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The Effect of Leadership on Employee Engagement in Higher Education Sector in Ghana: A Case Study of Tamale Technical University

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Abstract

The purpose of this study was to assess the influence of leadership on employee engagement in higher education sector in Ghana. A quantitative research approach was used for the investigation. With descriptive design and a sample size of 200 staff of Tamale Technical University. The findings of the study were in line with literature and that leadership can lead to cognitive, physical and emotional engagement in higher educational institutions. As a result, we came to the conclusion that leadership had a very beneficial impact on employee satisfaction.

Keywords: leadership, engagement, employee, cognitive, physical and emotional

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INTRODUCTION

It is the duty of leaders to foster an atmosphere in which workers are comfortable contributing to the company's process system (Parker et al., 2015). The dedication of workers to their employer is boosted when their involvement is elevated (Wu, 2017). By fostering an environment that encourages employee engagement, leaders can boost their employees' organizational commitment, according to Parker et al. (2015) research. Wray (2016) stated that executives who know how to improve employee engagement led to organizational success. Leaders that are really interested in employee engagement will encourage their staff members in their efforts to get this knowledge (Bolarinwa, 2015). There are three psychological variables that executives must be aware of if they truly want to promote employee engagement, according to Bolarinwa (2015). The three psychological requirements that leaders must meet in order to engage their workforce are: (1) a sense of purpose; (2) a sense of security; and (3) the availability of resources. Carasco-Saul et al. (2015) found that the relationship between leadership and employees was essential to the overall effectiveness of the business. Both Mikkelsen, York, and Arritola (2015) and Gollan and Xu (2015) came to the conclusion that there are gaps in the study since they were unable to establish a correlation between the leadership behaviors and the employee behaviors in their respective studies. Other academics have emphasized the importance of research into the relationship between leaders' actions and the influence those actions have on the engagement of followers (Bolarinwa, 2015).

Incentives such as money and gifts can be used to motivate employees, but they are not a one-stop solution to the problem of disenchantment. Organizations and their leaders need to be more innovative to stimulate and sustain their employees' intellectual potential in order to help them find meaning, Choudhury & Mohanty (2019) stated. There is a lot of disagreement in the research that has been done on how leadership affects the level of employee engagement. There is a need for additional scholarly investigation into this problem, according to Bolarinwa (2015). Because of the absence of research, there is a knowledge gap that can be filled by researchers (Bakker & Albrecht, 2018). An investigation into governance and employee engagement in Nigeria's public sector was conducted by Oshilim and Akpediri (2015). However, there is a dearth of in-depth study on the influence that leadership has on the level of student involvement in Ghana's higher education system. As a consequence of this, the purpose of this study is to explore the effect of leadership on employee engagement in the higher education sector in Ghana.

Research objectives

The main objective of this research is to investigate influence of leadership on employee engagement in higher education sector in Ghana.

The specific research objectives are:

1. To examine the influence of leadership on emotional engagement

2. To examine the influence of leadership on physical engagement
3. To examine the influence of leadership on cognitive engagement

Research questions

The main research question is: Does leadership influence employee engagement in higher education sector in Ghana?

The specific research questions are:

1. What is the influence of leadership on emotional engagement?
2. Does leadership influence physical engagement?
3. What is the effect of leadership on cognitive engagement?

Profitability and competitiveness can all be improved as well as absenteeism and staff turnover by employing effective engagement tactics. This research could be particularly useful to business executives. With this study, both management and university staff members will be given a clearer picture of how they may enhance the physical and mental well-being of their staff members. Which will lead to increased productivity for everyone involved, including administrators. This understanding of how leadership affects employee engagement will help the university's administration to decrease the number of employees who are leaving for better engagement possibilities elsewhere, which will lead to better productivity and service accuracy for students and faculty. To date, little is known about how leaders motivate their subordinates, how employee engagement levels are affected, and how employees' opinions of leadership influence their engagement. University (VC) leadership s and other educational leaders should learn from this study's results about the influence of management style on the participation of teachers and take steps to make that a top priority in their work. As a result of this research, administrators and instructors who aspire to be administrators will be inspired to use strategies that increase employee motivation and productivity in their workplaces. With the help of the results of this research, decision-makers will be able to more effectively analyze, select, and educate future leaders. The findings of this research study can be used to guide policymakers in the selection of university leadership s and other leaders that discourage employee participation. This study's results will provide a solid groundwork for and an excellent opportunity for competent human resource managers at the TaTU and Ministry of Education to contribute to the success of their respective institutions by counteracting the negative effects of psychopathic leadership (Boddy, 2015). This research will help workers and businesses appreciate the financial and moral consequences of having a dark boss, and it will provide policy-based methods for mitigating those costs. To sum it up, the findings of this research will be helpful to the leaders of HEIs with specific tactics for engaging employees and increasing productivity while decreasing costs associated with attracting and retaining talent in highly competitive talent markets.

LITERATURE REVIEW

Conceptual Review

Leadership

Leadership, according to Makera (2018), is the process through which an executive guides, influences, and steers the work and behavior of others towards the fulfillment of certain goals in a particular context. He said that leadership is the ability of the upper echelons to inspire the lower ones to work with conviction and enthusiasm. In addition, Oswick (2015) defined leadership as the capacity to mobilize others to achieve a common objective. A leader is someone who can inspire and direct others to work together effectively toward a common goal (Carasco-Saul, Kim, & Kim, 2015). According to Raj and Srivastava (2017), firms that provide leadership training programs provide their workers with skills to increase their engagement, happiness, and dedication to the company, which in turn improves the company's bottom line.

Employee Engagement

One of the most effective ways to gain a competitive advantage over your rivals is through a high level of employee engagement. When referring to an employee's positive attitude about their job, the term "engagement" is often used (Huertas-Valdivia, Llorens-Montes, & Ruiz-Moreno, 2018). Ineffectiveness at workplace is directly related to employee disengagement, which leads to low morale, high absenteeism, and high staff turnover (Popli & Rizvi, 2015). Individuals are a unique asset that can't be duplicated by competitors and are therefore considered the most important asset when they are properly managed and occupied (Makera, 2018; Ravitch & Riggan, 2017). Scholars, according to Griffin et al. (2015), have devoted little time identifying the responsibility of leadership in encouraging workplace appointment. Griffin et al. (2015) also pointed out that there are still holes in the existing literature, which necessitates additional research. A number of experts claim that a company's performance is directly tied to the level of employee involvement inside the company, since higher levels of engagement translate to higher levels of productivity and profitability (Oswick, 2015). According to research by Ferinia et al. (2016), businesses with disengaged workers are more likely to fail than those with engaged workers.

Types of Engagement

In order for a company to achieve its strategic goals, employee engagement is critical. This is accomplished by creating a favorable setting in which both leadership and staff may flourish and produce results (Anitha, 2014). Personal involvement and disengagement in the workplace are influenced by three factors: (a) cognitive, (b) emotional, and (c) physical (Handayani, Anggraeni, Andriyansah, Suharnomo, & Rahardja, 2017). High levels of well-being can be achieved by employees who are emotionally engaged (Kahn, 1990). Employees' feelings for company and its management are reflected in the emotional aspect. Cognitively engaged employees believe their work is meaningful, and physically involved people are more productive (Kumar and Pansari

2015). An employee's willingness to do whatever it takes to contribute to the firm's success and to show their emotional and intellectual investment in the organization, according to Karumuri (2016), is what drives employee engagement. A higher level of dedication and involvement is demonstrated by employees who have strong emotional connections (Megha, 2016). Physical employee engagement is a measure of how hard workers are willing to toil to achieve organizational objectives (Kahn, 1990). As described by Rothmann and Baumann (2014), people who were totally engaged displayed these three characteristics: cognitive acuity, emotional attachment, and physical involvement. Emotional and cognitive involvement are necessary for physical engagement (Bakker & Albrecht, 2018). As a result, Kahn saw employee involvement (or lack thereof) as a reaction to work settings (Huertas-Valdivia et al., 2018).

Employee Engagement in Higher education Sector

Department heads, deans, provosts, Pro VCs and vice chancellors are all terms used to describe leadership (Gaubatz & Ensminger, 2017). Gallup (2016) found that schools and universities are among the least engaged organizations in the world because they fail to fully use their most important asset, their teachers and staff. It's fascinating that leaders' actions have been demonstrated to have far-reaching effects on things like staff morale, turnover, and the bottom line. Universities require invested faculty and staff to develop a strategy that can fulfill the needs of their students and the higher education industry. The current literature fails to address the issue of professional development and university involvement among non-teaching university workers (Rebore, 2015). Due to a dearth of research on non-teaching university staff's professional growth, which is linked to workplace engagement (Gallup, 2017), this issue is particularly troubling. Hence, the research involves both teaching and non-teaching staff (administrators). Higher education's infrastructures for supporting the growth and involvement of non-teaching university staff are similarly understudied. The economic structure of universities relies heavily on the success of its students. Grants to the university are reduced when there are fewer successful students (Osborne & Hammoud, 2017). According to Goot (2017), non-teaching professionals have a significant impact on student outcomes. For students and professors alike, non-teaching staff members are cultural navigators and helpers who keep the campus running smoothly (Basit & Ashard, 2017). Therefore, their engagement, growth as professionals, and individual development are fundamental to the success of higher education. This method provides universities with a substantial incentive to support their students' efforts to achieve academic excellence (Nordmark, 2017). In order to improve student outcomes, colleges and universities must develop policies, practices, and organizational culture that encourage faculty and staff involvement and leadership. Investing in faculty and staff engagement and empowerment techniques is likely to result in more meaningful and long-term outcomes for

colleges (Henderson & Lawton, 2015). As a result of their contacts with students, Alias et al. (2017) defined support personnel (administrators) as essential members of the university.

THEORETICAL REVIEW

Social Exchange Theory (SET)

Researchers have utilized a variety of methods to study employee engagement. Following Saks (2006), this study applied the Social Exchange Theory (SET) to analyze independent variables “team and coworker relationships, the work place environment, leadership and career training and development”, which in turn examined the dependent variable (employee engagement). As a consequence of this, the findings of this investigation will provide evidence in support of the hypothesis that was used in this research. The concept of social exchange takes into consideration more than merely exchanges between individuals. In addition to this, it investigates the relationships that form between groups and formal bodies (Paraskevaidis & Andriotis, 2017). When an employee's performance is used to decide their salary as well as other administrative decisions, the hypothesis states that individuals find it difficult to enhance the quality of their job because of the consequences of doing so. As an independent variable, social exchange theory (SET) was utilized to examine employee engagement “team and coworker relationships; work environment; leadership; training; and career advancement” (job satisfaction).

Empirical Review

Leadership and Employee Engagement

Many managers struggle with the question of how to motivate and increase staff involvement (Eneh & Awara, 2016; Maghraoui & Zidai, 2016). The success of a firm may be attributed to a number of different reasons. These factors include the leader as one of them (Mehmood, Nawab, & Hamstra, 2016). If the leaders of an organization are able to instill a feeling of camaraderie among their workforce, the organization will be more successful. Companies need to have a better understanding of how to build management procedures and leadership behaviors, as well as how to recognize and reward such actions, in order to effectively engage their workforces (Karanges et al., 2015). Leadership style is perhaps the single most important factor in determining whether or not an organization will be successful in terms of employee engagement. Employees follow the leader's lead in terms of how they conduct themselves. There is a strong association between highly engaged employees and effective leadership (Eldor & Harpaz, 2016). Employee engagement is also influenced by the supervisory relationship (Ahmed, Ahmad, & Jaaffar, 2017; Mohamed & Ali, 2016). To foster a sense of self-confidence and responsibility among employees, supervisors must help them succeed at their jobs. Employees must have faith in their ability to meet the company's expectations if they are to complete a large amount of work. Employees' actions contribute significantly to the accomplishments of the business as a whole, which is communicated by the supervisor. Workers are more invested in the company's success when their

labor is valued and relevant to them. The company's performance will be aided by clear management support and direction for personnel. An active and proactive encouragement for employees to commit and improve performance in the form of job involvement is provided by supervisor assistance, as mentioned by Ling Suan & Mohd Nasurdin (2016)

In cases when stakeholders have a clear understanding of the organization's goals, Schaubroeck et al., Lam et al., and Peng (2016) find that transformational leaders have a positive impact on employee engagement and productivity. The senior leadership of the organization's genuine interest in the employees' learning, development, contribution, and growth is a significant aspect in employee engagement (Popli & Rizvi, 2016). Leaders in every organization are tasked with cultivating a culture that people are able to perform at their highest level every day for the organization (Panchanatham & Jayalakshmi, 2016; Yeh & Huan, 2017). Nonetheless, as Farrell (2016) points out, effective corporate leadership and employee participation are key to any company's long-term viability. Without leadership, there can be no engagement (Howell, 2017). Leaders that allow their personnel to work a flexible schedule are praised by their workers. Individuals were able to work from home on occasion because of this flexible schedule. In general, employees are devoted and loyal (Antony, 2018; Kaliannan & Adjovu, 2015). A high-performing firm thrives when its leaders provide enticing salaries, incentives, and other perks (Chapman, Sisk, Schatten, & Miles, 2018).

Follower-centered leadership has been connected to a variety of individual and collective outcomes, including team-centered leadership; climate and organization-centered leadership. It would seem that servant leaders have a substantial influence on the actions, attitudes, and performances of the people they lead (Eva et al., 2019). According to the findings of some academics, there is a connection between servant leadership and greater levels of employee participation in the decisions made by those who follow them (Coetzer et al., 2017; Ling et al., 2017). According to Ahmed et al. (2016) and Jose and Mampilly, there is considerable evidence that supervisory relationships have an influence on employee engagement and performance (2015). Employees have a lower likelihood of being interested in their work and a higher likelihood of being unhappy with their employment when there is a lack of leadership in the organization (Anand, 2017). As a result, the relationship between the supervisor and the employee was essential to the achievement of success for both the business and the person. The model takes into account all of the resources associated with the job, and managers need to be aware that workers may want to change their surroundings at work if they find the atmosphere to be intolerable (Bakker & Demerouti, 2017). (Schaufeli, 2015). Assumes that the demand component is what causes stress, and that the resources are what drive people to get things done (Bakker & Demerouti, 2017).

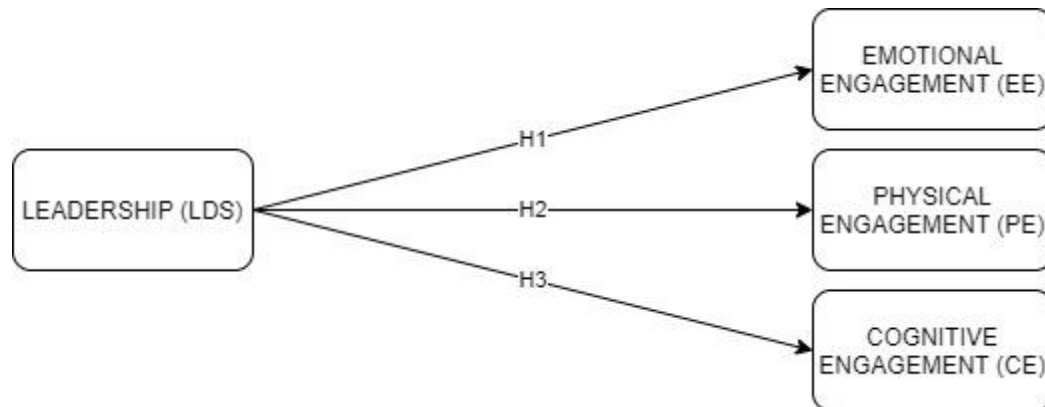
Conceptual model*Figure 1: Conceptual model*

Fig. 1 represents the factors that were controlled for and those that were used to determine the results of the research. Because the independent variable is the determining factor, it's called a "cause-and-effect study" (Thomas, 2020). When the independent factors are manipulated, the dependent variables are also altered as a result (McLeod, 2019). The dependent variable is directly influenced. The current study's conceptual framework reflects the connection between effective leadership and enthusiastic participation from staff members.

Hypotheses

Based on Grant (2019), employee engagement is divided into three (emotional, physical and cognitive). The study intends to look at how leadership leads to any of these types of engagement in a higher education setting in Ghana.

H1: Leadership has a significant positive effect on emotional engagement

H2: Leadership has a significant positive effect on physical engagement

H3: Leadership has a significant positive effect on cognitive engagement

METHODOLOGY*Research Design*

Leadership and employee engagement in higher education were examined in this quantitative study using a descriptive survey approach. In this study, researchers employed a descriptive evaluation and a correlational research methodology to identify the level of leadership and its impact on employee work engagement. A descriptive correlation research, according to Ariola (2006), aims to characterize the association between variables without attempting to demonstrate a causal link between the variables. Comparative studies attempt to explain a phenomenon or population in greater depth than descriptive studies. It can also be used to characterize persons,

situations, or phenomena by describing their profiles, frequency distributions, or other traits. Because it answers the questions of how, when and where rather than why (McCombes, 2020). Qualitative, quantitative, and mixed approaches are the three most commonly utilized research methodologies in studies (Park & Park, 2016). The study's research methodology is determined by the study's research question (McCusker & Gunaydin, 2015). The qualitative method is employed by a researcher to gain an understanding of how people feel about a certain subject (Antwi & Hamza, 2015). Using numbers and formulas, quantitative analysis tries to prove a hypothesis (Park & Park, 2016). People from all walks of life are involved in quantitative research, which uses a study question that includes variables (Park & Park, 2016). Since I was not interested in conducting in-depth interviews with HEIS employees to get insight into their individual perspectives on the leadership problem, the qualitative approach was inappropriate for my research. Since I used the quantitative method to test hypotheses about variables and didn't discuss or go into depth on the techniques of an experienced phenomenon, a mixed approach is inappropriate.

Population and sampling

Those that responded the questionnaires are the teachers and personnel of Tamale Technical University (TaTU) (TaTU). Given that there are 610 teachers and staff, this means that every single one of them took part in the survey (because the sample size represents the whole population). The sample size in this study was 200 people.

Data Collection technique

Previously, letters were written to the college presidents requesting permission for the researcher to distribute the surveys in their institutions. The Tamale Technical University HR directorate gave the questionnaires the green light only after they had been approved. As part of their research, researchers ask employees' representatives to collect data from various employees before submitting it to them.

Data Collection instrument and measures

Qualtrics surveys were utilized to investigate how employee engagement, job satisfaction, and productivity were linked in this study. Data could be measured more easily using the survey method, which made it a good choice. Additionally, the survey method was more cost-effective than distributing surveys to various groups of people at various locations. Additionally, participants can take their time answering questions, increasing the likelihood that they would provide truthful responses (Yin, 2018). Only the researcher had access to the results of the Likert-type scale, which was tracked automatically by the qualtrics platform. Using online surveys, respondents can remain anonymous while providing open, truthful responses without fear of retribution from the researcher (Teitcher et al., 2015).

Measures

The study take on authenticated questionnaires of Bass and Avolio (1990) on organizational leadership and Kuok and Taormina (2017) on employee engagement.

Table 1: Measures**Leadership** (Bass & Avolio, 1990)

In exchange for the work I do, our leaders give me help.

Leaders treat subordinates as unique people with their own needs, skills, and goals.

Our leaders talk about how important it is for members to trust each other.

Our leaders take time to teach and coach.

Our leaders say they are sure that goals will be met.

Our leaders make me want to do well even more.

The way our leaders run things makes me want to try harder.

Data Analysis

The data was analyzed using SEM (Structural Equation Modeling) in AMOS and SPSS for statistical significance. SPSS software was used to analyze the descriptive statistics. HE's leadership and employees' levels of commitment were assessed using descriptive means and standard deviations for each dimension. The goal of this analysis is to determine the validity and reliability of the data samples, reliability and validity tests were carried out. Using SPSS, Confirmatory Factor Analysis (CFA) was used to examine the validity of the construct. The validity of the study instruments was assessed using factor loading scores, which have an acceptance threshold of 0.40. (Hair, Black, Babin, & Anderson, 2016). With an acceptability level of, Cronbach's Alpha was also utilized to evaluate the research survey instrument's internal consistency and reliability (Hair et al., 2016). The suggested structural model was analyzed by utilizing the Structural Equation Modeling (SEM) software in conjunction with the Analysis of Moment Structure (AMOS) program. Multiple exogenous and endogenous constructs can be accounted for simultaneously in the estimation of the total effects of the variables (Herman et al., 2020).

RESULTS*Demographic statistics***Table 1: Demographic statistics**

Indicator	Specific item	Frequency	Percentage
Gender	Female	55	27.5
	Male	145	72.5
	Total	200	100

Qualification			
	PhD	15	7.5
	Masters	100	50
	Degree/HND	50	25
	Diploma	10	5
	Certificate/SHS	25	12.5
	Total	200	100
Rank			
	Senior member	115	57.5
	Senior staff	50	25
	Junior staff	35	17.5
	Total	200	100
Employee type			
	Teaching	125	62.5
	Administrative	75	37.5
	Total	200	100

Sources: Field research, 2022

The entire study sample was 200 staff of Tamale Technical University. Gender of the staff was assessed in the study, and was discovered male dominates the female counterparts at TaTU. The Males 145 respondent representing 72.5%, whilst females were 55 respondent representing 27.5% of the sample collected. The educational qualifications of staff were measured and noted masters holders were more than any other qualification with 100 respondents (50%), follow by degree/HND with 50 respondents representing 25%. The number of respondents holding certificate/SHS were 25 representing 12.5, whilst 15 people hold PhD. Finally, only 10 respondents hold diploma in TaTU representing 5%. Ghana Tertiary commission (GTEC), a regulator in HE sector or Universities in Ghana categorizes their staff according to senior member, senior staff and junior staff. From table 1 above it can be inferred that senior members who participated in the study were 115 representing 57.5% of the sample. The second highest in the study was junior staff who 35 people representing 17.5%, whilst senior staff were 50 respondents representing 25% of the sample under consideration. Lastly, the researcher look at the employee (teaching and administrative). It was discovered that teaching staff who participated in the study were 125 representing 62.5%, whilst their administrative counterparts were 75 respondents representing 37.5% of the entire sample of 200.

Table 2: Reliability and validity

Constructs	Items	Loadings	alpha	CR	AVE
Leadership (LDS)			0.93	0.89	0.65
	LDS1	0.77			
	LDS2	0.81			
	LDS3	0.78			
	LDS4	0.72			
	LDS5	0.81			
	LDS6	0.82			
Emotional Engagement (EE)			0.94	0.91	0.71
	EE1	0.75			
	EE2	0.75			
	EE3	0.76			
Physical Engagement (PE)			0.88	0.90	0.72
	PE1	0.72			
	PE2	0.76			
	PE3	0.81			
	PE4	0.87			
Cognitive Engagement (CE)			0.90	0.92	0.68
	CE1	0.72			
	CE2	0.73			
	CE3	0.75			
	CE4	0.74			
	CE5	0.83			

Sources: Field research, 2022

Reliability and convergent validity

The reliability of the research was examined via the use of the Cronbach's alpha test. When the readings were significantly higher than 0.70, the devices were dependable enough to produce reliable results (Creswell & Poth, 2017). The reliability of the study instrument was tested using Cronbach's alpha test. Table 1 shows the findings of the experiment. Alpha test scores of more than +0.7 indicated that Creswell and Poth (2017)'s study tools were trustworthy. The researcher, on the other hand, used CR and AVE to test convergent dependability. These two

metrics met their respective thresholds of 0.70 and > 0.50 . Because of this, the convergent validity requirement was met (see table 2).

Table 3: Discriminant validity

Constructs	AVE	1	2	3	4
Leadership	0.65	0.81			
Emotional Engagement	0.71	0.53	0.84		
Physical Engagement	0.72	0.36	0.57	0.85	
Cognitive Engagement	0.68	0.64	0.62	0.45	0.82

Sources: Field research, 2022

Discriminant Validity

Discriminant validity was confirmed in table 3 by comparing the AVE and the variance share between the two constructs evaluated by the researcher. Table 3's diagonal contains the square root of AVE. Off-diagonal correlations in rows and columns that correspond to these correlations are lower, indicating that the discriminant validity is strong.

Table 4: Path analysis

Constructs	Hypothesis	beta	p-value	Decision
Leadership → EE	H1	0.53	0.001	Accepted
Leadership → PE	H2	0.64	0.000	Accepted
Leadership → CE	H3	0.48	0.002	Accepted

Sources: Field research, 2022

Path analysis

This analysis deals with using the values of beta and probability. Literature shows that a p-value of less than 0.05 is preferred, whilst beta values must be between positive 0 to 1 to be accepted as having relationship. Overall this study has three hypotheses:

H1: Leadership has a significant positive effect on emotional engagement. The results indicate acceptance of the hypothesis since the beta value ($\beta = 0.53$) was positive and the p-value (< 0.001) less than the threshold of 0.05.

H2: Leadership has a significant positive effect on physical engagement. In hypothesis two, it was observed that leadership is statistically strong and positive ($\beta = 0.64$; and $p = 0.000$) towards physical emotion in higher education sector.

H3: Leadership has a significant positive effect on cognitive engagement. In hypothesis 3, it was observed that leadership is statistically strong and positive ($\beta = 0.64$; and $p = 0.002$) towards cognitive emotion in higher education sector. This means that leadership leads to high cognitive engagement.

Summary of Findings

The purpose of this research was to investigate the impact that leadership has on the level of employee engagement in higher education sector in Ghana. Consequently, all the three hypotheses were supported. This is because the values of beta and probability were within the recommended thresholds. Emotional engagement, bodily engagement, and cognitive engagement are all significantly impacted by leadership to a great degree. The results indicate acceptance of the hypothesis since the beta value ($\beta = 0.53$) was positive and the p-value (<0.001) less than the threshold of 0.05. In hypothesis two, it was observed that leadership is statistically strong and positive ($\beta = 0.64$; and $p = 0.000$) towards physical emotion in higher education sector. In hypothesis 3, it was observed that leadership is statistically strong and positive ($\beta = 0.64$; and $p = 0.002$) towards cognitive emotion in higher education sector. This means that leadership leads to high cognitive engagement.

CONCLUSION

The goal of the study was to determine the effect of leadership on employee engagement in the higher education sector in Ghana. The study's findings are mirrored in the statistics, which show that TaTU's leadership and its employees are highly engaged in their job. Leadership and employee engagement at TaTU were found to be linked by the Pearson r correlation. Because of this, the study's hypotheses have been accepted. The study's findings will be useful in discussions among university administrators about how to improve university management. It sheds light on the function of leadership in raising the bar for educational attainment. The research, on the other hand, is well aware of its limitations. In this study, only the TaTU population is included, and only three characteristics of participation are examined: emotional, cognitive, and physical. It has to expand its scope to cover a broader range of employees, including those from TaTU in Ghana, to better understand employee engagement. Workers who are interested in what they are doing at work are more inclined to take initiative, and this can be achieved by conducting research into the behavior of the leaders in their organizations. Increasingly, firms are recognizing the importance of employee engagement in the pursuit of organizational mission accomplishment.

RECOMMENDATION

The study found that the study's leaders' leadership styles explained why teachers were so engaged. It is recommended that university leaders implement methods to avoid disengaged instructors from passing their disengagement on to their colleagues because both engagement and a lack of it are contagious and spread from one person to the next whether at work or in personal life. Measures must also be taken to ensure that teachers' enthusiasm is contagious. To meet the expectations of parents, society, and the government at large, leaders must understand what staff engagement is and how and why it affects university performance. To get outcomes, the university leadership must understand the distinctions among the terms "engagement,"

"involvement," and "commitment." Only engagement will yield results. To improve staff engagement, university administrators should choose leadership styles that have a good effect, such transformational leadership and honest leadership, and avoid those that have a negative effect, like dark leadership. More tactics that are beneficial to both students and teachers should be used in schools, and it is important that they recognize the role that leadership has in increasing student engagement.

Leadership and employees must realize that the only way to remain viable is to work together. In order to foster an environment that fosters productivity, the two parties involved must establish a reciprocal relationship. Employee engagement should be a constant process of learning, improvement when appropriate, and monitoring of progress and action by university executives. In order to attract teachers, university (VC) executives should pay particular attention to the unwritten, psychological contract that exists between the employer and his or her employees. An employee's tasks and responsibilities are clearly defined in a written employment contract, but the psychological contract reflects the informal commitments and shared views that exist between the employer and employee. University leadership serves as the employer's representative at a public university. University executives represent the employer's interests, therefore they must be open to learning about their employees' goals, challenges, and definitions of success in order to keep them engaged. When it comes to setting goals and devising methods to attain those goals, the (VC) leadership must understand the importance. Teachers and teams need to be supported by the (VC) leadership to bring out their best self, and the leaders themselves should model this behavior by providing constructive feedback and providing opportunities for professional advancement.

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