

The Effect of Leadership Skills on Job Engagement: A Case Study on Employees in the Ministry of Interior

Fahad Saeed Abdullah Al-Subaey¹, Muhammed Bin Yusof²,
Amer Abdulwahab Mahyoub Murshed³

¹Academy of Islamic Studies, Malaya University, ²Department of Dakwah and Human Development, Academy of Islamic Studies, Malaya University, ³Department of Siasah Syar'liyyah, Academy of Islamic Studies, Malaya University

Email: Qtr_fahad84@hotmail.com, my77@um.edu.my, almurshed@um.edu.my

To Link this Article: <http://dx.doi.org/10.6007/IJARBSS/v14-i8/22694>

DOI:10.6007/IJARBSS/v14-i8/22694

Published Date: 29 August 2024

Abstract

This study aimed to determine the effect of work team leadership skills among department heads on job engagement. To achieve the study's objectives, a quantitative approach was adopted using Structural Equation Modeling (SEM). The research population consisted of employees in the Ministry of Interior in the State of Qatar. Using a convenient sampling method, a sample of (315) employees representing the population's characteristics was selected. The study concluded that there is a statistically significant positive impact of each dimension of team leadership skills (PDM, MOT, and COM) on job engagement (JE).

Keywords: Work Team Leadership Skills (WTLs), Participation in Decision-Making (PDM), Motivation (MOT), Communication (COM), Job Engagement (JE).

Introduction

Organizations of various types seek the best administrative and leadership methods to achieve their goals through their human or material resources. Employee performance and their active participation in fulfilling their tasks are among the vital sources that help organizations sustain and thrive, achieving excellence and success in their objectives (Salem & Dalila, 2022). Job engagement, as indicated by studies, is one of the variables that has received considerable attention, as it is one of the essential factors affecting employee performance (Macey et al., 2009). Numerous researchers have explored job engagement in their studies, examining its dimensions and its relationship with various work environment variables. William Kahn was the first to address the concept of job engagement in 1990, presenting a model explaining the nature of engagement at work. He defined it as: "The harnessing of organization member's selves to their work roles; in engagement people employ and express themselves physically, cognitively, and emotionally during role performances" (Kahn, 1990, p. 694).

Kahn explained that an individual's engagement in their work reflects their complete awareness of their duties, responsibilities, and professional goals, contributing to motivating their colleagues in accomplishing tasks to achieve the organization's objectives (Zakaria & Taiwo, 2013). Suharti & Dendy (2012), indicated that research results have shown that engagement impacts performance, revealing that engaged employees lead to positive outcomes for the organization as a whole. Through analyzing the definitions provided by studies on job engagement, such as: (Maslach et al., 2001; Harter et al., 2002; Shirom, 2003;; Cha 2007; Truss et al., 2009; Shuck & Wallard, 2010; Bakker, 2011; Soane et al., 2012; Shuck & Reio, 2013; Ababneh 2015; Kaushik & Tiwari, 2023), it becomes clear that job engagement is a psychological construct consisting of three main components: dedication, vigor, and absorption. These components physically, cognitively, and emotionally motivate employees to perform their roles effectively, reflecting their commitment, voluntary effort, loyalty, enthusiasm, energy, and participation. This leads to increased professional competence, job satisfaction, and a sense of vitality towards work activities, contributing to achieving organizational goals. Kahn (1990), defined the three dimensions of job engagement in his model: vigor, dedication, and absorption. Vigor refers to working with high levels of energy and mental flexibility. Dedication means feeling enthusiastic, proud, and challenged at work. Absorption denotes a state of deep immersion and full concentration in performing tasks happily. Ardrianto & Al Sada (2015), pointed out that job engagement brings various benefits to organizations, such as employee retention and increased productivity, enhancing self-responsibility efficiency. Yin (2006), asserted that job engagement enhances psychological well-being, improves employee vigilance and alertness, and fosters leadership and creativity. Job engagement is influenced by many factors classified by Bakker et al. (2014) into two categories: situational factors such as task variety, job content, feedback, human relations, promotion and career growth, and teamwork, which he noted is one of the most effective factors in increasing job engagement. Teamwork helps create a highly motivating positive work environment, generating a sense of shared identity among employees, reducing conflicts, making team members feel responsible for the tasks they need to accomplish, and optimizing the use of available resources and capabilities in the work environment. Teamwork also reduces reliance on job descriptions, which may limit performance and motivation, providing more flexibility and efficiency in task performance, thus increasing the likelihood of job engagement. The second category involves individual factors like self-efficacy, self-esteem, and conscientiousness. Kahn (1990), explained in his model of job engagement that three psychological conditions mediate between work environment variables and the likelihood of job engagement: meaningfulness, safety, and availability. Meaningfulness refers to the individual's feeling of the benefits and value of their work. Safety means feeling free to perform tasks without fear of repercussions or fear of being exposed to dangers while performing these tasks. Availability refers to the belief that the individual's physical, emotional, and cognitive resources enable them to participate and engage in work.

Returning to the factors described by Bakker et al (2014), especially situational factors and specifically team work; Kahn (1990), indicated that the mutual relationship in a team between employees and leaders is one of the most important factors enhancing job engagement. Personal and human relationships within the team improve employees' engagement in their tasks. A work environment adopting teamwork style supports employee engagement in their tasks (Mughal, 2020). Teamwork provides various opportunities like trying new things in task execution and adopting ideas without fear of consequences, fulfilling the safety condition.

Teamwork also gives tasks meaning, one of the psychological conditions likely to increase job engagement (May Gilson & Harter, 2004).

Given the significance of determining the impact of work team leadership skills on improving employee engagement, this study aims to explore this influence. The team leader plays a crucial role in the performance of their team. Reviewing and analyzing previous studies on factors affecting job engagement, we found that they did not address the impact of work team leadership skills on job engagement. Previous studies examined the impact of team efficiency and motivation on team performance (Shahmandi et al., 2011). Work teams are crucial strategies for organizational success, with 80% of organizations, which have over 100 employees use the work team's strategy due to the significant positive outcomes of teamwork (Cohen & Bailey, 1997; Goleman, 1998; Stubb, 2005).

Al-Sadairi (2010) noted that team leadership skills comprise technical, mental, Behavioral, and administrative skills expected in varying degrees among leaders. These skills interact to manage work and achieve goals with high precision and excellence. This study focused on three main skills: participation in decision-making (PDM), motivation (MOT), and communication (COM). Participation in decision-making means the leader consults subordinates when making decisions, seriously considering their input rather than treating it as a routine process, without relinquishing responsibility for decision outcomes. The leader should involve subordinates in every step of the decision-making process. Communication skill means using appropriate means to communicate with team members, including verbal, non-verbal, and written communication. Motivation skill involves employing internal and external factors that stimulate individuals to perform tasks by satisfying their material and moral needs and desires (Aziza & Al-Otaibi, 2016). Based on the above, this study investigates the impact of work team leadership skills (WTLS) among department heads on job engagement (JE) among employees in the Ministry of Interior in the State of Qatar.

Conceptual Framework and Hypotheses Development

Participation in Decision-Making (PDM) Skill and Job Engagement (JE)

Participation in decision-making (PDM) represents the expression of ideas, opinions, and feelings. Employee participation in decision-making enhances their interaction with their leaders. When employees are given the opportunity to present their ideas and opinions during decision-making processes, their desire to engage in their work increases (Saputra, Akram, & Perkasa, 2015). Job engagement can be viewed as the degree to which employees invest their full capabilities in dedication, vigor, and immersion to serve their organization effectively and connect more closely with their leaders. Researchers in networks of communication have found that engaged employees tend to communicate with their leaders using various communication strategies (Kahn 1990; Cowardin-Lee & Soyalp, 2011). Studies also indicate that employee engagement in work is directly proportional to leader engagement. When leaders have low to moderate levels of job engagement, it is likely that employees will also have weak engagement in their tasks. To achieve optimal job engagement among employees, leaders must provide technical, social, and emotional support, which can be achieved through involving employees in decision-making processes (Bono & Judge, 2003). According to social exchange theory, such support enhances employee engagement in their work. Research results also confirm that participation in decision-making is a positive resource for employees, promoting their development within the work environment. Employees

perceive the opportunity to participate and have their opinions heard in decision-making as a reward that fosters a sense of reciprocity (Scott-Ladd & Chan, 2004). Kahn (1990) noted that employees are more likely to engage in environments where they can express their thoughts, feelings, and beliefs without fear of repercussions, as Hinkel & Allen (2013) indicated. They found a relationship between participation in decision-making and job engagement. Kahn's (1990) theory suggests that employees who feel safe enough to participate in decision-making are more likely to engage in their work. Therefore, consistent with previous research findings and the literature review, the study hypothesizes:

"Participation in decision-making is positively related to job engagement."

Motivation (MOT) Skill and Job Engagement (JE)

Kahn's (1990) and May, Gilson, & Harter's (2004) models of job engagement suggest that individuals need to express themselves and engage in self-employment to increase the likelihood of their engagement in work, as this helps achieve the three psychological conditions: meaningfulness, safety, and availability. Ryan & Deci (2000), noted that the self-determination theory connects the three psychological needs of human Behavior: autonomy, relatedness, and competence with job engagement. When these needs are met for employees, they are likely to be motivated, happy, and more engaged in their work. Both Kahn's (1990), and May, Gilson, & Harter's (2004), models of job engagement indicate a relationship between engagement models and self-determination theory, explaining the psychological conditions of individuals. When the psychological conditions associated with human Behavior (autonomy, relatedness, and competence) and those related to job engagement (meaningfulness, safety, and availability) are met, employee motivation and active, vibrant engagement in work are likely to increase. Maslach & Leiter (2008), identified factors related to motivation that can make employees engaged in their work, such as rewards and recognition. Various internal and external motivational factors can be used to encourage employees to elicit positive responses and increase the likelihood of their engagement, helping achieve organizational goals and efficiently complete assigned tasks. A comprehensive review of the literature on motivation and job engagement reveals that researching the impact of leader motivation skills on job engagement is a fertile and modern topic. Motivation describes what stimulates and directs individual activity. Locke (1969) viewed motivation as a tendency or inclination to exert effort to achieve goals, while Ryan & Deci (2000), considered motivation a concept describing what activates and directs individual Behavior to achieve certain benefits, such as rewards.

Zhang & Bartol (2010), added that material or symbolic rewards given to employees contribute to their engagement in work or performing tasks that cannot be accomplished without being linked to a benefit. They emphasized that individuals engage in tasks not for the task itself but to obtain the associated benefits. Organizations are encouraged to diversify their motivation methods based on employee desires. Khan & Iqbal's (2013), study confirmed a relationship between motivation and employee engagement, especially external motivation, such as material and symbolic rewards. Wayne & Thomas (2000), noted that motivation related to rewards and verbal reinforcement has become more critical in the workplace. Based on the above, the study hypothesizes:

"Motivation is positively related to job engagement."

Communication (COM) Skill and Job Engagement (JE)

Effective communication is crucial for organizational success. It acts as a bridge between the leader and subordinates. Effective communication ensures that everyone within the organization or team is aligned and working towards the same goal. Studies have shown that effective communication enhances employee engagement in their tasks (Kim et al., 2017). According to a study by Mutuku & Mathooko (2014), effective communication strategies like active listening and clear and concise messages lead to high levels of employee engagement in their tasks. Moreover, effective communication enables leaders to create a positive work culture, build trust and transparency, and promote and develop employees. Kahn (1990), a prominent researcher in job engagement, noted that personal engagement means employees connect with their professional duties, expressing themselves physically, intellectually, and emotionally while performing their professional tasks. Trust et al (2006), emphasized that communication between leaders and employees is essential for enhancing their sense of participation and engagement. Through communication, employees can share their perspectives, opinions, and ideas with leaders, helping them understand what is happening within the organization and thereby enhancing their engagement in work. Kang & Sung (2017) agreed that effective communication improves relationships among employees, promoting engagement in their tasks. Communication among employees themselves and with their leaders is crucial for fostering engagement.

Based on the Symmetrical Communication model by Grunig, Kang & Sung (2017), stated that organizations should adopt a symmetrical communication approach focused on employees, featuring two-way communication. Both symmetrical communication and job engagement align with social exchange theory. Saks (2006), confirmed that communication between employees and their leaders increases their engagement in their professional tasks and enhances their satisfaction and trust. Positive communication makes employees feel part of their organization, increasing their engagement in their tasks (Mishra & Mishra 2014). Researchers have highlighted the importance of communication between leaders and employees in promoting job engagement. Employees need information that facilitates their contributions to achieving organizational goals, which is achieved through effective communication within the team (Welech 2011). Quirke (2008), noted that creating job engagement largely depends on leaders, whose task is to communicate in ways that help employees effectively contribute to achieving organizational goals, thereby enhancing their engagement in work. Saks (2006), indicated that when employees feel high levels of support from their leaders, they respond with higher levels of engagement. Additionally, Robbins & Judge (2015), observed that leaders who make their employees feel the importance of the tasks they are performing enhance their engagement in work. Thomas (2009), noted that communication between leaders and their employees develops and improves their self-management processes, adding that employees will not engage unless they have the ability, logic, freedom, and knowledge to perform the tasks assigned to them. Hiam (2003) specified that communication between employees and leaders contributes to enhancing job engagement. Based on this, the third hypothesis was formulated:
"Effective communication is positively related to job engagement."

Research Methodology

Design

The current research was designed to test a structural model that includes two latent variables. The first variable represents work team leadership skills (WTLS), which includes three sub-dimensions: participation in decision-making (PDM), motivation (MOT), and communication (COM). This variable was considered an exogenous variable (Tayeb & Al-Otaibi, 2016). At the same time, job engagement (JE) was examined as an endogenous variable (Al-Otaibi, 2018), as shown in Figure (1). A quantitative methodology was employed using Structural Equation Modeling (SEM).

Procedure

A study questionnaire was developed based on Tayeb & Al-Otaibi's (2016), study concerning the variable of Work Team Leadership Skills and Al-Otaibi's (2018), study regarding the variable of job engagement. To verify the questionnaire's validity and effectiveness in measuring the research variables, it was reviewed by ten specialist judges. Based on their feedback and comments, amendments were made to the items, and some items were removed. This aligns with Olson's (2010), recommendation to use a sample of at least six specialist judges. After this step, the questionnaire was applied to a pilot sample of 35 employees to ensure the clarity of the items and reduce measurement errors, as recommended by (Nunnally 1994). Based on the pilot application results, minor amendments were made to some items. In compliance with research ethics, the study participants were informed that their responses would be used solely for scientific research purposes.

Sample and Data Collection

The study population consisted of employees in the Ministry of Interior in the State of Qatar. Data were collected through an online questionnaire link from April 5 to April 20, 2024, using a convenience sampling method, characterized by easy access to the study sample (Dörnyei 2007). A total of 341 questionnaires were obtained, of which 26 were excluded as they were incomplete or unserious, resulting in 315 valid questionnaires for statistical analysis. The study sample characteristics were as follows: the age group (30-40 years) was the most represented at 48%, the majority of respondents had a bachelor's degree at 53.2%, and most respondents had over ten years of experience at 63.4%.

Common Method Variance Test

The Harman's Single-Factor test was conducted to test for common method variance using exploratory factor analysis (Principle Axis Factoring) without rotation, utilizing SPSS 25 software. According to Podsakoff et al (2012), if the variance explained by the single factor does not exceed 50%, it indicates no common method bias in measuring the study variables. The results revealed that the primary factor accounted for 42.73% of the explained variance, less than 50%, indicating no common method bias.

Measures

The study included two variables. The first variable represented Work Team Leadership Skills, which comprised three sub-dimensions: participation in decision-making (PDM), motivation (MOT), and communication (COM), with six items for each dimension. The second variable was job engagement (JE), which included 14 items. The response scale for the variables

followed a five-point Likert scale, where 1 indicated strong disagreement, and 5 indicated strong agreement.

Analytical Process

Structural Equation Modeling (SEM) was employed using SmartPLS software. The sample size was 315 employees, appropriate for this type of analysis (Hair et al. 2016), and included three main stages: assessing the measurement model, assessing the structural model, and testing the hypotheses (Kock 2015).

Data Analysis and Findings

The Measurement Model Assessment

To assess the measurement model, tests were conducted to evaluate internal consistency and convergent validity, including Cronbach's alpha (α), Composite Reliability (CR), and Average Variance Extracted (AVE). Then, Factor Loading and Variance Inflation Factor (VIF) were tested. Table (1) shows the reflection variables adopted in the model, indicating that all items had loading values exceeding 0.6, reflecting the validity of each construct (Hair et al., 2010). Furthermore, the Average Variance Extracted (AVE) for each construct surpassed the recommended value of 0.5, indicating appropriate convergent validity (Hair et al., 2016). Dijkstra & Henseler (2016), suggested two statistical indicators for item reliability: Cronbach's alpha (α) and Composite Reliability (CR). Kock and Verville (2012), indicated that Cronbach's alpha (α) and Composite Reliability (CR) values for all constructs should be greater than 0.7. As shown in Table (1), the values exceeded the acceptable level. Additionally, a VIF test was conducted to ensure the absence of multicollinearity between variables, with values ranging from 1.294 to 2.226, considered ideal according to (Kock & Lynn, 2012).

Moreover, a normality test was conducted, showing that the data met the normal distribution condition, with Kurtosis and Skewness values within acceptable limits (+3) (Ghasemi & Zahediasl, 2012). Kurtosis values ranged from -1.287 to 2.7, and Skewness values ranged from -0.752 to 1.116, as shown in Table (1). Additionally, the mean values of the items ranged from 1.667 to 3.495, with low standard deviation values. Fornell & Larcker's (1981) criterion was used to verify discriminant validity, indicating that the AVE square root values for each construct were higher for the construct itself than for other constructs, as shown in Table (2). As for the structural model assessment, after achieving a reliable and valid measurement model, the next step was to assess the structural model using various criteria: determination coefficient (R^2), size effect (f^2), predictive relevance (Q^2), and goodness of fit (GOF). The results in Table (3) indicated that the determination coefficient (R^2) values were high at 0.507, suggesting an acceptable explanatory power for the study model according to Hair et al. (2010). The size effect (f^2) value for the participation in decision-making dimension was large at 0.18, while it was small for the motivation and communication dimensions, according to Cohen (1988). The predictive relevance (Q^2) values were 0.412, indicating an acceptable predictive relevance level according to Hair et al. (2010). The GOF value was 0.609, suggesting a high model fit and predictive power according to (Henseler, Ringle, & Sarstedt, 2015).

Hypotheses Testing Results

To test the study hypotheses, the structural model was evaluated by calculating the path coefficients and the T-statistic and P-value to assess the significance of the effects of the three team leadership skill dimensions (participation in decision-making, motivation, and

communication) on job engagement. Table (4) shows the results of testing the effects of team leadership skill dimensions on job engagement. The results indicated a statistically significant positive impact of each dimension of team leadership skills on job engagement, with path coefficients and significance levels for participation in decision-making, motivation, and communication at (0.00, 0.303), (0.00, 0.303), and (0.019, 0.269), respectively. Therefore, the three hypotheses are supported. This implies that increased participation in decision-making, motivation, and communication between leaders and subordinates leads to increased job engagement.

Table 1
Measurements characteristics of reflective constructs. Top of Form

Variable		Items	loading	Mean	St. Dev	kurtosis	Skewness	Convergent Validity			
								VIF	α	CR	AVE
Work Team Leadership Skills	participation in decision-making	PDM1	0.944	2.920	1.400	-1.277	-0.255	PDM -> JE (1.294)	0.977	0.981	0.898
		PDM2	0.940	2.990	1.396	-1.287	-0.253				
		PDM3	0.974	3.152	1.344	-1.030	-0.561				
		PDM4	0.940	3.232	1.362	-0.898	-0.602				
		PDM5	0.941	3.081	1.285	-0.942	-0.502				
		PDM6	0.946	3.071	1.281	-0.898	-0.456				
	motivation	Mot1	0.848	3.051	0.757	2.628	-0.085	MOT -> JE (2.116)	0.908	0.928	0.683
		Mot2	0.811	3.404	1.024	0.235	-0.596				
		Mot3	0.771	3.495	0.957	0.576	-0.652				
		Mot4	0.855	3.394	1.003	-0.064	-0.496				
		Mot5	0.878	3.354	1.028	-0.351	-0.475				
		Mot6	0.791	3.141	0.766	2.717	-0.112				
	communication	COM1	0.876	3.111	0.790	1.894	-0.202	COM -> JE (2.226)	0.842	0.893	0.676
		COM2	0.859	3.172	0.888	1.190	0.180				
		COM3	0.750	3.242	1.280	-0.750	-0.672				
		COM4	0.797	3.303	1.298	-0.709	-0.752				
job engagement	JE1	0.846	2.899	1.078	-0.907	0.499	***	0.963	0.967	0.678	
	JE2	0.882	2.515	0.730	-0.292	0.580					
	JE3	0.819	2.374	0.675	0.097	0.372					
	JE4	0.829	2.293	0.624	0.415	0.451					
	JE5	0.841	2.404	0.828	-0.242	0.637					
	JE6	0.808	2.535	0.770	-0.462	0.622					
	JE7	0.886	1.848	1.131	-0.985	0.814					
	JE8	0.859	1.788	1.066	-0.758	0.893					
	JE9	0.784	1.697	0.969	-0.258	1.052					
	JE10	0.848	1.727	1.023	-0.219	1.090					
	JE11	0.878	1.667	0.974	-0.178	1.116					
	JE12	0.885	1.818	1.140	-0.949	0.863					
	JE13	0.660	2.657	0.818	-0.253	-0.405					
	JE14	0.657	2.636	0.926	-0.724	-0.292					

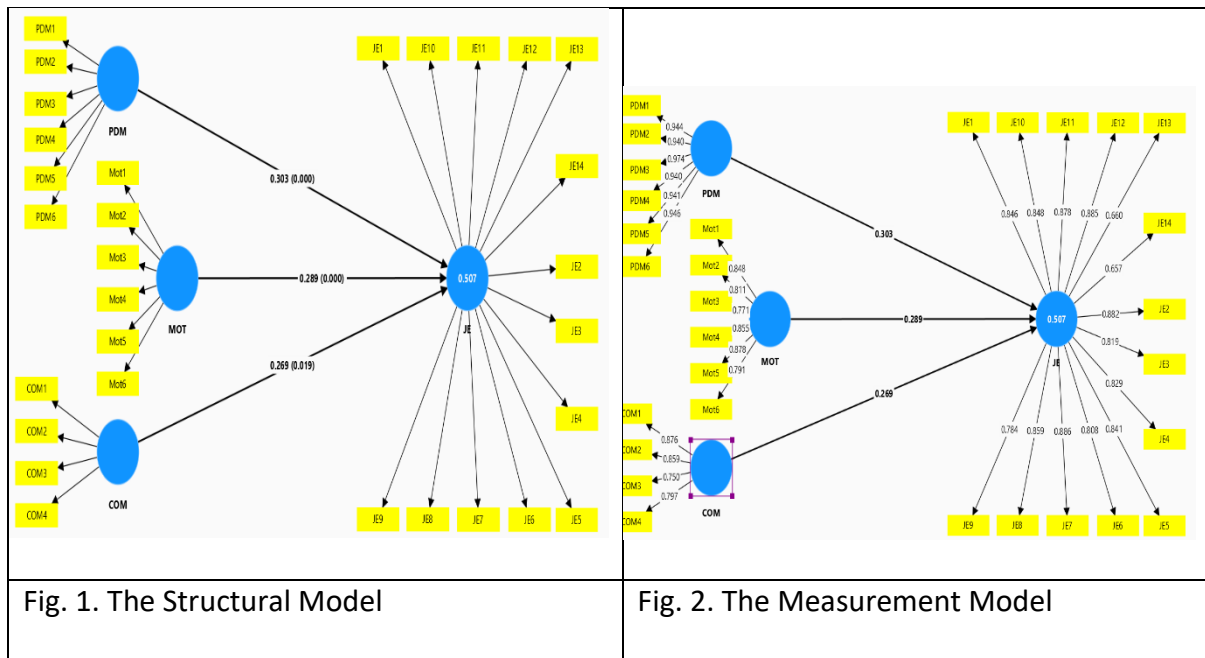


Table 2
Discriminate Validity

	COM	JE	MOT	PDM
COM	0.822			
JE	0.617	0.823		
MOT	0.720	0.608	0.827	
PDM	0.462	0.547	0.415	0.948

Table 3
The structural Model Indicators

Construct	f ²	R ²	Q ²	GOF
PDM	0.144	0.507	0.412	0.61
COM	0.080			
MOT	0.066			

Table 4
Result of Hypothesis Test

	Original sample (O)	Standard deviation (STDEV)	T statistics	P values	Decision
COM -> JE	0.269	0.114	2.354	0.019	Supported
MOT -> JE	0.289	0.082	3.522	0.000	Supported
PDM -> JE	0.303	0.082	3.710	0.000	Supported

Discussion and Conclusion

The results indicated that team leadership skills (PDM, MOT, COM) positively affect job engagement. This can be explained by the pivotal role these skills play in enhancing job engagement. The skill of participation in decision-making is considered a fundamental factor that enhances employee engagement in their work. When the leader involves team members

in the decision-making process, it fosters their sense of empowerment and responsibility. Participation in decision-making allows employees to express their opinions and contribute to determining the team's paths. This type of involvement increases the feeling of belonging and commitment to the decisions made, as members feel they have a voice in the process. Additionally, this enhances individuals' trust in the leadership, as they see the leader as a partner in success and challenges, rather than just an authority figure, which increases the likelihood of their engagement in assigned tasks. The study's results aligned with the findings of Aziza & Al-Otaibi (2016), indicating a positive impact of team leadership skills on job engagement, and with the results of studies by Bono & Judge (2003), Cowardin-Lee & Soyap (2011), Hinkel & Allen (2013), and Saputra, Akram, & Perkasa (2015), which suggested that employee participation in decision-making positively influences their engagement in work.

Motivation is also a crucial factor in enhancing job engagement. Leaders' motivational practices, such as providing rewards and recognition for outstanding performance, effectively stimulate enthusiasm and commitment among team members, encouraging them to give their best. Motivation acts as a powerful driver that boosts performance and innovation, enhancing individuals' perception of their importance to the team, thereby increasing their engagement in work. The study's results were consistent with the findings of Zhang & Bartol (2010); and Khan & Iqbal (2013), which indicated that employee motivation positively influences their job engagement. Regarding communication skills, this skill forms a solid foundation for effective job engagement. Leaders with strong communication skills can convey information clearly and transparently, reducing the chances of misunderstandings. Effective communication includes good listening skills and the ability to clearly articulate ideas and expectations. When team members feel they receive necessary information and responses to their queries, it enhances their sense of trust and increases their ability to coordinate and work collaboratively. Moreover, good communication contributes to building positive relationships among team members, enhancing team cohesion and promoting more effective cooperation. In conclusion, skills in decision-making participation, motivation, and communication form a robust foundation for enhancing job engagement. Leaders who effectively integrate these skills can build a work environment that focuses on cooperation and positivity, contributing to the successful and efficient achievement of team goals, thereby increasing employee engagement in their work. The study's results were in line with the findings of Saks (2006); Thomas (2009); Welech (2011); Mishra & Mishra (2014); Mutuku & Mathooko (2014); Robbins & Judge (2015); Kim et al (2017); and Kang & Sung (2017); which demonstrated that effective communication among employees and leaders improves job engagement in their tasks.

Recommendation and Future Study Directions

Based on the study results, which indicated that team leadership skills practiced by leaders positively influence job engagement, several recommendations are proposed to enhance this effect. It is deemed necessary to strengthen decision-making participation skills within work teams. Leaders should establish clear mechanisms for consulting with team members on important decisions. This can be achieved through several strategies, such as holding regular meetings to gather team opinions and suggestions. Providing specific training to improve group decision-making skills, such as critical thinking and group analysis techniques, can enhance the effectiveness of this participation.

Regarding motivation skills, which play an important role in enhancing engagement, leaders should develop a reward system and clearly define goals and regularly monitor their achievement. Additionally, leaders should take the time to understand individual motivations and personal needs to design customized motivational strategies that align with their interests and goals. As for communication skills, which are essential for improving engagement, leaders should improve their communication skills through training in active listening and clear expression. Effective communication should provide multiple channels to ensure information reaches all team members in ways that are comfortable for them. Encouraging a culture of constructive feedback and ensuring leaders are open to receiving team feedback and providing constructive feedback to improve performance continuously will enhance team communication and interaction positively. To expand our understanding of this topic, the study proposes several ideas for future research. Future studies are recommended in the following areas: the impact of digital technologies on leadership skills, the effect of different cultures on leadership and engagement, and analyzing the relationship between leadership styles and job engagement. Adopting these recommendations and conducting future studies can deepen the understanding of how to improve team leadership skills to enhance job engagement, leading to more positive and effective work environments.

References

- Ababneh, O. M. A. (2015) 'The Meaning and Measurement of Employee Engagement: A Review of the Literature', *NZJHRM* 2015, 15(1), 1-35. <https://www.scribd.com/document/296528278/>
- Al-Otaibi, S. (2018). Psychological Empowerment and its Relationship with Organizational Commitment and Work Engagement Among Private Insurance Employees in Riyadh, *Arab Journal of Management*, 38(4), 115-143, <https://search.emarefa.net/detail/BIM-911957>.
- Al-Sadairi A. (2010). *The private sector sultanate of Oman on the skills in the leadership of the working group*, Master Thesis, Arab British Academy Thesis.
- Andrianto, H., & Alsada, Y. (2019). The Conceptual Framework of Employee Engagement to Vigor, Dedication, and Absorption. *International Journal of Social Relevance & Concern*, 7(1), 11-14. <http://ijournals.in/wp-content/uploads/2019/01/2.7108-Yasser-compressed.pdf>
- Aziza, T., & Al-Otaibi, N. (2016). Team leadership skills of department heads in the Department of Education in Muthannab Governorate: *A field study*, *Educational Sciences*, 1(2), 389-437. <https://search.mandumah.com/Record/777457>
- Bakker, A. B. (2011). An evidence-based model of work engagement. *Current Directions in Psychological Science*, 20(4), 265–269. <https://doi.org/10.1177/0963721411414534>
- Bakker, A. B. (2014). Daily fluctuations in work engagement: An overview and current directions. *European Psychologist*, 19(4), 227–236. <https://doi.org/10.1027/1016-9040/a000160>
- Bono, J. E., & Judge, T. A. (2003). Core self-evaluations: A review of the trait and its role in job satisfaction and job performance. *European Journal of Personality*, 17(Suppl1), S5–S18. <https://doi.org/10.1002/per.481>
- Cha, S. C. (2007). Research on structural modeling of enterprise employee engagement. Unpublished
- Cohen, J. (1988). *Statistical power analysis for the Behavioral sciences* (2nd ed.). Lawrence Erlbaum Associates, Inc.

- Cohen, S. G., & Bailey, D. W. (1997). What makes teams work: Group effectiveness research from the shop floor to the executive suite. *Journal of Management*, 23(3), 239-290. <http://dx.doi.org/10.1177/014920639702300303>
- Cowardin-Lee, N., & Soyalp, N. (2011). Improving organizational workflow with social network analysis and employee engagement constructs. *Consulting Psychology Journal: Practice and Research*, 63(4), 272–283. <https://doi.org/10.1037/a0026754>
- Dornyei, Z. (2007). *Research methods in applied linguistics*. Oxford University Press
- Dendy, S. (2012). The Effects of Organizational Culture and Leadership Style toward Employee Engagement and Their Impacts toward Employee Loyalty. *World Business Institute Australia*, 2(5), 128–139.
- Dijkstra, T. K., & Henseler, J. (2015). Consistent partial least squares path modeling. *MIS Quarterly*, 39(2), 297–316. <https://doi.org/10.25300/MISQ/2015/39.2.02>
- Fornell, C., & Larcker, D. F. (1981). Evaluating structural equation models with unobservable variables and measurement error. *Journal of Marketing Research*, 18(1), 39–50. <https://doi.org/10.2307/3151312>
- Ghasemi, A., & Zahediasl, S. (2012): Normality tests for statistical analysis: A guide for non-statisticians. *International Journal of Endocrinology and Metabolism*, 10(2), 486–489. <https://doi.org/10.5812/ijem.3505>
- Goleman, D., Boyatzis, R. E., & McKee, A. (2002). *The new leaders: Transforming the art of leadership into the science of results*. London: Little, Brown.
- Hair, J. F. & Lukas B. (2014). *Marketing research*. McGraw-Hill Education, Australia.
- Hair, J. F. Jr., Hult, G. T. M., Ringle, C., & Sarstedt, M. (2016). *A primer on partial least squares structural equation modeling (PLS-SEM)*. Sage publications.
- Hair, J. F., Black, W., & Babin, B. (2010). *Multivariate data analysis: A global perspective*, Pearson Education.
- Harter, J. K., Schmidt, F. L., & Hayes, T. L. (2002). Business-unit-level relationship between employee Satisfaction, employee engagement, and business outcomes: A meta-analysis. *Journal of Applied Psychology*, 87(2), 268-279. <https://doi.org/10.1037/0021-9010.87.2.268>
- Henseler, J., Ringle, C. M., & Sarstedt, M. (2015). A new criterion for assessing discriminant validity in variance-based structural equation modeling. *Journal of the Academy of Marketing Science*, 43(1), 115–135. <https://doi.org/10.1007/s11747-014-0403-8>
- Hiam, A. (2003). *Motivational management: inspiring your people for maximum Performance* Paperback, AMACOM, American Management Association
- Hinkel, H., & Allen, J. (2013). Speaking up and working harder: How participation in decision making in meetings impacts overall engagement. *Journal of Psychological Inquiry*, 18, 7-16. <https://www.psychinquiry.org/wp-content/uploads/2019/03/Vol18-1.pdf>
- Kahn, W. (1990). Psychological conditions of personal engagement and disengagement at work. *Academy of Management Journal*, 33(4), 692-724. <https://www.jstor.org/stable/256287>
- Kang, M. and Sung, M. (2017). “How symmetrical employee communication leads to employee engagement and positive employee communication Behaviors: The mediation of employee organization relationships”, *Journal of Communication Management*, 21(1), 82-102. Doi: <https://doi.org/10.1108/JCOM-04-2016-0026>
- Kang, M. and Sung, M. (2017). “How symmetrical employee communication leads to employee engagement and positive employee communication Behaviors: The

- mediation of employee organization relationships”, *Journal of Communication Management*, 21(1), 82-102. Doi: <https://doi.org/10.1108/JCOM-04-2016-0026>
- Kaushik, Shreni & Tiwari, Pavan. (2023). Job Engagement: A Theoretical Foundation for Enhanced Perspective. *International Journal of Advance Research and Innovative Ideas in Education*, 9, 2023. https://www.researchgate.net/publication/369188896_Job_Engagement_A_Theoretical_Foundation_for_Enhanced_Perspective.
- Khan, W., & Iqbal, Y. (2013). *An Investigation of the Relationship between Work Motivation (Intrinsic & Extrinsic) and Employee Engagement: A Study on Allied Bank of Pakistan* (Dissertation). Retrieved from <https://urn.kb.se/resolve?urn=urn:nbn:se:umu:diva-87386>
- Kock, N. (2015). Common method bias in PLS-SEM: A full collinearity assessment approach. *International Journal of e-Collaboration*, 11(4), 1–10. <https://doi.org/10.4018/ijec.2015100101>
- Kock, N., & Lynn, G. S. (2012). Lateral collinearity and misleading results in variance based SEM: An illustration and recommendations. *Journal of the Association for Information Systems*, 13(7), 25–38. <https://doi.org/10.17705/1jais.00302>
- Kock, N., & Verville, J. (2012). Exploring free questionnaire data with anchor variables: An illustration based on a study of it in healthcare. *International Journal of Healthcare Information Systems and Informatics*, 7(1), 46–63. <https://doi.org/10.4018/jhisi.2012010104> Literature’, *NZJHRM* 2015, 15(1), 1-35. <https://www.scribd.com/document/296528278/>
- Locke, E. A. (1969). What is job satisfaction? *Organizational Behavior & Human Performance*, 4(4), 309–336. [https://doi.org/10.1016/0030-5073\(69\)90013-0](https://doi.org/10.1016/0030-5073(69)90013-0)
- Macey, W. H., Schneider, B., Barbera, K. M., & Young, S. A. (2009). *Employee Engagement*. Wiley-Blackwell. <https://doi.org/10.1002/9781444306538> .
- Maslach, C., & Leiter, M. P. (2008). Early predictors of job burnout and engagement. *Journal of Applied Psychology*, 93(3), 498–512. <https://doi.org/10.1037/0021-9010.93.3.498>
- Maslach, C., Schaufeli, W. B., & Leiter, M. P. (2001). Job burnout. *Annual review of psychology*, 52(1), 397-422. <https://www.annualreviews.org/content/journals/10.1146/annurev.psych.52.1.397>
- May, D. R., Gilson, R. L., & Harter, L. M. (2004). The psychological conditions of meaningfulness, safety and availability and the engagement of the human spirit at work. *Journal of Occupational and Organizational Psychology*, 77(1), 11–37. <https://doi.org/10.1348/096317904322915892>
- May, D., Gilson, R, & Harter, L. (2004). The psychological conditions of meaningfulness, safety and availability and the engagement of the human spirit at work. *Journal of Occupational & Organizational Psychology*, March 2004: 77(1): 11-37
- Mishra, K., Boynton, L., & Mishra, A. (2014). Driving Employee Engagement: The Expanded Role of Internal Communications. *International Journal of Business Communication*, 51, 183-202. <https://doi.org/10.1177/2329488414525399>
- Mughal, M. (2020). The Impact of Leadership, Teamwork and Employee Engagement on Employee Performances. *Saudi Journal of Business and Management Studies*. 5(3): 233-244. https://saudijournals.com/media/articles/SJBMS_53_233-244.pdf
- Mutuku, C. K., & Mathooko, P. (2014). Effects of organizational communication on employee motivation: A case study of Nokia Siemens Networks Kenya. *International Journal of*

- Social Sciences and Project Planning Management*, 1(3), 28-62.
http://www.iajournals.org/articles/iajisp_m_v1_i3_28_62.pdf
- Nunnally, J. C. (1994). *Psychometric theory* (3rd ed.). Tata McGraw-hill education.
- Olson, K. (2010). An examination of questionnaire evaluation by expert reviewers. *Field Methods*, 22(4), 295–318. <https://doi.org/10.1177/1525822x10379795>
- Podsakoff, P. M., MacKenzie, S. B., & Podsakoff, N. P. (2012). Sources of method bias in social science research and recommendations on how to control it. *Annual Review of Psychology*, 63, 539–569. <https://doi.org/10.1146/annurev-psych-120710-100452>
- Quirke, B. (2012). *Making the connections: Using internal communication to turn strategy into action*. Burlington, VT: Gower. <https://doi.org/10.4324/9781315249971>
- Robbins, S. P., & Judge, T. A. (2015). *Organizational Behavior* (15th ed.). Pearson. Boston.
- Ryan, R. M., & Deci, E. L. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary Educational Psychology*, 25(1), 54–67. <https://doi.org/10.1006/ceps.1999.1020>
- Saks, A. M. (2006). Antecedents and consequences of employee engagement. *Journal of Managerial Psychology*, 21, 600-619. <https://www.emerald.com/insight/content/doi/10.1108/02683940610690169/full/html>
- Salem, A. & Dalila, M. (2022). Impact of leadership skills on the performance of work teams – A socio – organizational study at Algeria Telecom Company in the city of Adrar. *Journal of legal and social studies*, 7(1), 959-978. <https://www.asjp.cerist.dz/en/article/181226>.
- Saputra, R. S., Akram K. & Perkasa, K. A. (2015). Impact of Participative Decision Making and Demographic Characteristics on Job Performance of University Academic Staff: Evidence from Universiti Utara Malaysia. *Journal of Marketing and Consumer Research*, 14, 29-38. <https://core.ac.uk/download/pdf/234694012.pdf>
- Scott-Ladd, Brenda & Chan, Christopher. (2004). Emotional intelligence and participation in decision-making: Strategies for promoting organizational learning and change. *Strategic Change*. 13. 95 - 105. 10.1002/jsc.668.
- Shahmandi, E., Silong, A. D., Ismail, I. A., Abu-Samah, A. B., & Othman, J. (2011). Competencies, Roles and Effective Academic Leadership in World Class University. *International Journal of Business Administration*, 2(1), 44-53. DOI: <https://doi.org/10.5430/ijba.v2n1p44>
- Shirom, A. (2003). Job-related burnout: A review. In J. C. Quick & L. E. Tetrick (Eds.), *Handbook of occupational health psychology*, 245–264. <https://doi.org/10.1037/10474-012>
- Shuck, B., & Reio, T. S. (2013). Employee Engagement and Wellbeing: A Moderation Model and Implications for Practice. *Journal of Leadership & Organizational Studies*, 2, 43-58. <https://doi.org/10.1177/1548051813494240>
- Shuck, B., & Wollard, K. (2010). Employee engagement and HRD: A seminal review of the foundations. *Human Resource Development Review*, 9(1), 89–110. <https://doi.org/10.1177/1534484309353560>
- Soane, E., Truss, C., Alfes, K., Shantz, A., Rees, C., & Gatenby, M. (2012). Development and application of a new measure of employee engagement: The ISA Engagement Scale. *Human Resource Development International*, 15(5), 529–547. <https://doi.org/10.1080/13678868.2012.726542>
- Stubbs, E. C. (2005). *Emotional Intelligence Competencies in the Team and Team Leader: a Multi-level Examination of the Impact of Emotional Intelligence on Group Performance*. PhD Thesis submitted to the Case Western Reserve University.

- Tayeb A & .Al-Otaibi N.(2016).Team Leadership Skills of Department Heads in the Education Department of Al-Muznib Governorate: *A Field Study, Educational Sciences*,24(20), 385-435, <https://search.mandumah.com/Record/77745>
- Thomas, K. W. (2009). *Intrinsic motivation at work: What really drives employee Engagement*. Berrett-Koehler Publishers.
- Truss, C., Soane, E., Edwards, C., Wisdom, K., Croll, A. and Burnett, J. (2006). *Working Life: Employee Attitudes and Engagement 2006*. London, CIPD. <https://eprints.kingston.ac.uk/id/eprint/3064>
- Truss, C., Soane, E., Edwards, C., Wisdom, K., Croll, A. and Burnett, J. (2006) *Working life : employee attitudes and engagement 2006*. London, UK : Chartered Institute of Personnel and Development. 54p. (Research report) ISBN 9781843981794
- Wayne, K., Thomas. (2000). *Intrinsic motivation at work. Building energy and commitment*. San Francisco:Berrett Koehler Publishers. E-book
- Welch, M. (2011). The evolution of the employee engagement concept: Communication implications, *Corporate Communications: An International Journal*, 16(4), 328-346. <https://www.emerald.com/insight/content/doi/10.1108/13563281111186968/full/html>
- Yin, N. (2019). Interpretation of Employee job Engagement Based on social exchange theory.” *International conference on politics, Economics and Management (ICPEM)*: 280-286. <https://www.clausiuspress.com/conferences/LNEMSS/ICPEM%202019/ICPEM051.pdf>
- Zakaria, N. & Taiwo, A. (2013). The Effect of Team Leader Skills and Competencies Team: A Structural Equation Modeling Approach. *Asian Social Science*. 9. 151-161. 10.5539/ass.v9n7p151.
- Zhang, X., & Bartol, K. M. (2010). Linking empowering leadership and employee creativity: The influence of psychological empowerment, intrinsic motivation, and creative process engagement. *Academy of Management Journal*, 53(1), 107–128. <https://doi.org/10.5465/AMJ.2010.48037118>