**Journal of Informatics Education and Research**
**ISSN: 1526-4726**
**Vol 4 Issue 3 (2024)**

# Impact of Emotional Intelligence on Meaningful Work: A Study of Leader-Follower Dyads in the state of Punjab (India)

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**ABSTRACT**

Modern organizations are getting increasingly dependent on their human resources for survival and growth in cutting edge competition. Past research has established link between organizational leadership and its positive outcomes for employees. Relying upon the emotional intelligence theory, we have examined the impact of leaders' emotional intelligence on meaningful work experience of the followers using Vertical Dyad Linkage (VDL) Model.

A snowballed sample of 320 leader-follower dyads was drawn from advocates registered in the state of Punjab (India) who worked in advocate offices and law firms. The leaders reported their own emotional intelligence, while followers reported their experience of meaningful work. The data was collected on adapted five point likert scales and analyses were done through structural equation modeling (SEM) using SPSS AMOS.

The findings confirmed that leaders' emotional intelligence has significant positive impact on meaningful work experience of followers as well as its four underlying dimensions. The study has contributed in further advancement of emotional intelligence theory in the new landscape of leader-follower dyads. The given practical implications can be a ready reference for leadership scholars and practitioners. With our findings, they can generate meaningful work experience for their followers which can bring many positive outcomes for organizations.

**Keywords**: emotional intelligence; meaningful work; leader-follower dyads, vertical dyad linkage model.

## Introduction

Meaningful work is attributed to finding a purpose in work. It is regarding deriving a new meaning from work so that purpose of work becomes greater than extrinsic outcomes of work (Arnold et al., 2007). As per the Hackman and Oldham's (1975) job characteristics model, meaningful work relates to jobs with characteristics such as identity, task variety, and significance, autonomy and feedback.

The concept of meaningful work roots to intrinsic motivation of employees where, one develops a sense of purpose for the work. It happens when the work is so designed that it gives sense of accomplishment to the doer. Work gains a meaningful dimension when it becomes visible to employees that their work is making contribution to the overall mission of the organization. As per some researchers, meaningful work experience needs activation of higher order needs (as per Maslow's need hierarchy). Quite often, the leadership "gives meaningfulness to work by infusing work with moral purpose and commitment" (Shamir et al., 1993). Further, as per Chalofsky (2003), meaningfulness includes an inclusive

state of being and contributes significantly to individuals' sense of achievement and their purpose in life. This is important for employees' mental health as well as for creating healthy, high-performing organizations.

Meaningful work experience of employees has numerous positive outcomes for individuals as well as their organizations. It helps in creating a motivated workforce which greatly contributes to innovative work behavior, group productivity and organizational performance.

Although there are various factors which contribute to creation of meaningful work for employees, this study focuses on contextual factors of leadership and especially the emotional intelligence of leaders. Salovey and Mayer (1990) coined the term Emotional Intelligence and referred it as "the core capacity to access one's own feeling and that of others; the capacity to effect discriminations among these feelings and, eventually, to label them, to enmesh them in symbolic codes, to draw upon them as a means of understanding and guiding one's behavior".

Mayer & Salovey have reasoned that emotional intelligence is an ability which can be learned and developed with meticulous training. It involves understanding emotions of self; regulating these emotions within oneself; understanding emotions of others; regulating the interpersonal relationships based upon the emotional information. The construct of emotional intelligence has undergone intensive research to explore its mechanisms and outcomes. As a result, it has grown into a distinct paradigm. It was Goleman (1995) whose legendary book 'Emotional Intelligence: Why it can matter more than IQ' broadly popularized the concept of emotional intelligence.

The extant literature is too scant in linking the constructs of emotional intelligence and meaningful work. In fact, although the construct of emotional intelligence has gained maturity, the other construct of meaningful work is still under evolution. This might be a plausible explanation of prevailing research gap in the literature in which very few studies have focused on exploring the impact of emotional intelligence on meaningful work. The present study is focused on filling this research gap by examining the impact of emotional intelligence on meaningful work experience. This study has used the Vertical Dyad Linkage (VDL) theory of Dansereau et al. (1975) under which the framework of leader-follower dyad was used as an individual cell of unique relationship between a leader and a particular follower. The study has examined impact of leader's emotional intelligence on follower's meaningful work experience in a particular dyad. Hence we used the VDL model as a framework to test the hypotheses in our study. Our study has attempted to answer the following research question:

- Does leader's emotional intelligence positively impact the meaningful work experience of followers?

## Review of Literature

### Emotional Intelligence

The concept of emotional intelligence gained recognition in 1990s when Salovey and Mayer (1990) gave the theory of emotional intelligence. However, through his famous book, Goleman (1995) majorly popularized the term emotional intelligence. He defined it as "Emotional Intelligence is being able to motivate oneself and persist in the face of frustrations; to control impulses and delay gratification; to regulate one's mood and keep distress from swamping the ability to think; to emphasize and to hope". Bar-On (1997) defined it as "Emotional Intelligence is an array of non-cognitive capabilities, competencies and skills that influence one's ability to succeed in coping with environmental demands and pressures". Imanzadeh et al. (2012) referred it as, "Emotional Intelligence is ability to understand and manage both your own emotions, and those of the people around you. People with a high degree of emotional intelligence usually know what they are feeling, what this means and how their emotions can affect other people". In this study, we operationalized emotional intelligence with Wong and Law (2002) definition as "The ability to perceive accurately, appraise, and express emotion; the ability to access and/or generate feelings when they facilitate thought; the ability to

understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth". They have given following four dimensions of emotional intelligence as under:

**Self-emotional appraisal**

It is an individual's ability to appraise his own internal emotional state. People having high self-emotional appraisal can accurately judge how do they feel in a given situation; whether they are feeling happy, angry, high or low on the emotional state.

**Others-emotional appraisal**

It is a person's ability to accurately judge others' emotions from their facial expression, body language, voice and general conduct. This helps to generate empathy which is a highly effective leadership skill.

**Regulation of emotions**

It is a person's ability to regulate his own emotions. This ability operates when we can accurately assess and monitor our own emotions. It is a great tool in bouncing back from adversity and psychological distress.

**Use of emotions**

It implies a person's ability to use his emotions by directing them towards personal performance and constructive activities.

Many studies have shown positive outcomes of emotional intelligence. Halimi et al. (2021) found that academic success strongly correlates with self-emotion appraisal as well as use of emotions. The emotional intelligence has also been reported to increase work performance. Sanchez-Gomez and Breso (2020) performed mediation analyses and established that emotional intelligence is connected indirectly to work performance through exhaustion and professional efficacy. Supramaniam and Singaravelloo (2021) also confirmed significant impact of emotional intelligence on organizational performance. On the other hand, Fareed et al. (2021) have found that a combination of emotional intelligence and intellectual intelligence significantly impact the project success.

**Meaningful Work**

For any individual, work is an integral part of life. The interaction of human beings with work life is a complex phenomenon. The organizational scientists and practicing managers keep trying for creating the best fit between human beings and their work environment. Creating this best fit is aimed at making the work meaningful for an individual. This needs to build a connect between the individual needs and organizational needs. When this connect is established, a person feels meaningfulness in his work as work connects with his life goals and calling. Kahn (1990) has defined meaningfulness as "a feeling that one is receiving a return on investments in one's self in a currency of physical, cognitive or emotional energy that arises from undertaking work that is worthwhile, useful and valuable". Spreitzer (1995) expressed meaningfulness as "the value of a work goal or purpose, judged in relation to an individual's own ideals or standards". According to Duchon and Plowman (2005), meaningful work is "cognitively meaningful tasks, but it is also about work that creates a sense of joy, which connects workers to a larger good and to things viewed by the worker as important in life". For the purpose of this study, we operationalized the construct of meaningful work with Lips-Wiersma & Wright (2012) who referred meaningful work as the value of a work goal or purpose, judged to the individual's own ideals or standards. They have given the following four dimensions of meaningful work:

**Unity with others**

It is the extent to which an individual feels bonding with others and feels united for the concerns of his coworkers, group, organization, community and society.

**Service to others**
This dimension refers to implementation part of 'unity with others'. The potential of 'unity with others is mobilized in the form of serving others. If the work gives opportunity of serving others; colleagues, work groups, community, society etc., this service dimension contributes to creation of meaningful work.

**Integrity with self**
It refers to integrating ones needs towards a unified direction in which lower order needs are raised and converged to higher order needs towards self-actualization in the Maslow's need hierarchy.

**Expressing full potential**
This dimension is practical execution of 'integrity with self. When the work is so designed by the leaders that it gives opportunity to the followers to mobilize their 'integrity with self' dimension and they are able to express their full potential. It generates meaningful work experience for the individual.

**Emotional Intelligence and Meaningful Work**
Past research has highlighted convergence of emotional intelligence towards the ultimate domain of positive psychology. Bar-On (2010) established positive relationship of emotional intelligence and self-actualization. It has been found that self-actualization depends upon high degree of self-awareness and an understanding of who we are, what we want to achieve, our overall goal and calling. This is fully interconnected with meaningful experience of life. When both emotional intelligence and self-actualization converge at the work place, it results in generation of meaningful work experience. Thory (2016) also found that emotional intelligence can generate meaningful work experience when managers' emotional intelligence training helps find them meaningfulness in their work. Extremera et al. (2018) found positive relationship between emotional intelligence and job satisfaction mediated through work engagement. This contribution of emotional intelligence to job satisfaction is an indirect expression of contribution towards meaningful work because when work gives satisfaction, it creates ground for meaningful work.

Still an extensive exploration of extant literature reflects that there are very few studies which establish direct relationship between the constructs of emotional intelligence and meaningful work. Although, indirect linkages between them are available, but broadly, there exists wide gap on this front. Further, there are no studies which particularly establish direct link of leaders' emotional intelligence and followers' experience of meaningful work.

It is in this background that our study aims to test the following hypotheses:

**H1**: Leader's emotional intelligence has a significant positive impact on meaningful work experience of followers.
**H2**: Leader's emotional intelligence has a significant positive impact on 'unity' dimension of meaningful work experience of followers.
**H3**: Leader's emotional intelligence has a significant positive impact on 'service' dimension of meaningful work experience of followers.
**H4**: Leader's emotional intelligence has a significant positive impact on 'expressing full potential' dimension of meaningful work experience of followers.
**H5**: Leader's emotional intelligence has a significant positive impact on 'integrity with self' dimension of meaningful work experience of followers.

**Procedure and Participants**

We deployed a cross-sectional research design by collecting data from leader-follower dyads working as advocates registered in the state of Punjab (India). Both the constructs of emotional intelligence and meaningful work were measured using adapted scales which were administered in the form of questionnaires. The sampling unit was taken to be leader-follower dyads who worked as advocates in the respective advocate offices and law firms. These dyads were practicing law at high court and district level courts in the state of Punjab (India). We deployed the method of snowball sampling based on referrals to locate the leader follower dyads in the court premises. A sample of 320 leader-follower dyads was used from whom data was collected fully in the form of questionnaires. Out of 320 leaders from this sample, 291 were

males, and 29 were females. Out of 320 followers in the sample, 274 were males, and 46 were females. Out of total 320 dyads, 69 practiced at Punjab and Haryana High Court while the remaining 251 practiced at district level courts. Leaders reported their own emotional intelligence on a 16 item (4 dimensions) scale (adapted from Wong & Law, 2002). On the other hand, followers reported their experience of meaningful work on a 17 items (4 dimensions) scale (adapted from Lips-Wiersma & Wright, 2012). Both of the scales were five point likert scales ranging from 1 (strongly disagree) to 5 (strongly agree) with 3 being neutral response. Adequacy of the sample size was followed with thumb rule of minimum acceptable sample size to be 5 times the number of items in Questionnaire (Faul et al., 2009). This turns out to be 33 x 5 = 165. However, our sample size is 320 which exceeds the minimum threshold. Thus we meet the minimum requirements of sampling adequacy. The data analysis was carried out in the form of structural equation modeling (SEM) using SPSS and AMOS 21.

**Results**

**Descriptives and scale reliability**

The descriptive statistics in the form of mean and standard deviation for both the constructs were assessed and these values are shown in Table 1 along with the inter-construct correlation. The reliability of scales for emotional intelligence and meaningful work was evaluated in the form of Cronbach's Alpha which came out to be 0.937 and 0.948 for emotional intelligence and meaningful work respectively (diagonal values in Table 1). Both the Cronbach's Alpha values are higher than threshold of 0.7 (Nunally, 1978), so we have adequate scale reliability of emotional intelligence and meaningful work.

**Table 1: Descriptive statistics of study variables**

| | Variable | Mean | SD | 1 | 2 |
|---|---|---|---|---|---|
| 1 | Emotional Intelligence | 3.910 | 0.701 | (**0.937**) | |
| 2 | Meaningful Work | 3.734 | 0.777 | 0.534** | (**0.948**) |

Note: N = 320. Cronbach's alpha in diagonal.

** $p < 0.01$

Source: Authors' own work

**Assessment of Normality**

Data analysis in this study was performed by exploratory factor analysis (EFA), confirmatory factor analysis (CFA) and structural equation modeling (SEM). Since these are parametric procedures, they require normality of data. In such scenario, the normality of data is assumed if absolute value of skewness < = 2 or absolute value of kurtosis < = 7 (Hair et al., 2010). The results of normality assessment are shown in Table 2. The skewness and kurtosis values of both the constructs along with their respective items fall within the threshold range. It signifies that our data broadly meets the normality assumption and we can proceed for parametric procedures.

**Table 2: Assessment of Normality**

| Construct | Skewness of Construct | Kurtosis of Construct | No of Items | Skewness Range of Items | Kurtosis Range of Items |
|---|---|---|---|---|---|
| Emotional Intelligence | -1.926 | 3.115 | 16 | -1.197 to -0.836 | 0.481 to 1.703 |
| Meaningful Work | -1.520 | 1.611 | 17 | -1.105 to -0.337 | -0.272 to 1.214 |

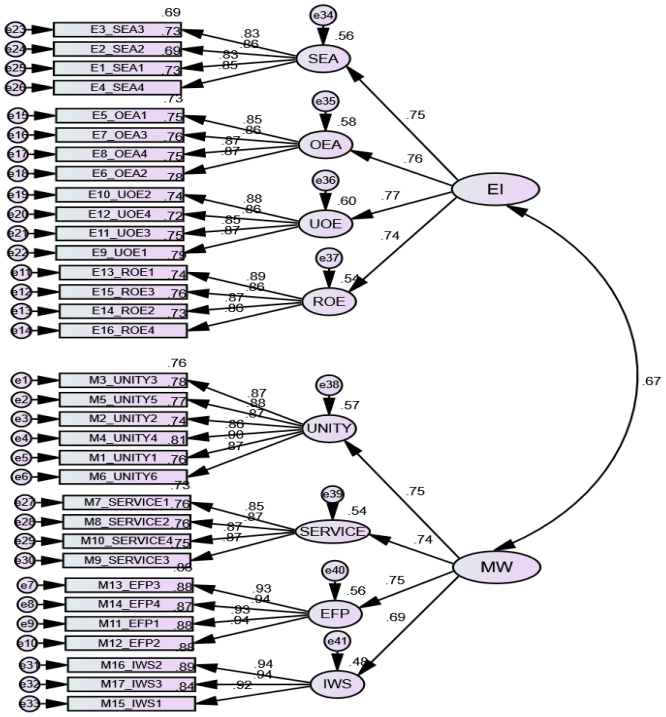
Note: N = 320

Source: Authors' own work

**Measurement Model Assessment**

The measurement model was tested by running a second order CFA (confirmatory factor analysis) using a priori theory approach. As the two constructs are multidimensional (each having four dimensions), the respective items were loaded on their corresponding factors. The resulting CFA model is shown in Figure 1.

**Figure 1: CFA model of emotional intelligence and meaningful work**




Source: Authors' own work

This model was found to have an acceptable fit with chi-square [486] = 524.650; comparative fit index = 0.996; standardized root mean square residual = 0.040 and root mean square error of approximation = 0.016. These fit indices indicate that the model has good fit as per cut off criteria of Hu and Bentler (1999). Further, the convergent and discriminant validity of the model were found as per values shown in Table 3.

**Table 3: Validity of CFA model of EI and MW as per Fornell and Larcker Criterion (1981)**

| Construct | CR | AVE | MSV | EI | IWB |
|---|---|---|---|---|---|
| EI | 0.863 | 0.697 | 0.583 | **0.835** | |
| MW | 0.885 | 0.659 | 0.583 | 0.763** | **0.812** |

Note: EI = emotional intelligence; MW = meaningful work; CR = composite reliability; AVE = average variance extracted; MSV = maximum shared variance. N = 320

**$p < 0.01$

Source: Authors' own work

We know that for convergent validity to hold good for a construct, CR > 0.7; AVE > 0.5 and CR > AVE. This condition is well satisfied for both constructs of emotional intelligence and meaningful work (Table 3). Hence our measurement model has good convergent validity.

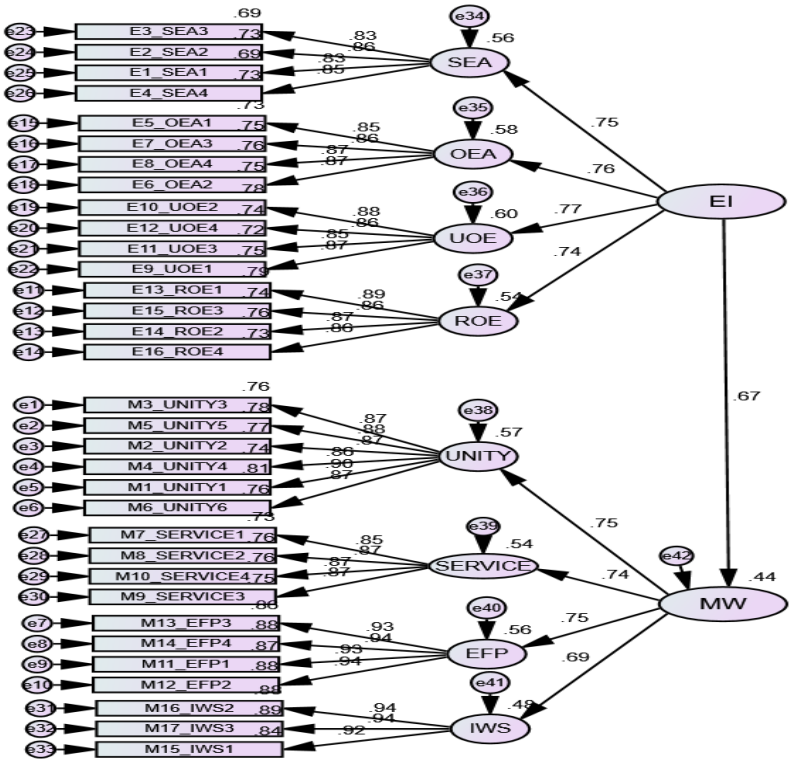
Further, we know that measurement model has good discriminant validity if AVE > MSV. This condition is also satisfied in Table 3. Moreover, as per Fornell and Larcker Criterion (1981), square root of AVE (the diagonal values) must be higher than inter-construct correlations. This condition is also satisfied in Table 3. In addition, the HTMT Ratio (Heterotrait-Monotrait Ratio) between both the constructs of EI and MW is 0.670 and it is less than threshold cutoff value of 0.85 (Henseler et al., 2015). Hence the measurement model has good discriminant validity.

*Common Method Bias (CMB)*

The chances of common method bias become high especially when single source measurements are used in data collection. "Method variance refers to variance that is attributable to measurement method rather than to the construct of interest" (Podsakoff et al., 2003). Presence of CMB can result into inflated or distorted findings. Although in this study the independent and dependent variables were collected from different sources (leaders and followers), still we preferred to rule out the significant presence of CMB using Harman Single Factor Method. We conducted Exploratory Factor Analysis (EFA) on all the items of EI and MW by loading them on a single factor. Factor extraction was performed on a single factor with no rotations. We obtained the total variance explained to be 40.86 % which comes to be less than threshold cutoff value of 50%. So we can conclude that there is no significant common method bias in our data.

So our measurement model has good model fit, acceptable convergent and discriminant validities. Further, there is no significant common method bias. Hence we proceeded for structural equation modeling to test our hypotheses and the resulting structural model is shown in Figure 2.

**Figure 2: Full structural model of emotional intelligence and meaningful work**

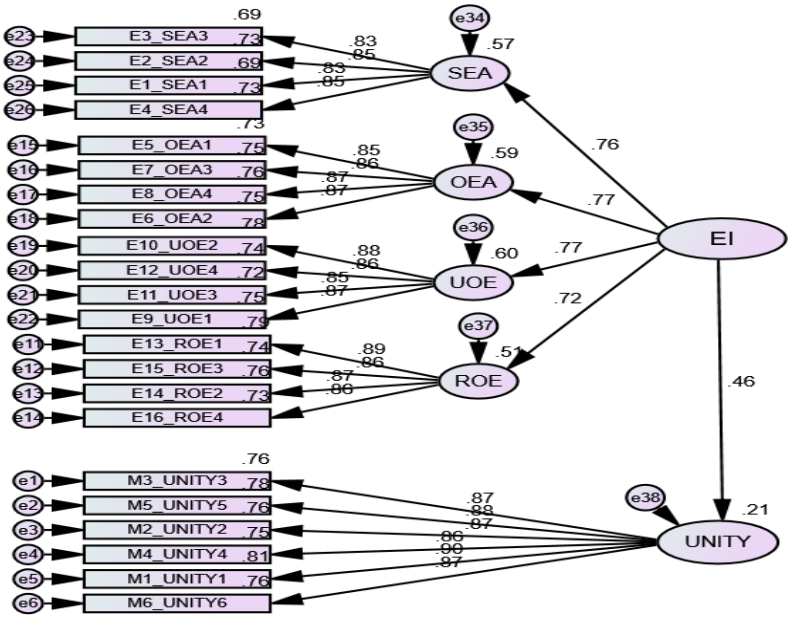



Source: Authors' own work

The structural model had an acceptable fit with similar values as of measurement model: chi-square [486] = 524.650; comparative fit index = 0.996; standardized root mean square residual = 0.040 and root mean square error of

approximation = 0.016. These fit indices reflect that our model has good fit as per cut off values of Hu and Bentler (1999). On similar lines, the full structural models were constructed for the paths of EI and 'unity' dimension of MW (Figure 3); EI and 'service' dimension of MW (Figure 4); EI and 'expressing full potential' dimension of MW (Figure 5) and the EI and 'integrity with self' dimension of MW (Figure 6).

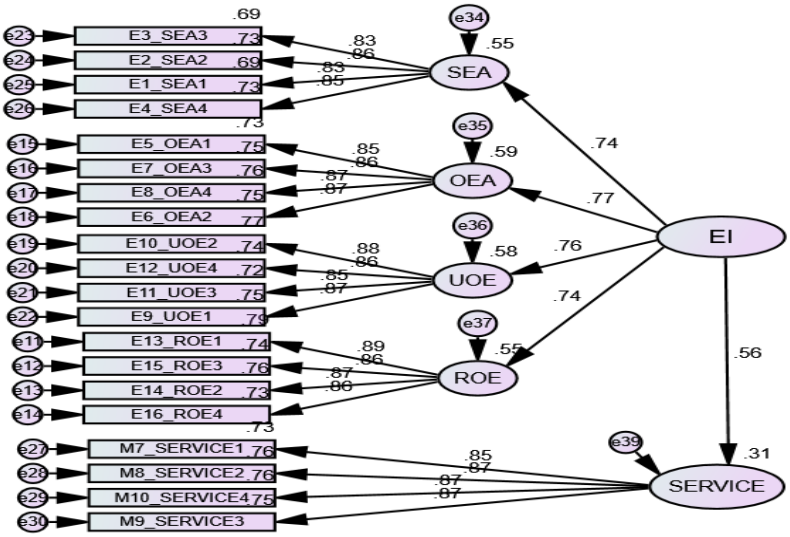
**Figure 3: Full structural model of EI and 'unity' dimension of meaningful work**




Source: Authors' own work

The structural model of Figure 3 had an acceptable fit with similar values as of measurement model: chi-square [204] = 208.110; comparative fit index = 0.999; standardized root mean square residual = 0.033 and root mean square error of approximation = 0.008. These fit indices reflect that our model has good fit as per cut off values of Hu and Bentler (1999).

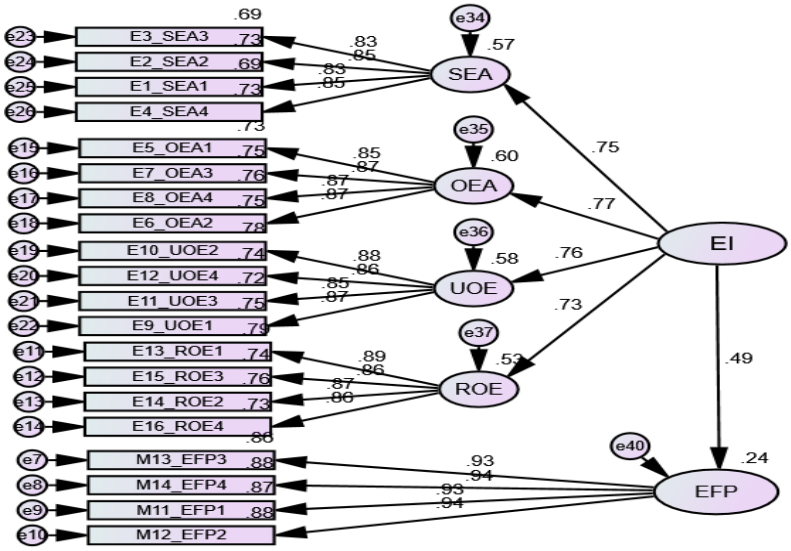
**Figure 4: Full structural model of EI and 'service' dimension of meaningful work**




Source: Authors' own work

The structural model of Figure 4 had an acceptable fit with similar values as of measurement model: chi-square [165] = 172.154; comparative fit index = 0.999; standardized root mean square residual = 0.037 and root mean square error of approximation = 0.012. These fit indices reflect that our model has good fit as per cut off values of Hu and Bentler (1999).

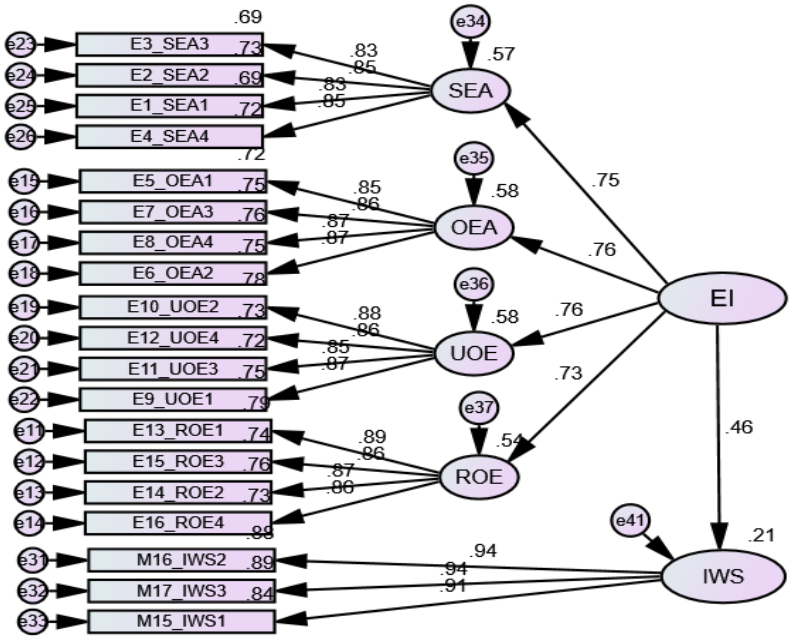
**Figure 5: Full structural model of EI and 'expressing full potential' dimension of MW**




Source: Authors' own work

The structural model of Figure 5 had an acceptable fit with similar values as of measurement model: chi-square [165] = 175.812; comparative fit index = 0.998; standardized root mean square residual = 0.028 and root mean square error of approximation = 0.014. These fit indices reflect that our model has good fit as per cut off values of Hu and Bentler (1999).

**Figure 6: Full structural model of EI and 'integrity with self' dimension of meaningful work**




Source: Authors' own work

The structural model of Figure 6 had an acceptable fit with similar values as of measurement model: chi-square [147] = 169.913; comparative fit index = 0.996; standardized root mean square residual = 0.037 and root mean square error of approximation = 0.022. These fit indices reflect that our model has good fit as per cut off values of Hu and Bentler (1999).

In order to test our hypotheses, we relied upon the direct effects as per the path coefficients (β) and their significance (Table 4).

**Table 4:** Analysis of Direct Effects

| Hypothesis | Relationship | Std. Estimate | t-value | p-value | R-Square | Conclusion |
|---|---|---|---|---|---|---|
| H1 | EI→ MW | 0.667 | 7.897 | *** | 0.444 | Accepted |
| H2 | EI→Unity | 0.458 | 6.774 | *** | 0.209 | Accepted |
| H3 | EI→Service | 0.557 | 7.825 | *** | 0.310 | Accepted |
| H4 | EI→EFP | 0.489 | 7.294 | *** | 0.239 | Accepted |
| H5 | EI→IWS | 0.455 | 6.810 | *** | 0.207 | Accepted |

Note: EI = emotional intelligence; MW = meaningful work; EFP = expressing full potential; IWS = integrity with self; N = 320;

$^{***}p < 0.001$

Source: Authors' own work

**Discussion**

As shown in Table 4, we got all the five direct effects as significant. It proves that emotional intelligence of leaders has significant positive impact on meaningful work experience of their followers ($\beta = 0.667$, $p < 0.001$) which leads to conclusion of accepting of H1. We also observe that emotional intelligence of leaders has significant positive impact on 'unity' dimension of meaningful work experience of followers ($\beta = 0.458$, $p < 0.001$) which leads to acceptance of H2. We also notice that emotional intelligence of leaders has significant positive impact on 'service' dimension of meaningful work experience of followers ($\beta = 0.557$, $p < 0.001$) which results into acceptance of H3. It is again proved that emotional intelligence of leaders has significant positive impact on 'expressing full potential' dimension of meaningful work experience of followers ($\beta = 0.489$, $p < 0.001$) which causes acceptance of H4. And we also observe that emotional intelligence of leaders has significant positive impact on 'integrity with self' dimension of meaningful work experience of followers ($\beta = 0.455$, $p < 0.001$) which results into acceptance of H5.

Now let us observe the R-Square values obtained in Table 4 as they signify the total variance explained in the dependent variable by the independent variables (Hair et al., 2021). The R-Square values for H1 (EI→ MW) and H3 (EI→Service) are above 26% which implies substantial effect (large variance explained) as per Cohen (1988). While for the remaining paths of H2 (EI→Unity), H4 (EI→EFP) and H5 (EI→IWS), the R-Square values fall between 13-26% which means moderate effect as per Cohen (1988). However, it is to be noted that all the five hypotheses have been accepted. Hence, we can go ahead with the conclusion that emotional intelligence of leaders exerts significant positive impact on meaningful work experience of followers. Along with this, the emotional intelligence also exerts significant positive impact on all the four dimensions of meaningful work i.e. unity, service, expressing full potential and integrity with self.

Our findings are consistent with Di Fabio and Kenny (2022) whose findings have indicated that emotional intelligence mediates the relationship between positive & negative affect and meaningful work (although it is the indirect evidence).

**Theoretical Implications**

Our study has filled a major research gap in the extant literature by establishing that leaders' emotional intelligence results into followers' experiencing meaningful work. The study has made a unique contribution in the sense that past research has exclusively established link of emotional intelligence and meaningful work at either the leaders level or the employees level. And even such studies are very few.

Secondly, our study has brought focus on multi-dimensionality of the construct of meaningful work which had remained an under-developed construct till now and is still evolving. While emotional intelligence theory has gained much maturity. In this way, our study has advanced the theory of meaningful work by establishing its connection with emotional intelligence theory in the leadership landscape.

Thirdly, our study has opened new possibilities of exploring certain fresh theoretical paths in which we can explore how leaders' emotional intelligence can act as a key antecedent for many more positive outcomes. While we have just established linkage of emotional intelligence with meaningful work. At the same time, sufficient empirical evidence exists that meaningful work has positive association with innovative work behavior (Amabile & Pratt (2016); Cai et al. (2018); Chaudhri & Akhouri (2019); Mbuni (2021)). While there are certain studies which have established direct effect of emotional intelligence on innovative work behavior (Ivcevic et al. (2021); Thajil & Al-Abrrow (2024)). This brings us to the possible direction of exploring mediation effect of followers' experience of meaningful work on the relationship between leaders' emotional intelligence and followers' innovative work behavior.

**Practical Implications**

The main finding of our study is that if leaders act with emotional intelligence, they can generate meaningful work experience amongst their followers. In addition, the impact of leaders' emotional intelligence is substantial on meaningful work experience of followers as such and their 'service' dimension. On the other hand, impact of leader's EI is moderate on 'unity', 'expressing full potential' and 'integrity with self' dimensions of followers MW. Based on these findings, following practical implications emanate for the scholars and practitioners of leadership and their followers:

Leaders should carefully observe their own emotions and they should learn how to identify and discriminate these emotions on the basis of a close watch. Repeated rehearsals and discussions with their team and feedback can enhance their self-emotion appraisal. They must try to read body language and of course the non-verbal communication of people around them. This will help to assess others' emotional state. Informal communication and practice to more accurately check others' emotional state can lead to development of empathy which is a key determinant of emotional intelligence. Leaders must learn how to regulate their emotions based on appraisal of self-emotion. Self-talk can be instrumental in effective emotional regulation.

Followers on the other hand cannot be treated as mere robots who are dependent upon emotional intelligence of leaders. They too have accountability for generation of their meaningful work experience. This needs them to go for careful introspection and identify their core values and needs. Once identified, these followers can give constructive feedback to their seniors for job designing and for finding opportunities of creating a congruence between their growth needs and organizational goals.

**Limitations and future research**

Our study has examined only the contextual factors of meaningful work by investigating the role of leaders' emotional intelligence. While there can be number of intrapersonal factors which may affect followers meaningful work experience. But our study has not incorporated any such personal factors. Although, using the Harman single factor method, we have ruled out significant presence of common method bias, still we cannot claim its total exclusion in our results. A more robust approach of using common latent factor in structural equation modeling can be deployed. This study has been conducted using a cross-sectional research design. It is suggested that in order to establish proper causality, longitudinal studies may be conducted in future across different cultures and sectors to enhance the generalizability of our findings.

**Data Availability**

The data supporting the findings of this study are available on reasonable request from the corresponding author.

**Declarations**

We have no known conflict of interest to disclose

No funding was received from any agency for this research work.

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