SemantJournals
American Journal of Management Practice (2997-9366), Vol 3, No. 2, (Feb, 2026)

Organizational Excellence and How to Enhance It Through the Use of Emotional Leadership Style: An Analytical Study of the Opinions of a Sample of Faculty Members at the College of Administration and Economics, University of Kirkuk

Dr. Ahmed Mahmoud Khalaf[1], Maan Sami Mahmoud[2], Dr. Saad Salim Ghanim[3]
[1,2]University of Kirkuk / College of Administration and Economics
[3]Tikrit University / College of Administration and Economics

Abstract: The research problem of this study was to investigate how the emotional leadership is used to improve job engagement among faculty members using an applied research on a sample of professors at the College in Administration and Economics, University of Kirkuk. The research was conducted within a descriptive-analytical paradigm and a questionnaire, designed with the purpose of gathering the data, was used to conduct data collection process among a random sample of (120) male and female faculties. The theoretical framework was made of two axes. The former covered the issue of emotional leadership, its significance, goals and dimensions expressed through (self-awareness, self-management, motivation, and social awareness). The second axis was concerned with the idea of job engagement, its significance, purposes, and aspects (cognitive, behavioral, and emotional). The descriptive analysis results indicated that academic leaders of the college had high use of emotional leadership practice with the dimension of social awareness being the first in the list of dimensions. It was also found that job engagement was high among the members of the faculty, with the emotional dimension being prominent. The statistical analysis proved whether there was a strong positive statistically significant correlation between emotional leadership and job engagement. The results of the simple linear regression analysis indicated that emotional leadership has a statistically significant impact on job engagement because the emotional leadership described (46.8) the percentage of job engagement variance. In light of these results, the research found that the application of an emotional leadership style by academic leaders is rather effective in terms of improving job engagement in the faculty members and their role in academic process. The research proposed a list of recommendations that are very practical among them being: enhancing the development of emotional intelligence in leaders, implementing various forms of motivation, promoting a positive working atmosphere built on respect and effective communication, and the inclusion of faculty members in the decision-making process.

Keywords: Emotional Leadership, Job Engagement, Faculty Development, Emotional Intelligence, Academic Leadership.

This is an open-access article under the CC-BY 4.0 license

1. Introduction

The success and organizational excellence of any organization, especially in academic

institutions where the performance of such institutions heavily depends on the competence and involvement of the faculty members, is the human resources. Amid the mounting difficulties and high turnover of the university work environment, there has been a requirement to have advanced leadership strategies that transcend the conventional models by addressing the human and emotional attributes to inspire people and increase their job satisfaction. It is on this basis that this study attempts to investigate the use of emotional leadership as one of the effective styles of leadership in enhancing job engagement of faculty members. The existing management literature suggests that an emotional leader who is able to comprehend his/her feelings and those of his/her subordinates and manage them is able to provide positive work environment which meets psychological needs and enhances sense of belonging and releases the creative forces, which is positively reflected in the level of performance and organizational commitment.

The main question that defines the research problem is the following: How can job engagement among faculty members at the College of Administration and Economics, University of Kirkuk, be improved by using an emotional leadership style? The research aims at revealing the nature of this relationship between these two critical variables and to examine the degree to which the practices involved in emotional leadership affect the different aspects of job engagement (cognitive, behavioral, and emotional).

The relevance of the study is based on the fact that it tries to fill the gap of applied research in the local academic setup by offering a comprehensive insight on how emotional leadership plays its role, in addition to it providing a postulation on strategies that can be embraced by the leaders of the university in an effort to increase the engagement of the faculty and improve performance. Findings are also helpful in adding to the Arabic academic literature by conducting studies which adopt both theoretical and practical aspects in the areas of leadership and human resource management in the education institutions.

In this regard, the present research will set out to realize a number of objectives including: examining the prevailing state of emotional leadership practice at the college, assessing the degree of job engagement among the faculty members, assessing the relationship and the effect between the two variables, assessing the differences in the degree of influence of the dimensions of emotional leadership, and finally, providing practical recommendations to improve the effective leadership practices that foster organisational excellence of the college.

2. Scientific Methodology of the Study

Research Problem:

Job engagement is regarded as one of the crucial issues in the domain of organizational management because it is one of the most evident aspects that influence performance and productivity in the academic institutions. In that respect, the paper poses a question about how job engagement in the faculty members can be improved by applying an emotional leadership style. Although different studies are centered on the organizational and technical elements that impact the job commitment, emotional leadership has been central in enhancing the emotional attachment between individuals and their work that has a positive impact on the degree of job interaction.

The purpose of the research is to discuss how the emotional type of leadership can be used to improve job engagement in faculty members at the College of Administration and Economics, University of Kirkuk, therefore, improving academic performance and administrative performance and thus faculty satisfaction and loyalty to the institution. The following sub-questions are created based on the central question how job engagement may be improved with the help of an emotional leadership style:

1. What is the impact of emotional leadership on job engagement of faculty members at the College of Administration and Economics?
2. Whether is emotional leadership related to the faculty job motivation?

3. What impact does emotional leadership have in enhancing the academic working environment at the college?
4. What are the strategies to implement to make the work engaging with the help of emotional leadership in the College of Administration and Economics?

Significance of the Study:

1. **Improving Job Engagement:** The research contributes to the development of the knowledge of the effect of emotional leadership on the reinforcement of job engagement of the faculty members, which leads to job satisfaction and, accordingly, education quality and academic performance.
2. **The Role of Emotional Leadership in Motivating Faculty Members:** The analysis is useful in exposing the impact of emotional leadership on faculty motivation, which minimizes stress and work-related burnouts.
3. **Enhancing the Academic Work Environment:** The research helps in enhancing the academic work environment as it informs the faculty members on emotional leadership styles that foster cooperation and innovation between the faculty and administration.
4. **Providing Practical Solutions:** The paper will set out to recommend some practical measures of implementing the emotional leadership style in the college to improve the level of job satisfaction and organizational excellence.
5. **Enriching Academic Literature:** The research offers a better insight into how emotional leadership plays out in enhancing job engagement among faculty members, thus contributing to the scientific research in the area.

Research Objectives:

1. The Investigation of the effect of emotional leadership on job engagement of the faculty at the College of Administration and Economics: To investigate how emotional leadership can be used to enhance job engagement of the faculty members and make them more loyal to their academic institution.
2. Examining the Relationship between Emotional Leadership and Faculty Job Motivation: To examine how emotional leadership will help improve the job motivation of the faculty members and enhance their performance.
3. Effect of Emotional Leadership on the Academic Work Environment: To examine how emotional leadership may be used in developing a favorable work environment that will allow all members of the faculty to interact positively.
4. Strategies to Implement Emotional Leadership to Enhance Job Engagement of the College: To give a viable solution of how the emotional leadership can be strengthened and implemented **in the college in a manner that would enhance job engagements of the faculty.**

4. The Hypothetical Framework of the Study:

The hypothetical framework is a guide towards hypothesis derivation and determining the association amongst variables. The research problem and objectives were therefore used to design the framework to provide the relationship between the study variables. The dimensions of self-awareness, self-management, motivation, and social awareness representative of emotional leadership were based on the model of Bowers et al., whereas job engagement was based on the models of physical engagement, behavioral engagement, and emotional engagement, as demonstrated in the following figure [1]:

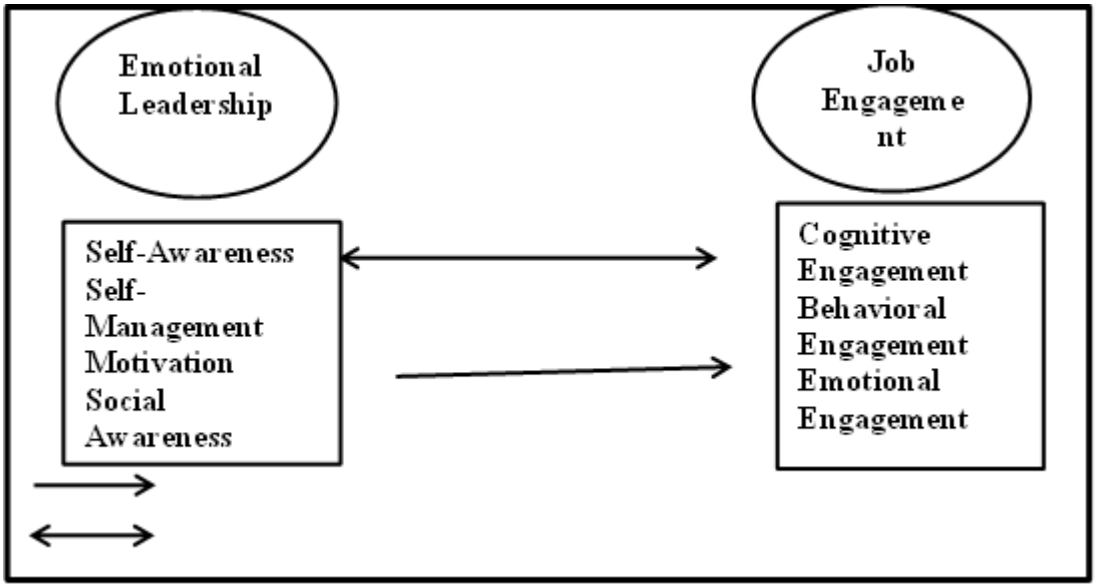

Figure 1. The Hypothetical Framework of the Study.

Source: Prepared by the researchers

Based on the hypothetical framework above, the following hypotheses can be derived:

Research Hypotheses:

1. First Hypothesis: The use of emotional leadership is positively related to the level of job engagement among the faculty members in the College of Administration and Economics.
2. Second Hypothesis: Emotional leadership helps enhance the job motivation among the members of the faculty at the College of Administration and Economics.
3. Third Hypothesis: The direct impact of emotional leadership on enhancing the academic working environment in the college is true.
4. Fourth Hypothesis: The use of emotional style of leadership will help in increasing job engagement levels among the faculty staff in the college, which will result to better academic and administrative performance.

3. Theoretical Framework

First Axis

Emotional Leadership

1. Concept of Emotional Leadership

The style of leadership plays a major role in assessing the performance of workers in an organization. Leadership is a process that involves interaction between the leader and his or her subordinates and emotions are considered crucial in the process. The emotions of a leader may either have a conscious or unconscious impact on the subordinates. Leaders with high emotional capacity and the ability to empathize with their subordinates and trigger positive emotions can affect the feelings of their subordinates in terms of emotional contagion, and attractiveness [2].

Emotional leadership is a successful theory in administration and organization that aims at developing emotional intelligence capacity to control and evaluate personal feelings and employ this knowledge in planning, attaining, and managing both personal and organizational objectives. This helps in comprehending and handling the affective part of the subordinates in order to meet organizational goals and vision by positively influencing them [3].

The very process of leadership is emotional, as leaders are required to show their own

emotions and to seek to bring emotions to the subordinates. Strong influences of the emotions of leaders on others are that a leader who feels vital and enthusiastic will be able to positively influence their followers and a leader who feels anxious and angry is likely to influence their subordinates negatively [4].

Table 1. Definitions of Servant Leadership.

Researcher, Year, and Page	Definition
Kim et al,2010:337 [5]	The ability of leaders to deeply understand their own selves, recognize the emotions and needs of subordinates, consider their feelings, and at the same time provide a shared vision while naturally leading the members of the organization.
Cho& Cho,2013:528 [6]	An emotional capacity that promotes positive change by understanding and empathizing with the emotions of organizational members through the leader's awareness and assessment of subordinates' emotions.
Bambale et al,2016:23 [4]	Leading followers by accurately identifying and managing a range of emotions and influencing the outcomes of their subsequent needs through those emotions.
Berkovich& Eyal,2020:3 [7]	A leadership style that relies on the leader's ability to understand and manage their own emotions as well as the emotions of others in the workplace.
Xiong et al,2022:5 [8]	A unified concept that proposes a leadership approach consisting of emotional competence, emotional contagion, and emotional management in work-related emotional processes, contributing to a positive impact on employees' mental and emotional well-being.
Wang et al,2024:2 [9]	Leaders who are able to understand and manage both their own emotions and the emotions of others to guide and inspire them toward achieving the expected goals.

On the foregoing, the researcher holds that emotional leadership can be referred to as the capacity of a leader to recognize and control their emotions as well as that of others in the work environment in an effective manner thereby helping to improve team communication, empathy, and even motivation.

2. The Importance of Emotional Leadership

Emotional leadership refers to the mechanism, according to which leaders control and strategically influence the feelings of organizational members with the help of emotional contagion, emotional intelligence, and successful communication processes, and help to create a favorable environment, as well as actively stimulate the successful accomplishment of the common objectives of the organization and its members [9]. Leaders are very instrumental in the organization because their emotions impact in many ways on both the individuals and the organization. This is because leaders who are in control of their self-awareness, self-management and the emotional patterns of themselves as well as others are in a position to exercise their self-influence in leadership [8].

Furthermore, [10] and [1] identified the importance of emotional leadership through the following points:

1. Improving Self-Awareness: Building the capacity of the leaders to know their own emotions and how they affect their actions and decision-making.
2. Embracing Empathy: Leaders ought to be in a position to feel and comprehend the emotions of

others and this aids in establishing strong human associations and providing a conducive atmosphere.

3. Controlling Emotions: Teaching leaders how to control their emotions and how to behave with others when their emotions are activated.
4. Building a Positive Work Environment: On the one hand, it is necessary to create a favorable emotional climate that contributes to improving motivation, creativity, and positive interpersonal relationships amongst the team members.
5. Positive Change: Emotional leaders can facilitate the positive change within the organization by recognizing and reacting to the feeling and emotions of other people.
6. Promoting Achievement Motivation: Leaders that exercise emotional leadership increase the motivation and the individual desire to attain mutual goals.
7. Creation of Social and Emotional Skills: Emotional leaders help in creating communication and social cooperation skills among people in the organization.
8. Enhancement of Sense of Belonging: Emotional leadership is used to develop a sense of belonging and appreciation in the organization that results in more interactive and engaged working atmosphere.

3. Objectives of Emotional Leadership

Emotional leadership can be part of the solution to support employees within the organization, particularly in enhancing their well-being and job satisfaction. This emphasizes the organization's need to integrate leaders' abilities to respond to and empathize with employees' emotions and needs within the framework of their own leadership approach [11].

Jang et al. and Yoon & Lee identified the objectives of emotional leadership as follows [12], [13]:

1. Enabling Self-Awareness: Helping the leader to know himself/herself and their feelings correctly to gain better control in the workplace, and empowering the leader to be able to sympathize with the subordinates, as well as comprehend their feelings and needs in order to better the communication between the leader and subordinates and the relationship between the leader and subordinates.
2. Skill Development: Relationship Management This involves developing the skills of the leader to direct the relationships, create the trust and assist the team members in collaborating on tasks and make the organization perform well.
3. Emotional Capacity in Minimizing Job Stress: The application of emotional capabilities to diminish the stress of employees and enhance job satisfaction.
4. Building Self-Management: Becoming able to control emotions and change to suit various situations, the leader will be able to control their behavior and act effectively in a difficult situation.
5. Promoting Social Awareness: The development of the leader of empathy and ability to comprehend the feelings of others, resulting in the improvement of relations and working process.
6. Enhancing Relationship Management: It entails establishing good relationships and creating trust between members of the team, which becomes necessary in order to ensure that there is a good and productive working environment.

4. Dimensions of Emotional Leadership

Both Keikha et al. and Bowers et al. agreed on identifying four main dimensions of emotional leadership [14], [1]: **self-awareness, self-management, motivation, and social awareness.**

1. Self-Awareness

The importance of self-awareness should be regarded as one of the most crucial aspects of the

personal and professional growth, as it helps people learn to identify, comprehend, and adequately control their feelings, behaviors, and relationships. Self-awareness is especially significant in the leadership environment as the leader in question can learn not only his or her strengths and weaknesses, but also his or her influence on the other person(s). The awareness of self is core in increasing the effectiveness of leadership by developing the emotional intelligence of leaders [15].

Also, self-awareness is one of the key elements of self-regulation of personal feelings, which is an essential aspect of self-regulation when confronted with stressful and unstable scenarios [16]. In educative leadership, Selim points out that self-awareness is very important when it comes to enhancing the performance of leaders since highly self-aware leaders are able to tackle complex learning problems and bring huge organizational performance changes [17].

This is in line with the results of Carden et al., who have placed importance on the self-awareness in the administrative training, noting that the latter helps leaders to critically examine their actions and feelings, which can enable them to make informed decisions and promote teamwork [18]. Moreover, self-awareness is related to great personal relationships and social interactions. It helps improve the empathy of the leaders, and this is a major factor in providing improved performance [16].

2. Self-Management

Self-management is the capacity of individuals to plan and coordinate different events in their lives, such as physical, psychological and social health. It obliges people to be in charge of work management in their day-to-day life like taking decision-making concerning professional activities and addressing the psychological issues like anxiety and depression and adequately managing their daily life. Self-management helps to lessen the influence of work on people and improves the quality of life, in general [19].

At the work place, self-management will incorporate the ability to remain committed to work and professional roles, efficiently manage time and resources, engaging in physical and mental activity, and dealing with the psychological and social impacts that may come as a result of work pressures in the organization [20].

Self-efficacy which refers to the idea that a person believes in himself or herself to perform a task in an effective manner is one of the essential determinants of success in working environment. By people believing in their abilities to cope with their professional duties, they are more ready to devote themselves to their work and have more strategies to cope with the daily problems [21].

Another factor that influences the performance of individuals in the workplace in a positive manner is social support. Social support increases the capacity of individuals to apply work strategies effectively whether it is given by colleagues, work teams or the senior management. Research has also indicated that people who have strong social support networks perform better such as having higher commitment towards projects and adapting better to everyday work-related challenges [22].

3. Motivation

Motivation is the power that drives people towards accomplishing their goals and is one of the key success factors in an organization. There are intrinsic and extrinsic motivation. Intrinsic motivation (IM) is the internal motivation to complete tasks without having it materialized, which enhances the engagement and commitment of people [23]. Extrinsic motivation on the other hand is dependent on external rewards like salaries and benefits. Although it might have short-term outcomes, over-dependence on extrinsic motivations has the negative impact on intrinsic motivation [24].

There are different theories that describe the motivation of individuals at the workplace. Indicatively, the Expectancy-value Theory, postulates that people will be motivated by whether they have expectations of task success and the value they attach to that success [25]. Work environment, and consequently, social and cultural aspects in organizational contexts can either increase or

decrease the levels of employee motivation [26].

The balance between intrinsic and extrinsic motivation can only be achieved when organizations engage in strategies that are sustainable in motivating the employees. These strategies can be enhanced communication, offering employees a chance to develop and grow as professionals and encouraging them with rewards that address their needs [25]. Also, the way employees relate with the work environment plays a significant role in motivation that subsequently boosts their performance and productivity in the organization.

4. Social Awareness

The concept of social awareness and emotional leadership are the basic issues of the way people communicate in organizations. Social awareness is the skill of apprehending the feelings, minds, and deeds of other people, which is a high key skill in the establishment of good social relations in work teams. Emotional leadership, in its turn, is connected to the capacity of a leader to control his/her emotions, as well as those of the team members, and thus increase the level of performance and contribute to the effective cooperation [27].

Research has revealed that emotional leadership can determine the motivation of people to be creative, as well as to engage in an unending attainment of organizational objectives. Emotional leaders have the capacity to offer the required emotional support to members of the team, which boosts social interaction and makes the team members more involved in organizational activities. One of the studies reports that emotional leadership helps improve communication among people in the organization and creates equilibrium between rational and emotional thinking in making of decision [28].

The social awareness in work place can be defined as the capacity to comprehend and interpret the feelings and behaviors of other people as the contributing factor towards effective interactions among people in the organizations. It includes profound knowledge of psychological and emotional aspects that make the behavior better, which positively affects the relationships between colleagues and promotes cooperation and teamwork. This awareness will help in the effectiveness of a team by making one understand the point of view of others and predicting their reactions.

Social awareness in the workplace is manifested through the fact that people can relate to the feelings and thoughts of others in a way that brings positive communication. This may be transferred into mindful choices that take into account the experiences of others and such an environment at work where people respect each other and work together [29]. This type of awareness is essential in systematizing the working environment because it assists in minimizing conflicts, enhancing productivity, improving the relationship between the management and the workforce and improving the group performance.

In addition, research has shown that leadership founded on social awareness can be effective and lead to a high level of individual performance in the organizational environment. The leadership is significant in facilitating the interaction between people through offering emotional support and effective guidance that aids in building trust and respect amongst the employees [30]. Moreover, other studies have indicated that social awareness has the potential to boost intrinsic motivation development in individuals through development of positive attitudes including self-compassion that make people react to challenges positively and feel motivated to perform better at work [31].

Second Axis

Job Engagement

1. Concept of Job Engagement

Job engagement has been identified as a possible determinant in organizational performance, because the human resource practitioners have not been in a position to comprehend worker motivations towards activities and commitments with adequate precision. Job engagement is considered to be the complex of motivational conditions contributing to the reach of the organizational purposes, and the quality of environment offered to employees which allows them to

take their best with the aim of achieving the organizational purposes and goals [32].

The idea of job engagement has changed and is no longer being held in the back corner of the human resources or training and development department but rather being at the top-level indicator of executive performance in the top level in management. This change can be attributed to the realization of the top management to take responsibility and accountability of the participation of employees [33].

The research approach of identifying how organizational success depends on internal communication efforts in terms of how employees perceive them leads to job engagement as a key outcome of employees [34]. The job engagement is one of the cornerstones of organizational research and practice, which is generally considered an essential indicator of the outcome of employee attitudes and behavior as well as organizational performance [35].

Table 2. Definitions of Job Engagement.

Researcher, Year, and Page	Definition
McManus& Mosca:2015:37 [36]	A positive, satisfying, and motivational state related to work well-being, which can be considered the opposite of organizational burnout.
Karanges et al:2015:129 [37]	A positive and satisfying mental state related to work, encompassing benefits such as increased employee engagement, higher productivity, reduced turnover rates, and enhanced organizational reputation and image.
Barik, & Kochar:2017:34 [38]	A positive attitude held by an employee toward the organization and its values, reflecting the extent of their commitment to something or someone within the organization, whereby they collaborate with colleagues to improve organizational performance for the benefit of the organization.
Vorina et al:2017:247 [39]	A workplace-oriented approach designed to ensure employees' commitment to their organization's goals and values, motivating them to contribute to organizational success while simultaneously enhancing organizational performance.
Sugianingrat et al,2019:323 [40]	A distinct and unique behavior of organizational members regarding their roles, viewed as the use of their job roles through expressing themselves physically, cognitively, and emotionally.
Riyanto et al,2021:164 [41]	An employee's (positive) stance toward the work environment or the organization in which they are employed.
Khalid & Ismail, 2025:23 [42]	It represents the positive relationship between employees and the organization in which they work, where both parties recognize each other's needs and how they can support one another to meet those needs.

Judging by the above, the researcher thinks that job engagement may be considered as the degree of commitment and participation of an employee in carrying out their duties at the organization through the following indicators; enthusiasm in the job, the commitment and participation in the achievement of the organizational objectives, the willingness to stay at the job, and drive to individual and group performance.

2. The Importance of Job Engagement

The role of employee engagement in any organization cannot be overemphasized because it arouses competency, autonomy, and psychological attachment, which are vital psychological needs

of employees. The need satisfaction also helps in adopting behaviors that promote well-being and mental wellness, which will eventually result in the ultimate job performance and career development [43].

Some of the positive organizational outcomes that are brought about by job engagement include increased productivity and task performance, employee satisfaction, and decreased employee turnover. As such, managers ought to endeavor to design an organizational environment where there is participation and engagement among the employees (McManus & Mosca, 2015:37).

Furthermore, Kazimoto, Al Mehrizi & Singh, and Sugianingrat et al. [32], [44], [40] have…

They identified the importance of **job engagement** through the following points:

1. Enhancing Organizational Performance and Profitability: Job engagement leads to an increase in employee performance, which positively has an effect on the productivity and profitability of the organization.
2. Improving Positive Organizational Behavior: Job engagement serves as an intermediary between ethical leadership and employee performance that energizes the positive behaviour such as organizational citizenship behaviour.
3. Improving Employee Retention and Minimizing Turnover: Job engagement will increase employees loyalty and reduce turnover rates, which will save recruitment and training expenses.
4. Enhancement in Service Quality and Customer Satisfaction: Job engagement is strictly connected with better delivery of services offered and greater customer satisfaction, which enhances the competitive reputation of the organization.
5. Development of Innovation and Competitive Advantage: Job engagement can facilitate a system that fosters creativity and innovation that can assist organizations to retain their competitive advantage.

3. Objectives of Job Engagement

Employees are some of the most valuable resources of the organization irrespective of the working nature. The skill to manage the relationship of employees effectively may result in a sustainable organizational benefit in a competitive world where recruiting and maintaining the best employees is hard to achieve [45]. In addition to being in the organization, staying there, and showing reliable behaviors, employee engagement will result in innovative behaviors as employees do not just perform their tasks only as individuals but also work with others [46].

Barik & Kochar and Riyanto et al. identified the objectives of job engagement as follows [38], [41]:

1. Improving Employee Job Performance: Employees will be able to perform better and more effectively, and meet the organizational goals by being more engaged in their jobs.
2. Promoting Active involvement and Creativity: Job engagement seeks to motivate employees to be more active, effective and creative in undertaking their duties.
3. Realization of Job Satisfaction and Motivation: Job engagement helps to encourage the sense of satisfaction of employees with their work, as well as the desire to work and develop as a professional.
4. Facilitating Continuity and Organizational Loyalty: It is supposed to minimize employee turnover and enhance their emotional and behavioral attachment to the organization.
5. Enhancing Work Environment and Communication: It is possible to enhance the climate in the organization and establish a positive organizational culture by creating job engagement.
6. Helping to Achieve Organization Goals: Job engagement serves as an intermediary in the mechanism of transformation of motivation and satisfaction into real performance that leads to organizational success.
7. Positive and Proactive Behavior: This entails other programs where employees perform beyond

the minimum expectations of their jobs like organizational citizenship behavior.

4. Dimensions of Job Engagement

Both Barik & Kochar and Chanana & Sangeeta agreed on identifying three main dimensions of job engagement [38], [47]: **cognitive engagement, behavioral engagement, and emotional engagement.**

1. Cognitive Engagement

The cognitive dimension is the intellectual and mental part of job engagement, which is expressed in deep concentration and mental engagement in the work processes. An employee with a high level of cognitive engagement is always attentive and observant over their roles and responsibilities. Eldor and Vigoda-Gadot defined it as the entire application of mental power in the job performance [48]. This aspect is manifested in the capacity of an employee to maintain attention over long durations and feel engrossed to the work to the extent of losing ideation of time [38].

Gallup implicates that employees who are cognitively engaged understand more of the organizational scenario and how their functions can help in reaching strategic goals [49]. The cognitive aspect was further improved through creative practices in communication and learning during the COVID-19 pandemic since it prompted creative approaches and problem solving [47]. Smith & Bittici stress that effectively designed performance measurement systems can help to increase cognitive awareness and strategic thinking of employees who can make better and innovative decisions [50].

2. Behavioral Engagement

The positive behaviors and the free-will initiatives that the employees may develop are a way of showing their engagement as they do not involve their direct job duties. Dedicated employees do not just carry out the simple task; they give an extra effort and work hard towards meeting organizational expectations [48].

This interaction occurs in a number of forms. Research revealed that the engaged employees are ready to make an extra mile at work, acquire new roles, and proactively offer their participation in the problem-solving and improvement of processes [50]. High rates of perseverance as well as enthusiasm are also shown by the engaged employees who are more flexible in regard to organizational changes and challenges [38].

Engagement through behavioral channels is not only successful in improving the performance of individuals but also in the establishment of a dynamic and collaborative organizational setting, which has a positive influence on both productivity and organizational innovation. Studies show that the higher the job engagement rate in an organization, the greater is the performance of the organization and the quality of service [49].

The significance of the remote communications sphere was especially noticed during the COVID-19 pandemic, as the employees managed to provide the continuity of the information flow and the creation of the services that allow performing different forms of communication. This industry is hence a strategic and investment-oriented force that can provide a tangible benefit to the organization at large [47].

3. Emotional Engagement

The emotional dimension is associated with positive feelings and psychological state, which an employee forms in relation to his/her work and organization. When the employee is fully engaged, he/she feels pride, enthusiasm and a sense of belonging to the organization. According to Eldor and Vigoda-Gadot, it is a positive and meaningful state of mind [48]. This interaction is demonstrated by the passion and motivation employees have towards the job roles which makes them have a strong emotional attachment to the workplace [38].

Research by Gallup implicates the fact that employees who are emotionally involved have better sense of the values and goals of the organization, and this increases their loyalty and desire to work extra hard [49]. This emotional aspect was important during crisis periods, as in the case of the

COVID-19 pandemic, to keep the team together and enhance human connections despite physical distancing [47]. Smith & Bittici also underline that a positive atmosphere and inspirational management is instrumental in developing these positive emotions, which influence the performance of the organization on the whole in a positive way [50].

4. Practical Aspect

First Axis: Description and Diagnosis

1. Research Method

The method applied in the study was descriptive-analytical, as it is the most appropriate in the context of the research, which is to describe and diagnose the levels of the variables emotional leadership and job engagement, analyze the statistical relationships between them, and measure the impact of emotional leadership in improving job engagement among the faculty members of the College of Administration and Economics.

2. Population and Sample of the Study

1. **Study Population**

   The study population consists of all faculty members of the College of Administration and Economics at the University of Kirkuk, across all academic ranks and levels of experience.

2. **Study Sample**

   A random sample was selected from the study population, totaling 120 professors. Their responses were used in the statistical analysis, representing the study population appropriately.

3. Study Instrument (Questionnaire)

The study relied on a questionnaire as the primary tool for data collection. It was developed based on relevant literature and previous studies and comprised two main sections:

1. **Section One: Demographic Data**
2. **Section Two: Study Variables (Emotional Leadership and Job Engagement)**

   The questionnaire consisted of **35 items** in total.

4. Study Scale

The **five-point Likert scale** was used to measure the responses of the sample members, with the following gradation:

Value	Response Score
5	Strongly Agree
4	Agree
3	Neutral
2	Disagree
1	Strongly Disagree

5. Preliminary Tests of the Study Instrument

1. Face Validity

The questionnaire was presented to a group of experts specialized in management and statistics to ensure:

- Clarity of item phrasing
- Relevance to the study variables
- Accuracy of scientific language

The proposed modifications were implemented, which enhanced the instrument's **face validity**.

2. Reliability Test (Cronbach's Alpha)

Table 1. Reliability Test Results for the Study Variables.

Variable	Number of Items	Cronbach's Alpha Coefficient
Emotional Leadership	20	0.912
Job Engagement	15	0.887
The Questionnaire as a Whole	35	0.925

Interpretation:

The results of the table indicate that all the Cronbach alpha values of the variables used in the study are higher than the required minimum (0.70) and the questionnaire has high degree of reliability and the reliability of its results could be confidently evaluated in the course of statistical analysis.

6. Statistical Analysis Methods

The study data were analyzed using **SPSS**, employing the following statistical methods:

- Frequencies and percentages.
- Mean and standard deviation.
- Pearson correlation coefficient.
- Simple linear regression analysis.
- **T** and **F** tests.

Second Axis: Descriptive Analysis of the Study Variables

First: Descriptive Analysis of the Emotional Leadership Variable

1. Self-Awareness Dimension

Table 2-1. Descriptive Analysis of the Self-Awareness Dimension.

Dimension	Mean	Standard Deviation	Response Level
Self-awareness	3.94	0.61	**High**

Interpretation:

The table results show that the self-awareness dimension was at the high level, which means that academic leaders have a high level of awareness about their feelings, strengths and weaknesses, and they also can control their emotions as they conduct their work in the administrative and academic sphere.

2. The Self-Management Dimension

Table 2-2. Descriptive Analysis of the Self-Management Dimension.

Dimension	Arithmetic Mean	Standard Deviation	Response Level
Self-Management	3.87	0.66	**High**

Interpretation:

Those findings indicate that self-management dimension has been achieved at a high level that points to the capacity of academic leaders to control their behaviors, plan their work, and react to stressful circumstances in the context of university work.

3. The Motivation Dimension

Table 2-3. Descriptive Analysis of the Motivation Dimension.

Dimension	Arithmetic Mean	Standard Deviation	Response Level
Motivation	3.76	0.71	**High**

Interpretation:
The findings show that the academic leaders use efficient techniques of motivating the faculty members when communicating with them, and this leads to the improvement of their motivation and their desire to put an extra effort in their work.

4. The Social Awareness Dimension

Table 2-4. Descriptive Analysis of the Social Awareness Dimension.

Dimension	Arithmetic Mean	Standard Deviation	Response Level
Social Awareness	4.02	0.58	**High**

Interpretation:
The high score in the social awareness dimension means that academic leaders have a high capacity to comprehend and relate to the emotions of the faculty members and establish positive relationships that help enhance the academic work environment.

1. **Emotional Leadership as an Overall Variable**

Table 2-5. Descriptive Analysis of the Emotional Leadership Variable.

Variable	Arithmetic Mean	Standard Deviation	Response Level
Emotional Leadership	3.90	0.54	**High**

Interpretation:
The findings suggest that emotional leadership level in the College of Management and Economics is high i.e. the academic leaders adopt the leadership behaviours founded on emotional awareness, motivation, and positive social interaction.

Second: Descriptive Analysis of the Job Engagement Variable

6. The Cognitive Engagement Dimension

Table 2-6. Descriptive Analysis of the Cognitive Engagement Dimension.

Dimension	Arithmetic Mean	Standard Deviation	Response Level
Cognitive Engagement	3.81	0.63	**High**

Interpretation:
The findings show that there is a high degree of concentration and engagement of the mind of the college faculty in doing their work, which is an indication of their understanding of the instability of the role to fulfilling the college goals.

7. The Behavioral Engagement Dimension

Table 2-7. Descriptive Analysis of the Behavioral Engagement Dimension.

Dimension	Arithmetic Mean	Standard Deviation	Response Level
Behavioral Engagement	3.69	0.68	**High**

Interpretation:
The scores are shown to be positive and the behaviors exhibited by the college faculty are beyond their official roles including cooperation, initiative and additional responsibility.

1. The Emotional Engagement Dimension

Table 2-8. Descriptive Analysis of the Emotional Engagement Dimension.

Dimension	Arithmetic Mean	Standard Deviation	Response Level
Emotional Engagement	3.92	0.59	**High**

Interpretation:
The findings reveal that the faculty members are highly emotionally involved in the college as it is evidenced by the feelings of pride, belonging, and enthusiasm towards academic work.

9. Job Engagement as an Overall Variable

Table 2-9. Descriptive Analysis of the Job Engagement Variable.

Variable	Arithmetic Mean	Standard Deviation	Response Level
Job Engagement	3.81	0.55	**High**

Interpretation:
The findings indicate that job engagement among the staff in the College of Management and Economics is high as they are cognitively, behaviorally, and emotionally engaged in work in the university.

Third Axis: Correlation Analysis and Testing the Study Hypotheses

First: Testing the Correlation Relationships Between the Study Variables

1- The Relationship Between Emotional Leadership and Job Engagement

Table 3-1. Pearson Correlation Results Between Emotional Leadership and Job Engagement.

Variables	Correlation Coefficient (r)	Significance Level (Sig)	Type of Relationship
Emotional Leadership × Job Engagement	0.684	0.000	**Strong Positive**

Interpretation:
Table results show that there is a positive correlation with statistical significance of emotional leadership and job engagement at the 0.05 level of importance. This implies that the higher the degree of emotional leadership that the academic leaders exercise, the higher the degree of job engagement in the college faculty.

2- The Relationship Between the Dimensions of Emotional Leadership and Job Engagement

Table 3-2. Pearson Correlation Coefficients Between the Dimensions of Emotional Leadership and Job Engagement.

Dimensions of Emotional Leadership	Correlation Coefficient (r)	Significance Level
Self-Awareness	0.631	0.000
Self-Management	0.602	0.000
Motivation	0.658	0.000
Social Awareness	0.689	0.000

Interpretation:
The findings demonstrate that there are statistically significant positive relations between all dimensions of emotional leadership and job engagement, all dimensions with the social awareness dimension having the strongest correlation. This shows that the leader must be sensitive to the emotions of the employees to improve their interest in the work.

Second: Testing the Effect of Emotional Leadership on Job Engagement

3- Simple Linear Regression Analysis

Table 3-3. Simple Linear Regression Analysis Results (Emotional Leadership → Job Engagement).

Independent Variable	Beta	T	Sig
Emotional Leadership	0.684	9.12	0.000

Interpretation:
This shows that there is a significant direct impact of emotional leadership on job engagement as indicated by the table results with a Sig value of less than 0.05. This indicates that emotional leadership is a powerful construct in increasing the degree of job engagement among the faculty members.

4- Coefficient of Determination (R^2)

Table 3-4. Coefficient of Determination Value for the Regression Model.

R	R^2	Adjusted R^2
0.684	0.468	0.463

Interpretation:
The coefficient of determination value ($R^2 = 0.468$) indicates that emotional leadership accounts for 46.8% of the variations in job engagement, while the remaining percentage is attributed to other variables not included in the model.

5- Testing the Significance of the Regression Model (F-Test)

Table 3-5. Analysis of Variance (ANOVA) for the Regression Model.

Source of Variation	Sum of Squares	Degrees of Freedom	Mean Square	F	Sig
Regression	38.21	1	38.21	83.17	0.000
Error	43.45	118	0.368		
Total	81.66	119			

Interpretation:
The computed F value and level of statistical significance presented show the statistical significance of the regression model as a whole, which proves that the model is correct in explaining the relationship between emotional leadership and job engagement.

Third: Testing the Study Hypotheses

First Hypothesis

There is a statistically significant relationship between emotional leadership and job engagement.

- ✓ **Result:** The hypothesis was accepted.

  Reason: A significant positive correlation exists (r = 0.684, Sig = 0.000).

Second Hypothesis

Emotional leadership has a significant effect on job engagement.

✓ **Result:** The hypothesis was accepted.

Reason: Simple linear regression results demonstrated a significant effect at the 0.05 level.

Third Hypothesis

The strength of the effect of the dimensions of emotional leadership on job engagement differs.

✓ **Result:** The hypothesis was accepted.

Reason: The correlation coefficients among the dimensions varied, with the social awareness dimension having the highest effect.

5. Conclusions and Recommendations

Conclusions

In light of the results obtained in this study through descriptive analysis, correlation tests, and effect analysis, the following conclusions can be drawn:

1. The outcome of the descriptive analysis indicated that the degree of emotional leadership in the College of Management and Economics - University of Kirkuk was high which means that the academic leaders exercised leadership behaviors on the basis of self-awareness, self-management, motivation, and social awareness.
2. The findings showed that the social awareness dimension ranked the highest of the dimensions of emotional leadership, which showed that the academic leaders were concerned about knowing the feelings of the faculty members, empathizing with them, and creating good relationships in the work environment of the university.
3. The researchers found that job engagement rates among the college faculty were high, which implies the presence of cognitive, behavioral, and emotional engagement with the academic work of the faculty.
4. The most noticeable dimension of job engagement was identified to be emotional as it revealed the attitude of pride, belonging, and enthusiasm towards the college where members of the faculty work.
5. The results of Pearson correlation showed that emotional leadership and job engagement were strongly and positively related with a statistically significant relationship existing between the two, meaning that the more emotional leadership is practiced, the higher the job engagement.
6. The analysis results of simple linear regression revealed that there was a significant direct effect of emotional leadership on job engagement, and emotional leadership describes a considerable part of the differences in job engagement.
7. The outcome of F-test proved the importance of regression model applied, which increased the validity of findings and reliability of the statistical model employed to explain the relation between the study variables.
8. The findings of the study confirm the primary and secondary hypotheses and are compatible with the existing literature that proved the positive value of emotional leadership in boosting positive behaviors and attitudes of employees.

Recommendations

Based on the conclusions drawn from the study, the following recommendations are proposed:

1. The need to strengthen emotional leadership by the academic leaders of the College of Management and Economics is based on the establishment of self-awareness and social awareness of leaders.
2. Introduce specific trainings to create emotional intelligence in the heads of departments and the leaders of the university, which will help to enhance the interaction with the faculty members

and increase their engagement in the working process.

3. Promote a variety of motivational stimuli (both intrinsic and extrinsic) between academic leaders which will enhance the motivation of the faculty members and will enhance their commitment to work.
4. Cultivate the supportive working atmosphere through mutual respect and effective communication since it is positively related to the degree of job engagement.
5. Engage faculty in the academic and administrative decision making regarding university work, which makes them feel significant and a part of the university.
6. Attend to the psychological and emotional health of faculty members particularly when they are under academic and administrative stress by giving them institutional support where necessary.
7. The research suggests that the investigation should carry out a subsequent study to cover other factors that can be influencing job engagement, including transformational leadership, organizational culture, or organizational justice.

References

[1] H. Bowers, M. E. Lemberger-Truelove, and G. Brigman, "A social-emotional leadership framework for school counselors," *Prof. Sch. Couns.*, vol. 21, no. 1b, p. 2156759X18773004, 2017.

[2] J. Wan, K. T. Pan, Y. Peng, and L. Q. Meng, "The impact of emotional leadership on subordinates' job performance: Mediation of positive emotions and moderation of susceptibility to positive emotions," *Front. Psychol.*, vol. 13, p. 917287, 2022.

[3] M. K. Jung, T. G. Jung, Y. J. Kang, and K. H. Jeong, "The interactive effects of emotional leadership and resilience on job satisfaction and organizational commitment among Korean youth sports instructors," *Front. Psychol.*, vol. 16, p. 1534812, 2025.

[4] A. J. Bambale, S. I. Kassim, and L. Musa, "Effect of emotional leadership on employee performance among staff of tertiary institutions in Gombe," *J. Resour. Dev. Manag.*, vol. 19, pp. 23–30, 2016.

[5] M. H. Kim and M. S. Jung, "The effect of head nurse's emotional leadership on nurse's job satisfaction \& organizational commitment," *J. Korean Acad. Nurs. Adm.*, vol. 16, no. 3, pp. 336–347, 2010.

[6] H. S. Cho and S. Cho, "The verification of mediating effects of childcare teachers' job satisfaction on the relationship between their intention to change jobs and the directors' emotional leadership," *Hum. Ecol. Res.*, vol. 51, no. 5, pp. 527–535, 2013.

[7] I. Berkovich and O. Eyal, *A model of emotional leadership in schools: Effective leadership to support teachers' emotional wellness*. Routledge, 2020.

[8] W. Xiong, S. Chen, B. Okumus, and F. Fan, "Gender stereotyping and its impact on perceived emotional leadership in the hospitality industry: A mixed-methods study," *Tour. Manag.*, vol. 90, p. 104476, 2022.

[9] S. Wang, Z. Lu, C. Li, and Y. Zhang, "How teachers' emotional leadership influences college students' learning engagement," *Behav. Sci. (Basel).*, vol. 14, no. 9, p. 748, 2024.

[10] B. P. Acuña and G. W. F. de Bobadilla, "The Emotional Leadership of Managers Applied to University Teaching Role," in *2015 International Conference on Education Reform and Modern Management*, Atlantis Press, 2015, pp. 128–130.

[11] J. Hoare, "Emotional leadership in health care: A dire need illuminated by pivotal resource cuts," *S. Afr. J. Sci.*, vol. 121, no. 5–6, pp. 1–4, 2025.

[12] M. J. Jang, E. N. Lee, and Y. H. Lee, "Effect of nurses' job stress on job satisfaction: Mediating effect of head nurses' emotional leadership perceived by nurses," *J. Korean Acad. Nurs. Adm.*, vol. 21, no. 1, pp. 133–141, 2015.

[13] M. H. Yoon and C. S. Lee, "Impacts of emotional leadership, selfefficacy and self-image of employees on organizational effectiveness," *Indian J. Sci. Technol.*, vol. 8, no. S7, pp. 512–519, 2015.

[14] A. Keikha, R. Hoveida, and N. M. Yaghoubi, "The development of an intelligent leadership model for state universities," *Форсаϋм*, vol. 11, no. 1 (eng), pp. 66–74, 2017.

[15] A. Pretorius and B. Plaatjies, "Self-awareness as a key emotional intelligent skill for secondary school principals' leadership toolkit," *Res. Educ. Policy Manag.*, vol. 5, no. 2, pp. 52–74, 2023.

[16] S. H. Hamaideh *et al.*, "Levels and predictors of empathy, self-awareness, and perceived stress among nursing students: A cross-sectional study," *BMC Nurs.*, vol. 23, p. 131, 2024.

[17] M. A. M. Selim, "The role of self-awareness in enhancing the performance of technical education leaders in Assiut Governorate: A field study," *Fayoum Univ. J. Educ. Sci.*, vol. 19, no. 12, 2025.

[18] J. Carden, R. J. Jones, and J. Passmore, "Defining self-awareness in the context of adult development: A systematic literature review," *J. Manag. Educ.*, vol. 46, no. 1, pp. 140–177, 2021.

[19] A. J. Damgaard, J. Primdahl, B. A. Esbensen, K. M. Latocha, and A. Bremander, "Self-management support needs of patients with inflammatory arthritis and the content of self-management interventions: A scoping review," *Semin. Arthritis Rheum.*, vol. 60, p. 152203, 2023.

[20] J. Davis *et al.*, "2022 National Standards for Diabetes Self-Management Education and Support," *Diabetes Care*, vol. 45, no. 2, pp. 484–494, 2022.

[21] G. Zhang, W. Feng, L. Zhao, and T. Li, "The association between physical activity, self-efficacy, stress self-management and mental health among adolescents," *Sci. Rep.*, vol. 14, p. 5488, 2024.

[22] T. T. H. Dinh and A. Bonner, "Exploring the relationships between health literacy, social support, self-efficacy and self-management in adults with multiple chronic diseases," *BMC Health Serv. Res.*, vol. 23, p. 923, 2023.

[23] A. Fishbach and K. Woolley, "The structure of intrinsic motivation," *Annu. Rev. Organ. Psychol. Organ. Behav.*, vol. 9, pp. 339–363, 2022, doi: 10.1146/annurev-orgpsych-012420-091122.

[24] G. Chen and R. Kanfer, "The future of motivation in and of teams," *Annu. Rev. Organ. Psychol. Organ. Behav.*, vol. 11, pp. 93–112, 2024.

[25] B. J. Ali and G. Anwar, "An empirical study of employees' motivation and its influence on job satisfaction," *Int. J. Eng. Bus. Manag.*, vol. 5, no. 2, pp. 21–23, 2021.

[26] T. T. D. Vo, K. V Tuliao, and C.-W. Chen, "Work motivation: The roles of individual needs and social conditions," *Behav. Sci. (Basel).*, vol. 12, no. 2, p. 49, 2022.

[27] A. Urrila and T. Mäkelä, "The role of emotional leadership in team performance: A perspective on social awareness," *J. Organ. Behav.*, vol. 42, no. 5, pp. 273–288, 2022.

[28] A. Mirza, G. Georgakopoulos, and S. Yavari, "Emotional leadership and its impact on organizational communication: A study on decision-making balance," *J. Leadersh. Stud.*, vol. 18, no. 7, pp. 822–834, 2023.

[29] W. Setiawan, S. Handayani, and E. Purnomo, "Leadership and its effect on team performance: Social awareness as a mediator," *J. Manag. Econ.*, vol. 34, no. 2, pp. 45–58, 2022.

[30] D. Rudi, I. Widyanti, and L. Heryanti, "Leadership, motivation, and incentives: A study of the effect on performance in the operations section of Polda Kepri," *Int. J. Accounting, Manag. Econ. Soc. Sci.*, vol. 1, no. 4, pp. 123–140, 2022.

[31] Y. Kotera, P. Green, and D. Sheffield, "Self-compassion and its relationship to motivation and emotional wellbeing in employees," *J. Occup. Health Psychol.*, vol. 24, no. 3, pp. 345–359, 2019.

[32] P. Kazimoto, "Employee engagement and organizational performance of retail enterprises," *Am. J. Ind. Bus. Manag.*, vol. 6, no. 4, pp. 516–525, 2016.

[33] S. Popli and I. A. Rizvi, "Drivers of employee engagement: The role of leadership style," *Glob. Bus. Rev.*, vol. 17, no. 4, pp. 965–979, 2016.

[34] M. Kang and M. Sung, "How symmetrical employee communication leads to employee engagement and positive employee communication behaviors: The mediation of employee-organization relationships," *J. Commun. Manag.*, vol. 21, no. 1, pp. 82–102, 2017.

[35] S. Albrecht, E. Breidahl, and A. Marty, "Organizational resources, organizational engagement climate, and employee engagement," *Career Dev. Int.*, vol. 23, no. 1, pp. 67–85, 2018.

[36] J. McManus and J. Mosca, "Strategies to build trust and improve employee engagement," *Int. J. Manag. Inf. Syst.*, vol. 19, no. 1, p. 37, 2015.

[37] E. Karanges, K. Johnston, A. Beatson, and I. Lings, "The influence of internal communication on employee engagement: A pilot study," *Public Relat. Rev.*, vol. 41, no. 1, pp. 129–131, 2015, doi: 10.1016/j.pubrev.2014.12.003.

[38] S. Barik and A. Kochar, "Antecedents and consequences of employee engagement: A literature review," *Int. J. Latest Technol. Eng. Manag. Appl. Sci.*, vol. 6, no. 4, pp. 33–38, 2017.

[39] A. Vorina, M. Simonič, and M. Vlasova, "An analysis of the relationship between job satisfaction and employee engagement," *Econ. Themes*, vol. 55, no. 2, pp. 243–262, 2017.

[40] I. Ayu Putu Widani Sugianingrat, S. Rini Widyawati, C. de Jesus da Costa, M. Ximenes, S. Dos Reis Piedade, and W. Gede Sarmawa, "The employee engagement and OCB as mediating on employee performance," *Int. J. Product. Perform. Manag.*, vol. 68, no. 2, pp. 319–339, 2019.

[41] S. Riyanto, E. Endri, and N. Herlisha, "Effect of work motivation and job satisfaction on employee performance: Mediating role of employee engagement," *Probl. Perspect. Manag.*, vol. 19, no. 3, p. 162, 2021.

[42] S. I. Khalid and H. S. Ismail, "The role of administrative accountability in enhancing job engagement: An exploratory study of the opinions of a sample of employees in several colleges in Duhok Governorate," *J. Kirkuk Univ. Adm. Econ. Sci.*, vol. 15, no. 3, 2025.

[43] S. Osborne and M. S. Hammoud, "Effective employee engagement in the workplace," *Int. J. Appl. Manag. Technol.*, vol. 16, no. 1, p. 4, 2017.

[44] N. Al Mehrizi and S. K. Singh, "Competing through employee engagement: A proposed framework," *Int. J. Product. Perform. Manag.*, vol. 65, no. 6, pp. 831–843, 2016.

[45] B. Motyka, "Employee engagement and performance: A systematic literature review," *Int. J. Manag. Econ.*, vol. 54, no. 3, pp. 227–244, 2018.

[46] V. Rao, "Innovation through employee engagement," *Asia Pacific J. Adv. Bus. Soc. Stud.*, vol. 2, no. 2, pp. 337–345, 2016.

[47] N. Chanana and Sangeeta, "Employee engagement practices during COVID-19 lockdown," *J. Public Aff.*, vol. 21, no. 4, p. e2508, 2021.

[48] L. Eldor and E. Vigoda-Gadot, "The nature of employee engagement: Rethinking the employee–organization relationship," *Int. J. Hum. Resour. Manag.*, 2016.

[49] Gallup, "The worldwide employee engagement crisis," 2016.

[50] M. Smith and U. S. Bittici, "Interplay between performance measurement and management, employee engagement and performance," *Int. J. Oper. Prod. Manag.*, vol. 37, no. 9, pp. 1207–1228, 2017.