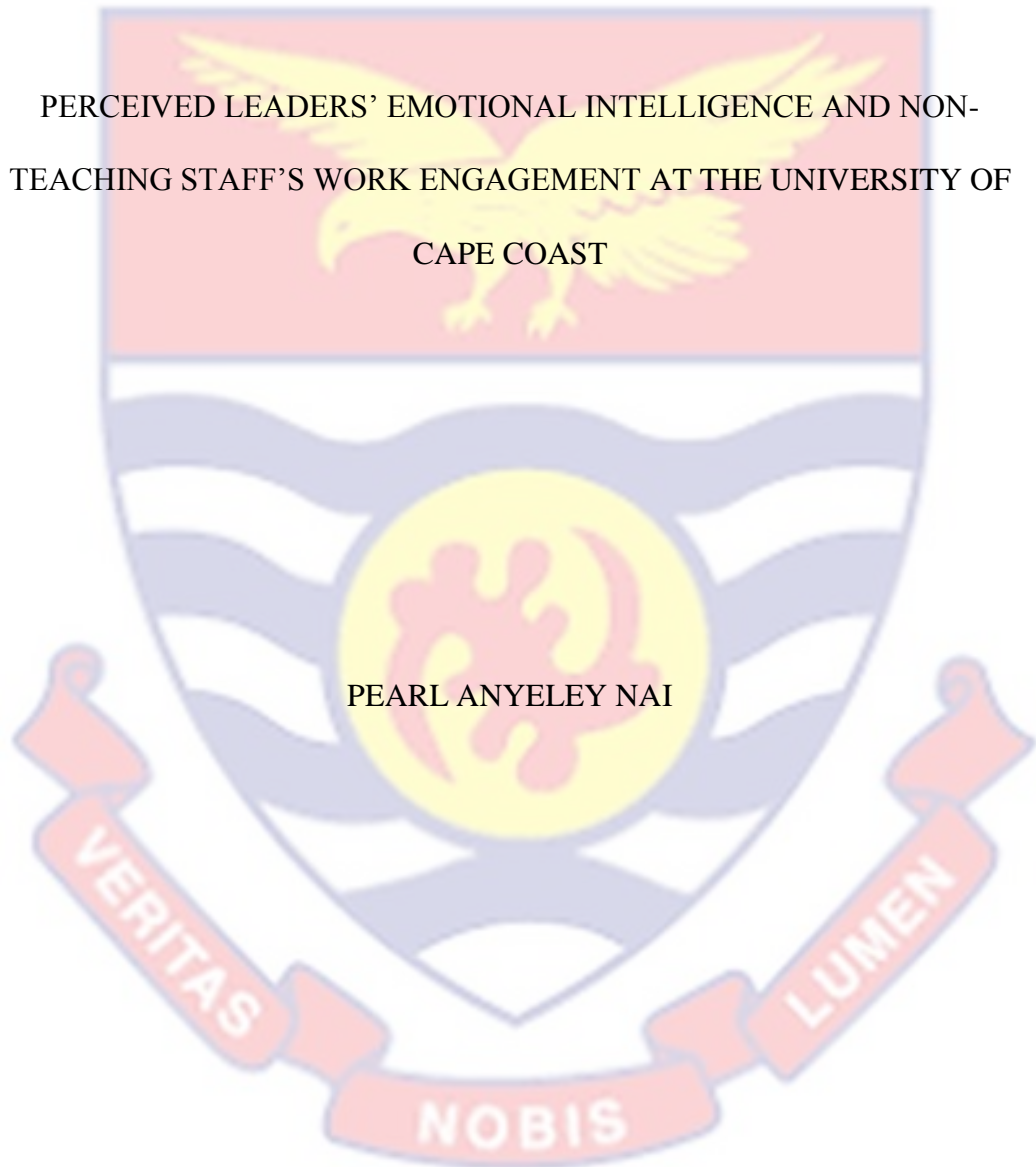


UNIVERSITY OF CAPE COAST

PERCEIVED LEADERS' EMOTIONAL INTELLIGENCE AND NON-  
TEACHING STAFF'S WORK ENGAGEMENT AT THE UNIVERSITY OF  
CAPE COAST



PEARL ANYELEY NAI

2022



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CAPE COAST

BY  
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Dissertation submitted to the Department of Human Resource Management of the  
School of Business, College of Humanities and Legal Studies, University of Cape  
Coast in partial fulfilment of the requirements for the award of Master of Business  
Administration degree in Human Resource Management

SEPTEMBER 2022

## DECLARATION

### Candidate's Declaration

I hereby declare that this thesis is the result of my own original research and that no part of it has been presented for another degree in this university or elsewhere.

Candidate's Signature: ..... Date: .....

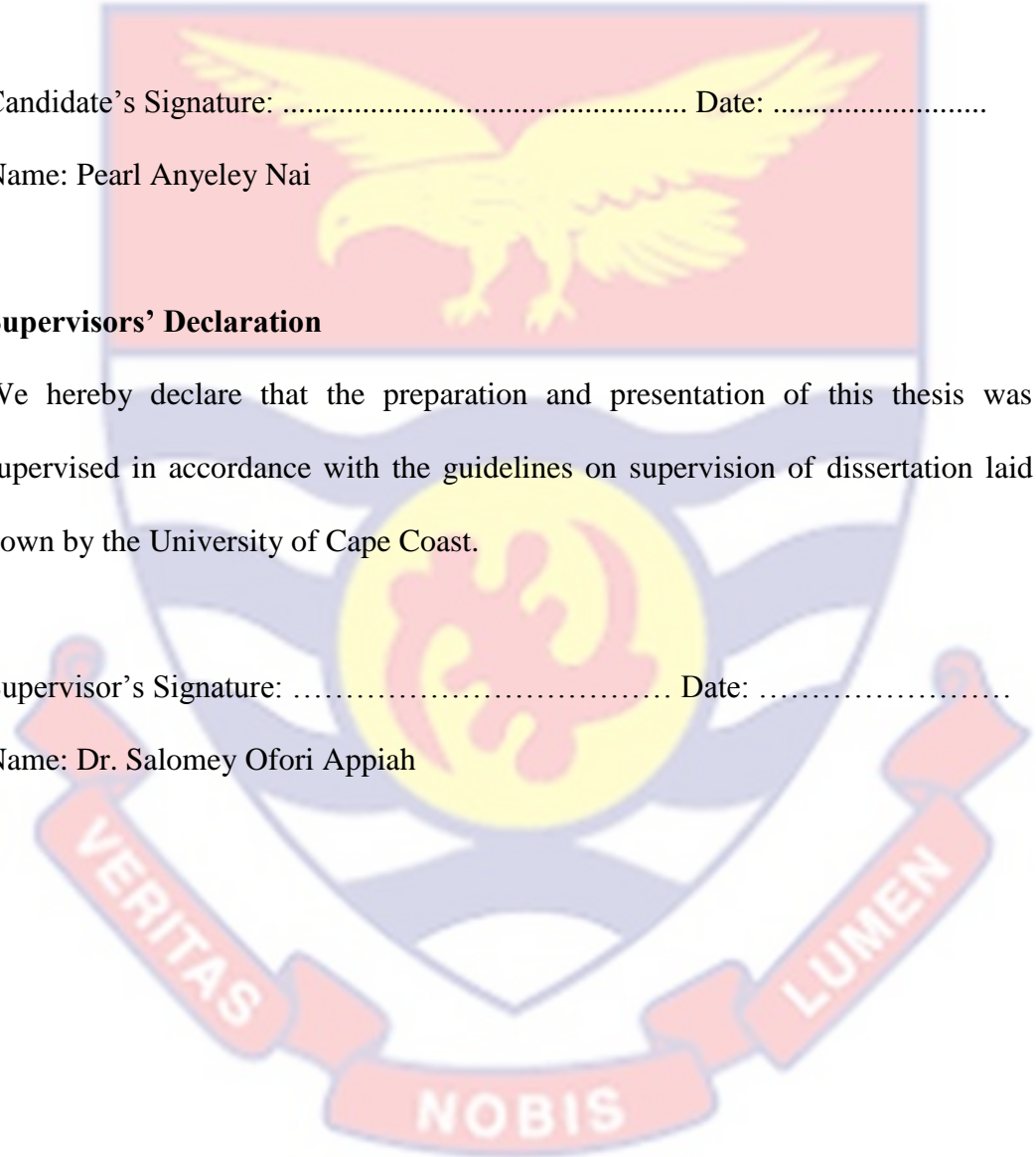
Name: Pearl Anyeley Nai

### Supervisors' Declaration

We hereby declare that the preparation and presentation of this thesis was supervised in accordance with the guidelines on supervision of dissertation laid down by the University of Cape Coast.

Supervisor's Signature: ..... Date: .....

Name: Dr. Salomey Ofori Appiah



## ABSTRACT

The relationship between perceived leaders' emotional intelligence and non-teaching staff's work engagement has been under-studied in the literature. Therefore, this research work studied the relationship between perceived leaders' emotional intelligence (EI) and non-teaching staff's work engagement at the University of Cape Coast (UCC). In this study, leaders refer to the principal administrators, departmental heads, and heads of directorates of UCC, who have a supervisory role over non-teaching staff. The correlational research design was applied with a quantitative research approach. The study involved the non-teaching staff of UCC, with a population of 2,400. Using the simple random sampling technique, 337 respondents were sampled, which met the minimum sample size requirement of 322. The study used self-administered questionnaires. Frequencies, percentages, and correlation analyses were employed to analyse the data. Using statistical significance of 5%, it was revealed that non-teaching staff's vigour ( $r=0.46$ ) towards work has a positive and moderate relationship with perceived leaders' EI. On the other hand, non-teaching staff's dedication ( $r=0.25$ ) and absorption ( $r=0.17$ ) had a significantly positive and weak relationship with perceived leaders' EI. The research concluded that non-teaching staff's dimensions of work engagement are associated with how they perceive their leaders' EI competencies. Further, it is recommended that leaders continue to build their emotional skills to improve non-teaching staff's vigour. Again, the management of UCC is recommended to improve leaders' EI to attract the needed work dedication and absorption from non-teaching staff.

## KEY WORDS

Absorption

Dedication

Emotional intelligence

Employee

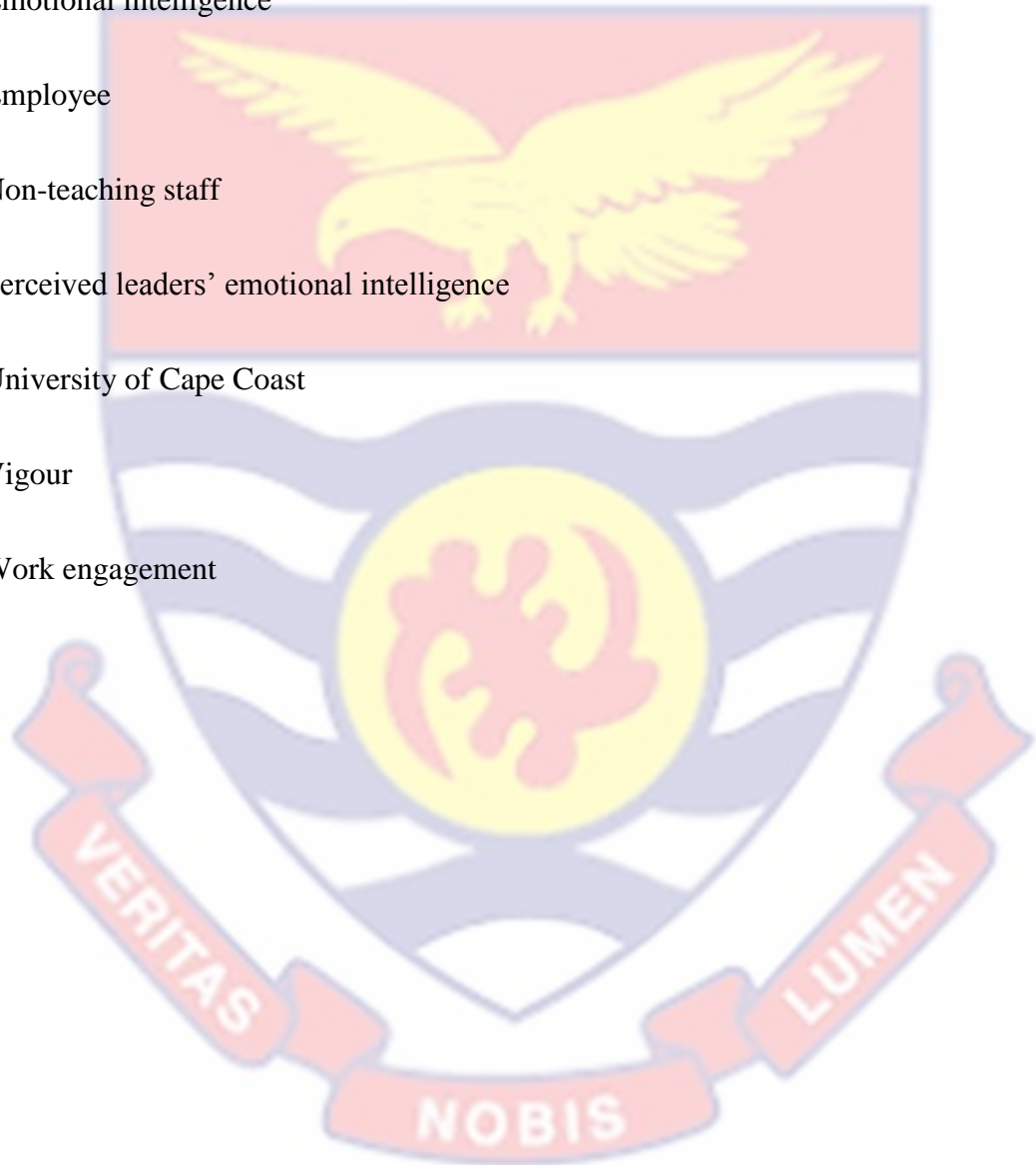
Non-teaching staff

Perceived leaders' emotional intelligence

University of Cape Coast

Vigour

Work engagement



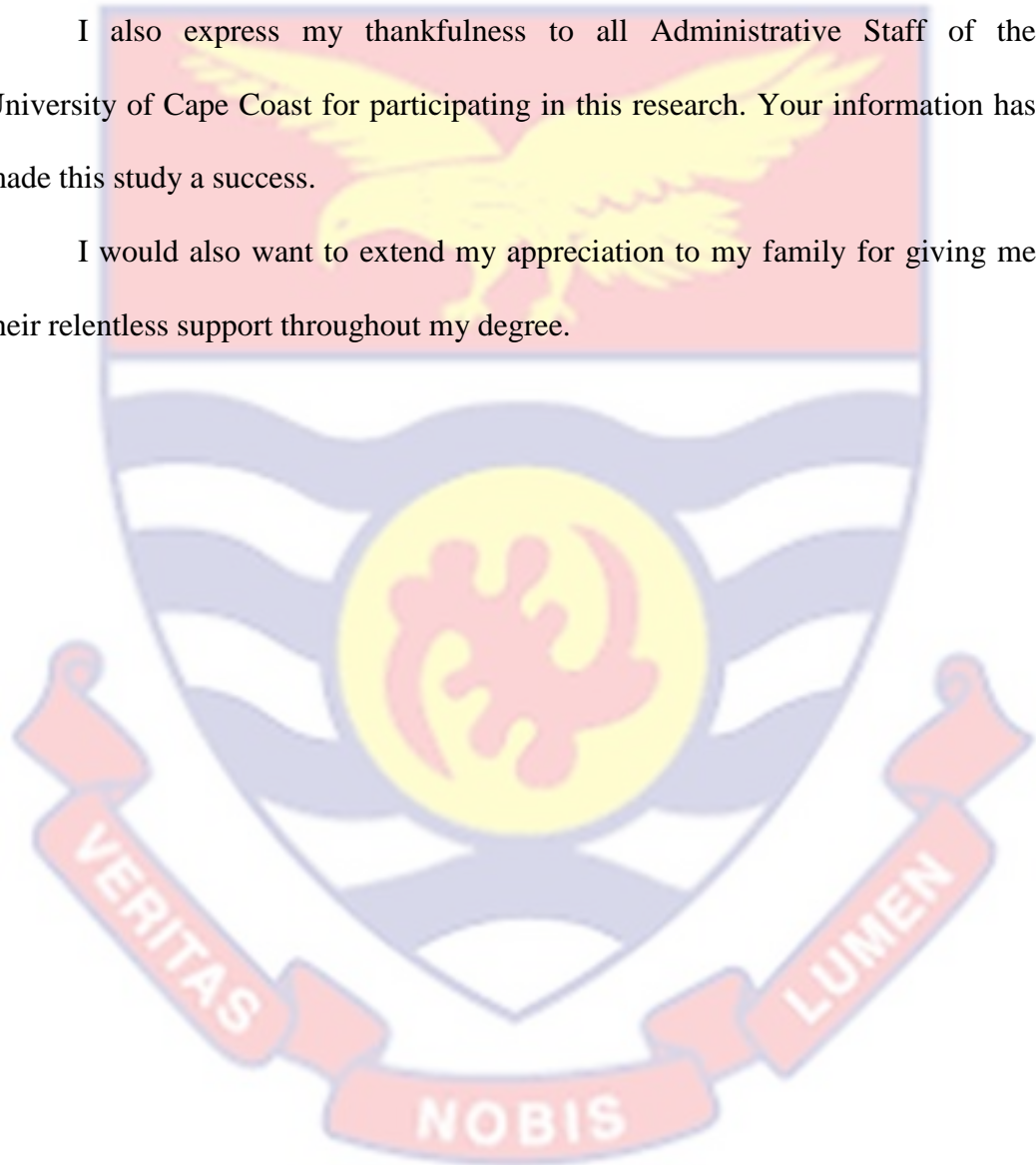


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I would also want to extend my appreciation to my family for giving me their relentless support throughout my degree.



## DEDICATION

I dedicate this work to the Nai family.





## TABLE OF CONTENTS

DECLARATION	ii
ABSTRACT	iii
KEY WORDS	iv
ACKNOWLEDGEMENTS	v
DEDICATION	vi
TABLE OF CONTENTS	vii
LIST OF TABLES	xi
LIST OF FIGURES	xii
LIST OF ACRONYMS	xiii
CHAPTER ONE: INTRODUCTION	
Background to the Study	1
Statement of the Problem	4
Purpose of the Study	6
Research Hypotheses	7
Significance of the Study	7
Delimitations of the Study	8
Limitations of the Study	8
Definition of Terms	9

Organisation of the Study	9
CHAPTER TWO: LITERATURE REVIEW	
Introduction	11
Theoretical Review	11
Affective Events Theory	11
Conceptual Review	15
Emotional Intelligence (EI)	15
Work Engagement	19
Vigour	21
Dedication	22
Absorption	23
Hypotheses Development	23
Conceptual Framework	29
Chapter Summary	30
CHAPTER THREE: RESEARCH METHODS	
Introduction	31
Research Approach	31
Research Design	32
Study Area	33
Population	33

Sampling Procedure	34
Data Collection Instrument	34
Data Collection Procedure	36
Data Processing and Analysis	37
Ethical Consideration	37
Chapter Summary	38
<b>CHAPTER FOUR: RESULTS AND DISCUSSION</b>	
Introduction	39
Preliminary Presentation of Results	40
Presentation of Main Results	42
Chapter Summary	50
<b>CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS</b>	
Introduction	51
Summary of the Research	51
Summary of key Findings	52
Conclusions	53
Recommendations	54
Suggestions for Further Research	54
REFERENCES	56

APPENDICES	70
APPENDIX A: INTRODUCTORY LETTER	70
APPENDIX B: QUESTIONNAIRE	71
APPENDIX C: SAMPLE SIZE DETERMINATION TABLE	75



## LIST OF TABLES

Table	Page
1 Demographic Profile of Participants	40
2 Association between Perceived Leaders' EI and Subordinates' Work Engagement Dimensions	42



## LIST OF FIGURES

Figure		Page
1	Conceptual framework	29





## LIST OF ACRONYMS

EI Emotional Intelligence

UCC University of Cape Coast



## CHAPTER ONE

### INTRODUCTION

Emotions play major roles in triggering certain behaviours that disrupt work engagement, from extreme cases to just mere ones in organisational settings. Consequently, this calls for leaders who have the qualities to perceive, recognise, identify, understand and manage employees' emotions to contribute to work engagement. Furthermore, emotionally elicited behaviours inadvertently may affect work engagement negatively. Therefore, leaders' emotional intelligence is key to managing employees' emotions and avoiding work disengagement.

#### **Background to the Study**

Management experts, practitioners, and educators have devoted great interest to investigating and demystifying emotions at the workplace (Görgens-Ekermans & Roux, 2021; Krén & Séllei, 2021). In addition, scholarship on emotions has investigated the role of emotions in leadership and employee motivations and behavioural outcomes (Vyas, 2015; Hughes, Thompson, & Terrel, 2009). However, emotional intelligence (EI) has been noted for its potential utility to leadership in organisations. Leaders' EI is an essential factor that enables leaders to manage the disruptive effect of employees' negative emotions at work.

Emotional intelligence (EI) is the ability to perceive, understand and regulate the emotions of oneself and others to make decisions (Alotaibi, Amin, & Winterton, 2020). This emotional competency for leaders complements their task, technical, and cognitive competencies. Krén and Séllei (2021) contended that

leaders with high EI effectively lead their teams. This is because leaders with high EI can comprehend employees' psychological and emotional needs, thereby ultimately contributing to organisational success.

According to the Affective Events Theory, leaders with desirable levels of EI tend to set up a tone of positive affective events (acknowledgment, recognition, applause, and others) for positive affective responses by followers or subordinates, thereby enhancing positive behavioural outcomes of employees. On the other hand, leaders with low EI withhold positive affective events, resulting in negative affective responses or behavioural outcomes by followers. Besides, EI greatly benefits leaders because it develops trusting relationships and improves motivation by enhancing leader-follower communication (Alotaibi *et al.*, 2020).

Institutions of higher learning and their leadership, in the capacity of principal administrators, departmental heads, and heads of directorates, have to model contemporary developments in management (Beytekin, 2021). The administration of tertiary institutions operates akin to employee-oriented services; thus, the non-teaching staff is considered to provide supportive services to the administration of tertiary institutions. Thus, leaders of institutions of higher learning form relationships with their subordinates, influence them, and sustain their performance.

Consequently, Beytekin (2021) further argued that leadership EI competencies are required in institutions of higher learning for effective leadership. Notwithstanding, leadership psychological and physiological stress limits the ability of leaders to use their EI competencies effectively (Ismail, Suh-

Suh, Ajis, & Dollah, 2009). However, studies have suggested that administrators of the University of Cape Coast (UCC) encounter job, psychological and physiological stress (Owusu & Tawiah, 2014; Adjei, 2009). Thus, this raises concerns as to whether leaders in UCC are able to utilise their EI competencies effectively to inspire positive behavioural outcomes from employees as espoused by the Affective Events theory.

Further, Andoh and Appiah (2017) signaled that, due to pressure from delivering administrative duties, the non-teaching staff of UCC exhibit poor work attitudes. Nevertheless, poor work attitudes have been empirically associated with a severe decrease in work engagement (Huber & Schubert, 2019; Yalabik, Popaitoon, Chowne, & Rayton, 2013). As organizational success is anchored to employees' work engagement in the performance of their roles and duties, low levels of work engagement are not desired (Ravichandran, Arasu & Kumar, 2011; Schaufeli & Bakker, 2010).

Non-teaching staff's work engagement has always been a crucial factor for their job performance (Mérida-López, Extremera, & Rey, 2017). Work engagement has been fundamentally associated with three main dimensions: vigour, referring to the mental resilience, willpower, and vesting relentless efforts in a job; dedication, referring to the state of inspiration, passion, and involvement in one's work; and absorption, referring to the magnitude of concentration on one's job and indicates an employees' insensitivity to time spent on their job (Bugdol, 2018; Bakker, Demerouti, & Sanz-Vergel, 2014; Shekari, 2015).



Strom *et al.* (2014) opined that for institutions to be more functional and productive, cognitively, physically, and emotionally-engaged staff is most valuable to the success of the organisation. Thus, staff who are engaged are desired for positive organisational outcomes. This is because organisations greatly benefit from employees who are wholly engaged as a result of their high intrinsic motivation, higher productivity, innovation, and loyalty (Zeidan, 2020).

Existing studies report that leaders' emotional intelligence serves as a source of motivation that can affect the behavioural outcomes of employees (Lian & Tui, 2012). Leaders' EI motivates subordinates' work behaviour by making them aware that their feelings regarding their job are prioritized and considered. Thus, employees respond by vesting relentless efforts in their job, leading to vigour; showing enthusiasm in their work, leading to dedication; and increasing of concentration on their job, leading to the absorption of employees (Vyas, 2015). Likewise, extant studies suggest that leaders' emotions, particularly EI, matter for leaders to improve vigour, dedication, and absorption among employees (Sarangi & Vats, 2014).

Consequently, it is against this background that the relationship between perceived leaders' EI and non-teaching staff's work engagement is investigated at the University of Cape Coast (UCC).

### **Statement of the Problem**

Owusu and Tawiah (2014) documented that the non-teaching staff of UCC encounter administrative challenges in fulfilling their job roles and responsibilities, making them disengage from their work. According to Andoh

and Appiah (2017), some of the non-teaching staff of UCC feel pressured to keep up with their administrative duties, making them exhibit poor work attitudes. These attitudes include frequent delegation of tasks, late reporting to work, mistakes on tasks, dislike going to work, being easily annoyed by colleagues, and leaving the office before closing. Further, Lartey (2021) added that some staff at UCC are not as much as committed to their work as their work demands.

Consequently, these negative work attitudes point to grave issues that could be related or linked to the decline in the work engagement of the non-teaching staff of UCC. Thus, non-teaching staff are not showing effort towards their work (vigour), lack commitment (dedication), and concentration (absorption) on their job. Nonetheless, Miao, Humphrey, and Qian (2016) argued that it takes an emotionally intelligent leader to identify the needs of subordinates to rekindle their motivation and commitment.

However, Adjei (2009) suggested that administrators of UCC are also challenged with high levels of stress. Moreover, the ability of individuals to cope with stress while working depends on their depth of EI (Fteiha, & Awwad, 2020). This points to whether the administrative heads or leaders of UCC are able to use their emotional competencies to effectively engage their subordinates in working. This is because subordinates' engagement is negatively affected when leaders are stressed (Sharma & Anand, 2017). Hughes *et al.* (2009) proposed that leaders with EI competencies are able to positively engage their subordinates in work.

Further, studies have reported inconsistent results regarding the relationship between leaders' EI and employees' work engagement. For instance,



Stewart (2018) found that superiors' EI has a positive and significant relationship with employees' work engagement among manufacturing workers in the United States, Alabama. However, Alotaibi *et al.* (2020) found an insignificant relationship between leaders' EI and employee engagement among Saudi Arabian hospitals' staff. Nonetheless, these studies focused outside the academic institutions' settings.

In the educational settings, Butakor, Guo, and Adebajji (2021) found no direct relationship between teaching staff's EI and work engagement in Accra, Ghana. Likewise, Siddique and Rana (2021) also reported an insignificant relationship between teaching staff's EI and their work engagement at Pakistan. However, D'Amico *et al.* (2020) found a positive relationship between perceived EI and the work engagement of teaching staff in Italian schools,

These few studies in educational settings, however, have focused on teaching staff than non-teaching staff. Again, the inconsistent results reported in the literature calls for more studies to contribute to understanding the relationship. It is with this note that the researcher investigates the relationship between perceived leaders' EI and non-teaching staff's work engagement in the University of Cape Coast.

### **Purpose of the Study**

The purpose of the study was to investigate the relationship between leaders' emotional intelligence and non-teaching staff's work engagement (vigour, dedication and absorption). Specifically, the study seeks to;

1. examine the relationship between perceived leaders' emotional intelligence and non-teaching staff's vigour in UCC.
2. investigate the relationship between perceived leaders' emotional intelligence and non-teaching staff's dedication in UCC.
3. examine the relationship between perceived leaders' emotional intelligence and non-teaching staff's absorption in UCC.

### **Research Hypotheses**

1. Ho - There is a statistically significant relationship between perceived leaders' emotional intelligence and non-teaching staff's vigour in UCC?
2. Ho - There is a statistically significant relationship between perceived leaders' emotional intelligence and non-teaching staff's dedication in UCC?
3. Ho - There is a statistically significant relationship between perceived leaders' emotional intelligence and non-teaching staff's absorption in UCC?

### **Significance of the Study**

The relationship between perceived leaders' EI and non-teaching staff's work engagement has been understudied in literature. Therefore, the study would serve of great importance to the management and those in leadership positions, such as principal administrators, departmental heads, and heads of directorates of UCC. The study would also be of importance to the repository of academic knowledge.

The management of UCC acknowledges that the non-teaching staff should be physically, psychologically and emotionally fit at the workplace to contribute to productivity through work engagement. Consequently, the management will utilise the findings of this study to identify areas of support in terms of emotional competencies and to make decisions regarding on-the-job training for superiors, departmental heads, and principal administrators. This study would provide grounds for the management of UCC for the need to incorporate emotional skills in their training modules for the staff of UCC.

Also, this study would enlighten those in leadership positions at UCC on the need to acknowledge and manage their own emotions and that of employees. The skill of utilizing EI is imperative not only for leaders but to improve workers' productivity. Lastly, this study would contribute to the existing literature on EI and work engagement.

#### **Delimitations of the Study**

This study is limited to the University of Cape Coast. The study only involved the non-teaching staff and excluded the teaching staff of UCC. The study only focused on perceived leaders' EI and non-teaching staff's work engagement as the main variables of the study.

#### **Limitations of the Study**

As the study involved the non-teaching staff, the study cannot be generalised to be representative of the entire staff (both teaching and non-teaching staff) of UCC and to other tertiary institutions. Also, non-teaching staff's perception of their superiors' EI was used to measure perceived leaders' EI. Since

the population of the study is spread over the various colleges and directorates in UCC, applying the stratified random sampling technique would have been more appropriate. However, applying simple random sampling from the entire population was also adequate. Again, the questionnaires used as the main data collection tools had challenges. There were challenges of response rate, skipped questions, and severely incomplete questionnaires.

### **Definition of Terms**

**Emotional intelligence** - Emotional intelligence refers to the ability to perceive, understand and regulate the emotions of oneself and others.

**Leader** – In the context of this study, leaders are the principal administrators, departmental heads, and heads of directorates of UCC who have supervisorship over the non-teaching staff.

**Perceived emotional intelligence** – Perceived emotional intelligence refers to how another person perceives the EI of another. In the context of this study, how non-teaching staff perceive the EI of their superiors.

**Work engagement** - Work engagement is regarded as a positive, affective-motivational state of elevated drive coupled with heightened senses of dedication and strong attention on work

### **Organisation of the Study**

The study comprised five chapters. This research was composed of the following chapters in order of their presentation in the study: Chapter one encompassed the research's background, problem statement, purpose, research inquiries, significance, delimitations, limitations, definition of terms and the



study's organization. The following chapter reviewed literature relevant to the study with emphasis on the theoretical, conceptual and empirical underpinning of the study. Chapter three concentrated on the methods used for the research, comprising the research design, study area, population, and data processing and analysis. The following Chapter presented the findings and discussions whereas the final chapter put forward the summary, conclusions and recommendations.



## CHAPTER TWO

### LITERATURE REVIEW

#### Introduction

Reviewing relevant literature is essential to aligning the study with the evolving literature regarding the phenomenon under investigation. The literature review helps to provide theoretical and empirical linkages to the area of investigation. As this research investigates the relationship between perceived leaders' EI and the work engagement of the non-teaching staff of UCC, this chapter covers the study's theoretical, conceptual, and empirical aspects. Therefore, through the review of extant literature, this chapter draws from theory to explain the relationship among the various constructs. Key concepts supporting the study are reviewed and related studies in the area of focus are subsequently discussed and delineated.

#### Theoretical Review

This section discusses the theoretical underpinning of the study. The study draws from the Affective Events Theory to explain the relationship between EI and work engagement. The Affective Events theory has been used in studies to explain the relationship between managers' emotional intelligence and employees' behavioural outcomes (Miao *et al.*, 2016).

#### Affective Events Theory

This theory asserts that employees react to varied affective events at the workplace, leading to changes in attitude and behavioural outcomes towards work (Ashkancy & Humphrey, 2011). Miao *et al.* (2016) posit that, in a working



environment, distinct groups of employees have average, negative, and positive affective mood levels where these mood levels are also stimulated by average (mid), negative or positive events. Thus, employees' reaction to affective events results in affective responses, which are likely to influence their work engagement (Humphrey, 2013). These affective events, among many events, could range from how leaders praise a mediocre work done by an employee as a sign of encouragement comparable to not praising a great work done by another as a sign of 'you can do more'. This could therefore lead to an affective response of resentment and potential work disengagement from the latter employee.

The actions of leaders in terms of acknowledgment, applause, frustration and others are affective events for subordinates (Johnson, 2009). In the work environment, the onus falls on leaders to reduce the consequences of negative affective events on followers (employees). Leaders with desirable levels of EI tend to regulate, manage and set up a tone of positive affective events for positive affective response by followers, thereby enhancing work engagement (Miao *et al.*, 2016). The rise and fall in the levels of work engagement could therefore be as a result of affective events in the employees' environment that could even be emanating from not only from a superior but also from a co-worker that superiors or leaders who have high EI can moderate.

The implication of this theory on the study is that, leaders with high EI transfers positive affective emotions on employees' work behaviour. Employees positively respond to these affective antecedents by improving their engagement. The lower a leader's EI the lower the transfer of positive events to the employees.

Consequently, employees' work engagement will be reduced. Through emotional intelligence leaders are able to set up a positive affective environment that encourages employee work engagement.

Clarkson, Wagstaff, Arthur, and Thelwell (2020) contended that in the frame of the Affective Events theory, subordinates who have high susceptibility to emotions, are inclined to comprehend leaders' EI and are susceptible to the emotional appeals of emotionally intelligent leaders. By appealing to affective events, leaders effectively use their EI to enhance the positive emotions of subordinates (Miao *et al.*, 2016). Thus, leaders with high EI inspire a motivational work environment where subordinates are influenced via the positive emotions from the leader. Such leaders have the emotional competency to change from transferring negative to positive moods, thereby subordinates' behavioural and attitudinal outcomes are influenced.

Consequently, emotionally intelligent leaders create rising levels of effort from subordinates to perform well; thus, inducing work engagement from subordinates (Mahon, Taylor, & Boyatzis, 2014). Boerrigter (2017) indicated that through the process of affective events subordinates get to be engaged due to the emotional convergence of leaders' and subordinates' emotions. Besides Dahlsgaard, Peterson, and Seligman (2005) contended that vigour characterises one of the domains of affective states of positive affect. In light of the Affective Events Theory, vigour is an affective response to subordinates' continuous interactions with superiors.

Emotionally intelligent leaders utilise affective moods to appeal to subordinates for their physical and mental exertion in their job (Shirom, 2007). In the lens of the Affective Events theory, leaders who have high EI are expected to boost the vigour of subordinates. This is because emotionally intelligent leaders being able to perceive the mood of their subordinates, inspire positive events which encourage subordinates' positive moods; thereby leading to the investment of cognitive, mental and physical efforts in their job (Miao *et al.*, 2016).

Further, leaders who have EI competencies comprehend the employment of affective moods to stimulate the inspiration, passion, and involvement of subordinates in their tasks (Bugdol, 2018). Within the framework of the Affective Events theory, emotionally intelligent leaders are competent to improve the dedication of subordinates to their work. Upon noticing likely low levels of dedication among subordinates, emotionally intelligent leaders create an environment that inspire positive events which improve subordinates' desire and participation in their work (Humphrey, 2013). Sebastian and Hess (2019) argued that superiors' creation of a positive working environment stimulates the dedication of subordinates.

Vyas (2015) asserted that subordinates' absorption in terms of focus and concentration is determined their mood. Negative moods have been evident to affect subordinates' focus and concentration on their job; thereby absorption is affected (Miao *et al.*, 2016). Consequently, leaders with high EI competencies perceives negative emotions and set a positive tone of affective environment that

neutralises subordinates' negative moods to stimulate their focus, concentration and ultimately absorption (Bakker *et al.*, 2014).

The implication of this theory is that leaders with high EI are able to transmit positive emotions that is favourable to drive employees' work engagement. Leaders utilise affective events to transmit positive moods and emotions to workers in order for subordinates to behave in conformity to the mood received. This implies that, leaders who have high EI spread moods of encouragement and satisfaction which enhances subordinates' work engagement.

The theory infers that, to influence subordinates' work engagement, leaders who are emotionally intelligent utilise interpersonal interactions to create a working atmosphere of positive moods (Barsade, Coutifaris, & Pillemer, 2018). Leaders and subordinates' interactions offer the avenue for leaders to utilise their EI competency to encourage work engagement among subordinates through transmitting positive moods or emotions of content, and enthusiasm to the subordinates.

### **Conceptual Review**

This section reviews key concepts related to the study. The concepts of emotional intelligence, work engagement, vigour, dedication, and absorption.

### **Emotional Intelligence (EI)**

The history of EI could be traced from the construct of social intelligence in the seminal works of Thorndike in 1920 (Miao *et al.*, 2016). EI was later proposed by Salovey and Mayer (1990) as a subcategory of the construct of social intelligence that involves the capability to be aware and recognizing emotions and



feelings within one's self and that of others, and utilising this awareness for decision making. After this posit and close to a decade these authors revised the concept as the capability to perceive, integrate, appreciate and regulate feelings and emotions to enhance mental growth of one's self (Salovey & Mayer, 1997).

Goleman (2000) also opionated that EI is the ability to observe own and others' emotions, for inspiration and managing the emotions observed in our interactions with others. Yet, another author with a slightly distinguishing point of view opined that, EI involves comprehending the emotions of oneself and others, positively interacting with others, familiarising and managing emotions and feelings emanating from the immediate surroundings (Bar-On, 2006). He shared the opinion that, EI is not absolute, but when coupled with social intelligence, makes it a unified whole.

Though these major scholars offer a comprehensive definition of EI, Salovey and Mayer (1990) and Goleman's (2000) concept seem to share similarities; both definitions explain that EI is the ability to monitor, discriminate and using ones' self and others feelings and emotions as information to facilitate an action (Al-Sahafi & Mohd, 2015). Rust (2014) also points out that, though with similar bearing, the works of Bar-On (2006) add a separate layer of understanding to the other conceptualisation. The authors with these distinguishing viewpoints of EI have implications for the conceptualisation of EI.

Scholars such as Salovey and Mayer (1990), Goleman's (2000), and Bar-On (2006) have contributed to the varying concepts of EI. These concepts have emerged over the past decades since the concept of EI was first published in the



works of Salovey and Mayer (1990). Until now, there have been layers of concepts on EI. However, the Ability, Mixed and Trait concepts are eminent in most researches (Kanesan & Fauzan, 2019).

The works of Salovey & Mayer (1990; 1997) contributed to the emergence of the ability concept of EI. This concept describes EI as a complete form of mental ability or pure intelligence (Salovey & Mayer, 1990). It describes EI as the intelligence to perceive emotion, integrate emotion to facilitate thoughts, comprehend emotions, and regulate emotions. Emotional intelligence as an ability, asserts that, it is a form of intelligence which is not inherited but can be developed throughout our entire life (Barlozek, 2013). Here, EI is a genre of intelligence that can be taught, developed and enhanced through training or learning and not necessarily an ability that is inherited (Long & Kowang 2015).

This challenges organizations such as businesses and institutions to impart this ability to their human resource. The Salovey and Mayer's conceptualise EI as an individual with a high EI demonstrates such feat through the expression of abilities, such as, the ability to: perceive feelings in oneself and in others; understand and use emotions to solve problems; and manage emotions (Barlozek, 2013). Ma four constructs: perception (Appraisal) of emotion, Use of emotion to facilitate thinking, comprehension of emotion and Regulation (Managing) of feelings. Kanesan and Fauzan (2019) contended that these constructs depicting indicate the levels of cognitive intelligence, such that perception of emotion is the first or fundamental level of emotional intelligence.

The works of Bar-On (2006) and Goleman (2000) contributed to the emergence of the mixed conceptualisation of EI. The mixed concept was as a result of the conception that emotional intelligence is both a competency and trait (disposition) (Kanesan & Fauzan, 2019). Bar-On (2006) contributing to this concept referred to EI as emotional-social intelligence. Bar-On (2006) explained the EI concept as a cross-section of interconnected intra and interpersonal capabilities, skills and competencies that ensures the effectiveness of an individual's comprehension and expression of their own emotions and feelings to enable positive interaction within the individual's space.

Consequently, in the description of an individual's EI not only the emotional competencies but also one's social competencies should be regarded (Drigas & Papoutsi, 2019). Bar-On (2006) contended comprehending and expressing oneself (intrapersonal); and appreciating others' emotions and relating with them (interpersonal); so as to cope with social demands (management of stress and flexibility) and pressure (general mood) are essential to emotional intelligence. Thus, Stoller (2020) posits that the ability of individuals to appreciate their own emotions and those of others, for inspiration and managing the emotions optimally in ourselves and during interactions with others. With this, high EI is seen as a potential for learning emotional competencies and that it is an inherent trait and as well as an ability that needs to be developed and enhanced (Rust, 2014).

This implies that a person described to be highly emotionally intelligent does not imply someone with unique set of abilities or competencies or may score

literally high on emotional test scales or has high tendency in expressing a particular competency but is someone who has a high potential to learn several emotional and social competencies to ensure personal growth (Stys & Brown, 2004).

Petrides and Furnham (2001) also emphasised that EI is also a trait that employees are born with. Petrides and Furnham (2001) suggested that EI is tangled with an individual's ability and inclination to demonstrate a behaviour. The authors posited that EI is lower forms of personality dimensions and needed to be recognised as such. Zeidan (2020) found EI to be associated to personality dimensions and related to personality trait.

### **Work Engagement**

According to Bakker and Albrecht (2019) there are numerous definitions from literature that define work engagement. However, Kahn's (as cited in Bartlett, p. 43) definition as the first scholarly attempt to define the concept, where he conceptualised work engagement as "the harnessing of organisation member's selves to their work roles .... and express themselves physically, cognitively and emotionally during role performances". Engaged employees when performing their work are therefore cognitively attentive, emotionally connected to their colleagues and physically involved in their tasks.

Maslach and Leiter (2017) conceptualised work engagement as comprising dimensions of efficacy, energy and involvement contrary to dimensions of burnout (decreased worker effectiveness and efficiency, fatigue, and cynicism). Here employee work engagement is at the opposite end of burnout

concentrates on their efficacy (efficiency and effectiveness), energy and participation in the performance of their work duties and responsibilities. Delineating the concept of work engagement from along the continuum of engagement-burnout, it is defined as the elevation of absorption, dedication and vigour which is observed by an optimistic and satisfying, job-related state of mind (Bakker & Albrecht, 2019).

Bakker (2017) posited that positive work engagement is seen as heightened energy levels and cognitive resilience in the performance of work, interests to persevere or invest one's efforts in his or her work, and feeling proud, enthusiastic, challenged and happy about their duties which promotes a satisfying state of mind. This indicates that work engagement is a desirable state of attitude, behaviour and mind characterised vigour, absorption and dedication which leads to the employee's productivity (Schaufeli, Bakker, & Salanova, 2006). This results in the widely accepted dimensions (vigour, dedication and absorption) of work engagement as used by this study (D'Amico, Geraci, & Tarantino, 2020; Albrecht, Breidahl, & Marty, 2018; Rayton & Yalabik, 2014).

Researches have indicated that people with desirable levels of EI are successful, creative and possess great leadership potentials (Siegling, Sfeir, & Smyth, 2014). EI has been priority for most institutions as it champions organisational success and has been an essential element in predicting employees' work performance (Miao *et al.*, 2016). Bakker and Albrecht (2019) contended that work engagement is tied to work performance, and as such, employees who perform well are the very ones dedicated to their work. A leader who is



emotionally intelligent can be effective in all the echelons of an organisation by using their interaction with followers to push the course of the organisation (Walter, Humphrey, & Cole, 2012).

Work engagement of employees triggers high tendencies of task performance, job satisfaction, innovation and creativity among employees (Zeidan, 2020). Ravichandran *et al.* (2011) opinionated that EI also brings forth task performance, job satisfaction and commitment, innovation and creativity among employees. Leaders have higher and influential EI than followers which serves as the pathway through interpersonal interactions that influence employees' dedication, absorption, and vigour towards work (Miao *et al.*, 2016). Therefore, integrating cognitive and EI into the management of employees will enable them to perform tasks and become prolific constituents of their institutions (Barlozek, 2013).

### **Vigour**

Vigour is the drive to put the adequate effort in a job (Rayton & Yalabik, 2014). Vigour could be described by elevated levels of energy, cognitive resilience, perseverance towards work and the drive to do more (Albrecht *et al.*, 2018). Thus, employees are enthusiastic, inspired and thrilled about their work, and are willing to endure through challenges. Vigour is an affective state that employees ascribe to their work environment where they experience positive affection towards the environment (Guest, 2014). Macey, Schneider, Barbera and Young (2009) opined that vigour is like motivation because it arises without a specific stimulant.



Consequently, vigour could be observed as subordinates' feelings of exerting physical strength, cognitive capabilities and emotional force that drive subordinates to perform. Shirom (2007) contended that vigour integrates series of emotions which can be sustained for a period. Therefore, vigour as an affective state draws from elements of mood and emotions to energise employees to contribute to work.

### **Dedication**

Dedication is defined as when an individual is sturdily devoted in his or her work and having feelings of worthiness, eagerness, encouragement and challenge towards work (D'Amico *et al.*, 2020). Dedication is the level of devotedness and eagerness towards a job (Rayton & Yalabik, 2014). It is observed as strong individualised self-significance and passion for work. Dedication shows sense pride and inspiration about work. Employees' indication of pride towards the work they do and typically involved in work without waiting for the last second of close of work clearly portray dedication (Miao *et al.*, 2016).

An organisation possessing a workforce who are dedicated count as part of the asset base of the organisation. Dedication, as often misconstrued to be employee longevity, does not improve from working in organisation for a long period of time (Mills & Kenya, 2019). However, dedication entails the employees; feelings of commitment, involvement and innate desire to effectively contribute to productivity. Mills and Kenya (2019) argued that dedicated employees comprehend and support the organisation's values while going further to abide with the organisation's corporate image.

## Absorption

Rayton and Yalabik (2014) posited that, absorption on the other hand is the level of immersion of an individual in his or her work. Absorption is observed as employees' state of being happy and concentrated on their work (Butakor *et al.*, 2020). Attentiveness, unforced concentration, loss of self-awareness of time, indulgence of the mind and inner satisfaction and fundamentally being ultimately focused towards work portray instances of absorption (Bartlett, 2015). Employees who are really engaged are productive, creative and having the zeal to do more than what is required of them (Bakker & Demerouti, 2008).

Jaya and Ariyanto (2021) asserted that absorption referring to the state of mind of employees with its issues more prevalent and obstinate in the work environment. Employees with high absorption are usually unaware of time spent on their tasks and job. A heightened attitude of attentiveness and seriousness in the delivery of work roles leads to employee performance (Rayton & Yalabik, 2014). Absorption is needed for employees to accomplish set targets, obligations and goals due to the high level of focus. Therefore, the absorption of subordinates contributes to their performance.

## Hypotheses Development

In the existing literature, studies concentrating on the relationship between EI and work engagement have focused on both the educational settings (D'Amico *et al.*, 2020; Mérida-López *et al.*, 2017; and others) and the corporate world (Ochalski, 2016; Zhu *et al.*, 2015; and among others). A key study analysing the effects of EI in the organizational setting revealed that the higher the leaders' EI

the committed employees are towards their work (Walter *et al.*, 2012). Heneman, Judge and Kammeyer-Mueller (2012) opined that committed workers are more engaged in their work.

Extant literature has focused on how individuals' own EI affect their work engagement. For instance, Mérida-López *et al.* (2017) using incidental sampling sampled 288 academic staff in Malaga, examined employees' EI and their work engagement. Employing correlational analysis, it was found that employees' EI and their work engagement had a positive relationship. Similarly, the seminal work of Levitats, Vigoda- Gadot, and Vashdi (2019) explored the role of public sector workers' EI and their work engagement by using a total sample of 414 respondents. Levitats, *et al.* (2019) reported that public sector workers' EI is correlated with their work engagement.

Moreover, Butakor *et al.* (2020) analysed the relationship between academic staff' EI and work engagement. The authors sampling 260 academic staff, from the Greater Accra region, employed the structural equation modelling. The study observed no direct association between academic staff's EI and work engagement. From these extant studies, this study examines the perception of non-teaching staff's regarding the EI of their leaders (immediate supervisors) and how it influences their (non-teaching staff) work engagement.

The association between EI of leaders and organizational outcomes have been explored in literature (Siegling, Nielsen, & Petrides, 2014; Harms & Crede, 2010). Form the foregoing literature, this study hypothesises a relationship between leaders' EI and the dimensions of work engagement.

### Leaders' Emotional Intelligence and Subordinates' Vigour

Stewart (2018) contended that by providing a motivating work environment, emotionally intelligent leaders create the essential avenue for subordinates or staff to apply their own emotional resources to enhance their vigour towards work. D'Amico *et al.* (2020) examined the relationship among EI, work engagement, job satisfaction, and burnout in academic staff in Italy. The study being an exploratory study with a quantitative approach employed 238 Italian school academic staff. D'Amico *et al.* revealed a positive and significant relationship between perceived EI and vigour ( $r = 0.41$ ). Thus, emotionally intelligent leaders have the tendency to inspire enthusiasm and physical exertion of employees into their work. Likewise, Veshne and Munshi (2020) reported a positive relationship between perceived dimensions of EI and vigour upon using a sample of 15 supervisors and 125 employees from financial service organisations in India. However, other studies indicate contrary results.

Besides, Letho (2021), investigating the EI of managers and employee engagement in a qualitative study, found that manager's EI does not clearly influence the zeal of employees to engage in their work. Similarly, Vyas (2015) found an insignificant relationship between leaders' EI and employee vigour ( $r=0.23$ ,  $p>0.05$ ). Consequently, these studies indicated that leaders' EI was not entirely associated with employee vigour. Thus, the rise in employees' vigour is not associated to emotional competencies of leaders in using the EI.

Nonetheless, several studies affirm the association between the affective dispositions of managers and employee work engagement. In effect, Sebastian



and Hess (2019) found a positive relationship between perceived EI and dedication ( $r=0.48$ ,  $p<0.05$ ). Sebastian and Hess, investigating the relationship between the EI of leaders and work engagement in the health care industry using a sample of 177 employees, indicated leadership is ineffective when leader emotional competency is not taken into consideration. In affirmation, Crase (2020) found a significant positive relationship between leaders' EI and employee vigour ( $r=0.31$ ,  $p<0.05$ ) and asserted that leader EI is a useful competency in igniting the employee vigour. In effect, Chen and Chen (2017) argued that establishing a constructive and emotionally welcoming environment promotes positive mood which boosts the morale of subordinates to work.

### **Leaders' Emotional Intelligence and Subordinates' Dedication**

Mills and Kenya (2019) opined that, employees who are dedicated are stringed to their organisation's values. From the findings of D'Amico *et al.* (2020) a positive relationship between leaders' EI and employee dedication ( $r = 0.40$ ) was revealed. D'Amico *et al.* iterated that when emotionally intelligent leaders create a positive affective event employees react by being dedicated to their work. In a similar fashion, Veshne and Munshi (2020) reported a positive relationship between perceived dimensions of leaders' EI and employees' dedication. The result of Veshne and Munshi demonstrated the intricate relationship between leaders' EI and employee dedication. Leaders with higher levels of EI have the proficiency of enabling the needed emotions which build trust and dedication with employees (Christie, Jordan, & Troth, 2015).



In a correlational study, Crase (2020) examined the perception of employees regarding the EI of their leaders in the Airline Service industry Arizona. From the findings, Crase (2020) did not find a significant relationship between perceived leaders EI and employee dedication. This indicated that employees who perceived that, leaders who had high emotional intelligence was not associated with the level of dedication to their work. However, the results of Sebastian and Hess (2019) and Vyas (2015) differed from that of Crase (2020). Sebastian and Hess (2019) and Vyas (2015) both reported a positive ( $r=0.48$  and  $0.31$ ,  $p<0.05$ , respectively) relationship between perceived EI and subordinates' dedication. Thus, Miao *et al.* (2016) stated that employees reciprocate leaders' exhibition of high EI competencies with being dedicated and ensuring higher productivity and overall work quality.

### **Leaders' Emotional Intelligence and Subordinates' Absorption**

The usefulness of emotional intelligence competency lies in the role of sustaining employees' positive moods or emotions to enhance their work engagement (Miao *et al.*, 2016). Leaders with high EI competencies are effective in managing others' emotions and creating a positive working environment for employees (Chen & Chen, 2017). Consequently, Ochalski (2016) contended that higher levels of employees' absorption demonstrate manager's role of meeting the workplace emotional needs and moods of employees. The seminal work of D'Amico *et al.* (2020) revealed a positive relationship between perceived leaders' EI and absorption ( $r = 0.33$ ). D'Amico *et al.* argued that leaders with high EI

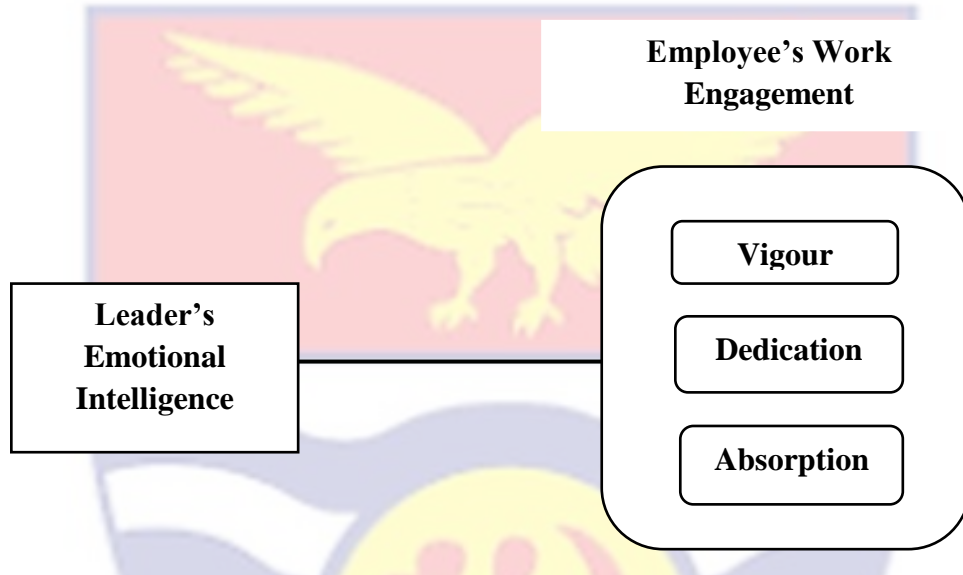
provide employees with a lasting, positive and satisfying cognitive state that that enhance employees' concentration to work.

In the work of Veshne and Munshi (2020) which also focused on the dimensions of leaders EI associated with employees' absorption, reported a direct and significant relationship between perceived dimensions of EI and absorption. In effect, Swift (2018) emphasised the multi-dimensional implications of leaders' EI in keeping employees satisfied on their job. In the same vein, Vyas (2015) found a significant relationship between leaders' EI and employee absorption ( $r=0.31$ ,  $p<0.05$ ). In as much as, leaders EI is evident to have desirable link with employee absorption from the aforementioned studies, the findings of Sebastian and Hess (2019) provides different outcome.

Sebastian and Hess (2019) upon finding no significant relationship between leaders' EI and employee absorption made interesting conclusion. It could be inferred from the work of Sebastian and Hess that, though leaders may be emotionally intelligent, when employees do not perceive such intelligence, they may not show an affective response at the workplace. Nonetheless, Crase (2020) found a significant positive link between leaders EI and employee absorption ( $r=0.31$ ,  $p<0.05$ ). Thus, leaders may score high for EI competencies, however, the perception and positive response of employees regarding the leaders' EI makes such competency useful.

### Conceptual Framework

From the foregone literature reviewed, the conceptual framework in figure 5 provides the conceptual basis to examine the relationship between leaders' EI and employees' work engagement.



**Figure 1: Conceptual framework**

Drawing from the Affective Events theory, leaders with high EI have the tendency to transfer positive affective emotions to employees. Consequently, employees positively respond to these affective antecedents by improving their work engagement. The lower a leader's EI the lower the transfer of positive events to the employees; thus, employees' work engagement work engagement is hypothesised to reduce. Through emotional intelligence leaders are able to set up a positive affective environment that encourages employee work engagement.

Specifically, in light of theory, leaders who have high EI are expected to boost the vigour of subordinates. Thus, emotionally intelligent leaders being able to perceive the mood of their subordinates, inspire positive events which encourage subordinates' positive moods; thereby leading to the investment of

cognitive, mental and physical efforts in their job. Again, upon noticing likely low levels of dedication among subordinates, emotionally intelligent leaders create an environment that inspire positive events which improve subordinates' desire and participation in their work. Further, leaders with high EI have the tendency to perceive negative emotions and set a positive tone of affective environment that defuses subordinates' negative moods to kindle the concentration and ultimately absorption of employees.

Finally, the higher the leaders' EI the likely employees' attitude and behaviour towards work will be influenced (Siegling *et al.*, 2014; Walter, Cole & Humphrey, 2011). Heneman *et al.* (2012) opined that committed workers are more engaged in their work. Vigour, dedication and absorption are the constructs of work engagement and are the potential variables that leaders' EI is likely to influence.

### **Chapter Summary**

The study drew insights from the Affective Events theory to explain the theoretical base for the study. The conceptualisation of EI and work engagement were reviewed from literature. From the empirical literature reviewed, the relationship between EI and the dimensions of work engagement were captured. The literature reviewed culminated into design of a conceptual framework indicating the relationship among the variables.



## CHAPTER THREE

### RESEARCH METHODS

#### Introduction

This dissertation examined the nexus between leaders' EI and employees work engagement in UCC. This research methods chapter gives an account of the research methodology, which encompasses the research design, study area, population of the study, sampling procedure, data collection instrument and procedure and finally the data processing and analysis, that were employed.

#### Research Approach

There are fundamentally three major research approaches: quantitative, qualitative and mixed approaches (Creswell & Creswell, 2019). Creswell and Clark (2017) suggested that the adoption of a research approach is on the basis of a research's objectives. Consequently, the quantitative research approach was adopted to find the relationship between perceived leaders' EI and non-teaching staff's work engagement. This research approach helps to objectively and analytically examine the relationships among the main variables of the study. Specifically, the quantitative research approach aide to establish any associative, cause and effect relations among the variables of interest. Saunders, Lewis, and Thornhill, 2019 suggested that the quantitative research approach should also be suitable to the research design. The quantitative research approach becomes useful for the purposes of this study because the study measures the various constructs and relationships among the constructs quantitatively. ). The main



demerit of the quantitative approach is its failure to take into consideration the subjective aspects of the phenomenon under study (Loeb *et al.*, 2017).

### **Research Design**

The correlational research design was adopted for the study due to the suitability to address the research objectives of the study. Particularly, the main objective of the study is to investigate the relationship between perceived leaders' EI and non-teaching staff's work engagement in UCC. The correlational research design is in tandem to the quantitative research approach. The correlational research design establishes the association and relationship among the variables.

The correlational research design was therefore adopted for this study due to how the research objectives would be examined and analyzed. Thus, the core purpose of this dissertation was to find the link between perceived leaders' EI and non-teaching staff's vigour, dedication, and absorption. Consequently, Cohen, Manion and Morrison (2000) opined that there are great complexities at the individual and social levels which needs to be understood which starts from examining simple links and relationships.

The correlational research design with a quantitative approach was useful to the study in other to investigate the relationship among the variables. The research design entails that the relationship between constructs should be observable, measurable and testable (Bhattacharjee, 2012).

### **Study Area**

The study area for this study is the University of Cape Coast (UCC) in the Cape Coast Metropolis in the Central region of Ghana. UCC is a tertiary institution offering various academic programs at various levels of degrees to students. Basically, UCC comprises the teaching staff, non-teaching staff and students. However, the focus of this study is on the non-teaching staff of UCC.

The university is located about five kilometers west of Cape Coast is geographically spread into the Northern and Southern Campuses, colloquially referred as New site and Old site respectively. UCC operates a collegiate system which includes the Colleges of Education Studies, Distance Education, Health and Allied Sciences, Humanities and Legal Studies and Agriculture and Natural Sciences. These colleges anchored to the administration with its directorates have their edifices located in the campuses.

### **Population**

The target population of the study comprised the non-teaching staff within the various directorates and colleges in UCC. The nature of the study makes room for all non-teaching staff to participate in the study so far as they have supervisors or leaders. The non-teaching staff were selected for the study due to their capacity of working in administrative setting unlike the teaching staff who work in less restrictive administrative setting. Upon consultation with the Directorate of Human Resource of UCC, there are a total number of 2,400 non-academic administrative staff.

### **Sampling Procedure**

The study employed the probability sampling technique which is in line with the quantitative approach adopted for the study. In determining the sample size, the Saunders, Lewis and Thornhill (2019) sample size determination table (Appendix C), given 5 percent margin of error, was used. A sample size of 322 respondents were determined out of the target population of 2,400. The simple random sampling was employed for the study. The simple random sampling was applied to ensure that all the respondents had equal chances of being selected. The simple random sampling technique eliminates biasness in the selection of respondents for a study. With assistance from the HR department of UCC, an excel function was applied to the database of non-teaching staff of the various colleges to arrive at a sample of 322 non-teaching staff. Consequently, the selected respondents were listed to participate in the study. This ensured that the sample was representative of the population.

### **Data Collection Instrument**

There was a single data collection instrument used in the study. The study utilized structured questionnaires (Appendix B) which was administered to all the respondents of the study. Employing questionnaires aides to gather data from a relatively large population. The structure of the questionnaire was in line with the inquiries the research objectives intended to make. The emotional intelligence construct is gleaned from the works of Mayer and Salovey (1990; 1997) whereas that of vigour, dedication and absorption is adopted from the seminal works of Schaufeli and Bakker (2010) and Schaufeli *et al.* (2006). According to Gall, Gall,

and Borg (2003), due to validity and reliability issues concerning research instruments, a researcher should be certain that there is no available suitable instrument to measure the constructs of a research before developing one.

Consequently, the Genos Emotional Intelligence Inventory (GEII) – rater Scale and Utrecht Work Engagement Scale (UWES-17) are notable scales used to measure perceived emotional intelligence and employee work engagement in various studies. The GEII-rater scale is adopted to assess the emotional intelligence of a person other than the assessor. Therefore, in the context of this study, non-teaching staff assess the EI of their superior or leader using the GEII-rater scale. On the other hand, together with the GEII-rate scale, the UWES-17 was completed to measure non-teaching staff level of work engagement in relation to vigour, dedication, and absorption.

The GEII-rater scale was selected due to its validity and reliability in its usage by a rater in assessing the EI of an individual (Palmer, Stough, Harmer, & Gignac, 2009). The internal consistency reliability of the GEII-rater scale ranges is 0.85. Further, the validity of the GEII-rater scale has been intensively investigated (Palmer *et al.*, 2009). The UWES-17 on the other hand has been empirically investigated in terms of validity and reliability and found to be essential in measuring the work engagement of employees (Nagalingam, Kadir, & Hoesni, 2019). The reliability of the instrument has a Cronbach alpha of 0.83 in the study.

The questionnaire employed was headed by the topic of the study and an introduction. The introduction captured an assurance of anonymity and



confidentiality of the participants under study. The instrument comprised three major sections, Sections A, B and C. Section A captured the background information of the respondents. Section B, adopting the Genos Emotional Intelligence Inventory, measured leaders' emotional intelligence. Adopting the UWES-17 in Section C, the main dimensions of work engagement were covered (Vigour, Absorption and Dedication), measuring employees' work engagement. Vigour comprised 6 items (statements 1 to 6), Dedication comprised five items (statements 7 to 11) and finally Absorption also comprised 6 items (statements 12 to 17).

#### **Data Collection Procedure**

From the Department of Human Resource Management at UCC, an introductory letter (Appendix A) was obtained and sent to the Directorate of Human Resources, UCC, to access the list of non-academic staff and permission to administer the participants. After gaining the approval, the researcher administered the questionnaires, beginning on 5<sup>th</sup> July 2021 through to 30<sup>th</sup> July, 2021.

Guided by the list of respondents selected to participate in the study, only selected participants were given the questionnaires to complete. Some participants completed the questionnaire on the spot, whereas others later delivered them. The duration for the administration and retrieval of the questionnaires factored the busy schedules of the participants. However, problems encountered included; delay of questionnaires retrieval from respondents, incomplete and wastages of questionnaires by the respondents.



### **Data Processing and Analysis**

After the data collection exercise, the questionnaires were checked thoroughly for errors. The data were processed by way of coding and entering the data into the Statistical Package for Service Solution (SPSS 21 version) software for correlational analysis. A descriptive analysis of the data was conducted to ascertain the characteristics of the respondents. Then inferential statistics, specifically correlation analysis, was used to analyse the objectives of the study and discussions properly made.

Correlational analysis was used in other to establish the relationship between the variables. The study used correlational analysis because it establishes the association or relationship between variables (Saunders *et al.*, 2019). However, a major weakness of using correlational analysis is because it does not establish the effect of one variable on the other. The correlation analysis helps to assess the degree of extent at which one variable moves with another.

### **Ethical Consideration**

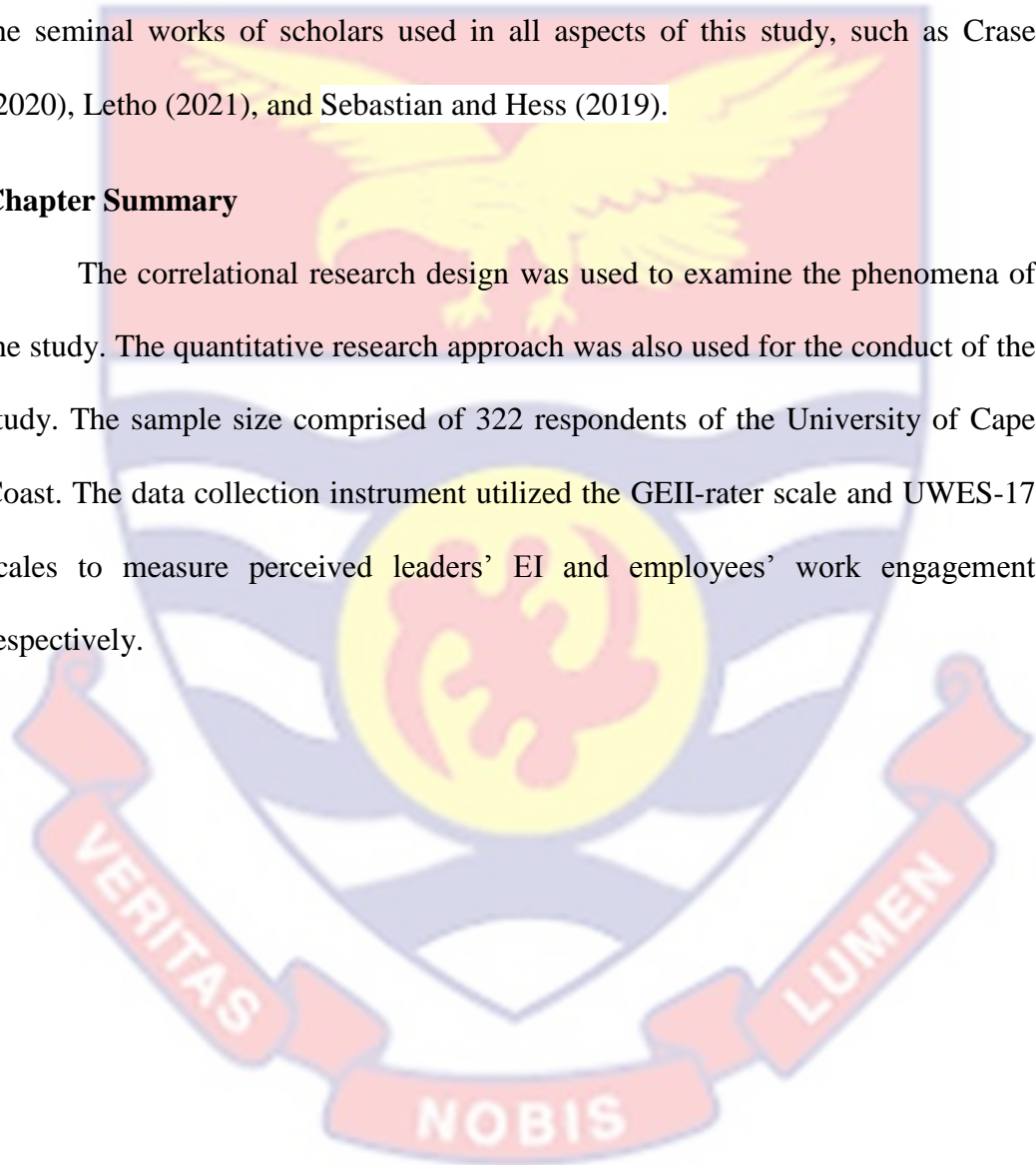
An introductory letter was collected from the Human Resource Department. This introductory letter was sent to the Directorate of Human Resource of UCC for circulation in the various colleges to seek for the voluntary participation and informed consent. The introductory letter introduced the researcher and the purpose for the study and sought for the corporation of the various departments, offices and units in UCC.

During the data collection exercise, the willingness of the respondent to participate in the study was encouraged and their willingness to avoid

participation was honoured. The integrity of respondents was assured because the design of the questionnaires was such that it does not compromise on their integrity. The secrecy of participants information was ensured and anonymity of their contribution was assured and honoured. There is the acknowledgement for the seminal works of scholars used in all aspects of this study, such as Crase (2020), Letho (2021), and Sebastian and Hess (2019).

### **Chapter Summary**

The correlational research design was used to examine the phenomena of the study. The quantitative research approach was also used for the conduct of the study. The sample size comprised of 322 respondents of the University of Cape Coast. The data collection instrument utilized the GEII-rater scale and UWES-17 scales to measure perceived leaders' EI and employees' work engagement respectively.



## CHAPTER FOUR

### RESULTS AND DISCUSSIONS

#### Introduction

This dissertation investigated the relationship between leaders' EI and work engagement of non-academic staff in the University of Cape Coast. The findings that emerged from analysing the data retrieved from the population sample of the study are presented in this fourth chapter. The results were interpreted and discussed reference to literature reviewed. These findings and discussions of the study were delineated in two sections: the preliminary and the main findings of the study. Thus, two sections were provided for this chapter.

The preliminary findings of the study covered the respondents' demographic characteristics of the study which involved the gender, age, educational status and length of employment characteristics. The principal findings of this research work established the link between the employees' perception of leaders' emotional intelligence and their work engagement. Three hundred and thirty-eight (338) questionnaires were retrieved, out of four hundred (400) questionnaires distributed to the non-academic administrative staff of University of Cape Coast. Therefore, the response rate was 84.5% while the 15.5% is the non-response rate, representing 62 questionnaires not retrieved. The non-response rate did not affect the minimum number of questionnaires needed from the population sample. Hence, fully filled and valid questionnaires that were used for the analysis were three hundred and thirty-seven (337) which were sufficient for analysis for a minimum sample size of 322.

### Preliminary Presentation of Results

The demographic information of the participants was analysed to describe the sample of the population. The gender, age, educational status, and length of employment of the participants were analysed and discussed. As presented in Table 1, frequencies and percentages were the statistics applied to examine the data at this section. Thus, the statistics used helped to describe the data without making statistical inferences from the data gathered.

**Table 1: Demographic Profile of Participants**

Feature	Sub-scale	N	%
Gender	Female	182	54.0
	Male	155	46.0
Age	less than 25years	24	7.1
	25-30years	103	30.6
	31-35years	106	31.5
	36-40years	49	14.5
	41-45years	24	7.1
	46-50years	10	3.0
	Above 50years	21	6.2
Educational Status	Diploma	52	15.4
	First degree	187	55.5
	Postgraduate	98	29.1
Length of employment	<5 years	172	51.0
	6 - 10 years	98	29.1
	11 - 15 years	32	9.5
	16 - 20 years	20	5.9
	>20 years	15	4.5
Total respondents		337	100.0

Source: Field Survey, Nai (2021)

As evident from Table 1, it could be appraised that, out of 337 participants, the study comprised of males (n = 155; 46%) and females (n = 182; 54%). This difference may be as a result of a dominating female population of non-academic administrative staff in UCC. The near equal proportions of both sexes in the work force could be due to the Ghana's gender affirmative action in public institutions in ensuring there is gender equality in employment. This is possible in UCC due to the presence of the Centre for Gender Research, Advocacy and Documentation which ensures gender equality expectations are met.

The ages of the respondents were also taken and data gathered were within the ranges depicted in Table 1. The majority (n = 106; 31.5%) of the participants fell within the range of 31 years to 35 years of age, while few (n = 10; 3%) participants fell within the ages of 46 years to 50 years. From the results, UCC has a youthful working population sample, given that 209 of the respondents, representing 61.1% of the sample, fell within the ages of 25 years to 35 years. This age range is considered the most energetic age for the working class. Due to the rigorous academic activities in UCC, an energetic and youthful population is beneficial to support administrative work.

Furthermore, with regards to the educational status, the greater number (n = 187; 55.5%) had their first degree, whereas a minor of 52 respondents, representing 15.4% of the respondents had a diploma. From the results, most (n = 172; 51%) of the respondents had been employed by UCC less than 5 years while as few as 15 respondents, representing 4.5%, had the longest term of employment by UCC. It could be observed that the proportions of respondents' length of employment declines with increasing years of employment in UCC. The length of employment appeared to



be in tandem to the age distribution of the respondents. The University of Cape Coast, as a formal work sector with a youthful working class with the likelihood to have gained employment at the usual 25 years and above, reflects the distribution of the length of employment.

**Presentation of Main Results**

At this stage, the key findings that answered the research hypothesis of the study were presented. The results were based on correlational analyses. The correlation coefficients were interpreted using Schober, Boer, & Schwarte (2018) guide (weak |0.00|-|0.39|; Moderate: |0.40|-|0.69|; and Strong relationship |0.70|-|1.0|). Therefore, Table 2 presents the relationship between perceived leaders’ EI and the dimensions of work engagement.

**Table 2: Association between perceived leaders’ EI and subordinates’ work engagement dimensions**

		Vigour	Dedication	Absorption
Perceived leaders’ EI	<i>r</i>	0.460	0.249	0.170
	<i>p-value</i>	0.000	0.000	0.002

Pearson’s correlation coefficient denoted by *r*  
 Probability value denoted by *p-value*  
 Correlation is significant at the 0.05 level (2-tailed)

Source: Field Survey, Nai (2021)

The correlation analysis reveals the level of association between perceived leaders’ EI and subordinates’ dimensions of work engagement. Therefore, Table 2 displays the results of the levels of association among the variables. The

Pearson's correlation coefficient included 0.460, 0.249, and 0.170 for subordinates' vigour, dedication, and absorption respectively.

### **Relationship between Perceived Leaders' EI and Non-teaching Staff's Vigour**

The foremost objective of the research assessed the relationship between perceived leaders' EI and non-teaching staff's vigour in UCC. For purposes of analyses of this objective, the level of association between the employees' perception of their supervisor's EI and their work vigour was assessed. Table 2 indicates the results from a correlational analysis measuring the level of association between perceived leaders' EI and non-teaching staff's vigour.

The Pearson's correlation coefficient of 0.46 indicates a moderate and positive association between perceived leaders' EI and non-teaching staff' vigour, at the 5% significant level. This connotes that when leaders make conscious efforts to be emotionally intelligent, employees' vigour towards work improves in UCC. Likewise, employees' vigour towards work would decline when leaders fail to be emotionally intelligent in their interactions with them

The implication of this finding is that, when leaders demonstrate their EI by inspiring passion and sympathising with subordinates is linked with their drive to put adequate effort in their work. As vigour is an affective state that employees ascribe to their work environment where they experience positive affection towards the work environment, the ability of superiors to regulate their own and employees' emotions instil a sense of duty by the employee to work harder translating to high productivity from employees.

In light of the Affective Events theory, emotionally intelligent leaders create rising levels of effort from subordinates to perform well; thus, inducing work engagement from subordinates (Mahon *et al.*, 2014). Boerrigter (2017) indicated that through the process of affective events subordinates get to be engage due to the emotional convergence of leaders' and subordinates' emotions. Besides Dahlsgaard *et al.* (2005) contended that vigour characterises one of the domains of affective states of positive affect.

Consequently, the findings of this study, shared the same outcome with that of D'Amico *et al.* (2020) who also found a moderately positive relationship between perceived leaders' EI and vigour. Thus, emotionally intelligent leaders have the tendency to inspire enthusiasm and physical exertion of employees into their work. In the same vein Sebastian and Hess (2019) also affirmed a moderately positive relationship between leaders' EI and subordinates' vigour. Although a weak relationship was found, the study of Crase (2020) also lends support to the findings of this study upon finding a positive relationship between leaders' EI and subordinates' vigour. However, Letho (2021) does not share the same consensus by finding out that manager's EI does not clearly influence the zeal of employees to engage in their work. Likewise, Vyas (2015) found an insignificant relationship between Leaders' EI and subordinates' vigour.

From literature there seem to be a greater consensus on the positive association between EI and vigour although the strength of the association differs across studies. Stewart (2018) shared that by ensuring a positive work environment, emotionally intelligent leaders create the essential avenue for

subordinates to apply their own emotional resources to enhance their vigour towards work. Chen and Chen (2017) argued that establishing a constructive and emotionally welcoming environment promotes positive mood which boosts the morale of subordinates to work. Consequently, leaders with low-EI may impede the vigour needed to make subordinates productive on their job.

### **Relationship between Perceived Leaders' EI and Non-teaching Staff's Dedication**

The second objective of the research investigated the relationship between leaders' emotional intelligence and employees' dedication in the University of Cape Coast. The level of association between leaders' EI and dedication were ascertained. From Table 2, the Pearson's correlation coefficient of 0.25 indicates a weak and positive association between leaders' EI and employees' work dedication, at the 5% significant level. This implies that as leaders improve their emotional intelligence, non-teaching staff's dedication towards work would improve in UCC. In contrast, as leaders demonstrate less emotional intelligence competencies, employees' dedication towards work would be reduced. Consequently, Stewart (2018) attested that the association between leaders' EI and employees' dedication offer a solution to motivate the human resource of an organisation.

The implication of this finding is that the ability of leaders to impart positive emotions to employees in their work environment improves the devotion to work by the employee. In the lens of the Affective Events theory, emotionally intelligent leaders are competent to improve the dedication of subordinates to



their work. By noticing low levels of dedication among subordinates, emotionally intelligent leaders create an environment that inspire positive events which improve subordinates' desire and participation in their work (Humphrey, 2013). Sebastian and Hess (2019) argued that superiors' creation of a positive working environment stimulates the dedication of subordinates.

Albeit the weak relationship found, evidence from Vyas (2015) somehow give support to this study's findings. Vyas (2015) found that leaders' EI has significantly positive and moderate relation association with the employees' dedication. This indicates that an emotionally intelligent leader emotionally motivates employees which results in an improved devotion towards work and employees having feelings of worthiness, eagerness, and encouragement towards work (D'Amico *et al*, 2020).

Chen and Chen (2017) indicated that leaders' high EI competencies perceived by employees' makes them engage their work. Thus, this finding shares similar finding with the work of Sebastian and Hess (2019) finding a moderately positive and significant relationship between EI and work dedication of employees. Dedication as an affective construct of work engagement calls for emotionally intelligent leaders with competencies to manage and control the employees' emotions to feel devoted to achieve the common objectives of an institution.

Contrary to the study's findings, Crase (2020) found an insignificant relationship between leaders' EI and subordinates' dedication towards their work. On the other hand, D'Amico *et al*. (2020) reported that perceived leaders' EI and



subordinates' dedication has a moderately positive relationship. Thus, indicating that leaders' EI and work dedication move together. From the results, the inability of leaders to demonstrate EI competencies is associated with employees decline in their dedication towards work. Empathy and emotional management of leaders have been observed by researchers to have a deep connection with employees' devotion to work (D'Amico *et al.*, 2020).

Leaders with higher levels of EI have the proficiency of enabling the needed emotions which build trust and dedication with employees (Christie, Jordan, & Troth, 2015). Employees, however, would like such environment, as it creates room for them to develop and advance in their places of work. Employees' sense to be dedicated is the direct results of being treated well by an emotionally intelligent leader. Miao *et al.* (2016) stated that employees reciprocate leaders' exhibition of high EI competencies with being dedicated and ensuring higher productivity and overall work quality.

### **Relationship between Perceived Leaders' EI and Non-teaching Staff's**

#### **Absorption**

The third objective of the study ascertained the relationship between leaders' EI and employees' absorption in the University of Cape Coast. Using correlation analyses, the level of association between perceived leaders' EI and non-teaching staff's absorption were ascertained. Presented in Tables 2 is the results of the level of association between perceived leaders' EI and non-teaching staff's absorption.

As evident in Table 2, the Pearson's correlation coefficient of 0.170 indicates a significantly relatively very weak and positive association between leaders' EI and non-teaching staff's work absorption, at the 5% significant level. The implication of this results is that, as leaders exhibit EI qualities, employees' absorption towards their work would increase in UCC. On the other hand, in the absence of leaders demonstrating EI competencies, employees' absorption towards work would be reduced. Ochalski (2016) posited that leaders' EI is an instrumental factor that allows subordinates to fully use their emotional resources regularly and effectively to feel attached to their work. Thus, leaders' EI qualities moves together in the same direction as non-teaching staff's absorption in UCC.

Aligning this study's finding to literature, Vyas (2015) also found a significantly positive relationship between leaders EI and subordinates' absorption. However, the level of association between the variables was found to be relatively very weak ( $r=0.17$ ) unlike the association ( $r=0.33$ ) found in Vyas (2015). The role of leaders is to utilise EI abilities to enable employees observe a state of being happy and concentrated on their work (Butakor *et al.*, 2020). Consequently, Crase (2020) also found a significant positive link between leaders EI and employee absorption. It could be deduced that leaders' EI is therefore vital to create a conducive environment to encourage work engagement by enabling an employee to be absorbed in his or her work and from being disengaged. The implication is that, by building leaders' EI, benefits are translated into an outcome of productivity by the workforce through absorption.

Leaders possessing high EI competencies are effective in managing others' emotions and creating a positive working environment for employees (Chen & Chen, 2017). Similarly, Veshne and Munshi (2020) found that the overall dimensions of leaders' EI is positively associated with employees' absorption. However, Sebastian and Hess (2019) found no significant relationship between leaders' EI and employee absorption. It could be inferred from the work of Sebastian and Hess that, though leaders may be emotionally intelligent, when employees do not perceive such intelligence, they may not show an affective response at the workplace.

Ochalski (2016) argued that higher levels of employees' absorption demonstrate leaders' role of meeting the workplace emotional needs and moods of employees. The seminal work of D'Amico *et al.* (2020) revealed a positive relationship between perceived leaders' EI and absorption. D'Amico *et al.* argued that leaders with high EI provide employees with a lasting, positive and satisfying cognitive state that enhance employees' concentration to work. Besides, Vyas (2015) attested that a leader's EI is an important element that allows employees to align and patronise their emotional resources effectively and efficiently to engage in work. Thus, developing leaders' EI will lead to a positive workplace environment that enhances the engagement of employees.

In conclusion, perceived leaders' EI is positively associated with non-teaching staff dimensions of work engagement. Thus, lending support from Stewart (2018), which assessed frontline supervisors' EI relationship with employees' work engagement in a manufacturing industry, it was found that

supervisors' EI is positively associated with employees' work engagement. In developing the EI of leaders, it provides an advantage in enhancing the problem-solving and communication competencies of the leader which will inspire employees to increase their productivity. Further findings from De Clercq, Bouckenooghe, Raja, and Matsyborska (2014) suggested that leaders with higher levels of EI are usually effective in managing subordinates to align their goals with that of the organisation which evidently increased subordinates' work engagement.

Eisenberger *et al.* (as cited in Levitats *et al.*, 2019) opined that the relationship between work engagement of employees and their leaders' EI is the most essential factor to determining employee productivity. In a mixed methods study, Waldron (2017), investigating the influence of EI of leadership on work engagement of subordinates, observed that in a quantitative analysis there was no significant relationship between leadership EI and employees' work engagement. However, in a focused group discussion, employees and leaders largely perceived that leadership emotional intelligence is needful in driving employee work engagement.

### **Chapter Summary**

This fourth chapter presented the research outcomes of the investigation of 337 respondents of the University of Cape Coast. The respondents comprised 182 males and 155 females. The findings of the study indicated that, there is generally positive and significant associations between the constructs of non-teaching staff's work engagement and the perceived leaders' EI.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### Introduction

This seminal research evaluated the relationship between perceived leaders' EI and non-teaching staff's work engagement at the University of Cape Coast. Specifically, the relationship between leaders' EI and non-teaching staff's vigour, dedication, and absorption were analysed. Therefore, this concluding aspect offers a synopsis of the research and its relevant outcomes. Conclusions were presented based on the key findings. From the conclusions drawn, recommendations were presented. The chapter also provided proposals for further research.

#### Summary of the research

The prime purpose of this research was to study the relationship between perceived leaders' EI and non-teaching staff's work engagement at the University of Cape Coast. The relationship between perceived leaders' EI and the various constructs of employees' work engagement were examined. Consequently, the study formulated three research objectives and hypotheses. The specific research objectives were to;

1. examine the relationship between leaders' emotional intelligence and non-teaching staff's vigour in UCC.
2. investigate the relationship between leaders' emotional intelligence and non-teaching staff's dedication in UCC.
3. examine the relationship between leaders' emotional intelligence and non-teaching staff's absorption in UCC.



Further, this research focused on non-academic administrative staff of the University of Cape Coast. In all, a total of 337 respondents were randomly chosen within the several departments and directorates of the University of Cape Coast. From the data, males and females comprising 155, representing 46% and 182, representing 54%, respectively, were focused on in conducting this research. The deployment and gathering of the questionnaires took a period of one month two weeks which gave the respondents enough time to complete the questionnaires despite their busy schedules. For purposes of data analyses, descriptive statistics by way of frequencies and percentages remained the tools to analyse the background features of the participants. Inferential statistics by way of correlation analyses remained the techniques applied to establish the association between perceived leaders' EI and non-teaching staff's dimensions of work engagement.

### **Summary of key findings**

The key findings of this research have provided and established the nexus between leaders' EI and subordinates' work engagement constructs among non-teaching staff of UCC.

In addressing the foremost research inquiry, which established the relationship between perceived leaders' EI and employees' vigour, a positive and statistically significant relationship was found. A moderate ( $r=0.46$ ) correlation relationship was found between perceived leaders' EI and non-teaching staff's vigour in UCC.

The second research objective ascertained the relationship between perceived leaders' emotional intelligence and subordinates' dedication among the

non-teaching staff's in UCC. A statistically positive and significant relationship between perceived leaders' EI and non-teaching staff's dedication in UCC emerged. Nonetheless, there was a weak ( $r=0.25$ ) level of association between perceived leaders' EI and subordinates' dedication among non-teaching staff in UCC.

Addressing the third research inquiry which investigated the relationship between perceived leaders' EI and non-teaching staff's absorption, a statistically significant and positive relationship was found. There was a relatively very weak ( $r=0.17$ ) relationship between perceived leaders' EI and non-teaching staff's absorption in UCC.

### **Conclusions**

The main outcomes that emanated from this research provided insights to draw important conclusions.

First, non-teaching staff's vigour is associated with their perception of their leaders' EI. Thus, when non-teaching teaching staff perceive that, leaders have high EI competencies, their vigour increases and vice versa.

Secondly, the way non-teaching staff perceive their leaders' EI is related to their level of dedication towards their job. Consequently, non-teaching staff's dedication is enhanced when leaders' exhibit high EI competencies and otherwise.

Thirdly, non-teaching staff's absorption at work is associated with how they perceive their leader's EI. In effect, non-teaching staff's dedication towards their work moves together with their leaders' demonstration of EI

## **Recommendations**

With reference to the conclusions that has emerged subsequent to the findings, these listed recommendations, below, could be proffered:

1. This research recommends staff in leadership positions should continue to build their emotional intelligence competencies to enhance non-teaching staff's vigour towards work. This could be done through personal development and attendance to seminars on improving emotional skills.
2. The Training and development section of UCC is recommended to recognise the enormous merits of emotional intelligence training and capitalise in granting superiors or leaders with such opportunities to contribute to non-teaching staff's dedication towards work.
3. The management of UCC is recommended to provide mentorships for leaders to enhance their EI competencies to serve as factor to improve nonteaching staff's absorption towards work. Therefore, the University of Cape Coast should strive to enhance employees' absorption by imparting emotional skills to leaders.

## **Suggestions for further research**

Provided that the research's focus may not address all issues surrounding the phenomenon under study, further investigations could be undertaken in the following areas:

1. Future studies may evaluate the relationship between perceived leaders' EI and both teaching and non-teaching staff's work engagement in the University of Cape Coast.

2. Future research can investigate the role of leaders' EI on organisational performance outcomes and employee commitment to work.
3. Following studies may utilise the structural equation modelling techniques to establish the relationship between leaders' emotional intelligence and employees' work engagement.
4. Further studies can explore the role of employees' social group orientation on employees' work engagement.



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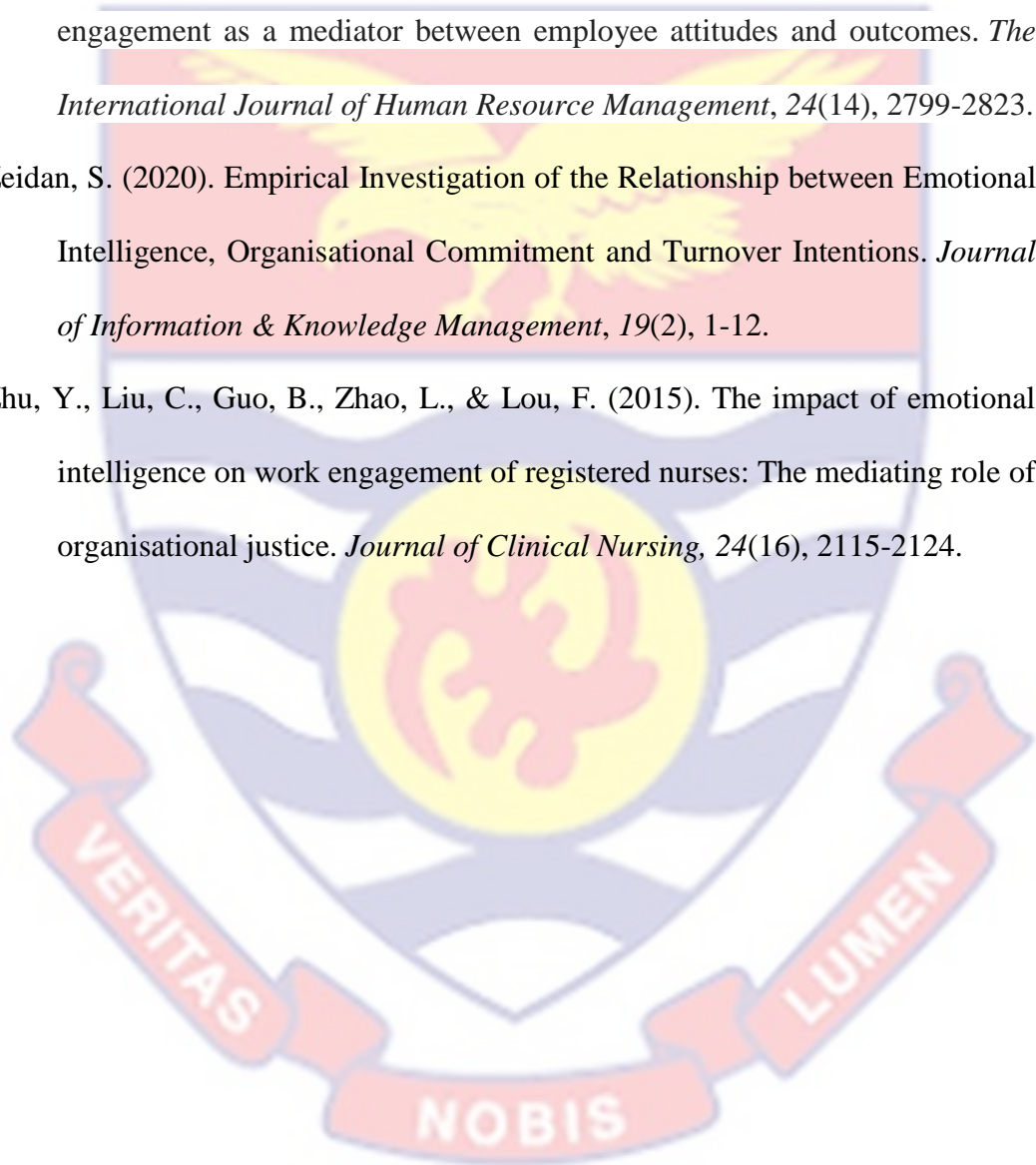
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## APPENDICES

### APPENDIX A: INTRODUCTORY LETTER

UNIVERSITY OF CAPE COAST  
COLLEGE OF HUMANITIES AND LEGAL STUDIES  
SCHOOL OF BUSINESS  
**DEPARTMENT OF HUMAN RESOURCE MANAGEMENT**

Telephone: 0312292969  
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UNIVERSITY POST OFFICE  
CAPE COAST, GHANA

Our Ref: SB/DHRM/PGS/21/33

5<sup>th</sup> July, 2021

Your Ref:

The Director  
Directorate of Human Resource  
University of Cape Coast  
Cape Coast

Dear Sir

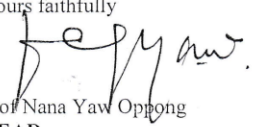
Introducing Miss Pearl Anveley Nai

The bearer of this letter, Miss Pearl Anveley Nai, is a Master of Business Administration (Human Resource Management) Student of the University. She is currently conducting a research on the topic "Leaders' Emotional Intelligence and Employees' Work Engagement in the University of Cape Coast".

As she is using the University as a unit of study, we would be grateful if you could offer her with the necessary assistance, especially with regard to data collection.

We appreciate your anticipated assistance.

Yours faithfully

  
Prof Nana Yaw Oppong  
HEAD

## APPENDIX B: QUESTIONNAIRE

UNIVERSITY OF CAPE COAST  
COLLEGE OF HUMANITIES AND LEGAL STUDIES  
SCHOOL OF BUSINESS  
DEPARTMENT OF HUMAN RESOURCE MANAGEMENT



### QUESTIONNAIRE FOR ADMINISTRATIVE STAFF IN THE UNIVERSITY OF CAPE COAST

Dear Sir/Madam,

I am a student of the University of Cape Coast conducting a study on the topic “leaders’ emotional intelligence and employees’ work engagement of the university of cape coast”, as part of the requirement for my postgraduate program. Therefore, I humbly solicit your help in completing this questionnaire. I guarantee that your responses will be kept strictly anonymous and confidential. Thank you in advance for your cooperation.

#### **SECTION A: Background characteristics of respondent**

(please tick the options eg. [  ])

**I. What is your current age in years?**

1. Less than 25 [  ]      2. 25 – 30 [  ]      3. 31 – 35 [  ]      4. 36 – 40 [  ]  
5. 41 – 45 [  ]      6. 46 – 50 [  ]      7. Above 50 [  ]

**II. Gender: Female [  ] Male [  ]**

**III. Educational background (your highest completed level of education)**

1. JHS [  ]    2. SHS [  ]    3. Diploma [  ]    4. First Degree [  ]    5. Masters [  ].

**IV. How long have you worked in UCC? ..... years.**



V. SECTION B

Perception of your Leader's (your immediate supervisor) Emotional Intelligence.

Below are a series of statements. Please circle the number corresponding to the statement that represents how often the behaviour in question is typically demonstrated by your immediate supervisor that you are rating. If you make a mistake, simply cross it out and fill in the correct response.

Num.	My immediate supervisor whom I am rating .....	Almost Never	Not often	Sometimes	Usually	Almost always
1	demonstrates to others that s/he has considered their feelings in decisions s/he makes at work.	1	2	3	4	5
2	fails to recognise how his/her feelings drive his/her behaviour at work.	1	2	3	4	5
3	responds to events that frustrate him/her appropriately.	1	2	3	4	5
4	finds it difficult to identify his/her feelings on issues at work.	1	2	3	4	5
5	expresses how s/he feels to the wrong people at work.	1	2	3	4	5
6	fails to handle stressful situations at work effectively.	1	2	3	4	5
7	when someone upsets him/her at work, s/he expresses his/her feelings effectively.	1	2	3	4	5
8	considers the way others may react to decisions when communicating them.	1	2	3	4	5
9	when s/he gets frustrated with something at work, s/he discusses his/her frustration appropriately.	1	2	3	4	5
10	when s/he is under stress, s/he becomes impulsive.	1	2	3	4	5
11	fails to identify the way people respond to him/her when building rapport.	1	2	3	4	5
12	understands the things that make people feel optimistic at work.	1	2	3	4	5
13	takes criticism from colleagues personally.	1	2	3	4	5
14	is effective at helping others feel positive at work.	1	2	3	4	5

Num.	My immediate supervisor whom I am rating .....	Almost Never	Not often	Sometimes	Usually	Almost always
15	communicates decisions at work in a way that captures others' attention.	1	2	3	4	5
16	gains stakeholders' commitment to decisions s/he makes at work.	1	2	3	4	5
17	appropriately communicates decisions to stakeholders.	1	2	3	4	5
18	expresses how s/he feels at the appropriate time at work.	1	2	3	4	5
19	understands what makes people feel valued at work.	1	2	3	4	5
20	effectively deals with things that annoy him/her at work.	1	2	3	4	5
21	appropriately responds to colleagues who frustrate him/her at work.	1	2	3	4	5
22	finds it difficult to identify the things that motivates people at work.	1	2	3	4	5
23	fails to keep calm in difficult situations at work.	1	2	3	4	5
24	is aware of his/her mood state at work.	1	2	3	4	5
25	helps people deal with issues that cause them frustration at work.	1	2	3	4	5
26	remains focused when anxious about something at work.	1	2	3	4	5
27	fails to resolve emotional situations at work effectively.	1	2	3	4	5
28	is aware of how his/her feelings influence the decisions s/he makes at work.	1	2	3	4	5
29	has trouble finding the right words to express how s/he feels at work.	1	2	3	4	5
30	when upset at work, he/she still thinks clearly.	1	2	3	4	5
31	does not know what to do or say when colleagues get upset at work.	1	2	3	4	5

VI. SECTION C

Perception of your Work Engagement.

The following statements about **how you feel at work**. Please read each statement carefully and decide if you ever feel about **your job**. If you make a mistake, simply cross it out and fill in the correct response.

Num.		Never	Almost never	Rarely	Sometimes	Often	Very Often	Always
1	At my work, I feel bursting with energy	0	1	2	3	4	5	6
2	At my job, I feel strong and vigorous	0	1	2	3	4	5	6
3	When I get up in the morning, I feel like going to work	0	1	2	3	4	5	6
4	I can continue working for very long periods at a time	0	1	2	3	4	5	6
5	At my job, I am very resilient, mentally	0	1	2	3	4	5	6
6	At my work I always persevere, even when things do not go well	0	1	2	3	4	5	6
7	I find the work that I do full of meaning and purpose	0	1	2	3	4	5	6
8	I am enthusiastic about my job	0	1	2	3	4	5	6
9	My job inspires me	0	1	2	3	4	5	6
10	I am proud of the work that I do	0	1	2	3	4	5	6
11	To me, my job is challenging	0	1	2	3	4	5	6
12	Time flies when I am working	0	1	2	3	4	5	6
13	When I am working, I forget everything else around me	0	1	2	3	4	5	6
14	I get carried away when I am working	0	1	2	3	4	5	6
15	I feel happy when I am working intensely	0	1	2	3	4	5	6
16	It is difficult to detach myself from my job	0	1	2	3	4	5	6
17	I am immersed in my work	0	1	2	3	4	5	6

**APPENDIX C: SAMPLE SIZE DETERMINATION TABLE**

Target population	Margin of error			
	5%	3%	2%	1%
50	44	48	49	50
100	79	91	96	99
150	108	132	141	148
200	132	168	185	196
250	151	203	226	244
300	168	234	267	291
400	196	291	343	384
500	217	340	414	475
750	254	440	571	696
1 000	278	516	706	906
2 000	322	696	1091	1655
5 000	357	879	1622	3288
10 000	370	964	1936	4899
100 000	383	1056	2345	8762
1 000 000	384	1066	2395	9513
10 000 000	384	1067	2400	9595

