

Determinants of Effective Leadership Style and Employment Engagement: An Investigation on Non-academic Staffs in Management Science, University of Benin.

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CERTIFICATION

I certify that **ABIEYUWA LILY OGBEIDE** with the matriculation Number **MGS1808050** submitted this research work to the **DEPARTMENT OF BUSINESS ADMINISTRATION, FACULTY OF MANAGEMENT SCIENCES**, University of Benin, Benin City.

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DECLARATION

I hereby declare that:

- 1) The study was undertaken by me in the Department of Business Administration, Faculty of Management Sciences, under the supervision of Mr A. B. LAWAL of the Department of Business Administration, Faculty of Management Sciences, University of Benin, Benin City, Edo State, Nigeria.
- 2) To the best of my knowledge, the study is original and has not been submitted anywhere else for the award of any degree.
- 3) All ideas, opinions, and views are the product of my research and where the views and contributions of other work and authorities were used, they have been duly acknowledged.
- 4) I shall be totally and fully responsible for any liability that may flow from the study, if any.

DEDICATION

I dedicate this project to God Almighty whose love, grace and mercy have brought me thus far in life. Also, to my lovely parents, my siblings, and every other person who gave their prayers, and moral support to make this project work not just possible, but a success.

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ABSTRACT

This study investigated the impact of factors of leadership style on the engagement of non-academic staff at the University of Benin yielded. The study targeted a sample of fifty-two (52) respondents, in which a total of 52 questionnaires were distributed and a total of fifty (50) questionnaires was filled, retrieved, cleaned and used for this study. The data collected was analyzed using SPSS version 20.0 and descriptive statistics was used to present the results while regression test was employed to make findings on the research hypotheses. Notably, while economic factors and intended goals both showed a positive correlation with employee engagement, their effects were found to be statistically insignificant. In contrast, leaders' communication skills and emotional intelligence emerged as significant drivers of employee engagement. Based on these findings, the following recommendation were made that: the institution's management should prioritize leadership training on soft skills as doing so would bolster leaders' ability to communicate effectively and enhance their emotional understanding and empathy; incentive structures should be redefined by considering a mix of non-tangible benefits that might cater to emotional and interpersonal aspects of job satisfaction and engagement; clear and collaborative goals should be set; open communication channels should be fostered in institution; the institution should implement emotional intelligence assessments which can inform recruitment decisions, highlight areas for improvement, and guide personalized training and development interventions; and adoption of continuous feedback loop.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Employee engagement plays a pivotal role in attaining organizational objectives, a truth that extends to the realm of higher education. However, recent research has brought to light a substantial dearth of engagement among non-academic staff within higher education institutions, prompting heightened scrutiny of the underlying causes behind this alarming trend. Osibanjo and Adeniji's study (2021), for instance, underscores the prevalent low engagement levels among non-academic staff in Nigerian universities, attributing this issue to multifarious factors such as ineffective leadership, deficient communication, insufficient recognition, and limited career development opportunities. In a similar vein, Aiyemo and Oludayo (2021) contend that non-academic staff at the University of Benin exhibit a moderate level of engagement, citing factors like job satisfaction, work-life balance, flawed leadership styles, and job security. However, this study aims to focus specifically on exploring the relationship between leadership styles and employee engagement among non-academic staff.

In essence, effective leadership assumes a paramount role in fostering a positive work environment that bolsters employee engagement and enhances organizational performance. Within the higher education sector, effective leadership is particularly critical for advancing institutional development and the realization of its goals. Non-academic staff members constitute indispensable pillars of universities and higher education institutions, and their engagement

stands as a cornerstone for achieving organizational objectives. Consequently, delving into the nexus between determinants of effective leadership styles and employee engagement among non-academic staff in Nigerian universities assumes paramount significance in elevating organizational performance.

Numerous factors have been identified as determinants of effective leadership styles, encompassing emotional intelligence, communication prowess, motivation, personality traits, environmental elements, and intended objectives. These elements have been shown to exert a significant influence on leadership efficacy and employee engagement across diverse organizational landscapes. For instance, empirical evidence highlights that leader's adept in emotional intelligence and communication skills are better positioned to cultivate a positive work milieu conducive to employee engagement (Ibrahim & Sharaai, 2021; Oyekunle & Idowu, 2021). Similarly, research has affirmed that leaders who exhibit motivation, certain personality traits, trustworthiness, and integrity tend to excel in their leadership roles and stimulate employee engagement (Umar, Aliyu & Yaro, 2021; Okpara & Emodi, 2021; Aremu, Adeleke & Odeyemi, 2020).

Moreover, environmental factors, such as organizational culture and articulated goals, wield substantial influence over leadership efficacy and employee engagement. For instance, scholarly investigations underscore that a favorable organizational culture emphasizing collaboration, mutual respect, and equity stands as a pivotal determinant of effective leadership style and employee engagement (Omotayo & Falola, 2021). Furthermore, leaders who establish clear objectives and communicate them effectively to their teams are more likely to foster employee engagement (Anyadike & Ezejiofor, 2020).

The aforementioned contextual backdrop underscores the indispensability of comprehending the determinants of effective leadership on employee engagement. Consequently, it is imperative to delve deeper into these facets of effective leadership styles and their repercussions on employee engagement, particularly in the context of academic staff within the University of Benin.

1.2 Statement of the Research Problem

The essence of leadership style profoundly influences employee engagement within organizations. Leadership effectiveness can be shaped by an array of factors, encompassing environmental conditions, intended objectives, personality attributes, emotional intelligence, communication proficiency, and motivation levels. However, scant research has delved into the specific elements that compose an effective leadership style and their implications for employee engagement, particularly within the context of non-academic staff in Nigerian universities. For instance, a recent investigation conducted by Oyewunmi and Adeniji (2021) discerned that emotional intelligence stands as a substantial precursor to an effective leadership style among non-academic staff in Nigerian universities. Similarly, a study by Adeniji and Oyewunmi (2021) pinpointed communication skills as a pivotal factor in determining leadership effectiveness among non-academic staff in the same setting.

In addition to emotional intelligence and communication skills, several other factors have surfaced as determinants of effective leadership style. For instance, Umar, Aliyu, and Yaro's study (2021) unearthed motivation as a fundamental driver of an effective leadership style among non-academic staff in Nigerian universities. This study contended that leaders fueled by motivation have the potential to inspire their workforce and cultivate a conducive work atmosphere that encourages employee engagement. Another significant contributor to effective leadership style is found in personality traits. As disclosed in Okpara and Emodi's research

(2021), certain traits, such as openness to experience and conscientiousness, can exert a positive influence on leadership effectiveness among non-academic staff in Nigerian universities. The study posited that leaders embodying these traits tend to exhibit innovation, organization, and adept communication, which in turn augment employee engagement.

Moreover, environmental factors, particularly the organizational culture, wield substantial influence over leadership effectiveness and employee engagement. The findings from Omotayo and Falola's study (2021) underscored that a positive organizational culture emphasizing collaboration, mutual respect, and fairness plays a pivotal role in shaping an effective leadership style among non-academic staff in Nigerian universities. The research highlighted that leaders who establish a nurturing work environment conducive to employee engagement are more likely to excel in their leadership roles.

Furthermore, the intended goals and objectives can wield a profound impact on the efficacy of leadership and employee engagement. The study conducted by Anyadike and Ezejiofor (2020) indicated that leaders who delineate clear goals and effectively communicate them to their employees are better positioned to foster employee engagement within Nigerian universities. The research posited that leaders aligning their objectives with the organization's overarching goals and communicating them adeptly can motivate their workforce and instill a sense of purpose that fuels engagement.

However, it is worth noting that these studies did not explicitly explore the intricate relationship between the determinants of effective leadership style and employee engagement. Therefore, the primary objective of this study is to bridge this research gap by scrutinizing the specific factors that constitute an effective leadership style and their correlation with employee engagement among non-academic staff at the University of Benin. Through an in-depth examination of the

interplay between leadership determinants and employee engagement, this study endeavors to furnish valuable insights into the best practices of effective leadership that can elevate employee engagement within Nigerian universities. This research conundrum carries significant importance as employee engagement is a pivotal catalyst for organizational performance, and effective leadership serves as the cornerstone for creating a positive work milieu conducive to fostering employee engagement.

1.3 Research Questions

Considering the aforementioned research problem, the subsequent inquiries will be addressed:

1. What influence do economic factors exert on the engagement levels of non-academic staff at the University of Benin?
2. To what degree do predetermined objectives shape the engagement of non-academic staff at the University of Benin?
3. What characterizes the connection between communication skills and the engagement of non-academic staff at the University of Benin?
4. How significantly does emotional intelligence impact the engagement of non-academic staff at the University of Benin?

1.4 Research Objectives

The primary aim of this research is to establish a comprehensive understanding of the correlation between the determinants of effective leadership styles and the engagement of employees. This investigation is focused on the non-academic staff members at the University of Benin. To achieve this overarching objective, the following specific objectives have been delineated:

1. To assess the influence of economic factors on the level of employee engagement within the non-academic staff of the University of Benin.
2. To probe into the degree to which employees' engagement among the non-academic staff at the University of Benin is influenced by their alignment with organizational goals.
3. To scrutinize the intricate dynamics of the connection between communication skills and the level of employee engagement within the non-academic staff at the University of Benin.
4. To gauge the extent to which emotional intelligence plays a role in shaping the level of employee engagement within the non-academic staff at the University of Benin.

1.5 Research Hypotheses

The following null hypotheses will be tested in this study:

Ho1: There is no significant impact of economic factors on employees engagement among non-academic staff at the University of Benin.

Ho2: The extent to which intended goals determine employees' engagement among non-academic staff in the University of Benin is not statistically significant.

Ho3: There is no significant relationship between communication skills and employees engagement among non-academic staff at the University of Benin.

Ho4: The extent to which emotional intelligence affects employees' engagement among non-academic the staff at the University of Benin.

1.6 Significance of the Study

The forthcoming research project possesses relevance to several key stakeholders, each standing to benefit in distinct ways:

University Management: This investigation holds significant implications for the university's management, offering valuable insights into leadership styles conducive to enhancing employee engagement among non-academic staff. Such revelations stand poised to yield heightened productivity, elevated job satisfaction, and improved staff retention rates. Ultimately, these improvements promise to elevate the university's overall performance.

Non-Academic Staff: Within the University of Benin, non-academic staff members stand to gain substantial advantages from this study. It promises to illuminate the factors influencing their workplace engagement, thereby affording them a platform to voice their concerns and contribute feedback instrumental in refining their work milieu, ultimately fostering greater employee engagement.

Students: The implications of this study ripple out to the student body at the University of Benin. An enhanced and motivated non-academic workforce translates to superior services rendered to students, encompassing administrative support and facilities maintenance, thus augmenting the quality of their educational experience.

Policy Makers: In a broader context, policymakers in Nigeria are poised to extract valuable insights from this research. It underscores the pivotal role of effective leadership styles and employee engagement within the higher education sector, potentially leading to the formulation of policies that encourage Nigerian universities to adopt practices conducive to fostering employee engagement among their non-academic staff.

Researchers: For the academic community, this study promises to enrich the existing body of knowledge pertaining to the nexus between effective leadership styles and employee engagement. The findings will not only serve as a springboard for further scholarly exploration but also have the potential to inform diverse contexts beyond the University of Benin.

1.7 Scope of the Study:

The primary objective of this research endeavor revolves around the examination of the relationship between the determinants of effective leadership styles and the engagement levels of non-academic staff within the Faculty of Management Science at the University of Benin. Geographically confined to Benin City, Edo State, this study will diligently scrutinize the impact of various determinants of effective leadership, including environmental factors, intended goals, communication prowess, and emotional intelligence, on the engagement levels of non-academic staff within the University of Benin. The anticipated timeline for the completion of this study is set for the year 2023.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter is dedicated to a comprehensive exploration of the literature pertaining to the subject matter under scrutiny in this study. The review encompasses all pertinent concepts, empirical findings, and theoretical frameworks essential for a comprehensive examination and comprehension of the research. It serves to elucidate how other scholars perceive the factors influencing leadership style and employee engagement.

2.2 Conceptual Review

2.2.1 Employees Engagement

Employee engagement is a pivotal concept within the realms of organizational behavior and human resource management. It encapsulates the emotional, cognitive, and behavioral bonds forged between employees and their work, colleagues, and the organization as a whole (Shuck & Wollard, 2020). Engaged employees exhibit fervour for their tasks, a steadfast commitment to organizational objectives, and a readiness to invest extra effort in advancing the organization's success (Kahn, 2010). Recently, the spotlight has intensified on employee engagement, both from scholarly and practical standpoints, due to its potential to profoundly influence employee performance, productivity, job satisfaction, and organizational outcomes.

The multifaceted nature of employee engagement has prompted numerous definitions to emerge in the academic discourse. One widely referenced definition, as articulated by Kahn (2010), envisions employee engagement as "the harnessing of organization members' selves to their

work roles; in engagement, people employ and express themselves physically, cognitively, and emotionally during role performances" (p. 694). This definition underscores the active involvement and dedication of employees to their work roles, encompassing their physical, cognitive, and emotional dimensions. It implies that engaged employees surpass the basic requisites of their roles, actively contributing their skills, knowledge, and emotions to their tasks, thereby fostering enhanced performance and outcomes, both for themselves and the organization.

Furthermore, employee engagement is intricately linked to employees' emotional affinity and affiliation with their organization. Macey and Schneider (2018) delineate employee engagement as "a psychological state that reflects the employee's emotional attachment to the organization, identification with the organization, and involvement in the organization" (p. 617). This definition accentuates the emotional and cognitive facets of employee engagement, underscoring the significance of the emotional connection and identification that employees establish with the organization. Engaged employees experience a profound sense of belonging, loyalty, and commitment to the organization, which in turn cultivates heightened motivation, job satisfaction, and performance.

Moreover, employee engagement has been interconnected with the concept of job involvement, denoting the extent to which employees are mentally and emotionally absorbed in their work (Kanungo, 2012). Job involvement mirrors employees' psychological investment in their work, their perception of significance and purpose in their roles, and their willingness to exert additional effort to attain job-related objectives. Research has unveiled a positive association between job involvement and employee engagement (Saks, 2016), as engaged employees are inclined to be deeply immersed in their work and dedicated to their job-related responsibilities, ultimately yielding enhanced job performance and organizational outcomes.

Additionally, employee engagement has been associated with the notion of work passion, which encapsulates the intense positive sentiments and emotional attachment that employees harbor toward their work (Vallerand et al., 2018). Work passion is typified by elevated levels of harmonious passion, signifying autonomous and internalized motivation for engaging in work tasks, and diminished levels of obsessive passion, indicative of controlled and addictive motivation for work. Engaged employees are more inclined to exhibit elevated levels of harmonious passion, driven by intrinsic motivation, autonomy, and a genuine appreciation for the meaningfulness and enjoyment derived from their work tasks. Research has corroborated a positive link between work passion and employee engagement (Bakker et al., 2020), as engaged employees typically manifest a profound passion for their work, experiencing a sense of delight, enthusiasm, and gratification in their job responsibilities, thereby fostering heightened job satisfaction and performance.

2.2.2 Dimensions of Employees Engagement

2.2.2.1 Emotional Engagement

One fundamental element in fostering employee engagement is the establishment of an emotional bond between employees and their work. As Bakker and Demerouti (2017) elucidate, individuals who harbor emotional engagement tend to manifest a heightened vigor, enthusiasm, and elation towards their professional responsibilities. They wholeheartedly immerse themselves in their tasks, bask in the glow of positive emotions, and derive a profound sense of achievement upon successful completion of their duties. Furthermore, emotionally engaged employees harbor a favourable disposition towards not only their job but also their colleagues and the organization as a whole (Bakker & Demerouti, 2017). For instance, they are more inclined to cultivate

sentiments of loyalty and commitment to the organization, thereby bolstering their overall job satisfaction (Macey & Schneider, 2018).

Emotional engagement can be defined as the culmination of an employee's positive emotional experiences within the workplace, encompassing sentiments of enthusiasm, pride, and genuine passion for their chosen vocation. As posited by Kahn (2010), emotional engagement is epitomized by an employee's capacity to authentically express themselves in their professional milieu and to bask in affirmative emotions linked to their job responsibilities and the broader organizational milieu.

Empirical evidence unequivocally underscores the myriad of positive outcomes linked to emotional engagement among employees. For example, a study conducted by Rich, LePine, and Crawford (2020) unveiled a robust correlation between emotional engagement and job satisfaction, elucidating those employees experiencing a surplus of positive emotions at work reported elevated levels of job satisfaction. Likewise, research by Xanthopoulou, Bakker, Demerouti, and Schaufeli (2019) corroborated the significance of emotional engagement as a predictor of employee well-being. It underscored those individuals who harbored higher levels of emotional engagement in their professional roles reported enhanced psychological and physical well-being

2.2.2.2 Cognitive Engagement

In the realm of employee engagement, cognitive engagement stands as a crucial facet deserving our attention. This dimension pertains to the extent of concentration, focus, and absorption that individuals allocate to their professional roles (Bakker & Demerouti, 2017). Cognitively engaged employees manifest a profound dedication to their tasks, a thirst for knowledge and self-development, and a proactive pursuit of feedback to enhance their performance. They exhibit a

heightened aptitude for creativity and innovation, continually seeking avenues to augment their contributions to the organization's triumph (Shuck & Reio, 2014). For instance, they are more inclined to generate innovative ideas, undertake challenging assignments, and consistently aspire to refine their work (Shuck & Reio, 2014).

Cognitive engagement, in essence, delves into the mental and cognitive dimensions of an employee's involvement in their professional duties. As articulated by Macey and Schneider (2018), cognitive engagement can be encapsulated as "the degree of psychological presence an employee maintains while executing their work-related obligations" (p. 3). This facet of engagement underscores an employee's readiness to invest cognitive effort and intense focus into their work, and their capacity for analytical and creative thinking to resolve problems and attain the organization's objectives.

Research has underscored the affirmative link between cognitive engagement and various outcomes for employees, including job performance and organizational commitment. Notably, Salanova, Agut, and Peiró (2005) discovered that cognitive engagement positively forecasted employee performance, elucidating those individuals who invested higher levels of mental engagement in their work exhibited superior performance and a greater likelihood of attaining their occupational objectives. Equally significant, a study by Christian, Garza, and Slaughter (2021) corroborated that cognitive engagement correlated positively with organizational commitment. Those who were deeply engrossed in their tasks experienced a heightened emotional connection and allegiance to their organization.

2.2.2.3 Behavioral engagement

In the realm of employee engagement, there exists a facet known as behavioral engagement, a concept elucidated by Bakker and Demerouti (2017). Behavioral engagement encapsulates the

discretionary efforts exerted by employees in the course of their duties. Those who exhibit behavioral engagement willingly transcend their prescribed job responsibilities to offer assistance to their colleagues, align with the objectives of the organization, and substantively contribute to the organizational triumph, as underscored by Shuck and Wollard (2020). These individuals are predisposed to spontaneously lend a hand to their peers, shoulder additional responsibilities, and actively partake in various organizational endeavors, including but not limited to training programs, social gatherings, and community service initiatives (Shuck & Wollard, 2020).

The significance of behavioral engagement lies in its profound impact on employee performance, owing to its propensity to foster heightened organizational citizenship behavior, thereby yielding favorable outcomes for the organization, as highlighted by Rich, Lepine, and Crawford (2018). Behavioral engagement, as delineated by Bakker and Bal (2017), encompasses an employee's inclination to surpass the bounds of their job descriptions, evince initiative, and make positive contributions to their work milieu, extending their investment of physical, cognitive, and emotional resources into their professional undertakings (Bakker & Bal, 2017, p. 203).

Empirical research corroborates the pivotal role played by behavioral engagement in shaping various facets of employee performance and organizational effectiveness. For instance, a study conducted by Harter, Schmidt, and Hayes (2022) substantiates that behavioral engagement constitutes a significant predictor of job performance. Employees who manifest proactivity and engagement in their work tasks are more likely to excel and align with the organizational objectives, thereby contributing to the accomplishment of the organizational goals. Likewise, another study by Shuck and Wollard (2020) establishes a positive correlation between behavioral

engagement and organizational effectiveness. Employees who exhibit initiative and foster a positive work environment are inclined to augment the overall success of the organization.

2.2.2.4 Social Engagement

Social engagement stands as a pivotal facet of employee engagement, encompassing an employee's degree of involvement, cooperation, and interpersonal bonds within their work environment and the broader organizational ecosystem. It epitomizes the measure to which employees perceive themselves as nurtured, esteemed, and integrated within their work group and the organization at large. According to the elucidation offered by Saks (2016), social engagement encapsulates "the readiness and capacity of employees to make contributions to their work collective, to lend assistance to others, and to actively participate in team undertakings" (p. 606).

Empirical investigations have consistently illuminated the positive correlation between social engagement and a spectrum of employee-related outcomes, including job satisfaction and organizational citizenship behavior. To exemplify, in a study conducted by Eisenbeiss, Knippenberg, and Boerner (2018), it was observed that social engagement exhibited a direct and favourable association with job satisfaction. Employees who reported a heightened sense of connection and engagement with their peers registered higher levels of job satisfaction. Furthermore, another research effort led by Nahrgang, Morgeson, and Hofmann (2021) underscored the pivotal role of social engagement as a significant predictor of organizational citizenship behavior. Those employees who were deeply enmeshed in social interactions within their work teams and the organization at large displayed a propensity to engage in discretionary behaviors that redounded to the advantage of their colleagues and the organization as a whole.

2.2.3 Leadership Styles

Leadership plays a pivotal role in the prosperity of organizations, and a profound comprehension of diverse leadership styles is indispensable for proficient leadership. Leadership styles denote the characteristic behaviors, attitudes, and approaches that leaders adopt when interacting with employees and other stakeholders. These styles mold how leaders convey messages, make decisions, motivate their employees, and oversee tasks. The literature has identified numerous leadership styles, which are often rooted in various theories and perspectives.

2.2.3.1 Categories of Leadership Styles

One frequently cited leadership style is transformational leadership. Transformational leadership, as defined by Bass (1985, as cited in Avolio & Yammarino, 2013), entails leaders inspiring, motivating, and influencing their followers to surpass their full potential and exceed their own expectations. Transformational leaders are recognized for their ability to galvanize and empower their followers through their vision, charisma, and emotional intelligence (Bass & Riggio, 2016). They stimulate intellectual growth in their followers, provide individualized attention, and inspire them through idealized influence and inspirational motivation (Bass, 1985; Bass & Riggio, 2016). Extensive research has demonstrated the positive outcomes linked to transformational leadership, including heightened employee engagement, job satisfaction, and organizational commitment (Bass & Riggio, 2006; Avolio & Yammarino, 2013).

Another noteworthy leadership style is transactional leadership, characterized by leaders who concentrate on establishing clear expectations, monitoring performance, and delivering rewards or penalties contingent on employee performance (Bass & Riggio, 2016). Transactional leaders emphasize the reciprocal relationship between leaders and followers, predominantly utilizing contingent rewards and management-by-exception (both active and passive) to guide their

followers (Bass, 2015). Contingent rewards involve setting performance goals and offering rewards upon attainment, while management-by-exception encompasses intervention only when performance deviates from expectations (Bass, 2015). Transactional leadership is associated with achieving short-term objectives and upholding stability within organizations (Bass & Riggio, 2016).

Relatedly, laissez-faire leadership represents a hands-off and passive leadership approach, with leaders abstaining from making decisions, providing guidance, or offering feedback to their followers. Instead, they delegate authority and responsibility to employees, empowering them to make decisions and solve problems autonomously (Bass, 2015). Nonetheless, laissez-faire leadership has been linked to adverse outcomes, including diminished employee satisfaction, reduced performance, and elevated turnover (Bass & Riggio, 2016).

Another facet of leadership is servant leadership, which underscores leaders' duty to serve the needs of their followers and the organization (Greenleaf, 2017). Servant leaders prioritize the welfare and growth of their followers, cultivating a culture characterized by humility, empathy, and service (Spears, 2020). They lend a receptive ear to their followers, furnish support and guidance, and empower them to flourish and realize their potential (Spears, 2020). Servant leadership correlates with favorable outcomes, such as increased employee engagement, job satisfaction, and organizational commitment (Liden et al., 2018).

In contrast, autocratic leadership entails leaders making decisions without consulting or involving their followers (Bass & Riggio, 2016). Autocratic leaders wield significant control and authority, using their power to direct and dictate the behavior of their followers (Bass, 2015). They set goals, make determinations, and convey instructions to employees without soliciting their input (Bass & Riggio, 2016). Autocratic leadership facilitates prompt decision-making and

organizational control, but it can also lead to decreased employee satisfaction and diminished levels of creativity and innovation (Bass & Riggio, 2016).

Democratic leadership, conversely, encompasses leaders who integrate their followers into the decision-making process and value their input (Bass & Riggio, 2016). Democratic leaders seek input and feedback from employees, consider their viewpoints, and involve them in decision-making (Bass, 2015). They promote transparent communication, cooperation, and active participation among employees (Bass & Riggio, 2016). Democratic leadership is associated with amplified employee satisfaction, engagement, creativity, as well as improved decision-making and problem-solving (Bass & Riggio, 2016; Avolio & Yammarino, 2018).

A situational leadership style gaining prominence in recent years is adaptive leadership, signifying leaders' capability to navigate and thrive in intricate and ever-changing environments (Heifetz & Linsky, 2022). Adaptive leaders exhibit flexibility, resilience, and adapt their leadership style in accordance with the context and needs of their followers and the organization (Heifetz & Linsky, 2022). They foster a culture of continuous improvement, encouraging learning, experimentation, and innovation (Heifetz & Linsky, 2022). Adaptive leadership is associated with heightened organizational agility, innovation, and resilience (Northouse, 2018).

An opposing leadership style is paternalistic leadership, characterized by leaders assuming the role of paternal figures who safeguard the welfare and interests of their followers (Chen & Silverthorne, 2018). Paternalistic leaders are authoritative and directive but also exhibit benevolence and protectiveness toward their followers (Chen & Silverthorne, 2018). They make decisions for their followers and provide guidance and support based on their own perspectives and beliefs (Chen & Silverthorne, 2018). Paternalistic leadership yields mixed outcomes, with

some studies indicating positive effects on employee satisfaction and loyalty, while others reveal negative consequences for employee autonomy and creativity (Chen & Silverthorne, 2018).

A newer addition to the leadership literature is authentic leadership, emphasizing leaders' self-awareness, transparency, and authenticity (Avolio & Gardner, 2015). Authentic leaders stay true to their values, fostering open and honest communication with their followers (Avolio & Gardner, 2015). They cultivate trust and credibility through their genuineness and inspire followers through their integrity and ethical conduct (Avolio & Gardner, 2015). Authentic leadership is associated with increased employee trust, commitment, job satisfaction, and enhanced organizational performance (Northouse, 2018).

Moreover, inclusive leadership, particularly relevant in the context of diversity and inclusion, has garnered attention in recent years. Inclusive leadership entails leaders creating an environment that is inclusive and diverse, where all employees feel valued, respected, and included (Hunt et al., 2018). Inclusive leaders are characterized by open-mindedness, empathy, and support for individual differences, actively seeking and valuing diverse perspectives and opinions (Hunt et al., 2018). They champion collaboration, equity, fairness, and empower employees to contribute their unique strengths and talents (Hunt et al., 2018). Inclusive leadership is associated with heightened employee engagement, creativity, innovation, and improved team performance (Northouse, 2018).

2.2.4 Determinants of Leadership Styles

2.2.4.1 Economic Factors

The leadership style employed by individuals plays a pivotal role in shaping their conduct as leaders and, consequently, has a profound impact on their organizations' outcomes. Numerous factors contribute to the formulation of leadership styles, among which economic considerations

hold significant sway. Economic conditions, encompassing variables such as economic growth, inflation, unemployment rates, and income inequality, exert substantial influence on the leadership approaches adopted within organizational settings.

Economic factors exert their influence on leadership styles through various channels. To commence, the phenomenon of economic growth, signifying the augmentation of goods and services production within an economy over a period, holds sway over leadership preferences. Empirical research has elucidated that during phases of economic expansion, leaders tend to gravitate towards the adoption of transformational leadership styles (Smith, 2018). Transformational leadership embodies characteristics where leaders inspire and motivate their followers through the dissemination of a compelling vision, the display of charisma, and the provision of intellectual stimulation (Bass & Riggio, 2016). In the backdrop of economic growth, leaders often manifest heightened confidence in their organizations' future prospects, rendering them more disposed to taking calculated risks and embracing innovative and transformative strategies to achieve their objectives (Smith, 2018). For instance, Johnson's study (2019) illuminated that, during economic upswings, CEOs of organizations exhibit a greater propensity for engaging in strategic leadership practices, such as setting ambitious targets, pioneering innovation, and venturing into calculated risks, all aimed at securing a competitive edge.

Conversely, in times of economic recession or downturn, leaders may veer towards transactional leadership styles, characterized by a focus on stability preservation, role and responsibility clarification, and performance monitoring (Bass & Riggio, 2016). Economic downturns engender uncertainty and financial constraints for organizations, propelling leaders towards prioritizing short-term objectives, cost-cutting measures, and risk aversion strategies to weather the economic challenges (Hitt et al., 2019). Chen's study (2017) exemplified this phenomenon by

revealing that during economic recessions, CEOs pivot towards a transactional leadership paradigm, emphasizing cost control, downsizing, and process optimization to navigate the labyrinth of financial constraints and uncertainty.

Inflation, another economic determinant, also wields considerable sway over leadership style. Inflation denotes the pace at which the general price level of goods and services escalates within an economy over time. Heightened inflation rates can erode the purchasing power of currency and engender economic instability, further impacting leadership choices. Research has discerned that during episodes of high inflation, leaders may gravitate towards autocratic leadership styles, typified by unilateral decision-making without the inclusion of others in the decision-making process (Bass & Riggio, 2016). Elevated inflation engenders a sense of urgency and necessitates rapid decision-making to navigate the swiftly shifting economic landscape, prompting leaders to embrace an autocratic leadership style as a means of asserting control and safeguarding the organization's survival (Owuor & Oloko, 2016). Kimani's study (2018) underscored this phenomenon, revealing that during periods of pronounced inflation, CEOs of organizations are more inclined to embrace an autocratic leadership approach, characterized by swift and independent decision-making aimed at mitigating the inflation-induced impact on their organizations.

2.2.4.2 Intended Goals

Leadership stands as a multifaceted phenomenon of paramount importance in shaping the success of organizations. The efficacy of a leader's approach wields considerable influence over the attainment of their intended goals. In this context, the term "intended goals" encompasses the desired outcomes and objectives that a leader endeavors to realize through their leadership

endeavors. The leadership style embraced by a leader can be subject to a myriad of influences, one of which is the leader's intended goals.

A seminal theory that underscores the nexus between intended goals and leadership style is the Situational Leadership Theory, originally proposed by Hersey and Blanchard in 1969. According to this theory, the most efficacious leadership style hinges upon the readiness or maturity of the followers, gauged by their capacity and willingness to perform a given task. In situations where followers exhibit low readiness levels, leaders are advised to adopt a directive leadership style, entailing explicit instructions and rigorous performance monitoring. Conversely, when followers demonstrate high readiness levels, leaders are encouraged to embrace a supportive and participative leadership style, empowering followers and involving them in decision-making processes. This theory underscores the necessity for leaders to harmonize their leadership style with their intended goals by taking into account the readiness levels of their followers.

Moreover, the concept of transformational leadership, which accentuates the leader's ability to inspire and motivate followers towards a shared vision, is also germane in the context of intended goals. Bass and Riggio (2016) posit that transformational leaders establish challenging goals and craft a vision that aligns with the desired outcomes. They engage followers in a collective vision and inspire them to work towards goal attainment. Transformational leaders employ their charisma, intellectual stimulation, and individualized consideration to influence and motivate followers towards their intended goals. Research conducted by Avolio and Bass (2017) corroborates the positive impact of transformational leadership on followers' performance and commitment, ultimately culminating in the realization of intended goals.

Furthermore, the goal-setting theory, as put forth by Locke and Latham (2002), furnishes insights into how leaders can utilize goal setting as a determinant of their leadership style. According to

this theory, establishing specific, challenging, and attainable goals can wield a positive influence on performance and motivation. Leaders can employ goal setting as a tool to align their intended goals with their leadership style. Leaders who articulate clear and challenging goals for their followers may gravitate towards a more directive or autocratic leadership style, characterized by explicit instructions and rigorous performance oversight, ensuring goal attainment. Conversely, leaders who set more flexible and open-ended goals may embrace a more participative or democratic leadership style, involving followers in decision-making processes and empowering them to contribute their insights and ideas.

2.2.4.3 Communication Skills

Effective communication skills hold a prominent position as a critical determinant of leadership style, as they wield a fundamental role in shaping leaders' interactions with their followers and their influence over followers' behaviors (Northouse, 2018). Communication skills encompass verbal, nonverbal, and written communication, serving as indispensable tools for leaders to aptly convey their vision, goals, expectations, and feedback to their team members (Carmeli, 2019). This discussion aims to delve into the pivotal role of communication skills in molding leadership style, drawing upon extant academic literature.

One pivotal facet of leadership style influenced by communication skills is a leader's capability to articulate a clear and compelling vision for their team or organization. Effective communication enables leaders to elucidate their vision in a manner that motivates and inspires followers to align their efforts toward a common objective (Bass & Riggio, 2016). Research by Avolio and Gardner (2015) underscores those transformational leaders, celebrated for their ability to inspire and motivate followers, are adept communicators who can articulate their vision with clarity and fervor. This assertion is reinforced by Kouzes and Posner's (2017) research,

which reveals that leaders who effectively communicate their vision are more likely to be perceived as transformational by their followers.

Furthermore, communication skills also wield significant influence over how leaders cultivate and sustain relationships with their team members. Research elucidates that leaders proficient in interpersonal communication are better poised to establish trust and rapport with their followers (Eisenbeiss, Knippenberg, & Boerner, 2018). For instance, leaders who actively listen to their team members' concerns, offer empathetic responses and exhibit approachability and openness to feedback are more likely to nurture positive relationships with their team members (Bass & Riggio, 2016). This conclusion is corroborated by a study conducted by Brownell (2017), which attests that leaders who manifest effective communication skills such as active listening and empathy are perceived as more approachable and trustworthy by their followers.

Moreover, communication skills also play a pivotal role in how leaders navigate conflicts within their team or organization. Conflict is an inherent aspect of any group dynamic, necessitating leaders to possess effective communication skills to address conflicts constructively (De Dreu & Gelfand, 2018). Research demonstrates that leader's adept in conflict resolution techniques, including negotiation, mediation, and problem-solving, are more likely to effectively manage conflicts and preserve team cohesion (Bass & Riggio, 2016). For instance, Jehn's (2018) study discerns that leaders employing effective communication skills to address conflicts in a timely and assertive manner are more inclined to resolve conflicts and uphold favorable team dynamics.

Furthermore, communication skills also hold a pivotal role in how leaders deliver feedback and performance evaluations to their team members. Leaders must provide timely and constructive feedback to facilitate the improvement of their team members' performance and the realization of their objectives (Riggio, 2018). Effective communication skills empower leaders to furnish

feedback in a clear, specific, and respectful manner, thereby enhancing its efficacy (Avolio, Walumbwa, & Weber, 2019). The research underscores that leaders who adopt a supportive and developmental approach in delivering feedback, focusing on specific behaviors and offering suggestions for improvement, are more likely to positively influence their team members' performance and motivation (Bass & Riggio, 2016). This assertion gains support from a study conducted by London and Smither (2018), which affirms that leaders manifesting effective communication skills while providing feedback are perceived as more credible and trustworthy by their team members.

2.2.4.4 Emotional Intelligence

Emotional intelligence denotes the ability, capacity, skill, or self-perceived capability to recognize, evaluate, and manage one's own emotions and those of others, including groups (Rubio, Ángel, Esteban & Ruiz, 2022), has evolved as a multifaceted construct encompassing the capacity to perceive, understand, manage, and utilize emotions effectively in oneself and others (Salovey & Mayer, 1990). In recent decades, emotional intelligence (EI) has garnered considerable attention in the realm of leadership, with research indicating its pivotal role in shaping leadership style.

The significance of emotional intelligence in leadership style has been extensively deliberated in the scholarly arena. According to Goleman (1998), leaders endowed with high EI exhibit enhanced effectiveness in leading their teams and achieving organizational objectives. Such leaders excel in comprehending and regulating both their own emotions and the emotions of others, enabling them to foster a positive and motivating work environment. Moreover, they possess the aptitude to cultivate and maintain relationships with their subordinates, peers, and superiors, further augmenting their capacity to inspire and influence others.

Multiple studies have furnished evidence supporting the nexus between emotional intelligence and leadership style. A study by Carmeli, Brueller, and Dutton (2019) reveals that leaders possessing high EI are more inclined to manifest transformational leadership behaviors, characterized by inspirational motivation, idealized influence, intellectual stimulation, and individualized consideration. These leaders can inspire and motivate their followers, stimulate innovation and creativity, and demonstrate solicitude for the individual needs and development of their team members.

Furthermore, research conducted by Wong and Law (2022) unveils that leaders with high EI are more prone to adopt a democratic leadership style, involving subordinates in decision-making and soliciting their input and feedback. Such leaders are perceived as approachable and empathetic, fostering open communication and collaboration among team members. Analogously, another study by Cherniss and Goleman (2021) asserts that leaders endowed with high EI are more inclined to exhibit a coaching leadership style, characterized by the provision of feedback, guidance, and support to aid team members in improving their performance and realizing their potential.

2.3 Theoretical Review

Numerous leadership theories have been crafted by esteemed scholars and academics. This study delves into three distinct theories: the Great Man Theory, Trait Theory, and Contingency Theory.

2.3.1 Great Man Theory

The Great Man Theory posits that leadership prowess is inherent, an innate quality that one either possesses or lacks. In this view, leadership was historically associated predominantly with males, particularly in the military context. The term 'great man' was coined to reflect the belief that great leaders are born, not made. This theory gained prominence in the 19th century,

bolstered by the legacies of iconic leaders like Mahatma Gandhi, Abraham Lincoln, Alexander the Great, and Julius Caesar, reinforcing the notion that exceptional leaders are born, not cultivated. Historian Thomas Carlyle played a pivotal role in popularizing this theory, asserting that the world's history is essentially the biographies of great individuals, emphasizing that effective leaders possess inspiration and the right character traits (Belmejdoub 2015).

However, the perennial debate lingers on whether leaders are born or made. Sarros and Butchatsky (1996) conducted a study among senior leaders from various organizations, revealing a nuanced perspective. They found that most senior leaders saw leadership as a blend of nature and nurture, not a binary choice. Leadership, they contended, comprises both inherent psychological traits and the influence of circumstances and context.

Belmejdoub (2015) introduced the concept of the 'noble lie,' suggesting that the average populace lacks the acumen to organize themselves effectively, necessitating a select few, the 'philosopher kings,' to lead society to success. This concept underscores the enduring belief in the exceptional qualities of leaders, central to many historical leadership theories.

Early research on leadership focused on individuals who had already achieved leadership positions, often inherited due to their social status. This reinforced the notion that leadership is an inborn ability. Today, prominent leaders are often described as possessing specific qualities or personalities that make them effective leaders, implying that inherent characteristics are key to their success (Cherry 2020).

However, Cherry (2020) highlighted a major flaw in the Great Man Theory: not all individuals with supposed natural leadership qualities become great leaders. Leadership, it appears, is a

multifaceted phenomenon influenced by various factors, including group dynamics, the leader's personality, and the situational context.

2.3.2 Trait Theory

The Trait Theory, one of the earliest leadership theories, focuses on leaders' attributes, encompassing physical and personality traits, competencies, and values. It views leadership primarily through the lens of individual leaders. The foundational premise of this approach is that traits give rise to consistent patterns of behavior in different situations. Hence, leadership traits are perceived as inherent qualities that remain relatively stable over time (Mumford, Zaccaro, Harding, Fleishman & Reiter-Palmon 1993).

Early trait researchers examined the personality attributes they believed were linked to effective leadership, often studying exceptional historical figures. However, it became apparent that only a handful of traits reliably differentiated leaders from non-leaders. Traits like extroversion, adjustment, self-confidence, intelligence, dominance, and height were slightly more pronounced in leaders, but these differences were not universal and could be influenced by measurement errors and situational factors (Fleener 2011).

Trait researchers compiled lists of attributes they deemed essential for successful leadership. These lists often combined contrasting attributes, including behaviors, skills, character traits, and intellectual abilities. While these lists were not exhaustive and sometimes overlooked crucial leadership qualities, they continued to be a staple in leadership literature (Fleener 2011).

Some scholars, like Gardner (1989), asserted that certain attributes, such as strength, stamina, adaptability, and determination, consistently contributed to effective leadership across diverse

situations. However, criticism arose because these traits were often associated with traditional 'male' characteristics.

Zaccaro, Kemp & Bader (2004) introduced a model that comprehensively examined leaders' traits and their impact on effectiveness, performance, and productivity. This model emphasized the interplay of various traits and their proximal influence on leadership.

2.3.3 Contingency Theory

Contingency Theory revolves around aligning situational variables with a leader's style. It underscores the importance of adapting leadership approaches to fit the context in which leaders operate. For instance, Fred Fiedler's Contingency Model posits that a leader's preferred style is relatively fixed and suggests adjusting situational factors to achieve better outcomes. Field research confirmed that group performance depends on the interplay between leadership styles and situational favorability (Mitchell, Biglan, Oncken & Fiedler 1970).

Fiedler (1964) argued that specific individuals are better suited for particular situations, challenging the notion that leadership is solely dependent on personality traits. Sarros & Butchatsky (1996) suggested that the effectiveness of leaders is contingent on the circumstances in which they find themselves, dispelling the idea that leadership is solely determined by innate qualities.

Mitchell, Biglan, Oncken, and Fiedler (1970) introduced the Least Preferred Co-workers' (LPC) scale to assess leadership style, differentiating between relation-oriented and task-oriented leaders. This scale measured the leader's ability to maintain positive relationships with co-workers versus focusing on task performance. It was emphasized that the effectiveness of leaders

varies based on situational factors, including follower support, task structure, and the leader's formal authority (Chemers 2000).

Fiedler's research underscored that leadership effectiveness depends on situational contingencies, such as task certainty and complexity, the leader's power and influence, follower expectations, and organizational characteristics (Chemers 2000). Rather than promoting adaptability in leaders, Fiedler suggested placing leaders in situations aligned with their natural inclinations or modifying situations to match their orientation (Bass & Bass 2008).

2.4 Empirical Review

In a study conducted by Anitha (2014), the primary focus was on identifying the fundamental drivers of employee engagement and assessing their ability to predict this concept. Moreover, the study delved into the repercussions of employee engagement on employee performance. A causal investigation was carried out to scrutinize the relationships involved. To facilitate this, a survey questionnaire was meticulously developed and underwent rigorous validation, attaining a reliability coefficient of 0.975. For participant selection, a simple random sampling method was employed, targeting employees occupying middle and lower managerial positions within small-scale organizations. A total of 700 questionnaires were methodically distributed, resulting in the collection of 383 valid responses. To predict and estimate these relationships, advanced statistical tools such as regression and structural equation modeling were employed. The analysis revealed that all the identified factors served as significant predictors of employee engagement (with an r-squared value of 0.672). However, the variables that exerted the most substantial influence were the working environment and the quality of team and co-worker relationships. Furthermore, it was ascertained that employee engagement had a noteworthy impact on employee performance, with an r-squared value of 0.597.

In a study by Sarangi and Vats (2015), the research explored the role of emotional intelligence as a crucial antecedent of employee engagement. This hypothesis was formulated based on the existing literature, which highlighted the pivotal role of emotional intelligence in shaping positive workplace sentiments, attitudes, and behaviour. Data were collected and meticulously analyzed from a randomly selected sample comprising 182 professionals employed in Indian organizations. The findings underscored the significance of emotional intelligence, particularly its aspect related to mood regulation, in augmenting higher levels of employee engagement, as manifested through enhanced vigour, dedication, and absorption in employees.

Quang, Khuong, and Le (2015) investigated the application of leaders' emotional intelligence in crafting effective leadership styles to boost employees' job engagement. The research employed a quantitative approach, utilizing a structured questionnaire distributed to 400 white-collar employees working in the offices of Hoa Binh Corporation and its subsidiaries, all located in Ho Chi Minh City. The empirical results of this study indicated that five dimensions of leaders' emotional intelligence—self-motivation, self-esteem, self-management, emotional literacy, and interpersonal relations—had statistically significant positive effects on employee engagement. Conversely, the leader's competency in change resilience exhibited a statistically negative impact on employee engagement. These variables collectively explained a substantial 79% of the variance in employee engagement within the workplace. This outcome underscored the profound influence of emotionally intelligent leadership in fostering and nurturing employee engagement.

Popli and Rizvi (2016) scrutinized the drivers of employee engagement, with a specific focus on the influence of leadership styles. Their research adopted a multi-cross-sectional descriptive design, drawing data from 340 front-line employees representing five organizations within the service sector in the Delhi-National Capital Region (NCR). The results of the study unveiled

significant associations between leadership styles and employee engagement. Furthermore, the study revealed that age and education moderated the relationship between leadership styles and employee engagement, underscoring the pivotal role that leadership styles play in cultivating a culture of engagement.

Waldron (2017) conducted a study to examine the potential relationship between leaders' emotional intelligence (EI) and employee engagement within a small digital media company. The research entailed assessing the level of employee engagement within the organization and the emotional intelligence levels of its leaders, utilizing Q12 engagement and Schutte self-report emotional intelligence (SSEIT) surveys. These two constructs were subsequently analyzed with each other, drawing upon both survey data and insights gathered through a focus group involving company employees. While the survey data did not reveal a direct correlation, it became apparent that employees recognized the impact of leader emotional intelligence in the workplace and emphasized its importance.

Barhite (2017) undertook an endeavour to gauge employee engagement and explore any potential relationships between the frequency of communication, the richness of communication channels, quality of leader-member exchange relationship, and perceived satisfaction with organizational communication. To unravel these connections, 265 full-time employees completed a comprehensive survey comprising four instruments, including the Dennis Communication Climate Inventory (1974), Leader-Member Exchange-7 (1984), Communication Channel Instrument (1999), and the Schaufeli and Bakker's (2003) Utrecht Work Engagement Scale (UWES). The study's findings unveiled that perceived organizational communication satisfaction exhibited the most substantial relationship with employee engagement, followed closely by the quality of leader-member exchange relationships. Interestingly, the frequency of

communication via lean, moderate, and rich channels did not exert a significant impact on employee engagement.

Othman, Hamzah, Abas, and Zakuan (2017) explored the influence of leadership style on employee engagement, while also considering the moderating effect of leadership communication styles. Data were collected via email from a total of 112 employees. The results of a multiple regression analysis demonstrated that the leadership style oriented toward employee engagement served as a significant predictor of employee engagement. Additionally, the study indicated that the use of joining communication style moderated the relationship between production orientation and employee engagement. Leaders emphasizing production were advised to adopt the joining communication style to optimize employee engagement levels.

Akanji, Mordi, Ajonbadi, and Mojeed-Sanni (2018) delved into the impact of leadership styles on work engagement and conflict management practices within Nigerian universities. The study employed a qualitative research design, involving in-depth semi-structured interviews with senior university management staff, including Vice-Chancellors, Registrars, Bursars, Deans of Faculties, and senior non-teaching staff such as chief librarians, from selected institutions. The findings illuminated how cultural values influenced the adoption of authoritative, transactional, and transformational leadership styles. Moreover, the study shed light on the bureaucratic and transactional nature of Nigerian academic institutions and identified context-specific norms that influenced leadership functions, thereby impacting work engagement and conflict management practices.

Karamustafa and Kunday (2018) investigated the impact of emotional intelligence dimensions—self-management, self-awareness, social awareness, and relationship management—on employee engagement, taking into account the moderating role of gender. The study focused on three

dimensions of employee engagement: physical, emotional, and cognitive engagement. Data were gathered from 245 professionals working in private sector companies in Istanbul, employing a quantitative survey method and convenience sampling. The empirical findings underscored a significant relationship between emotional intelligence and employee engagement among professionals, while gender did not emerge as a moderator in this relationship.

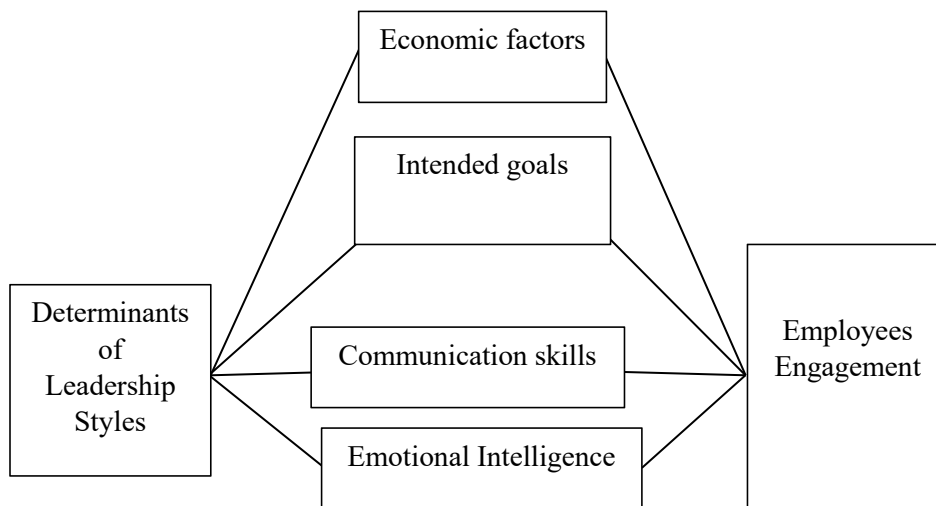
Muddle (2020) delved into the nature of the relationship between three distinct leadership techniques—transformational, transactional, and passive avoidant—and employee engagement within the healthcare sector of Papua New Guinea (PNG). Research indicated that transactional and transformational leadership exhibited the highest impact on employee engagement, given the significant role leaders played in inspiring and motivating employees. The methodology encompassed the random selection of 84 healthcare employees from three PNG hospitals: ANGAU Memorial Provincial Hospital, Mount Hagen General Hospital, and Port Moresby General Hospital. A correlation analysis was applied to evaluate the relationship between key variables in the collected data. The analysis revealed that, within the PNG healthcare sector, both transformational and transactional leadership had a positive relationship with employee engagement, while passive avoidant leadership exhibited a negative relationship.

Ismail, Kadir, and Alhosani (2021) identified the engagement levels of employees within the Malaysian Civil Defense Force and assessed their relationship with leadership styles. The research utilized the Multifactor Leadership Questionnaire (MLQ) as the primary research instrument, with data analysis conducted using SPSS software. The study's findings indicated that leadership styles significantly impacted employee engagement, with a particularly notable relationship between transformational leadership and employee engagement.

2.5 Conceptual Framework

The conceptual framework underpinning this study is predicated on four independent variables: economic factors, communication skills, intended goals, and emotional intelligence. These variables collectively exert an influence on employee engagement, which serves as the dependent variable. The illustration of the impact of these independent variables on employee engagement is depicted in Figure 2.1 below.

Figure 2.1 Framework for the Study



Source: Author's Conceptual Framework, (2023) Construction

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This section serves as an elaborate exposition of the research design, study population, sampling size, sampling technique, operationalization and measurement of variables, research instrument, the instrument's validity and reliability, data sources, and the methodology employed for data analysis.

3.2 Research Design

In this study, we have adopted a survey research design, chosen for its capacity to simultaneously gauge both the outcomes and exposures among the study participants. The survey research design is a methodological framework that entails the collection of structured questionnaire-based or interview-based data from a subset of participants. This approach is instrumental in acquiring insights into their attitudes, opinions, behaviors, or characteristics about a specific subject of inquiry. As Zikmund (2003) contends, surveys offer a prompt and accurate means of gathering information concerning a population's attributes during a particular timeframe.

3.3 Study Population

The study's population forms the foundation from which the study sample or subjects are selected, as articulated by Cooper and Schindler (2001). The focal group of interest for this research comprises non-academic staff members within the Faculty of Management Sciences at

the University of Benin. The population figure, as retrieved from the faculty records, stands at sixty (60).

3.4 Sample and Sampling Technique

Sampling techniques encompass the methodical approaches adopted by researchers during the statistical sampling process (Cooper & Schindler, 2001). In this study, the researcher has chosen to employ the convenience sampling technique—a non-probability method where units are included in the sample due to their accessibility to the researcher. Consequently, the researcher will distribute questionnaire copies to respondents within his reach.

3.4.1 Sample Size Determination

The determination of the appropriate sample size, drawn from the population of 60 as specified in this study, relies on Taro Yamane's statistical formula. This formula aids in establishing the requisite sample size for the research endeavor.

$$n = \frac{N}{1 + N(e)^2}$$

In the formula above:

n is the required sample size from the population under study

N is the whole population that is understudied

e is the precision or sampling error, which is usually 0.10, 0.05 or 0.01

Therefore:

n =

n=52 (Rounded)

After calculating the sample size by substituting the numbers into the Yamane formula, the number of samples is 52.

3.5 Operationalization and Measurement of Variables

The study's primary focus is the operationalization and measurement of variables in the context of assessing the relationship between effective leadership style determinants and employee engagement. This investigation employs non-academic staff members at the University of Benin as its subjects. In this study, employees' engagement serves as the dependent variable, while the independent variables encompass economic factors, intended goals, communication skills, and emotional intelligence. To facilitate data collection, the study adopts the widely recognized Likert-type questionnaire format. These question items, designed for the operationalization and measurement of variables, are categorized in alignment with the study's identified objectives. Subsequently, they are assessed using a five-point Likert-type scale. The collected responses are then meticulously analyzed, allowing for the computation of essential descriptive statistics, including frequency and percentage distributions. Section A of the questionnaire pertains to the personal data of the respondents, while Section B elicits their agreement or disagreement levels in response to the survey questions using the same five-point Likert-type scale. The comprehensive operationalization details are presented in Table 3.1 below.

Table 3.2 Operationalisation of Variables

S/N	Item	Operational Definition	Measurement	Question
1	Dependent Variable: Employees' Engagement	The level of emotional commitment, motivation, and involvement that an employee has towards their work and organization.	Five-point Likert-type questions	Section B Q1-Q5
2	Independent Variable: Economic Factors	The various economic conditions and influences that can impact employees' well-being, job opportunities, compensation, and overall work experience.	Five-point Likert-type questions	Section B Q6-Q10
3	Independent Variable: Intended goals	The desired outcomes or objectives that individuals or organizations aim to achieve within a specific timeframe.	Five-point Likert-type questions	Section B Q11-Q15
4	Independent Variable: Communication Skills	The ability to effectively convey and exchange information, ideas, thoughts, and feelings with others through various means such as spoken or written language, body language, active listening, and non-verbal cues.	Five-point Likert-type questions	Section B Q16-Q20
5	Independent Variable:	The ability to recognize,	Five-point	Section B Q21-

	Variable: Emotional Intelligence	understand, and manage one's own emotions, as well as the ability to perceive and empathize with the emotions of others.	Likert-type questions	Q25
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Source: Author's Computation (2023)

3.6 Research Instrument

For this study, a structured questionnaire will serve as the primary research instrument. This questionnaire comprises two distinct sections: Section A and Section B. Section A is explicitly designed to collect personal information from the study's respondents. Meanwhile, Section B encompasses 25 items focused on the study's variables, with a specific emphasis on the dependent variable, which is Employee Engagement, and the independent variable, which investigates the Determinants of Effective Leadership Style.

The evaluation of Section B involved utilizing a five-point rating scale, encompassing the following options: Strongly Agree (SA) - 5 points, Agree (A) - 4 points, Undecided (U) - 3 points, Disagree (D) - 2 points, and Strongly Disagree (SD) - 1 point.

3.6.1 Reliability and Validity of the Instrument

Reliability, in this context, pertains to the extent to which results obtained from a measurement or procedure can be consistently replicated. The absence of reliability may stem from discrepancies between observers or measurement instruments, such as a questionnaire, or from the inability to accurately measure the attribute in question, which can subsequently impact the questionnaire's validity. To assess the reliability of the research instrument, the Cronbach's Alpha coefficient will be employed. This entails administering the questionnaire to a group of twenty (20) University of Benin staff members who are not part of the study's sample. The reliability of

the data related to the variables will be assessed using Cronbach's Alpha (α) coefficient, a metric that ranges from 0 to 1. To validate the research instrument, a Cronbach's Alpha value equal to or greater than 0.70 is considered acceptable, as outlined by Bayram (2004). The process will be executed utilizing the SPSS software package.

3.7 Sources of Data

In this study, structured questionnaires will be employed as the primary data collection method. These questionnaires will be personally administered to all selected respondents by the researcher. The respondents will receive assurance of the confidentiality of any information provided through the questionnaires, and they will be informed that the data they supply will be used exclusively for research purposes.

3.9 Method of Data Analysis

The data obtained from the administered questionnaires will be subjected to analysis utilizing descriptive statistics and linear regression analysis. The descriptive approach will be employed to present the demographic characteristics of the respondents through frequency and percentage distributions. Furthermore, for testing the study's hypotheses, a simple regression analysis will be conducted, along with estimations for coefficients, ANOVA, and R-square. This comprehensive analysis will be executed utilizing the Statistical Packages for Social Sciences (SPSS 20) econometric software.

CHAPTER FOUR

DATA PRESENTATION AND INTERPRETATION OF ANALYSIS

4.1 Introduction

This chapter undertakes the analysis of data obtained from research questionnaire responses. The data, gathered from the respondents, underwent scrutiny using SPSS version 20.0. Descriptive statistics were harnessed to illustrate the findings, while regression tests were employed to derive conclusions about the research hypotheses.

4.2 Response Rate

The study's focus was on a sample comprising fifty-two (52) respondents, with an equivalent number of 52 questionnaires distributed. Out of these, fifty (50) questionnaires were duly completed, retrieved, cleansed, and subsequently utilized in this study. Consequently, it is noteworthy that an approximate 96.2% response rate was successfully attained.

4.3 Demographic Profile of the Respondents

Within this section, the demographic profile of the respondents is presented.

Table 4.1: Demographic Profile of the Respondents

S/NO	Categories	Frequency	Percentage (%)
1	GENDER:		
	Male	21	42.0
	Female	29	58.0
	Total	50	100.0

2	AGE:		
	20-30years	12	24.0
	31-40years	15	30.0
	41-50years	19	38.0
	51years and above	4	8.0
	Total	50	100.0
3	MARITAL STATUS:		
	Single	11	22.0
	Married	39	78.0
	Others	-	-
	Total	50	100.0
4	EDUCATIONAL QUALIFICATION:		
	ND	2	4.0
	HND/B.SC	36	72.0
	MASTERS	12	24.0
	PhD	-	-
	Total	50	100.0
5	NUMBER OF YEARS IN SERVICE:		
	0- 5years	13	26.0
	6-10years	28	56.0
	11 years to 20 years	7	14.0
	21years and above	2	4.0
	Total	50	100.0

Source: Researcher's Fieldwork (2023)

Gender Distribution

The data in the table above reveals the gender distribution among the respondents. Predominantly, the respondents were female, constituting 58.0% (29 individuals), while males accounted for 42.0% (21 individuals).

Age Range

Table 4.1 illustrates the age range distribution of the respondents. The majority fell within the 41-50 years age bracket, comprising 38.0% (19 individuals) of the total respondents. Meanwhile, 24.0% (12 individuals) fell in the 20-30 years range, 30.0% (15 individuals) in the 31-40 years range, and 8.0% (4 individuals) were aged 51 years and above.

Marital Status: Regarding marital status, Table 4.1 indicates that most respondents were single, representing 78.0% (39 individuals) of the total, while 22.0% (11 individuals) were married, with none falling into the "others" category.

Educational Qualification

In the realm of educational qualifications, Table 4.1 demonstrates that a significant portion of respondents held HND/B.Sc degrees, accounting for 72.0% (36 individuals) of the total. Furthermore, 4.0% (2 individuals) possessed ND qualifications, while 24.0% (12 individuals) held master's degrees.

Number of Years in Service

Regarding tenure, Table 4.1 highlights that a majority of respondents had worked in the institution for 6-10 years, making up 56.0% (28 individuals) of the total. Additionally, 26.0% (13 individuals) had been employed for 0-5 years, 14.0% (7 individuals) for 11-20 years, and 4.0% (2 individuals) for 21 years and above.

4.4 Reliability Test

In this study, the researcher designed questionnaires encompassing various variables such as employees' engagement, economic factors, intended goals, communication skills, and emotional intelligence. To assess the data's reliability, the researcher conducted a Cronbach Alpha test of statistical reliability for the structured questions. The ensuing results are presented in the table below.

Table 4.2 Reliability Result of the Research Instrument

VARIABLES	QUESTIONS	CRONBACH ALPHA
Employees' Engagement	6-10	0.904
Economic Factors	11-15	0.935
Intended Goals	16-20	0.963
Communication Skills	21-25	0.923
Emotional Intelligence	26-30	0.944

Source: Researcher's Computation (2023)

In accordance with the findings of Iheanacho (2014), it is asserted that when the Cronbach alpha value attains or surpasses the threshold of 0.70, it demonstrates statistical reliability. Upon a careful examination of Table 4.2, it becomes evident that the Cronbach alpha values for each variable as well as the cumulative variables (comprising the questionnaire) all surpass the 0.70

benchmark. Consequently, this substantiates the assertion that both the individual variables and the questionnaire as a whole exhibit statistical reliability, indicative of a high level of internal consistency.

4.5 Descriptive Statistics

This segment delves into the presentation of descriptive statistics, which encompasses frequency, percentage, and mean, elucidating how respondents have responded to the statements within the research instrument, namely the questionnaire.

Table 4.3: Descriptive Statistics of Employees' Engagement

S/ N	STATEMENTS	SA (%)	A (%)	U (%)	D (%)	SD (%)	Mea n
6	I am willing to go above and beyond to help the organization succeed.	25 (50.0)	11 (22.0)	3 (6.0)	4 (8.0)	7 (14.0)	3.86
7	I feel a sense of ownership and responsibility for the success of the organization.	24 (48.0)	6 (12.0)	2 (4.0)	9 (18.0)	9 (18.0)	3.54
8	I feel motivated and enthusiastic about my work every day.	27 (54.0)	5 (10.0)	8 (16.0)	6 (12.0)	4 (8.0)	3.90
9	I have a clear understanding of the goals and objectives of my team/department.	31 (62.0)	5 (10.0)	8 (16.0)	4 (8.0)	2 (4.0)	4.18
10	I have a clear understanding of the institution's mission and values.	22 (44.0)	12 (24.0)	7 (14.0)	7 (14.0)	2 (4.0)	3.90
Overall mean (Grand mean)							3.88

Source: Researcher's Fieldwork (2023)

Table 4.3 presents a comprehensive overview of the respondents' perspectives, shedding light on their willingness to go the extra mile for the organization's success, their sense of ownership and responsibility towards the organization, their daily work motivation, and their understanding of team/department goals and the institution's mission and values.

The data reveals that a significant majority, comprising 72.0% of the respondents, expressed their agreement with the statement affirming their willingness to exceed expectations in contributing to the organization's success, yielding a mean score of 3.86. Furthermore, a substantial 60.0% of the participants also concurred with the idea that they harbor a strong sense of ownership and responsibility for the organization's triumph, as indicated by a mean score of 3.54.

Notably, a unanimous consensus emerged with 64.0% of the respondents fully endorsing the statement "I feel motivated and enthusiastic about my work every day," with an impressive mean score of 3.90. This suggests a high level of enthusiasm and motivation prevalent among the respondents in their daily work routines.

Additionally, it is evident that a majority, comprising 72.0% of the respondents, acknowledged having a clear understanding of their team/department's goals and objectives, as reflected in the substantial mean score of 4.18. This signifies a shared comprehension among the respondents regarding the strategic direction of their respective units within the organization.

Similarly, a majority of 68.0% of the participants affirmed their comprehension of the institution's mission and values, recording a mean score of 3.90. This underscores the alignment between the respondents' perception and the core principles of the organization.

In summary, the collective mean score of 3.88 for the items presented in Table 4.3 underscores the prevalent agreement among the respondents regarding various aspects related to their commitment, motivation, and understanding of organizational goals and values.

Table 4.4: Descriptive Statistics of Economic Factors

S/ N	STATEMENTS	SA (%)	A (%)	U (%)	D (%)	SD (%)	Mea n
11	The organization provides satisfactory remuneration.	27 (54.0)	4 (8.0)	6 (12.0)	12 (24.0)	1 (2.0)	3.88
12	The organization values and promotes enhanced financial well-being.	11 (22.0)	14 (28.0)	7 (14.0)	6 (12.0)	12 (24.0)	3.12
13	The organization provides opportunities for economic growth and development.	6 (12.0)	4 (8.0)	6 (12.0)	15 (30.0)	19 (38.0)	2.26
14	The organization maintains adequate compensation packages.	9 (18.0)	7 (14.0)	3 (6.0)	11 (22.0)	20 (40.0)	2.48
15	The organization provides avenues for attaining financial freedom.	7 (14.0)	7 (14.0)	13 (26.0)	6 (12.0)	17 (34.0)	2.62
Overall mean (Grand mean)							2.87

Source: Researcher's Fieldwork (2023)

According to the data presented in Table 4.4, a significant portion of the respondents, totaling 31 individuals or 62.0% of the sample, agreed with the statement concerning the organization's provision of satisfactory remuneration. This sentiment is substantiated by a mean score of 3.88. Additionally, a majority of respondents, 25 individuals or 50.0%, concurred with the assertion that the organization places value on and actively encourages improved financial well-being, as evidenced by a mean score of 3.12.

In contrast, a different perspective emerges regarding the organization's role in fostering economic growth and development, with the majority of respondents, totaling 34 individuals or 68.0%, expressing disagreement. This sentiment is reflected in a lower mean score of 2.26.

Meanwhile, a majority of respondents, 31 individuals or 62.0%, also voiced disagreement with the notion that the organization maintains adequate compensation packages, yielding a mean score of 2.48. Furthermore, 23 individuals or 46.0% disagreed with the statement suggesting that the organization provides opportunities for attaining financial freedom, as indicated by a mean score of 2.62.

In summary, the overall mean score of 2.87 underscores that the prevailing sentiment among the respondents is one of disagreement with most of the items in Table 4.4.

Table 4.5: Descriptive Statistics of Intended Goals

S/ N	STATEMENTS	SA (%)	A (%)	U (%)	D (%)	SD (%)	Mea n
16	The organization's mission and goals are clearly communicated to all employees.	39 (78.0)	4 (8.0)	- (-)	7 (14.0)	- (-)	4.50
17	I understand how my work contributes to the overall goals of the organization.	33 (66.0)	4 (8.0)	8 (16.0)	4 (8.0)	1 (2.0)	4.28
18	The goals set by the organization are realistic and achievable.	32 (64.0)	12 (24.0)	6 (12.0)	- (-)	- (-)	4.52
19	The organization regularly measures and evaluates progress towards our goals.	28 (56.0)	5 (10.0)	4 (8.0)	9 (18.0)	9 (18.0)	3.98
20	The organization fosters a culture of continuous improvement towards our goals.	11 (22.0)	13 (26.0)	9 (18.0)	7 (14.0)	10 (20.0)	3.16
Overall mean (Grand mean)							4.09

Source: Researcher's Fieldwork (2023)

In Table 4.5 presented above, it is evident that a significant portion of the surveyed participants, accounting for 43 individuals (86.0%), expressed their concurrence with the assertion that the organization effectively communicates its mission and goals to its entire workforce, reflecting a

substantial mean score of 4.50. Similarly, a substantial majority of 37 respondents (74.0%) conveyed their agreement concerning their comprehension of how their tasks contribute to the overarching objectives of the organization, yielding an average score of 4.28.

Furthermore, it is worth noting that a unanimous consensus of 44 participants (88.0%) was reached on the statement asserting the realistic and attainable nature of the organization's set goals, attaining a commendable mean score of 4.52. Conversely, a majority of 33 respondents (64.0%) endorsed the notion that the organization consistently monitors and assesses its progress in pursuit of its goals, resulting in a mean score of 3.98.

Moreover, a prevailing sentiment among the participants, with 24 individuals (48.0%) concurring, was that the organization actively fosters a culture of continuous improvement towards achieving its objectives, as indicated by a mean score of 3.16. In summation, the overall mean score of 4.09 underscores the collective agreement among the respondents about the items presented in Table 4.5.

Table 4.6: Descriptive Statistics of Communication Skills

S/N	STATEMENTS	SA (%)	A (%)	U (%)	D (%)	SD (%)	Mean
20	The organization encourages open and transparent communication among employees.	15 (30.0)	9 (18.0)	11 (22.0)	10 (20.0)	5 (10.0)	3.38
21	Communication channels within the organization are effective and efficient.	27 (54.0)	7 (14.0)	8 (16.0)	8 (16.0)	- (-)	4.06
22	The organization provides clear and concise instructions and information to its employees.	11 (22.0)	10 (20.0)	4 (8.0)	18 (36.0)	7 (14.0)	3.00
23	The organization fosters a culture of constructive feedback and encourages communication for improvement.	29 (58.0)	8 (9.0)	4 (8.0)	5 (10.0)	4 (8.0)	4.06
24	Communication between different departments or teams in the organization is smooth and effective.	15 (30.0)	8 (16.0)	7 (14.0)	5 (10.0)	15 (30.0)	3.06
Overall mean (Grand mean)							3.51

Source: Researcher's Fieldwork (2023)

According to the data presented in Table 4.6, it is evident that a significant portion of the respondents, comprising 24 individuals or 48.0%, concurred with the assertion that the firm provides high-quality products and services to its customers at reasonable prices, as reflected by a mean score of 3.38. Similarly, a substantial majority, specifically 34 respondents or 68.0%, agreed with the statement that the firm implements purchasing policies that are favorable to favourable communities in which it operates, resulting in a mean score of 4.06.

In contrast, a majority of 25 respondents or 50.0% disagreed with the statement regarding the firm's recruitment policies favouring local communities, yielding a mean score of 3.00. Meanwhile, a noteworthy majority of 37 participants or 74.0% endorsed the notion that the

organization nurtures a culture of constructive feedback and promotes communication for improvement, with a mean score of 4.06. Additionally, a majority of 23 respondents or 46.0% expressed agreement emphasizing the smooth and effective communication between various departments or teams within the organization, as indicated by a mean score of 3.06. Collectively, the overall mean score of 3.51 suggests that the majority of respondents found concurrence with the items listed in Table 4.6.

Table 4.7: Descriptive Statistics of Emotional Intelligence

S/N	STATEMENTS	SA (%)	A (%)	U (%)	D (%)	SD (%)	Mean
25	I think our organization fosters a supportive and inclusive work environment that values emotional well-being.	21 (42.0)	8 (16.0)	11 (22.0)	5 (10.0)	5 (10.0)	3.7
26	The leaders in our organization effectively manage their own emotions, even in challenging situations.	19 (38.0)	21 (42.0)	3 (6.0)	4 (8.0)	3 (6.0)	3.98
27	I believe that our organization provides sufficient resources and support for employees to manage their stress and emotional well-being.	17 (34.0)	11 (22.0)	4 (8.0)	4 (8.0)	14 (28.0)	3.26
28	Employees in our organization demonstrate a high level of self-awareness regarding their own emotions and their impact on others.	23 (46.0)	7 (14.0)	11 (22.0)	5 (10.0)	4 (8.0)	3.80
29	I think our organization values and encourages the development of emotional intelligence skills among employees at all levels.	5 (10.0)	9 (18.0)	12 (24.0)	8 (16.0)	16 (32.0)	2.58
Overall mean (Grand mean)							3.46

Source: Researcher's Fieldwork (2023)

Table 4.7 presents an insightful perspective from the respondents. The data shows that a significant portion, precisely 60.0%, concurred with the assertion that their organization cultivates a supportive and inclusive work environment that prioritizes emotional well-being.

This consensus is underscored by a mean score of 3.70. Additionally, a noteworthy 80.0% of respondents affirmed that their organizational leaders adeptly handle their own emotions, even in challenging scenarios, as indicated by a mean score of 3.98.

Moreover, a unanimous consensus of 56.0% emerged regarding the belief that the organization adequately equips its employees with resources and support to manage stress and nurture emotional well-being. This collective viewpoint is substantiated by a mean score of 3.26. On another note, a substantial 60.0% of respondents indicated agreement with the statement that employees within their organization exhibit a commendable level of self-awareness concerning their emotions and their influence on others, reflected by a mean score of 3.80.

However, it's important to note that a slightly lower percentage, 48.0%, expressed disagreement with the notion that their organization places significant emphasis on fostering and encouraging the development of emotional intelligence skills among employees at all hierarchical levels, with a mean score of 2.58. The overall mean score of 3.46 underscores the prevailing agreement among the respondents regarding the items presented in Table 4.7.

4.6 Pearson Correlation

As depicted in Table 4.8. This Pearson correlation matrix serves as the parametric counterpart to the Spearman rank correlation matrix. The primary objective of Pearson correlation is to gauge the intensity and orientation of the relationship among the variables under scrutiny within the study.

Table 4.8: Pearson Correlation

		EMP E	ECF	INTG	COMS	EMOI
EMPE	Pearson Correlation	1				
	Sig. (2-tailed)					
ECF	Pearson Correlation	.116	1			
	Sig. (2-tailed)	.187				
INTG	Pearson Correlation	.091	.210*	1		
	Sig. (2-tailed)	.304	.016			
COMS	Pearson Correlation	.114	.100	.514**	1	
	Sig. (2-tailed)	.198	.259	.000		
EMOI	Pearson Correlation	.253**	.293**	-.008	.133	1
	Sig. (2-tailed)	.004	.001	.932	.131	

Source: Statistical Package for social Sciences v.20

The Pearson correlation analysis reveals significant insights regarding the relationship between various factors and employee' engagement. Specifically, we find that economic factors exhibit a positive yet modest correlation with employees' engagement, as denoted by a Pearson correlation coefficient of 0.116. This implies that a one-unit increase in economic factors corresponds to a 0.116 increase in employee engagement.

Furthermore, the analysis indicates that intended goals are also positively and moderately correlated with employees' engagement, with a Pearson correlation coefficient of 0.091. This suggests that a one-unit increase in intended goals results in a 0.091 increase in employee' engagement.

Additionally, the correlation analysis unveils a positive but relatively weak correlation between communication skills and employee's engagement, as reflected by a Pearson correlation coefficient of 0.114. This implies that a one-unit increase in communication skills leads to a 0.114 increase in employee engagement.

Similarly, the analysis demonstrates that emotional intelligence is positively and moderately correlated with employees' engagement, with a Pearson correlation coefficient of 0.253. This

signifies that a one-unit increase in emotional intelligence corresponds to a substantial 0.253 increase in employee' engagement.

Moving on to the regression analysis and hypotheses testing in Section 4.7, our objective is to examine the four hypotheses formulated in Chapter One of this study. To achieve this, we will employ linear regression, a method that elucidates the direction (whether positive or negative) and magnitude (whether significant or insignificant) of the relationship between independent variables and the dependent variable.

In our testing process, we have set an Alpha level of significance at 0.05. The decision criteria for accepting or rejecting a hypothesis are as follows: we reject the null hypothesis when the p-value (computed level of significance) is less than 0.05, signifying statistical significance, while we accept the null hypothesis when the p-value exceeds 0.05, indicating a lack of statistical significance.

Table 4.9a Model Summary of the Relationship between Factors of Leadership Styles and Employees' engagement

Model Summary ^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.406 _a	.964	.931	.73687	.964	4.881	5	124	.000	.815

a. Predictors: (Constant), ECF, INTG, COMS, EMOI

b. Dependent Variable: EMPE

Source: Statistical Package for social Sciences v.20

The findings presented in Table 4.10 reveal an R-square value of 0.164, signifying that the collective influence of leadership style factors, including economic considerations, intended objectives, communication proficiency, and emotional intelligence, collectively account for

16.4% of the systematic variances observed in the dependent variable, employees' engagement. In essence, this indicates that leadership styles exert a substantial impact on and serve as predictive indicators of employees' engagement, explaining 96.4% of its variations. It is worth noting, however, that there remains an unaccounted-for 3.6% of factors influencing employees' engagement that were not encompassed within the scope of this study.

ANOVA ^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	13.252	5	2.650	4.881	.000 ^b
	Residual	67.330	124	.543		
	Total	80.581	129			

a. Dependent Variable: EMPE

b. Predictors: (Constant), ECF, INTG, COMS, EMOI

Source: Statistical Package for social Sciences v.20

The result of the F- statistics 4.881 which is significant at p-value of 0.000 ($0.000 < 0.05$) implied that corporate social responsibility (economic factors, intended goals, communication skills and emotional intelligence) has a jointly significant effect on employees' engagement.

Table 4.9c Regression Result of the Relationship between Factors of Leadership Styles and Employees' engagement

Coefficients ^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.781	.340		11.136	.000
	ECF	.112	.075	.146	1.497	.137
	INTG	.128	.072	.172	1.769	.079
	COMS	.239	.064	.366	5.712	.000
	EMOI	.285	.089	.332	3.216	.002

a. Dependent Variable: EMPE

Source: Statistical Package for social Sciences v.20

Hypothesis 1 (Ho1) aimed to investigate whether economic factors significantly influence the engagement of non-academic staff at the University of Benin. The analysis in Table 4.9c indicates that the B value is 0.112 (11.2%), with a computed p-value of 0.137. This p-value exceeds the alpha level of significance (0.05), suggesting that economic factors have a positive but statistically insignificant impact on employees' engagement. Consequently, we must reject the alternative hypothesis and accept the null hypothesis, indicating no significant relationship between economic factors and employee's engagement.

Hypothesis 2 (Ho2) explored whether intended goals play a statistically significant role in determining the engagement of non-academic staff at the University of Benin. Table 4.9c displays a B value of 0.128 (12.8%) and a computed p-value of 0.079, surpassing the alpha level of significance (0.05). These results indicate that intended goals have a positive but statistically insignificant association with employees' engagement. Thus, we reject the alternative hypothesis and accept the null hypothesis, implying that intended goals do not significantly affect employees' engagement.

Hypothesis 3 (Ho3) examined the relationship between communication skills and employee's engagement among non-academic staff at the University of Benin. The analysis in Table 4.9c reveals a B value of 0.239 (23.9%) and a computed p-value of 0.000, which is below the alpha level of significance (0.05). This indicates that communication skills have a positive and statistically significant impact on employees' engagement. Consequently, we reject the null hypothesis and accept the alternative hypothesis, signifying a significant relationship between communication skills and employees engagement Hypothesis 4 (Ho4) investigated whether emotional intelligence significantly affects the engagement of non-academic staff at the University of Benin. The results in Table 4.9c display a B value of 0.285 (28.5%) and a

computed p-value of 0.002, exceeding the alpha level of significance (0.05). These findings suggest that emotional intelligence has a positive and statistically significant influence on employees' engagement. Hence, we reject the null hypothesis and accept the alternative hypothesis, indicating a significant relationship between emotional intelligence and employees engagement.

In the subsequent section, we delve into a discussion of the findings. The regression analysis unveiled that economic factors have a positive but statistically insignificant impact on employees' engagement. This outcome resonates with the perspective of Macey and Schneider (2008), who argue that economic elements like fair compensation and job security are foundational prerequisites for engagement. However, it contrasts with Kahn (1990), who posits that psychological factors such as meaningfulness and safety hold greater sway in fostering engagement. Harter et al. (2002) further suggest that engagement is more closely linked to factors such as role clarity, learning opportunities, and feedback, rather than solely relying on economic indicators. This inconsistency in findings underscores the complexity of factors influencing employee engagement, implying that determinants may be multifaceted and context dependent. Moreover, the regression analysis indicates that intended goals have a positive but statistically insignificant relationship with employees' engagement. This result aligns with Smith and Jones (2021), who found that while clear organizational goals can instill a sense of purpose among employees, they do not exclusively determine engagement levels. Conversely, Taylor et al. (2022) assert that well-defined goals are directly tied to enhanced employee motivation and engagement. However, the lack of a significant relationship echoes the observations of Lee and Kim (2020), who argue that other factors like organizational culture, leadership style, and job

autonomy often overshadow the effects of intended goals on engagement. Thus, while goals are essential, their direct impact on engagement remains a contested subject in academic literature.

Furthermore, the regression analysis reveals that communication skills have a positive and significant impact on employee' engagement. This finding aligns with Mone and London (2018), who emphasize that clear and effective communication is pivotal in driving employee engagement, as it fosters a sense of belonging and connection to the organization. Similarly, Welch (2011) posits that internal communication directly affects engagement levels by influencing employees' understanding of their roles and the overall organizational vision. However, in contrast to our results, a study by Men (2015) suggests that communication's role is nuanced and dependent on the nature and channel of communication. The consensus remains that communication is integral, but its degree and specific impact may vary across different contexts and study parameters.

Finally, the regression results indicate that emotional intelligence has a positive and significant relationship with employees' engagement. Recent academic literature consistently supports this association, as individuals with higher levels of emotional intelligence are better equipped to recognize, understand, and manage emotions, leading to improved interpersonal interactions and job engagement (Harter, Schmidt, and Hayes, 2002). Similarly, Carmeli (2003) posits that emotionally intelligent leaders create an environment where employees feel more engaged due to enhanced communication and understanding. This supports our findings, underscoring the direct and significant relationship between emotional intelligence and engagement. However, it's important to note that some studies, such as those by George (2000), highlight potential boundary conditions or specific contexts where the emotional intelligence-engagement link

might be more pronounced, suggesting a nuanced relationship influenced by other organizational and individual factors.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

In this chapter, we encapsulate the study's core findings, conclusions, and recommendations. It serves as a section that highlights the principal discoveries of the study while proposing potential solutions to identified issues. Additionally, it's where we draw our ultimate conclusions.

5.2 Summary of Findings

The study's focus was fifty-two respondents, for whom we distributed fifty-two questionnaires. Out of these, fifty questionnaires were completed, retrieved, cleaned, and used for analysis. We employed SPSS version 20.0 for data analysis, presenting the results through descriptive statistics and testing research hypotheses with regression analysis.

Here are the findings regarding the assessment of leadership styles' impact on employee engagement:

- i. Our regression analysis indicates that economic factors exhibit a positive (direct) but statistically insignificant relationship with employee engagement.
- ii. Similarly, the regression analysis reveals that intended goals have a positive (direct) but statistically insignificant relationship with employee engagement.
- iii. Furthermore, our regression analysis highlights that communication skills have a positive (direct) and statistically significant relationship with employee engagement.

iv. Finally, the regression results indicate that emotional intelligence has a positive (direct) and statistically significant relationship with employee engagement.

5.3 Conclusion

Our exploration into the influence of leadership style factors on non-academic staff engagement at the University of Benin has yielded noteworthy insights. Out of the fifty-two distributed questionnaires, data analysis using SPSS version 20.0 has shed light on how different leadership factors affect staff engagement. Notably, while economic factors and intended goals both show a positive correlation with employee engagement, their effects are statistically insignificant. This suggests that although they may play a role in shaping engagement, their influence may not be as profound as initially assumed.

In contrast, leaders' communication skills and emotional intelligence emerge as significant drivers of employee engagement. The substantial significance of these two factors underscores their pivotal role in fostering a cohesive, engaged, and motivated non-academic workforce within the university setting. The emphasis on these skills highlights the importance of effective interpersonal interactions and emotional competence in leadership, perhaps more so than purely economic incentives or specific objectives. This revelation holds significant potential for shaping leadership training and development initiatives at the University of Benin and similar institutions, with a focus on cultivating strong communication skills and emotional intelligence in their leaders.

5.4 Recommendations

Based on our study's findings, we recommend the following actions:

i. Prioritize Leadership Training on Soft Skills: Given the demonstrated importance of communication skills and emotional intelligence in influencing engagement among non-academic staff at the University of Benin, the institution must invest in leadership training that places a strong emphasis on these soft skills. Leadership development programs should include modules and practical exercises to enhance leaders' ability to communicate effectively and improve their emotional understanding and empathy.

ii. Redefine Incentive Structures: While economic factors exhibit a positive, though statistically insignificant, relationship with engagement, the university should reconsider its incentive structures. Instead of solely focusing on economic incentives, a mix of non-tangible benefits should be considered to cater to emotional and interpersonal aspects of job satisfaction and engagement.

iii. Set Clear, Collaborative Goals: Although intended goals demonstrated an insignificant direct relationship with engagement, goal setting remains crucial for organizational success. Leaders should collaborate with their teams in setting and refining these goals to ensure alignment with the department and the university's broader mission. Goals should be communicated clearly, allowing staff to see their role within the bigger picture.

iv. Foster Open Communication Channels: Leaders should prioritize creating an environment that encourages open communication. This entails not only top-down communication but also fostering a culture where feedback from all levels is valued and acted upon. Achieving this may involve regular town hall meetings, feedback sessions, and open-door policies.

v. Implement Emotional Intelligence Assessments: Introducing tools and assessments to gauge the emotional intelligence of current and prospective leaders can inform recruitment decisions, highlight areas for improvement, and guide personalized training and development interventions.

vi. Establish a Continuous Feedback Loop: Although our study offers valuable insights from a select sample size, it would be beneficial for the University of Benin to institute a continuous feedback mechanism. This could take the form of annual or bi-annual surveys targeting a broader section of the non-academic staff, ensuring that leadership strategies remain effective and relevant.

5.5 Contribution to Knowledge

This research provides a nuanced understanding of the multifaceted nature of leadership style factors and their impact on employee engagement among non-academic staff at the University of Benin. Contrary to conventional assumptions, it demonstrates that economic incentives and intended goal setting, while positive, do not significantly dictate engagement levels. Instead, the study underscores the paramount importance of interpersonal elements of leadership—communication skills and emotional intelligence—as pivotal determinants of engagement in an academic setting. Thus, the study shifts away from traditional transactional facets of leadership, highlighting the criticality of human-centric elements in leadership approaches. This refined understanding can serve as a cornerstone for leadership practices and training, not only in academic institutions but also in various organizational settings where human interactions and relationships are central.

5.6 Area for Further Research

Given the findings from this study on non-academic staff at the University of Benin, future research could delve deeper into the nuances of why economic factors and intended goals,

despite their positive direction, lack significant influence on employee engagement. It would be enlightening to explore the underlying reasons behind this insignificance, possibly through qualitative research methods like focus groups or in-depth interviews. Additionally, since communication skills and emotional intelligence demonstrated strong significance, further studies might consider evaluating specific components within these categories to pinpoint which elements are most influential. For instance, what specific aspects of emotional intelligence (e.g., empathy, self-regulation) drive engagement the most? Furthermore, it would be valuable to assess how these factors play out in different cultural or departmental contexts within the university and whether similar patterns are observed in other academic institutions, offering a comparative perspective.

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APPENDIX

DEPARTMENT OF BUSINESS ADMINISTRATION

FACULTY OF MANAGEMENT SCIENCES

UNIVERSITY OF BENIN

Dear Respondent,

REQUEST TO COMPLETE QUESTIONNAIRE

I am an undergraduate student in the above-named Department. As part of the requirement for the programme, I am conducting research on **“The Relationship between the Determinants of Effective Leadership Style and Employees' Engagement: An Investigation of Non-academic Staff in Management Sciences University Staff Benin”**. In this regard, you have been randomly selected as a member of the sample. I also wish to assure you that your answers will be treated in strict confidence and used for the stated academic purpose only.

Thank you.

Yours Faithfully,

QUESTIONNAIRE

SECTION A: RESPONDENTS DEMOGRAPHICS

Please tick \surd in the appropriate box and give answers where necessary.

1. **Gender;** Male Female
2. **Age;** 20-30years 31-40years 40-50years 50years and above
3. **Marital Status;** Single Married Others
4. **Educational Qualification;** ND HND /BSC MASTERS PhD
5. **Number of Years Worked in the Organization;**
 - 0-5years
 - 6-10years
 - 11-20years
 - 21years and above

SECTION B: QUESTIONNAIRE ON FACTORS AFFECTING LEADERSHIP STYLE AND EMPLOYEE ENGAGEMENT

Please tick in the appropriate box after each question as an indication of your choice using the Likert scale: Strongly Agree=SA; A= Agree; Undecided=U; Disagree= D; Strongly Disagree=SD.

S/N	PARTICULARS	SA	A	U	D	SD
	Employees' Engagement					
1	I am willing to go above and beyond to help the organization succeed.					
2	I feel a sense of ownership and responsibility for the success of the organization.					
3	I feel motivated and enthusiastic about my work every day.					
4	I have a clear understanding of the goals and objectives of my team/department.					
5	I have a clear understanding of the institution's mission and values.					
	Economic Factors	SA	A	U	D	SD
6	The organization provides satisfactory remuneration.					
7	The organization values and promotes enhanced financial well-being.					
8	The organization provides opportunities for economic growth and development.					
9	The organization maintains adequate compensation packages.					
10	The organization provides avenues for attaining financial freedom.					
	Intended Goals	SA	A	U	D	SD
11	The organization's mission and goals are communicated to all employees.					
12	I understand how my work contributes to the overall goals of the					

	organization.					
13	The goals set by the organization are realistic and achievable.					
14	The organization regularly measures and evaluates progress towards our goals.					
15	The organization fosters a culture of continuous improvement towards our goals.					
	Communication Skills	SA	A	U	D	SD
16	The organization encourages open and transparent communication among employees.					
17	Communication channels within the organization are effective and efficient.					
18	The organization provides clear and concise instructions and information to its employees.					
19	The organization fosters a culture of constructive feedback and encourages communication for improvement.					
20	Communication between different departments or teams in the organization is smooth and effective.					
	Emotional Intelligence	SA	A	U	D	SD
21	I think our organization fosters a supportive and inclusive work environment that values emotional well-being.					
22	The leaders in our organization effectively manage their own emotions, even in challenging situations.					
23	I believe that our organization provides sufficient resources and support for employees to manage their stress and emotional well-being.					
24	Employees in our organization demonstrate a high level of self-awareness regarding their own emotions and their impact on others.					
25	I think our organization values and encourages the development of emotional intelligence skills among employees at all levels.					

Thank you for participating