RESEARCH ARTICLE:

Predicting Work Engagement among Employees in Windhoek, Namibia

Mariette Fillipus[1] and Wesley Pieters[2]

Abstract

Organisations are increasingly dependent on their employees' strength; therefore, they need energetic and engaged employees. Engaged employees develop an abundance of resources which they devote to their job activities. When tackled with difficulties and limitations, engaged employees are determined to overcome challenges. A cross-sectional quantitative research design making use of a questionnaire was used in this study. The questionnaire was administered to n=124 employees (availability sampling) in Windhoek, Namibia across three institutions to collect data on the biographical details, emotional intelligence, job demands-resources, and the work engagement of employees. Data on the social skills, growth opportunities, and advancement opportunities predicted employees' work engagement. Positive organisational outcomes may be enhanced by focusing on job resources. This study also suggests that emotional intelligence is critical in ensuring that employees can withstand overwhelming job demands that they may encounter. Organisations need to expose employees to growth and advancement opportunities to foster work engagement. This study adds to the knowledge related to work engagement within Namibia and the field of psychology.

Keywords: *job demand-resource model; emotional intelligence; predicting work engagement; soft skills*

Introduction

Castro and Martin (2010) state that most difficulties experienced by corporations of all magnitudes concern growing and preserving a competitive advantage, thus, requiring organisations to continuously improve their performance. Most organisations hire a workforce based on qualifications, experience, and technical skills, with limited focus on soft skills. The aim of this study is to investigate the effects that emotional intelligence and job-demand resources have on work engagement among employees in Windhoek, Namibia. Emotional intelligence can be described as adaptive emotional behaviours, perceptions, and the controlling of emotions adequately within oneself and understanding those of others (Caruso *et al.,* 2019). An example of a balanced approach that seeks to clarify the negative and positive facets of well-being related to motivational and tensional processes is the *Job Demands–Resources (JD-R) Model* (Bakker and Demerouti, 2007). In terms of the JD-R model, Schaufeli and Bakker (2004) have characterised how job resources are originators of motivational processes. Hence, the essential motivation for workers is focused on establishing, preserving, and accumulating resources.

The Job Demands–Resources (JD-R) Model is defined as an empirical and cost-conscious model that indicates how work engagement and job tension might create two sets of operational environments. Based on the interaction between job resources and job demands, employees may experience job tension or work engagement. Work engagement is termed as a positive occupational attitude categorised by absorption, vigour, and dedication (Schaufeli and Salanova, 2007). According to Schaufeli and Bakker (2004), work engagement exhibits a cognitive-affective incentive within the workplace, which comprises mental resilience at work and an eagerness to devote effort and display robust interest in one's work. Akhtar *et al.* (2015) intimate that there are definite connections between emotional intelligence and work engagement. Therefore, experiencing motivation and eagerness

---

[1] University of Namibia, wrp777@gmail.com
[2] University of Namibia, wpieters@unam.na

whilst at work contributes majorly to the growth and continuance of positive work engagement (Warr and Inceoglu, 2012).

Literature Review

Saks (2006) describes work engagement as multidimensionally differentiating between organisational and job engagement. He clarifies it to be the distinctive emotional, behavioural, and cognitive paradigms which are linked to individual role performances. Shuck (2011) defines work engagement as a stimulated constructive mind-set aimed at work tasks, and this is based on the idea that engagement is the opposite of burnout. When organisations display any form of support it represents a sense of care to employees (Sawang, 2012). Trusting and supportive affiliations with supervisors and colleagues foster better psychological well-being (Saks, 2006). Furthermore, supportive surroundings permit employees to undertake new ways of working (innovation) without dreading negative penalties. A study conducted by Schaufeli, and Bakker (2006) indicates that social support is a job resource that predicts engagement. Learning opportunities, performance feedback, and self-sufficiency are all classified as job resources, and these job resources are positively connected to work engagement (Albrecht, 2010). According to Bakker (2011), job resources act as an inherent motivational function by promoting employee development and growth.

Bakker (2011) also identifies the extrinsic motivational function which is catered for by job resources. These mechanisms encourage employees to commit themselves to their work activities (Sawang, 2012). Furthermore, Bakker and Leiter (2010) indicate that when employees are challenged with increased job demands, job resources become more significant for employees to reach their motivational capability. Bailey *et al.* (2017) state that there are positive associations between work engagement and increased levels of performance. Elevated work engagement plays an important part in in-role performance and extra-role performance. Halbesleben *et al.* (2010) defines extra-role performance as behaviours which are not job prerequisites but have an affirmative outcome on an organisation. Research by Xanthopoulou *et al.* (2009) found that increased financial revenue is a result of high levels of work engagement. Furthermore, the relationship between organisational outcomes and work engagement is associated with organisational commitment, creativity, and decreased turnover targets (Tims and Bakker, 2010). Work engagement is also associated with the well-being of employees (Parker and Griffins, 2011). Engaged workers report more energy and have less work stress (Bakhuys-Roozebomm and Schelvis, 2020). Employees with higher levels of work engagement report fewer absent days, experience lesser work accidents, and have increased life satisfaction (Shimazu *et al.,* 2012).

According to Bakker *et al.* (2014), burnout is the opposite of work engagement. When employees are not experiencing work engagement it negatively impacts their well-being, and it can be detrimental to the organisation. The *Social Exchange Theory (SET)* is described by Bailey *et al.* (2017) based on the principle of reciprocity between an employer and the employees. When employees experience a sense of value from their employer, they tend to apply more effort to their work responsibilities, thus, becoming more engaged (Alfes *et al.,* 2013). Beneficial treatment from employers prompts employees to compensate by performing in ways that are valued by the organisation (Agyeman and Ofei, 2013). The guidelines of exchange mainly include reimbursement or reciprocity, implying that the deeds of the organisation will result in actions by employees (Cropanzano *et al.,* 2017). In addition, employees apply more emotional, cognitive, and physical personal resources to engage in their work in response to an organisation's actions (Cropanzano *et al.,* 2017). Nourizade and Mohseni (2014) define Emotional Intelligence (EQ) as having the ability to recognise, articulate, and comprehend emotions, being able to integrate emotions into thoughts and to adjust negative and positive emotions in oneself and in others. Self-determination or autonomy is the fundamental guideline of action (Perreault *et al.,* 2014). Behaviours which take place out of one's own interest are classified as mostly self-determined experiences and are usually shadowed by acting in agreement with one's values. According to Deci and Ryan (2008), healthy performance and well-being are aligned with high levels of self-determination.

In addition, Weinstein *et al.* (2011) state that individuals who are self-determined display enhanced emotional regulation, which forms part of EQ.

Janse (2019) states that the JD-R model fosters employee well-being, which is used to enhance the participation of employees. Another definition of the JD-R model, by Grigsby (2013), states that the JD-R model theorises a balance between the job resources and demands which are present at work and which could be classified as harmful or beneficial. Van Woerkom *et al.* (2016) describe job demands as the psychological, social, or physical facets of a job that require continuous mental or physical effort and are consequently related with costs. In contrast, Kroon *et al.* (2015) define job resources as those social, emotional, or physical attributes which can be efficient in accomplishing work goals and promoting personal development and growth. According to Bakker and Demerouti (2014), the JD-R model aims to describe how job demands and resources have a generative and distinctive outcome on work motivation and job stress. Nahrgang *et al.* (2011) indicate that job resources satisfy fundamental psychological necessities and job demands have a cost effect which uses an individual's energy sources. The impact that numerous resources have on the well-being of individuals has been broadly recognised. Hobfoll's Conservation of Resources (COR) model assumes that various resources are prominent factors in gaining new resources and enhancing well-being (Hobfoll *et al.,* 2018). Correspondingly, the Job Demands–Resources (JD-R) model emphasises an underlining motivational and wellness stimulating prospects related to job resources (Yoo, 2011).

The JD-R model is described as an equilibrium model, which suggests that there is a comparative balance of resources and demands at work which can be valuable or destructive (Bakker *et al.*, 2014). According to Grigsby (2013), the main aspect of the JD-R model is job resources, such as feedback, which is defined as the information an employee is given about the work activities conducted and their level of performance (Morris and Venkatesh, 2010). Support refers to the extent to which employees reckon that their company appreciates the effort they put in and places caution on their well-being (Neves and Eisenberger, 2014), and autonomy is defined as employees' need to make decisions and choices in their own preference within the organisation they work (Cheverie, 2015). These resources have been highlighted to increase the level of motivation and the organisational outcomes of an employee. Emotional demands refer to how strong emotions such as frustration and anxiety are dealt with within a working environment (Johannessen *et al.,* 2013). Bakker *et al.* (2010) state that job resources increase an individual's personal resources. Hobfoll *et al.* (2003) define personal resources as an individual's capability to regulate their surroundings, it is associated with resilience. Increased personal resources result in an individual having higher self-regard and achieving more goals.

To sum up, emotional intelligence incorporates the ability to process and identify emotional information, including motivational facets of personal performance (Newton and Teo, 2014). Emotional intelligence is described as a personal resource facilitating work engagement and organisational commitment. Research evidence indicates that favourable employee outcomes are the main effect of job resources, such as increased engagement and better psychological well-being (Newton and Teo, 2014). Furthermore, emotional intelligence is seen as a resource because employees who are described to have higher emotional intelligence are better at coping with stressful work situations, are better at modifying their emotions, and apply more effort to their work tasks (Karimi *et al.,* 2014). Newton and Teo (2014) state that personal resources and job resources are linked together in such a way that they moderate the negative effects created by job demands. According to Borst *et al.* (2019), the JD-R model was established with connections to work engagement. The assumption in the model is that job demands and job resources both have a certain level of negative and positive effects on an employee's work engagement. According to Schaufeli (2013), work engagement examines the interceding outcomes of the JD-R model. These outcomes are categorised as turnover intention and organisational commitment.

The main objective of the study is to assess the relationship between the emotional intelligence, job demands-resources, and work engagement of employees in Windhoek, Namibia. The study also aims to assess the predictability of emotional intelligence and job demands-resources on the work

engagement of employees in Windhoek, Namibia. Based on the literature discussed above, the following hypotheses have been developed:

Null Hypothesis (H1º)

The variance in the work engagement of employees cannot be statistically explained by emotional intelligence and job demands-resources in Windhoek, Namibia.

Alternative Hypothesis (H1)

The variance in the work engagement of employees can be statistically explained by emotional intelligence and job demands-resources in Windhoek, Namibia.

Methodology

This study applied a quantitative exploratory research approach to collect demographic data and emotional intelligence, job demand-resources, and work engagement data. This study made use of a questionnaire. Ethical clearance was obtained from the University of Namibia and permission from the Ministry of Finance, Ministry of Gender Equality and Child Welfare, as well as Agra Namibia in Windhoek, Namibia. The participants were given a detailed introduction regarding the objectives of the study and instructions on how to complete the written questionnaire which included a letter of consent. The participants were assured that they will stay anonymous (no names will be used). Questionnaires were completed after working hours and data will be stored for five years.

Due to challenges related to accessibility and that the biggest part of the Namibian workforce is concentrated in and around Windhoek, this study focused on the employees in Windhoek, Namibia. Probability sampling was used via convenience sampling. Participants that are literate in English were randomly selected depending on their availability and willingness to complete the questionnaire. The population of this study is unknow to the researchers due to a lack of information. A sample of n=124 employees, the majority being female (n= 71, 57.3%), completed the questionnaire. Some of the respondents reported that they were between the ages of 32 and 35 years (n = 29, 23.4%), have worked for 16 and above years (n = 25, 20.2%), are single (n = 67, 54.0%), have 1-2 children (n= 41, 33.1%), and obtained a degree (n = 31, 25.0%). The rest of the biographical information is presented in Table 1.

Table 1: Descriptive statistics for participant demographics (n=124)

Category	Item	Frequency	Percentage
Sex	Male	52	41.9
	Female:	71	57.3
	Missing values	1	0.8
Age	Below 24	6	4.8
	24-28	18	14.5
	29-31	17	13.7
	32-35	29	23.4
	36-40	24	19.4
	41-45	10	8.1
	46-50	13	10.5
	51 and older	5	4.0
	Missing values	2	1.6
Tenure	Less than 1 year	6	4.8
	1-2	7	5.6
	3-4	15	12.1
	5-6	23	18.5
	7-8	10	8.1
	9-10	23	18.5
	11-15	11	8.9

	16 and more	25	20.2
	Missing responses	4	3.2
Qualifications	Grade 12	27	21.8
	Certificate	15	12.1
	Diploma	17	13.7
	Degree	31	25.0
	Honours Degree	24	19.4
	Master's Degree	5	4.0
	Missing values	5	4.0
Number of Dependents (Children)	None	35	28.2
	1-2	41	33.1
	3-4	37	29.8
	5-6	6	4.8
	7-9	2	1.6
	Missing responses	1	0.8
Marital Status	Single	67	54.0
	Married	48	38.7
	Divorced	7	5.6
	Widowed	1	0.8
	Missing responses	1	0.8
Total		**124**	**100.0**

A self-administered questionnaire was used which consisted of five sections. The first section requested information about participants' demographic characteristics such as sex, age, tenure, educational level, number of dependents, and marital status. The *Emotional Intelligence Questionnaire* by Goleman (2002) consists of 20 items. Participants stated their agreements by means of a five-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree). Example of statements include self-awareness (I realize immediately when I lose my temper) and social skills (I am an excellent listener). An acceptable Cronbach alpha was reported for self-awareness (0.80) and social skills (0.69) (Ingo *et al.,* in press). *The Job Demands-Resources Scale (JDRS)* developed by Jackson and Rothmann (2005) was used to measure job demands and job resources. JDR will focus on growth opportunities and advancement opportunities (Rothmann *et al.,* 2006). The items will be rated on a four-point scale ranging from 1 (never) to 4 (always). Growth opportunities (Do you have enough variety in your work?) reported acceptable alpha levels of 0.86 and for advancement opportunities 0.83. (Does your job offer you the possibility to progress financially) (Rothmann *et al.,* 2006). Work engagement was measured using the *Utrecht Work Engagement Scale (UWES-9)* developed by Schaufeli *et al.* (2006). The scale comprises of nine items. A seven-point scale ranging from 0 (never) to 6 (always) was used to verify the frequency of a response. Examples of statements are vigour (At my job, I feel strong and vigorous), dedication (My job inspires me) and absorption (I get carried away when I am working). An acceptable Cronbach Alpha was reported for vigour (0.81), dedication (0.81) and absorption (0.82) (Pieters *et al.,* 2019).

All analyses were achieved with the assistance of the Statistical Package for Social Sciences (SPSS), Version 26. Furthermore, Pearson Correctional Analysis was used to assess the quality of the relationship between the variables. Regression analysis was used to predict the effects of the independent variables on the dependent variable.

Results and Discussion

The main aim of this study was to assess the relationship between emotional intelligence, job demands-resources, and work engagement. The correlation analysis results are illustrated in Table 2.

Table 2: Descriptive statistics and Pearson correlation coefficient

	M	SD	α	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.
Self-awareness	38.85	6.28	.75	-									
Social skills	34.59	6.95	.74	.40*+	-								
EQ_total	73.41	11.10	.81	.82++	.85++	-							
Growth	22.21	5.15	.82	.09*	.32*+	.27*	-						
Advancement	13.35	4.95	.87	-.03	-.01	-.03	.44*+	-					
JD-R_resources	35.63	8.62	.87	.04	.18*	.15*	.85++	.84++	-				
Vigour	15.05	4.46	.74	.23*	.29*	.32*+	.56++	.32*+	.55++	-			
Dedication	16.55	4.47	.81	.19*	.27*	.28*	.65++	.33*+	.59++	.78++	-		
Absorption	14.48	4.74	.68	.08*	.23*	.22*	.59++	29*	.52++	.61++	.70++	-	
Work engagement	45.76	12.52	.89	.19*	.34*+	.34*+	.69++	.34*+	.63++	.90++	.92++	.87++	-

* Statistically significant: $p \leq 0,05$
+ Practically significant correlation (medium effect): $0,30 \leq r \leq 0,49$
++ Practically significant correlation (large effect): $r \geq 0,50$

Multiple Regression

Multiple regression was employed to establish which dimensions of emotional intelligence and the JD-R model would predict the variance in work engagement. The first model analysed used social skills (emotional intelligence) as the independent variable and work engagement as the dependent variable (Model 1). Growth opportunities (JD-R) and advancement opportunities (JD-R) were added in Model 2 as independent variables. The results are reported in Table 3.

Table 3: Multiple regression with work engagement being the dependent variable and social skills (emotional intelligence), growth opportunities (JD-R), and advancement opportunities (JD-R) the dependent variables

Model 1	Unstandardised Coefficients Beta	SE	Standardised Coefficients (β)	T	*P*	F	R^2	ΔR^2
(Constant)	24.71	6.21		3.98	0.00	11.96	.114	.104
SS	.61	.18	.34	3.46	0.00**			
(Constant)	1.07	5.63		0.19	0.85	30.22	.499	.483
SS	.26	.14	.14	1.82	0.07			
Growth	1.49	.22	.61	6.92	0.00**			
Adv	.20	.21	.08	0.93	0.36			

t, test; *p*, probability value; *F*, overall significance; *R*2, percentage variance explained; Δ*R*2, change in percentage variance explained; B, regression coefficient; SE, standard error.
*p ≤ 0.05; **p ≤ 0.01.
SS = Social skills (emotional intelligence)
Growth = Growth opportunities (JD-R)
ADV = Advancement opportunities (JD-R)

As can be seen from Table 3, the entry of social skills at the first step of the regression analysis produced a statistically significant model ($F_{(1,93)}$ = 11.96; $p < 0,00$) and accounts for 10.4 per cent of the variance. In Model 2, growth opportunities (JD-R) and advancement opportunities (JD-R) were added and produced a statistically significant model ($F_{(3,91)}$ = 30.22; $p < 0,00$) and accounted for 48.3 per cent of the variance. This study investigated the relationship between emotional intelligence, job demands-resources, and work engagement of employees in Windhoek, Namibia. The dimensions and composite scales of emotional intelligence and job demands-resources reported a positive correlation with work engagement. In this study, self-awareness, social skills, and emotional intelligence reported positive relations with work engagement. These results are supported by literature, as reflected in the works of Akhtar *et al.* (2015) and Warr and Inceoglu (2012). When employees attribute positive or negative emotions towards the organisation, these assessments can hold either positive or negative consequences for the organisation. Based on the Social Exchange Theory (Bailey *et al.,* 2017) it is explained that employees experience a sense of reciprocity towards the organisation and will work more/less depending on how they assess the relationship. Having healthy social skills allows employees to form healthy relationships at work, and these relationships can act as a resource (Saks, 2006). Having healthy interactions with colleagues acts as a resource which predicts work engagement (Barnes and Colliers 2013).

Growth opportunities, advancement opportunities, and JD-R resources reported a positive relationship with work engagement in this study. Growth opportunities include being able to do a variety of work tasks, have opportunities for personal growth, experience independent thought and action, influence planning, and participate in decision-making. Kafetsios and Zampetakis (2008) report a positive association between job satisfaction and emotional intelligence. Pieters and Van Heerden (2018) on the other hand found that job resources and organisational support reported a negative relationship with the exhaustion of employees. Apart from the health benefits, Bakker and Demerouti (2014) also noted that job resources are fundamental in enhancing work motivation, satisfaction, and engagement. Pieters *et al.* (2020) found that organisational sacrifices (job embeddedness) generated a positive relationship with work engagement and a negative relationship with turnover intention. When employees experience growth opportunities (resources), instead of losing these benefits, they want to remain at the organisation and work towards achieving the goals and objectives of said organisation (work engagement). Advancement opportunities entail being able to attend training sessions, be promoted, be paid fairly for the work you do, be able to make a living from your pay, progress financially, and be paid market-related salaries/benefits. People work to earn a salary and pay for their personal needs as well as to support their families.

As part of the basic psychological needs, competence is the feeling of being able to master a task and believing that you can take on more challenging tasks in the future (Verstuyf *et al.,* 2013). Being promoted or being paid fairly for the work that you do could be regarded as being competent. Pieters *et al.* (2020) report a positive relationship between competence and work engagement (vigour, dedication, absorption). Social skills (emotional intelligence), growth opportunities (JD-R), and advancement opportunities (JD-R) predicted 48.3 per cent of the variance in work engagement for the sampled population. This means that if these employees, organisations, and management of these organisations can enhance social skills, growth opportunities, and advancement opportunities, employees are likely to become more engaged by 48.3 per cent. Summing the paper up, being a self-report study, there could be a certain level of bias involved in this research, as is the case with other similar studies. Another limitation may be that the findings may be difficult to generalise to individuals of different professions in Namibia since the study only focused on some employees, thus, it is not a representative sample of the Namibian workforce.

Conclusion and Recommendations

Engaged employees cultivate a responsibility to return the job resources they receive from their organisations. Furthermore, the motivational process which is established by organisations may result in increasing levels of work engagement and may reduce the strain effect that employees experience

due to extensive work and exhaustion. This study found a positive relationship between self-awareness, social skills, EQ total, growth opportunities, advancement opportunities, JD-R resources, and work engagement. The study has established that social skills, growth opportunities, and advancement opportunities predicted work engagement. Providing employees with emotional intelligence training with a specific focus on self-awareness and social skills can enhance work engagement. Encouraging employees to engage in reflective activities, such as self-evaluation and evaluation of colleagues, could enhance the levels of self-awareness. Being required to critique your own work or performance could help with the reflective process and create opportunities to receive and provide critical feedback. Self-reflective exercises, like performance appraisals, allow employees to reflect on their own shortcomings and strengths.

Meditation can also be used as a way for employees to become more mindful of what they say, do, and feel. Meditation helps employees become more aware of themselves and the people around them. Organisations could create a quiet space where meditation can be practiced at work during break times or when needed. It is also recommended that employees be taught about the benefits of meditation and how to meditate. Taking a few minutes to meditate while noticing your stress levels or tension at work are high can defuse stressful situations and reduce your levels of tension. Self-awareness enhances employees' work engagement and ultimately their productivity at work. Social skills can be enhanced by engaging in regular social interactions not limited to the office space, like eating lunch together, having a common space at work to drink coffee during breaks, enjoying a barbeque together after working hours, hiking, or taking travel retreats. Team building exercises could also be used to enhance social skills. These team-building sessions could include education about social interactions at work, open discussions about how certain behaviours are perceived or interpreted by others, and getting to know each other on a personal level. It is of cardinal importance to get to know your colleagues and how to interact with them to enhance mutual respect and improve interaction at work.

The benefits of being open-minded can be discussed and shared with employees. Employees can be encouraged to try new or different things. Trying something new, meeting new people, learning about different cultures, and being open to new experiences can enhance social skills and, thus, enhance work engagement. Employees who are more open to learning new things are more likely to be innovative and develop and try out more different and challenging tasks at work and in life. Open-minded individuals are also more likely to be accommodating to diversity and open to different perspectives. Part of social skills (emotional intelligence) is the ability to reconcile differences. It is thus recommended that organisations create policies and platforms where staff can air their grievances. Employees may also be educated about grievance reconciliation procedures and conflict resolution skills. These workshops may equip employees with the understanding and skills to resolve differences amicably amongst themselves and not only through these formal platforms. Allowing employees to engage in job rotation, job shadowing, acting in senior positions or delegating new responsibilities to employees with potential could enhance growth opportunities and work engagement. Employees earmarked for future senior positions within the organisation may benefit when rotating between the different departments or sections of the organisation to gain a holistic understanding of the business. Delegating responsibilities to employees with potential, whilst being available for advice or guidance, motivates employees to want to try new work tasks and learn while on the job. Employees with potential may also be asked to act during the absence of senior employees. This communicates a sense of trust and perceived competence to these employees.

In cases where the organisation can prioritise funds, employees can be sent for external training opportunities. Employees sent for training opportunities may empower other employees within the organisation with the new skills/abilities learned. The transfer of knowledge and skills acquired from training could save the organisation costs. Being able to transfer the skills and knowledge or learning new ways to execute work tasks may enhance employees' levels of competence and employee relationships at work. When employees engage in work activities, they expect that their level of engagement should equate to some level of acceptable performance, access to certain

resources/benefits and, ultimately, some form of advancement. Advancement can be defined as the perceived fairness of salaries and benefits in relation to the work and efforts invested, equitable salary within the organisation as well as when compared to a similar organisation, to have an increase in wages and benefits, and to be promoted to a role with more responsibilities, advanced job requirements, or advancement in rank. Advancement is not necessarily linked to financial gains, even though an increase in salary and in benefits can act as a motivator and enhance employees' work engagement. Advancement could also be related to non-tangible benefits, such as being appointed as a project leader after showing competence as an assistant project leader, being invited to meetings with senior employees since you demonstrate sound decision-making at lower levels, or even being invited to become part of a special task force at work. It is recommended that organisations educate employees about the procedures and requirements to be promoted. Employees need to be aware of the activities that are likely to enhance or hinder their advancement at work.

Organisations need to re-evaluate their salary and benefit packages regularly to ensure internal as well as external equity. Employees doing similar work with similar qualifications and expertise should be compensated fairly and evenly. Organisational justice has been found to enhance job satisfaction and work engagement of employees. When organisations pay comparable and equitable salaries and benefits, it is expected that employees should be able to make a living and advance on these benefits. However, depending on the individual needs and expenses, this may be unattainable at times. It is thus recommended that organisations provide employees with financial advice and workshops on financial planning. Organisations need to assess the relationship between job demands and job resources in order to provide resources that foster employee motivation in their work activities. Many organisations emphasise the importance of human resources within organisations, however, at times they fail to protect and safeguard against the challenges at work. Providing employees with the needed resources facilitates productivity and safeguards against work stressors (burnout, exhaustion, work stress), thereby allowing employees to remain healthy and work for longer periods of time instead of resigning from the organisation.

References

Agyeman, C. B. and Ofei, S. B. 2013. Employee work engagement and organisational commitment: a comparative study of private and public sector organisations in Ghana. *European Journal of Business and Innovation Research*, 4(1): 20-33.

Akhtar, R., Boustani, L., Tsivrikos, D. and Chamorro-Premuzic, T. 2015. The engageable personality: Personality and trait EI as predictors of work engagement. *Personality and Individual Differences*, 73: 44-49.

Alarcon, G. M. 2011. A meta-analysis of burnout with job resources, job demands and attributes. *Journal of Vocational Behaviour,* 79: 549-469.

Albrecht, S.L. 2010. *Handbook of employee engagement: Perspective, issues, research, and practices*. England: Edward Elgar.

Alfes, K., Shantz, A. D., Truss, C. and Soane, E. C. 2013. The link between perceived human resource management practices, engagement, and employee behaviour: a moderated mediation model. I*nternational Journal of Human Resources Management,* 24: 330-351.

Bailey, C., Madden, A., Alfes, K. and Fletcher, L. 2017. The meaning, antecedents, and outcomes of employee engagement: A narrative synthesis. *International Journal of Management Review*, 19: 31-51.

Bakker, A. B. 2011. An evidenced-based model of work engagement. *Current Directions in Psychological Science*, 20: 265-269.

Bakker, A. B. and Demerouti, E. 2007. The job demands–resources model: State of the art. *Journal of Managerial Psychology*, 22(1): 309–328.

Bakker, A. B. and Demerouti, E. 2014. Job demands–resources theory: In: Cooper, C. and Chen, P. eds. *Wellbeing: A complete reference guide.* Chichester: Wiley-Backwell, 37-64.

Bakker, A. B. and Leiter, M. P. eds. 2010. *A thorough, far-reaching theoretical analysis of work engagement.* New York: Psychology Press.

Bakker, A.B., Demerouti, E. and Sanz-Vergel, I. 2014. Burnout and work engagement: the JD-R approach. Annual Review Organisation. *Psychology Organisation Behaviour,* 1: 389-411.

Barnes, D. C. and Collier, J. E. 2013. Investigating work engagement in the service environment. *Journal of Service Marketing,* 27(6): 485-499.

Borst, R. T., Kruyen, P. M. and Lako, C. M. 2019. Exploring the job demands-resource model   of   work engagement in government: Bringing a psychological perspective. *Review of Personnel Administration*, 39(3): 372-397.

Caruso, D. R., Mayer, J. D., Bryan, V., Phillips, K. G. and Salovery, P. 2019. Measuring emotional and personal intelligence. In: Gallagher, M. W. and Lopez, S. J. eds. *Positive psychological assessment: A handbook of models and measures.* Washington DC: American Psychological Association, 233–245.

Castro, M. and Martins, N. 2010. The relationship between organisational climate and employee satisfaction in a South African information and technology organisation*. South African Journal of Industrial Psychology*, 36(1): 1-9.

Cheverie, J. 2015. Why autonomy is important for peak performances. Available: https://er.educause.edu/blog(2015/6/why-autonomy-is-important-for-peak-performance (24 March 2021).

Cropanzano, R., Anthony, E. J., Daniels, S. R., and Hall, A. V. 2017. Social exchange theory: A critical review with theoretical remedies. *Academy of Management Annals,* 111: 479-516.

Deci, E. L. and Ryan. R. M. 2008. Facilitating optimal motivation and psychology wellbeing across life's domains. *Canadian Psychology,* 49*:* 14-23.

Grigsby, M. A. 2013. *Testing the job-demand resource model in a workplace health promotion context.* Doctoral thesis, The University of Georgia.

Halbesleben, J. R. B., Harvey, J. and Bolino, M. C. 2010. Too engaged? A conservation of resource view of the relationship between work engagement and work interference with family. *Journal of Applied Psychology,* 94(6): 145-1465.

Hakanen, J. J., Bakker, A. B. and Schaufeli, W. B. 2006. Burnout and work engagement among teachers. *Journal of School Psychology*, 43: 495–513.

Hobfoll, S. E., Halbesleben, J. R. B., Neveu, J. P. and Westman, M. 2018. Conservation of resources in the organisational context: the reality of resources and their consequences. *Annual Review of Organisational Psychology and Organisational Behaviour*, 5(1): 103-128.

Hobfoll, S. E., Johnson, R. J., Ennis, N. and Jackson, A. P. 2003. Resource loss, resource gain and emotional outcomes among inner city women. *Journal of Personality and Social Psychology*, 84(3): 632-643.

Ingo, S., Fernandes, A., Ndove, E. and Pieters, W. R. n.d. Investigating the role of emotional intelligence to mitigate the impact of burnout on employees in the Khomas region. Namibia Journal for Research, Science and Technology.

Jackson, L. T. B. and Rothmann, S. 2005. Work-related well-being of educators. In a district of the Northwest Province. *Perspective in Education,* 23: 107-122

Janse, B. 2019. Job demands-resource model. Available: https://www.toolshero.com/human-resources-hrljod-demands-resources-model-jdr-model/ (Accessed 20 January 2022).

Johannessen, H. A., Tynes, T. and Sterud, T. 2013. Effects of occupational role conflict and emotional demands on subsequent psychological distress. *Journal of Occupational and Environmental Medicine,* 55(6): 605-613.

Kafetsios, K. and Zampetakis, L. A. 2008. Emotional intelligence and job satisfaction: Testing the mediatory role of positive and negative affect at work. *Personality and Individual Differences,* 44(2008): 712–722.

Karimi, I., Leggat, S. G., Donohue, G. and Couper, G. E. 2014. Emotional intelligence rescue: the role of emotional intelligence and emotional labour on well-being and job-stress among community nurses. *Journal of Advance Nursing,* 70(1): 176-186.

Kroon, B., Menting, C. and Van Woerkom, M. 2015. Why mindfulness sustains performance: the role of personal and job resources. *Individual and Organisational Psychology,* 8(4): 638-642.

Marchand, C. and Vandenberghe, C. 2016. Perceived organisational support, emotional exhaustion, and turnover: the moderating role of negative effectivity. *International Journal of Stress Management,* 23(4): 350-375.

Maslach, C. and Jackson, S.E. 2013. MBI: The Maslach Burnout Inventory: Manual research edition. Available: http://gmj.gallup.com/content/14500/Engagement-KeepsDoctor-Away.aspx (Accessed 1 June 2013).

Mauno, S., Kubicek, B., Minkkinen, J. and Korunka, C. 2019. Antecedents of intensified job demands: evidence from Austria. *Employee Relations,* 41(4): 694-707.

Morris, H. G. and Venkatesh, V. 2010. Job characteristics and job satisfaction: Understanding the   role of enterprise resource planning system implementation. *MIS Quarterly,* 39(1): 143-161.

Nahrgang, J. D., Morgeson, F. P. and Hofmann, D. A. 2011. Safety at work: A meta-analytic investigation of the link between job demands, job resources, burnout, engagement and safety outcomes. *Journal of Applied Psychology,* 96: 71-94.

Neves, P. and Eisenberger, R. 2014. Perceived organisational support and risk taking. *Journal of Managerial Psychology,* 29: 187-288.

Newton, C. and Toe, S. 2014. Identification and occupational stress: A stress buffering perspective. *Human Resource Management,* 17(10): 89-113.

Nourizade, F. and Mohseni, M. 2014. *A review of emotional intelligence literature.* Doctoral thesis, Shahid Rajaee Teacher Training University.

Parker, S. and Griffin, M. 2011. Understanding active psychological states: Embedding engagement in a wider nomological net and closer attention to performance. *European Journal of Workload Organisational Psychology,* 22: 60-67.

Perreault, D., Mask, L., Morgan, M., and Blanchard, C.M. 2014. Internalizing emotions: Self-determination as an antecedent of emotional intelligence. *Journal of Personality and Individual Differences,* 64: 1-6.

Pieters, W. R. and Van Heerden, A. 2018. Investigating the relationships between workload-resources and exhaustion of nurses and police officers in Namibia. *Journal of Economics and Behavioural Studies*, 10(5): 195-207.

Pieters, W. R., Van Zyl, E. and Nel, P. 2019. Job attitudes as a predictor of work engagement of lecturing staff at the University of Namibia. *South African Journal of Human Resource Management*, 17*:* 1-11.

Pieters, W. R., Van Zyl, E. and Nel, P. 2020. Testing a model of turnover intention: Lecturers at the University of Namibia. *South African Journal of Human Resource Management*, 18: 1-12.

Rothmann, S., Mostert, K. and Strydom, M. 2006. A psychometric evaluation of the job demands-resources scale in South Africa. *South African Journal of Industrial Psychology*, 32(4): 76-86.

Saks, A. M. 2006. Antecedents and consequences of employee engagement. *Journal of Managerial Psychology*, 21(7): 600-619.

Sawang, S. 2012. Is there an inverted U-shape relationship between job demands and work engagement: the moderating role of social support? *International Journal of Management Power,* 33: 178-186.

Schaufeli, W. B. 2013. What is engagement? In: Truss, C., Alfes, K., Delbridge, R., Shantz, A. and Soane, E. C. eds. *Employee engagement in theory and practice.* London: Routledge, 15–35.

Schaufeli, W. B. and Bakker, A. B. 2004. Job demands, job resources and their relationship with burnout and engagement: A multi-sample study. *Journal of Organisational Behaviour*, 25: 293-315.

Schaufeli, W. B., Bakker, A. B. and Salanova, M. 2006. The measurement of work engagement with   a short questionnaire: A cross-national study. *Educational and Psychological Measurement,* 66(4): 701–716.

Schaufeli, W. B. and Salanova, M. 2007. Work engagement: An emerging psychological concept and its implications for organisations. In: Gilliland, S. W., Steiner, D. D., and Skarlicki, D. P. eds. *Research in social issues in management: Managing social and ethical issues in organisations*. Greenwich: Information Age Publishers, 135-177.

Schaufeli, W. B. and Salanova, M. 2011. Work Engagement: on how to better catch a slippery concept. *European Journal of Work and Organisational Psychology,* 20(1): 39-46.

Shimazu, A., Schaufeli, W.B., Kubota, K. and Kawakami, N. 2012. Do workaholism and work engagement predict employee wellbeing and performance in opposite directions? *Industrial Health,* 50: 316-321.

Shuck, B. 2011. Integrative literature review: four engaging perspective of employee engagement: an integrative literature review. *Human Resources Development Review,* 10: 204-308.

Tims, M. and Bakker, A. B. 2010. Job crafting: Towards a new model of individual job redesign. *South African Journal of Industrial Psychology,* 26: 1-9.

Van Woerkom, M., Bakker, A. B. and Nishii, L. H. 2016. Accumulative job demands and support for strength use: fine-tuning the job demands-resources model using conservation of resources theory. *Journal of Applied Psychology,* 101(1): 141-50.

Verstuyf, J., Vansteenkiste, M., Soenens, B., Boone, L. and Mouratidis, A. 2013. Daily ups and downs in women's binge eating symptoms: The role of basic psychological needs, general self-control, and emotional eating. *Journal of Social and Clinical Psychology*, 32(3): 335–361.

Warr, P. and Inceoglu, I. 2012. Job engagement, job satisfaction, and contrasting associations with person–job fit. *Journal of Occupational Health Psychology,* 17: 129–138.

Weinstein, N., Deci, E. L. and Ryan, R. M. 2011. Motivational determinants of integrating positive and negative past identities. *Journal of Personal and Social Psychology,* 100(2011): 527-544.

Xanthopoulou, D., Bakker, A. B., Demerouti, E. and Schaufeli, W. B. 2009. Work engagement and financial returns: A diary study on the role of job and personal resources. *Journal of Occupational and Organisational Psychology,* 82: 183–200.

Yoo, J. J. 2011. *Dynamic characteristics of customer participation: Based on job demand and resource model*. Doctoral thesis, Oklahoma State University.