (they are only represented in the model to compute the interaction terms) they still deserve some discussion. Namely, it is nonsensical that having higher emotional intelligence directly translates into lower fatigue or that using more virtual communications channels will also increase fatigue. These seem to be factors that may be helpful or detrimental to already existing processes. Still, it is worth mentioning, especially in the case of using virtual channels, that someone can be working in person at the office or shop and still use virtual channels to communicate as a preferred means.

Conclusion

This research was designed to evaluate the effect that non-voluntary telework had on the workers during the lockdown caused by the COVID-19 pandemic, and better understand if emotional intelligence and the resources made available at work could help and mitigate the negative consequences during these difficult and uncertain times.

Findings show that high levels of emotional intelligence can reduce the negative effect associated with excessive job demands but not fully mitigate the work-family conflict. Additionally, findings also show that when job demands are excessive, depending on the case, it can make the job resources increase the work-family conflict, instead of the expected result of helping to reduce it.

This study is innovative by exploring the role of emotional intelligence in the context of telework with a focus on work-family conflict.

Limitations and future research

When producing this study, three main limitations were felt. The first concerns the sample size. When working with a very small sample, the results obtained might be biased as the sample should be taken as not representing the population as good as a large sample would. It is also true that a very large sample that is extracted based on snow ball or any other non-random methods can suffer from the biases that a small sample also does. Still, small sample size should

be prone to higher error terms and thus, we believe that some of the results would be different if the sample included more people. This limitation was, to our own view, a product itself of lockdown as the many invitations sent were successful. We assume this can be due to some digital saturation and the phenomenon itself that is reported in literature of too much working time in front of the computer.

The second limitation is that the study analyzes the data gathered only once. Since the first lockdown last from mid-March 2020 until 2021, there were periods with heavy restrictions where telework was obligatory and there were also periods with lighter restrictions with telework being recommended but not obligatory. Many people during this time returned to their workplace away from home while others continued with telework as they were given the option and took it. It would have been interesting to gather data two or three times from the same sample during a period of several months and make a comparative study in order to better understand the improvements and/or deteriorations of aspects like the job resources from colleagues and companies, the work-family conflict experienced and the support from emotional intelligence, for example.

The last limitation focuses as well on a more comparative study but in relation to men and women. Since most of the domestic chores are carried out by women, despite changes in the traditional gender roles, it would also be interesting to gather data from a period of several months and analyze the experience of both, like for example, if the distribution of tasks and domestic chores were shared and balanced or not. This would suggest effects are differently felt by men and women, especially if the household has small children and if the social support is modest.

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Appendices

Appendix A - Online questionnaire



Convite para participar num estudo sobre teletrabalho

Chamo-me Marco Filipe e sou aluno no Mestrado em Psicologia Social e das Organizações no ISCTE - Instituto Universitário de Lisboa e estou a realizar a dissertação sobre os mecanismos psicológicos e as emoções em contexto de trabalho durante a crise COVID. O estudo é coordenado pelo Prof. Nelson Ramalho e se desejar, pode contactar-me através de mrcfe@iscte-iul.pt para qualquer esclarecimento.

O questionário demora aproximadamente 6 minutos a responder. É importante que procure responder a todos os itens que não têm respostas certas ou erradas. É a sua opinião que conta.

A participação neste estudo é anónima e confidencial, voluntária, não envolve qualquer risco para si e pode desistir a qualquer momento sem ter de explicar o motivo. Os dados destinam-se apenas a fins académicos, e tratamento estatístico agregado. Nenhuma resposta será analisada ou reportada individualmente.

Se leu as instruções e deseja participar, por favor, carregue na seta abaixo para iniciar o questionário. Obrigado pela sua colaboração.

Gostaria de começar por lhe perguntar qual a sua profissão / tipo de trabalho?

No último ano teve algum período em que tivesse de realizar o seu trabalho a partir de casa?

☐ Sim

☐ Não

Tendo estado em regime (ainda que muito pontual) de teletrabalho, indique por favor que percentagem das horas totais trabalhadas naquele período esteve em teletrabalho? (de 1% a 100%)

Por exemplo, se esteve em regime de teletrabalho a cada duas semanas durante todo o período do último ano, então é 50%. Cada mês em teletrabalho conta aproximadamente 8%.

Os membros da sua equipa de trabalho usam vários meios para comunicar entre si. Pense em toda a comunicação interna que ocorreu na sua equipa no último ano e indique em que medida cada um dos meios abaixo listados foi utilizado para comunicar no grupo. Distribua as percentagens até um total cumulativo de 100%.

Por favor, preencha para cada meio de comunicação a percentagem de uso. Se nunca usou o meio de comunicação em causa então deixe ficar o zero.

Cara-a-cara: _____

Email: _____

Mensagens (sms, whatsapp, messenger, etc): _____

Teleconferência (via conexão áudio; telefone): _____

Videoconferência (via vídeo + conexão áudio): _____

Outro. Nomeadamente: (qual?): _____

Total: _____

Já completou 5% do questionário!



Por favor carregue na seta abaixo para seguir

Indique em que medida é frequente no seu trabalho o seguinte:

1	2	3	4	5
Nunca	Raramente	Algumas vezes	Muitas vezes	Quase sempre ou sempre

	1	2	3	4	5
A sua carga de trabalho acumula-se por ser mal distribuída?	☐	☐	☐	☐	☐
Com que frequência não tem tempo para completar todas as tarefas do seu trabalho?	☐	☐	☐	☐	☐
Precisa fazer horas-extra?	☐	☐	☐	☐	☐
O seu trabalho exige a sua atenção constante?	☐	☐	☐	☐	☐
O seu trabalho exige que tome decisões difíceis?	☐	☐	☐	☐	☐
O seu trabalho requer que seja bom/boa a propor novas ideias?	☐	☐	☐	☐	☐
O seu trabalho exige muito de si emocionalmente?	☐	☐	☐	☐	☐
É confrontado/a com coisas que o/a afetam pessoalmente no trabalho?	☐	☐	☐	☐	☐
O seu trabalho coloca-o/a em situações emocionalmente perturbadoras?	☐	☐	☐	☐	☐
Sente-se inseguro/a de que irá manter o seu trabalho atual no próximo ano?	☐	☐	☐	☐	☐
Sente-se inseguro/a de que o seu departamento ou organização irá continuar a existir no próximo ano?	☐	☐	☐	☐	☐

E em relação à chefia e colegas?

1	2	3	4	5
Nunca	Raramente	Algumas vezes	Muitas vezes	Quase sempre ou sempre

	1	2	3	4	5
Com que frequência a sua chefia direta fala consigo sobre como está a decorrer o seu trabalho?	O	O	O	O	O
Com que frequência tem ajuda e apoio da sua chefia direta?	O	O	O	O	O
A minha chefia direta oferece aos indivíduos e ao grupo boas oportunidades de desenvolvimento?	O	O	O	O	O
A minha chefia direta dá prioridade à satisfação no trabalho?	O	O	O	O	O
A minha chefia direta é boa no planeamento do trabalho?	O	O	O	O	O
A minha chefia direta é boa a resolver conflitos?	O	O	O	O	O
Com que frequência tem ajuda e apoio dos seus colegas de trabalho?	O	O	O	O	O
Com que frequência os seus colegas estão dispostos a ouvi-lo(a) sobre os seus problemas de trabalho?	O	O	O	O	O
Existe um bom ambiente de trabalho entre si e os seus colegas?	O	O	O	O	O
Existe uma boa cooperação entre os colegas de trabalho?	O	O	O	O	O

Considerando que indicou ter tido algum tempo de experiência de teletrabalho no último ano, indique em que medida concorda com as seguintes afirmações relativamente

às horas em que estava neste regime. Use a escala de 1 (discordo totalmente) a 5 (concordo totalmente).

1	2	3	4	5
Discordo totalmente	Discordo parcialmente	Não concordo nem discordo	Concordo parcialmente	Concordo totalmente

	1	2	3	4	5
As condições de comunicação (qualidade da internet) eram muito boas	O	O	O	O	O
Tinha o equipamento adequado ao que precisava de fazer em casa	O	O	O	O	O
Tinha as condições de trabalho, nomeadamente silêncio e ausência de interrupções	O	O	O	O	O
Tinha conforto para estar a trabalhar sem incómodo físico	O	O	O	O	O

Considere a qualidade das condições de trabalho no último ano. Use a escala de 1 (muito mau) a 5 (muito bom).

	1	2	3	4	5
Condições e qualidade da comunicação	O	O	O	O	O
Equipamento necessário para fazer o meu trabalho	O	O	O	O	O
Condições para manter a atenção / o foco no trabalho	O	O	O	O	O
Conforto físico durante a execução do trabalho	O	O	O	O	O

Já completou 50% do questionário!



Por favor carregue na seta abaixo para seguir

Por favor responda utilizando a escala de cinco pontos em que 1 = Discordo totalmente e 5 = Concordo totalmente

1	2	3	4	5
Discordo totalmente	Discordo parcialmente	Não concordo nem discordo	Concordo parcialmente	Concordo totalmente

	1	2	3	4	5
Consigo explicar as minhas emoções aos outros membros da equipa	☐	☐	☐	☐	☐
Consigo falar sobre as minhas emoções com outros membros da equipa	☐	☐	☐	☐	☐
Se me sinto desmoralizado/a, consigo dizer aos outros membros da equipa o que faria sentir-me melhor	☐	☐	☐	☐	☐
Consigo falar aos restantes membros da equipa sobre as emoções que experiencio	☐	☐	☐	☐	☐
Respeito a opinião dos outros membros da equipa, mesmo que considere que está errada	☐	☐	☐	☐	☐
Quando me sinto frustrado com algum membro da equipa, consigo ultrapassar essa frustração	☐	☐	☐	☐	☐
Quando tenho de resolver um conflito, tento analisar todos os pontos de vista antes de tomar uma decisão	☐	☐	☐	☐	☐
Ouçó de forma imparcial as ideias dos outros membros da equipa	☐	☐	☐	☐	☐

Consigo aperceber-me dos verdadeiros sentimentos dos outros membros da equipa, mesmo que eles tentem ocultá-los	☐	☐	☐	☐	☐
Consigo descrever com rigor o que os outros membros da equipa estão a sentir	☐	☐	☐	☐	☐
Quando falo com os outros membros da equipa, consigo avaliar os seus verdadeiros sentimentos através da sua linguagem corporal	☐	☐	☐	☐	☐
Consigo perceber quando os outros membros da equipa não sentem aquilo que dizem	☐	☐	☐	☐	☐
O meu entusiasmo consegue contagiar os outros membros da equipa	☐	☐	☐	☐	☐
Consigo animar e motivar os outros membros da equipa quando estes se sentem desanimados	☐	☐	☐	☐	☐
Consigo que os outros membros da equipa partilhem do meu entusiasmo por um objetivo	☐	☐	☐	☐	☐
Consigo criar a chama que mantém os restantes membros da equipa entusiasmados	☐	☐	☐	☐	☐

Já completou 75% do questionário!



Por favor carregue na seta abaixo para seguir

Por favor responda utilizando a escala abaixo desde 1 = "menos do que o habitual" a 4 = "Muito mais do que o habitual"

	1	2	3	4
Tem tido problemas com o cansaço?	☐	☐	☐	☐
Precisa de descansar mais?	☐	☐	☐	☐

Tem-se sentido sonolento/a?	☐	☐	☐	☐
Tem tido dificuldade em começar a fazer coisas?	☐	☐	☐	☐
Tem sentido falta de energia?	☐	☐	☐	☐
Tem sentido menos força nos seus músculos?	☐	☐	☐	☐
Tem-se sentido fraco/a?	☐	☐	☐	☐
Tem sentido dificuldades em se concentrar?	☐	☐	☐	☐
Tem cometido erros involuntários na escolha das palavras quando fala?	☐	☐	☐	☐
Tem tido dificuldades em encontrar a palavra certa?	☐	☐	☐	☐
Tem tido falhas de memória?	☐	☐	☐	☐

Por favor responda utilizando a escala abaixo desde 1 ="Discordo totalmente" a 5 = "Concordo totalmente"

1	2	3	4	5
Discordo totalmente	Discordo parcialmente	Não concordo nem discordo	Concordo parcialmente	Concordo totalmente

	☐	☐	☐	☐	☐
Resolvo assuntos pessoais ou familiares durante o meu tempo de trabalho	☐	☐	☐	☐	☐
Respondo a mensagens pessoais (ex. Emails, sms, e chamadas telefónicas) durante o meu tempo de trabalho	☐	☐	☐	☐	☐

Para que me possa focar, não penso na minha família, amigos ou assuntos pessoais durante o meu tempo de trabalho	☐	☐	☐	☐	☐
Quando trabalho a partir de casa, trato de responsabilidades pessoais e familiares durante o meu tempo de trabalho	☐	☐	☐	☐	☐
Respondo a mensagens relacionadas com o trabalho (ex. Emails, sms, ou chamadas telefónicas) durante o meu tempo de lazer pessoal	☐	☐	☐	☐	☐
Trabalho durante as minhas férias	☐	☐	☐	☐	☐
Permito que o trabalho me interrompa quando estou a passar tempo com a família ou os amigos	☐	☐	☐	☐	☐
Normalmente levo materiais de trabalho comigo quando vou para atividades pessoais ou familiares	☐	☐	☐	☐	☐

Já completou 95% do questionário!



Por favor carregue na seta abaixo para seguir

Apenas para fins de descrição agregada da amostra e tratamento estatístico indique por favor:

Antiguidade (tempo de serviço na organização atual)

- ☐ Inferior a 1 ano
 - ☐ 1 a 2 anos
 - ☐ 3 a 5 anos
 - ☐ 6 a 10 anos
 - ☐ 11 a 15 anos
 - ☐ 16 a 20 anos
 - ☐ Superior a 20 anos
-

Habilitações

- ☐ 1º Ciclo (até ao 4º ano ou antiga 4ª classe)
 - ☐ 2º Ciclo (5º ao 6º ano ou antigo Ciclo Preparatório)
 - ☐ 3º Ciclo (7º ao 9º ano ou antigo 5º ano)
 - ☐ Ensino secundário (10º ao 12º ano ou antigo 7º ano)
 - ☐ Ensino superior (bacharelato, licenciatura ou mais)
-

Idade

Sexo

- ☐ Masculino
 - ☐ Feminino
-

Tem a viver consigo em casa crianças ou adolescentes? (ainda que em regime de residência alternada / guarda partilhada)

☐ Não

☐ Sim. Quantas? _____

E que idade tem essa ou essas crianças? (assinale todas as que se aplicam)

☐ Bebê até aos 2 anos

☐ De 3 a 5 anos

☐ De 6 a 12 anos

☐ De 13 a 15 anos

☐ 16 ou mais anos

O seu estado civil

☐ Solteiro/a

☐ Casado/a ou em união de facto

☐ Separado/a ou Divorciado/a

☐ Viúvo/a

Quantas pessoas adultas vivem consigo que dão apoio nas tarefas domésticas? Se vive sozinho/a e/ou não tem apoio efetivo por parte de uma pessoa adulta no agregado familiar, ponha zero.

Já completou 100% do questionário!



Muito obrigado pela sua participação!

Por favor carregue na seta azul para submeter.
