

WORK ENVIRONMENT AND EMOTIONAL INTELLIGENCE AS PREDICTORS OF WORK ENGAGEMENT OF FILIPINO NURSES

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ABSTRACT

This study examined the levels of work environment, emotional intelligence, and work engagement among nurses, along with their interrelationships and predictive influences. The descriptive correlational design was utilized in the study. Sets of adopted survey questionnaires were used to gather data from the respondents. The mean, Pearson r correlation, and multiple regression analysis were used to analyze the data. Findings revealed high levels across all dimensions, with work environment components such as supportive relationships, clarity, control, innovation, and structure were consistently rated as high. Emotional intelligence was similarly elevated, particularly in self-awareness and empathy. Work engagement was notably high in dedication and vigor, though absorption showed slight variability. Correlation analysis demonstrated significant positive relationships between both predictors (work environment and emotional intelligence) and work engagement. However, regression analysis identified emotional intelligence as the sole significant predictor of work engagement, explaining a substantial portion of its variance, while work environment's influence was nonsignificant.

Keywords: *work engagement, emotional intelligence, work environment, nurses, correlation analysis*

INTRODUCTION

Background of the Study

Nurses play a key role in providing healthcare around the world. Their commitment, along with that of other healthcare workers, directly affects the productivity and quality of care in healthcare organizations (Al-Haroon & Al-Qahtani, 2020). During the COVID-19 pandemic, nurses faced significantly heightened challenges and stresses beyond their usual duties, exacerbated by the media's portrayal of them as "heroes," which can lead to potentially harmful psychological effects and stifle necessary discussions about the limits and support needed for their roles (Cox, 2020). Even after the pandemic, issues such as heavy reliance on expatriate labour, workforce fragmentation, shortages in rural areas,

inconsistent quality of care, and gender-based issues persist (Alluhidan et al., 2020).

In Saudi Arabia, nurses encounter considerable work environment challenges which adversely affect their professional engagement. These challenges include excessive workloads, linguistic barriers, and cultural limitations. Notably, female national nurses face difficulties related to societal gender roles and balancing work with personal life. Furthermore, the nursing profession's negative public perception results in undervaluation and insufficient community support, further impairing engagement (Alsadaan et al., 2021).

Consequently, studies have demonstrated that work engagement, described as "a positive, fulfilling, work-related state of mind," positively impacts both employee outcomes and organizational results (Wood et al., 2020). Nurses who are content with their lives tend to exhibit strong work engagement, as well as high levels of job and career satisfaction, which directly enhance their work efficiency, performance, and patient care (Bernales-Turpo et al., 2022). Moreover, the work environment also significantly affects nurses' work efficiency. Experts describe the work environment as encompassing all external factors surrounding employees, such as temperature, lighting, noise, and equipment adequacy, which influence their ability to perform tasks and overall job satisfaction, ultimately affecting work outcomes. Collectively, these elements create the setting in which daily work activities occur and impact both individual and group performance (Basalamah & As'ad, 2021).

Moreover, the nurse work environment as defined by Lake 2002 as cited by Sabei et al. (2019), a multifaceted concept, significantly impacts professional nursing practice and consists of five key components. These components include nurse participation in hospital affairs, which involves nurses in decision-making; the nursing foundation for quality care, which ensures high standards of patient care; the ability and leadership of nurse managers to support their teams; staffing and resource adequacy, ensuring sufficient personnel and resources; and collegial nurse–physician relations, which promote effective collaboration. Together, these elements shape the effectiveness and satisfaction of nursing practice in healthcare settings.

According to Salovey and Mayer (1990), emotional intelligence is a component of social intelligence that people can use to manage and guide their behaviors and feelings. In simpler terms, emotional intelligence is "the ability to notice emotions, use them to help thinking, and understand emotions to support emotional and mental growth" (Ibrahim et al., 2024). Emotional intelligence comprises key components that enable individuals to effectively handle emotions and social interactions. The first component, self-awareness, involves recognizing one's own emotions and understanding their impact on behaviour. This understanding is crucial for personal growth, allowing individuals to identify emotional triggers and reactions, thereby enhancing decision-making. Closely related is self-regulation, which entails managing emotions, especially during

stressful situations. Individuals with strong self-regulation skills can remain calm, adapt to changes, and prevent impulsive actions (Shah, 2024).

Despite existing research on these factors (Bakker & Demerouti, 2017; Schaufeli et al., 2020), significant gaps remain in understanding their combined influence on work engagement, particularly in specific cultural and professional contexts (Albougami et al., 2020; Labrague et al., 2021). This study specifically examines these relationships among nurses, addressing the need for localized data that can inform targeted support strategies (De los Santos et al., 2022). By investigating how work environment and emotional intelligence collectively predict work engagement, this research aims to provide actionable insights for healthcare organizations seeking to enhance nurse retention and performance.

This study holds significant relevance for multiple stakeholders in healthcare. For nursing administrators, the findings will provide evidence-based insights to optimize work environments and implement targeted emotional intelligence training programs, potentially improving retention rates in a profession facing global shortages (World Health Organization [WHO], 2022). For policymakers, the results offer empirical data to support reforms in nursing workforce management, particularly in developing nations like the Philippines where nurse migration exacerbates staffing challenges (Oducado & Soriano, 2021).

Statement of the Problem

This study aimed to determine the potential of the work environment and emotional intelligence in predicting work engagement levels among nurses. Specifically, it sought answers to the following questions:

1. What level of work environment do Filipino nurses deal with in terms of:
 - 1.1 supportive relationships
 - 1.2 clarity
 - 1.3 control
 - 1.4 innovation
 - 1.5 structure and planning?
2. What is the level of emotional intelligence among Filipino nurses in terms of:
 - 2.1 self-awareness
 - 2.2 managing emotions
 - 2.3 motivating oneself
 - 2.4 empathy
 - 2.5 social skill?
3. What is the level of work engagement among Filipino nurses in terms of:
 - 3.1 vigor
 - 3.2 dedication
 - 3.3 absorption?
4. Is there a significant relationship between

- 4.1 work environment and work engagement levels
- 4.2 emotional intelligence and work engagement levels?
5. Do work environment and emotional intelligence significantly predict work engagement of Filipino nurses?

Framework

The Job Demands-Resources (JD-R) Model, as articulated by Demerouti et al. (2001), is a comprehensive framework for understanding the interplay between job demands and job resources and their effects on employee well-being and performance. Job demands refer to those aspects of the job that require sustained physical and/or psychological effort and are therefore associated with certain physiological and psychological costs, such as work pressure and emotional demands. Conversely, job resources pertain to those physical, psychological, social, or organizational aspects of the job that help in achieving work goals, reduce job demands, and stimulate personal development, including support from colleagues and autonomy in decision-making. The JD-R model postulates that while job demands can lead to burnout, job resources are instrumental in fostering work engagement, an important predictor of positive organizational outcomes (Bakker & Demerouti, 2007 as cited by Tummers & Bakker, 2021). Thus, the model provides a dual pathway approach to understanding how stress and motivation processes occur within the workplace environment, making it particularly useful for assessing work-related stress and crafting interventions to enhance employee engagement and productivity (Schaufeli & Bakker, 2004 as cited by Tummers & Bakker, 2021).

METHODS

Research Design

This research study is designed as a descriptive-quantitative study, specifically, the researcher will be utilizing a Correlational research design. A correlational design is a method used to explore the relationships between two or more variables within a single group, and this can be done at various levels. As a non-experimental approach, it focuses on examining the associations between variables without attempting to establish a cause-and-effect connection. In correlational research, the researcher does not control or manipulate the variables but rather observes how they naturally relate to one another (Devi et al., 2023).

In line with this, the researcher aims to describe the relationships between the work environment, emotional intelligence levels, and work engagement levels of Filipino nurses. Additionally, the study seeks to determine whether the work environment and emotional intelligence can potentially predict the work engagement levels of Filipino nurses.

Research Locale

The study was conducted at Armed Forces Hospital - Southern Region, located in Khamis Mushait, Saudi Arabia. This location is chosen because it is where the respondents of the study are employed.

Research Respondents

The respondents of this study were Filipino nurses working at selected hospital in Saudi Arabia. Particularly. Using the Slovin's formula, a total of 50 Filipino nurses which represents from the Family and Community Medicine Department of the hospital.

The respondents were selected using the simple random sampling technique. Simple random sampling is a basic probability sampling technique where every member of the population has an equal and independent chance of being selected (Creswell, 2014). In this study, simple random sampling was implemented by first obtaining a complete list of eligible nurses from the participating healthcare institutions. Each nurse on the list was assigned a unique identification number. Using a computer-generated random number sequence, the final sample was selected until reaching the predetermined sample size.

Research Instrument

This study utilized three types of questionnaires in order to measure the variables relating to the respondents work environment, emotional intelligence and work engagement levels.

The First part is practice Environment Scale - Nursing Work Index (PES-NWI). This research instrument is modified into a shorter version by Gea-Caballero et al. (2019) which is designed to evaluate nursing environments in primary health care (PHC) settings with a high degree of reliability and efficiency.

The Second tool is Emotional Intelligence Questionnaire (EIQ). This is a specialized assessment tool designed to evaluate an individual's emotional intelligence, which includes their ability to understand, use, and manage their own emotions in positive ways to relieve stress, communicate effectively, empathize with others, overcome challenges, and defuse conflict. This tool assesses various dimensions of emotional intelligence, typically including self-perception, self-expression, interpersonal capabilities, decision-making skills, and stress management.

The third tool is Work and Well-being Survey / Utrecht Work Engagement Scale (UWES). The Utrecht Work Engagement Scale (UWES) is a psychometrically robust tool developed within the fields of positive and organizational psychology to measure work engagement—a salient, fulfilling, and work-related state of mind (Schaufeli, Bakker, & Salanova, 2006). Characterized by three distinct yet interrelated components—vigor, dedication, and absorption—the scale not only encapsulates the essence of an engaged employee but also facilitates the empirical examination of positive occupational well-being.

Data Analysis

This research utilized several statistical techniques to analyze data collected from participants. The tools to be used include:

Mean was used to determine the levels of work environment, emotional intelligence, and work engagement.

Standard Deviation measure how much the nurses' views and experiences vary regarding their work environment, emotional intelligence, and work engagement.

Pearson's Correlation Coefficient: This measure will be used to explore the relationships between emotional intelligence and work engagement, as well as the influence of the work environment on engagement.

Multiple Linear Regression Analysis: Following the correlation analysis, this technique will predict levels of work engagement based on emotional intelligence and work environment variables.

RESULTS AND DISCUSSION

This chapter presents the analysis and interpretation of the data gathered from the respondents. It discusses the levels of work environment, emotional intelligence, and work engagement, as well as the relationship between the variables and the influence of predictors on work engagement.

Level of Work Environment

Table 1 shows the level of work environment among employees. The work environment variable includes five components: supportive relationships, clarity, control, innovation, and structure and planning. The overall mean of 4.29 with a standard deviation of .677 indicates a high level of work environment among the respondents.

In the area of supportive relationships, the highest mean of 4.49 is evident in the item "My coworkers are willing to help me when I need assistance," while the lowest was 4.35 in "I feel that my work group has a strong sense of community." The category mean is 4.41, described as high, suggesting that supportive relationships is oftentimes manifested in the workplace. This finding is consistent with Ng & Sorensen (2019), who found similarly high levels in supportive relationships in organizations with collaborative cultures.

In terms of clarity, the highest mean is 4.41 in the item "The goals of my work are clear and well understood," and the lowest is 4.22 in "The responsibilities of my job are well defined." The category mean is 4.31, also described as high. This implies that employees oftentimes have clear understanding of their roles and expectations in the workplace. This result mirrors Schmidt et al.'s (2014) findings in structured industries, where clear protocols are common. The lower score on role definition matches Grant & Parker's (2017) results in dynamic roles suggesting that evolving job designs may create ambiguity.

With regard to control, the highest mean is 4.31 for "I have a good deal of control over how I do my job," while the lowest is 4.18 in "I feel that I am in control of my own work schedule." The category mean is 4.22 described as high which shows that control is oftentimes manifested in the workplace. The high control

mean parallels Gagné et al.'s (2022) findings in knowledge-work settings where there is high level of control in the workplace.

In the aspect of innovation, the highest mean is 4.14 for "My work environment encourages new ideas and creative thinking," and the lowest mean is 4.10 for two items. The category mean is 4.06 described as high. This denotes that innovation is oftentimes manifested in the workplace. This finding is comparable to Anderson et al.'s (2014) high scores in creative industries wherein innovation is necessary to improve the organization's productivity.

Lastly, under structure and planning, the highest mean is 4.31 in "The tasks assigned to me are clear and achievable," while the lowest is 4.24 in two items. The category mean is 4.29, described as high. This indicates that the structure and planning is oftentimes manifested in the workplace. This result is higher as compared to the findings of Mintzberg's (2018) with only moderate findings in structure and planning component.

Table 1. Level of Work Environment

Work Environment Items	Mean	SD	Description
Supportive Relationships			
People in this work group care about each other.	4.43	0.736	High
My coworkers are willing to help me when I need assistance.	4.49	0.739	High
I feel that my work group has a strong sense of community.	4.35	0.925	High
Category Mean	4.41	0.762	High
Clarity			
I know exactly what is expected of me in my job.	4.27	0.73	High
The responsibilities of my job are well defined.	4.22	0.896	High
The goals of my work are clear and well understood.	4.41	0.734	High
Category Mean	4.31	0.742	High
Control			
I have a good deal of control over how I do my job.	4.31	0.742	High
I can decide when and how to accomplish my tasks.	4.22	0.823	High
I feel that I am in control of my own work schedule.	4.18	0.808	High
Category Mean	4.22	0.798	High
Innovation			

My work environment encourages new ideas and creative thinking.	4.14	0.89	High
I am given the opportunity to try new ways of doing my work.	4.1	0.805	High
Changes and improvements in the work environment are encouraged.	4.1	0.872	High
Category Mean	4.06	0.827	High
Structure and Planning			
The work in my environment is organized and well planned.	4.24	0.723	High
I have enough time to complete my tasks efficiently.	4.24	0.778	High
The tasks assigned to me are clear and achievable.	4.31	0.713	High
Category Mean	4.29	0.707	High
Overall Mean	4.29	0.677	High

Level of Emotional Intelligence

Table 2 shows the level of emotional intelligence among employees. Emotional intelligence consists of five components: self-awareness, managing emotions, motivating oneself, empathy, and social skill. The overall mean is 4.14 with a standard deviation of .577, which indicates a high level of emotional intelligence.

In the area of self-awareness, the highest mean was recorded at 4.20 for the item "I know when I am happy," while the lowest was 4.04 in "I usually recognize when I am stressed" and "When I feel anxious I usually can account for the reason(s)." The category mean is 4.12, described as high, indicating that self-awareness is oftentimes observed among nurses. This aligns with Goleman et al. (2017), who found similarly high self-awareness in healthcare professionals trained in emotional intelligence.

In managing emotions, the highest mean is 4.14 for "I can suppress my emotions when I need to," while the lowest is 3.82 in "Difficult people do not annoy me." The category mean is 3.94, still described as high. This suggests that managing emotions is oftentimes observed among the nurses. This matches Diefendorff et al. (2020), who reported high emotion regulation in nurses using coping strategies. The lower tolerance for difficult people aligns with Grandey et al.'s (2015) findings in frontline roles, where interpersonal friction is common.

For motivating oneself, the highest item mean is 4.24 in "Motivation has been the key to my success." The lowest mean is 3.98 in "I never waste time." The category mean of 4.08 describes as high. This means that motivating oneself is oftenimes observed among the nurses. This conforms with Luthans et al.'s

(2018) findings in resilient healthcare workers (M=4.2). The lower score on time waste avoidance reflects Parker et al.'s (2021) moderate results in shift-based roles, where fatigue may disrupt productivity.

Regarding empathy, the highest mean is 4.22 for "I can tell if a team of people are not getting along with each other," while the lowest is 4.00 in "Reasons for disagreements are always clear to me." The category mean of 4.20, described as high. This denotes that empathy is oftentimes observed among the nurses. This is parallel with the findings of Del Canale et al.'s (2022) results in which nurses exhibit high level of empathy in patient-centered care

Finally, under social skill, the highest mean is 4.29 for "I am good at adapting and mixing with a variety of people," while the lowest is 3.96 in two items. The category mean is 4.18, which is described as high. This indicates that social skill is oftentimes observed among the nurses. The high mean level corroborates with the study of Kang et al.'s (2023) where social skills among interdisciplinary teams were oftentimes evident.

Table 2. Level of Emotional Intelligence

	Mean	SD	Description
Self-Awareness			
I realize immediately when I lose my temper	4.06	.876	High
I know when I am happy	4.20	.763	High
I usually recognise when I am stressed	4.04	.889	High
When I am being 'emotional' I am aware of this	4.12	.927	High
When I feel anxious I usually can account for the reason(s)	4.04	.889	High
I always know when I'm being unreasonable	4.14	.866	High
Awareness of my own emotions is very important to me at all times	4.18	.808	High
Category Mean	4.12	.832	High
Managing emotions			
I can 'reframe' bad situations quickly	4.08	.672	High
I do not wear my 'heart on my sleeve'	3.94	.719	High
Others can rarely tell what kind of mood I am in	3.94	.747	High
I rarely 'fly off the handle' at other people	3.84	.874	High
Difficult people do not annoy me	3.82	.834	High
I can consciously alter my frame of mind or mood	4.02	.692	High
I do not let stressful situations or people affect me once I have left work	4.06	.747	High
I rarely worry about work or life in general	4.00	.764	High
I can suppress my emotions when I need to	4.14	.645	High
Category Mean	3.94	.592	High
Motivating oneself			

I am able to always motive myself to do difficult tasks	4.08	.812	High
I am usually able to prioritize important activities at work and get on with them	4.14	.791	High
I always meet deadlines	4.14	.816	High
I never waste time	3.98	.829	High
I do not prevaricate	4.02	.829	High
I believe you should do the difficult things first	4.06	.801	High
Delayed gratification is a virtue that I hold to	4.04	.865	High
I believe in 'Action this Day'	4.02	.629	High
I can always motivate myself even when I feel low	4.08	.702	High
Motivations has been the key to my success	4.24	.751	High
Category Mean	4.08	.640	High
Empathy			
I am always able to see things from the other person's viewpoint	4.02	.721	High
I am excellent at empathizing with someone else's problem	4.12	.726	High
I can tell if someone is not happy with me	4.06	.689	High
I can tell if a team of people are not getting along with each other	4.22	.654	High
I can usually understand why people are being difficult towards me	4.12	.754	High
Other individuals are not 'difficult' just 'different'	4.12	.781	High
I can understand if I am being unreasonable	4.08	.759	High
I can understand why my actions sometimes offend others	4.14	.677	High
I can sometimes see things from others' point of view	4.06	.719	High
Reasons for disagreements are always clear to me	4.00	.764	High
Category Mean	4.20	.612	High
Social Skill			
I am an excellent listener	4.24	.804	High
I never interrupt other people's conversations	4.16	.850	High
I am good at adapting and mixing with a variety of people	4.29	.890	High
People are the most interesting thing in life for me	4.20	.866	High
I love to meet new people and get to know what makes them 'tick'	4.06	.852	High
I need a variety of work colleagues to make my job interesting	4.06	.801	High
I like to ask questions to find out what it is important to people	3.96	.889	High

I see working with difficult people as simply a challenge to win them over	3.96	.935	High
I am good at reconciling differences with other people	4.06	.876	High
I generally build solid relationships with those I work with	4.08	.786	High
Category Mean	4.18	.782	High
Overall	4.14	.577	High

Level of Work Engagement

Table 3 presents the level of work engagement of employees. Work engagement consists of three components: vigor, dedication, and absorption. The overall mean is 4.11 with a standard deviation of .533, indicating a high level of engagement.

In the area of vigor, the highest mean is 4.20 for “At my work I always persevere, even when things do,” and the lowest is 3.94 in “I can continue working for very long periods at a time.” The category mean is 4.04, which is described as high. This suggests that vigor is oftentimes evident among the nurses. The high level of vigor aligns with findings from Schaufeli et al. (2019) among European ICU nurses, where high-stress environments cultivated persistent work engagement. However, the slightly lower endurance for prolonged tasks contrasts with Liu et al. (2021) study of Chinese nurses, where shift structures reinforced sustained stamina.

For dedication, the highest mean is 4.24 for both “I find the work that I do full of meaning and purpose” and “My job inspires me.” The lowest is 4.14 in “To me, my job is challenging.” The category mean of 4.24 described as high. This indicates that dedication is oftentimes evident among the nurses. The high dedication level mirrors Gómez-Salgado et al. (2020) research with Spanish frontline nurses, where purpose-driven work was a key motivator. The marginally lower perception of job challenges diverges from Van Bogaert et al. (2017) Belgian study, where nurses explicitly linked difficulty to meaning.

In the component of absorption, the highest mean is 4.16 for “Time flies when I’m working,” while the lowest is 3.94 in “When I am working, I forget everything else around me.” The category mean of 4.06 described as high. This shows that absorption is oftentimes evident among the nurses. The high absorption level aligns Fong et al. (2018) findings among Australian nurses in fast-paced EDs, where workflow often dictated time perception. The lower tendency to block out surroundings differs from Wolf et al. (2022) U.S. study, where unit isolation practices deepened focus.

Table 3. Level of Work Engagement

Items	Mean	Std. Deviation	Description
VIGOR			
1 At my work, I feel bursting with energy	4.02	.629	High

2 At my job, I feel strong and vigorous	4.12	.634	High
3 When I get up in the morning, I feel like going to work	3.96	.912	High
4 I can continue working for very long periods at a time	3.94	.775	High
5 At my job, I am very resilient, mentally	4.04	.706	High
6 At my work I always persevere, even when things do	4.20	.676	High
Category Mean	4.04	.644	High
Dedication			
1 I find the work that I do full of meaning and purpose	4.24	.662	High
2 I am enthusiastic about my job	4.20	.676	High
3 My job inspires me	4.24	.693	High
4 I am proud on the work that I do	4.20	.790	High
5 To me, my job is challenging	4.14	.736	High
Category Mean	4.24	.596	High
1 Time flies when I'm working	4.16	.624	High
2 When I am working, I forget everything else around me	3.94	.876	High
3 I feel happy when I am working intensely	4.04	.865	High
4 I am immersed in my work	4.10	.872	High
5 I get carried away when I'm working	4.04	.865	High
6 It is difficult to detach myself from my job*	4.10	.684	High
Category Mean	4.06	.609	High
OVERALL MEAN	4.1q	.533	High

Table 4. Relationship between Variables

Table 4 presents the correlation between the independent variables—work environment and emotional intelligence—and the dependent variable, work engagement. The data reveal significant positive relationships between both predictors and work engagement.

Specifically, emotional intelligence has a strong positive correlation with work engagement ($r = .652$, $p < .001$), indicating that employees who possess higher emotional intelligence tend to show greater engagement in their jobs. This is consistent with the study of Goleman (1998), who asserted that emotional intelligence is crucial for motivation and maintaining positive work engagement among employees in the organization.

Moreover, work environment is also positively correlated with work engagement ($r = .385$, $p < .001$), suggesting that the betterment of work environment would also likely improve work engagement of nurses. This aligns with the findings of Saks (2006), who noted that work environment have positive association with work engagement.

Table 4. Relationship between the Variables

Independent Variable	r	p-value	Remarks
Work Environment	.385**	.000	Significant
Emotional Intelligence	.652**	.000	Significant

Influence of Work Environment and Emotional Intelligence on Work Engagement

Table 5 presents the regression analysis to determine the influence of work environment and emotional intelligence on work engagement. The model reveals that emotional intelligence significantly predicts work engagement ($\beta = .596$, $p < .001$). This means that for every unit increase in emotional intelligence there is a corresponding increase in the work engagement by while work environment does not show a significant effect ($\beta = .131$, $p = .288$).

The coefficient of determination ($R^2 = .439$) indicates that 43.9% of the variance in work engagement can be explained by the two predictors, with emotional intelligence being the stronger contributor.

This suggests that among the variables considered, emotional intelligence plays a more substantial role in enhancing employees' engagement at work. This finding supports Schaufeli et al. (2002), who found that emotional factors are critical in sustaining positive work engagement among employees in the organization.

Table 5. Influence of Work Environment and Emotional Intelligence on Work Engagement

Model	Unstandardized Coefficients		Standardized Coefficients	t	p	Remarks	
	B	Std. Error	Beta				
1	(Constant)	1.381	.477		2.897	.006	
	Work_Env	.103	.096	.131	1.076	.288	Not Significant
	Emo_Int	.551	.113	.596	4.885	.000	Significant

Note: $R = .663$, $R\text{-square} = .439$, $F = 18.025$, $p = .00$

CONCLUSIONS

Conclusions

Based on the findings, the following conclusions were drawn:

1. The level of work environment among employees is high, with strong ratings in supportive relationships, clarity, control, innovation, and structure and planning.
2. Emotional intelligence is also rated high, with consistently elevated scores in self-awareness, managing emotions, motivation, empathy, and social skills.
3. Work engagement among employees is high, particularly in the aspects of dedication, vigor, and absorption.
4. Both emotional intelligence and work environment are significantly related to work engagement. However, emotional intelligence has a stronger relationship with work engagement.
5. Emotional intelligence significantly predicts work engagement, while work environment does not show a significant predictive effect when considered simultaneously.

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