School Leaders' Emotional Intelligence And Followership Among The Teachers

Shamas Suleman Arshad[1*], Refah Aldawsari[2], Mehmood Ahmed[3], Ume Kalsoom[4]

[1*]Lecturer, Higher Education Department Punjab, Pakistan, shamassalman@gmail.com
[2]Associate Professor, Department of Education and Psychology, College of Education, University of Hafr Al Batin, Saudi Arabia, Raldawsari@uhb.edu.sa
[3]Assistant Professor, Higher Education Department Punjab, Pakistan, mr.ahmedwarraich@gmail.com
[4]Clinical Psychologist, Serene Mind Therapy, Gujrat, Pakistan, ume.kalsoom23@yahoo.com

Abstract
At the premises of educational institutions, the working relationship between the leaders and the teachers is crucial for institutional progress. However, the working relationship-related situation in schools is apparently not thriving. This indicates a possible flaw among the school leaders or their followers. However, emotional intelligence for leaders is critical for developing an effective relationship with their followers. Therefore, the current study examined the relationship of school leaders' emotional intelligence with followership among the teachers. Correlational-survey design was employed following the positivistic assumption of the research. Multi-stage random sampling was used to select 192 schools and 1536 teachers. The data were collected using two scales from which emotional intelligence scale was adapted, whereas, the scales on teachers' followership was developed. Correlation-based results indicate a significant positive correlation between four components of school leaders' emotional intelligence and four factors of teachers' followership. Results revealed that four factors of teachers' followership are significantly explained through school leaders' emotional intelligence. Emotional intelligence for the school leaders and followership for the teachers may be focused while selection and professional development programs.

Keywords: school leadership, emotional intelligence, well-being, self-control, emotionality, sociability, teachers' followership

Introduction
Collaboration between the school leaders and the teachers is one of the crucial factors that contribute positively to institutional progress. However, the situation of schools in the research context is not much satisfactory, particularly in terms of discipline (Government of Pakistan, 2017). This unsatisfactory situation indicates the possibility of flaws among the school leaders or the followers. Moreover, effective leadership is reflected through effective followership (Komives et al., 2009). However, research studies proved that leaders having a high level of emotional intelligence predict followers' trust in leadership (Hejase et al., 2017) and leadership respect among followers (Thiel et al., 2012). Therefore, the study assessed the level of school leaders' emotional intelligence and followership among teachers. Moreover, the study investigated the relationship between school leaders' EI and followership among teachers.

Educational institutes can be categorized into two categories i.e. public and private,. However, the largest category is public sector institutions. Furthermore, the education system in three tiers i.e. elementary, secondary, and higher education. The elementary stage has two levels i.e. primary (1-5) and elementary (6-10). Similarly, the secondary level has two stages i.e. secondary (9-10) and higher secondary (11-12). Higher education is considered after higher secondary education. The school leaders and teachers are appointed using traditional approaches i.e. on experience and seniority through a formal interview at all levels except in high schools. In high schools, school leaders (entitled as headmasters/headmistress) are appointed through competitive exams conducted by Punjab Public Service Commission since 2009. Although, high school leaders are appointed through the competitive exam which focuses more on their academics and conceptual clarity instead of testing their emotional intelligence. Similarly, teachers in schools are appointed through a written test and a traditional interview instead of considering their followership or their preference to join the teaching profession. Moreover, professional development programs least focus on the emotional intelligence of school leaders and followership among teachers.

With the changing roles of school leadership from autocratic to democratic, the demand for high EI among school leaders and effective followership among teachers is increasing. Hence, a shared leadership model is the demand of the day, as Crippen (2012) asserts that leaders and followers must work collaboratively for the achievement of goals. Because, school leaders are usually overburdened with their responsibilities (Fink & Markholt, 2011; Robinson, 2011).

Gaur and Gupta (2017) claim that EI competence helps a leader to create a productive environment in an organization that is required for success. Similarly, according to Leithwood et al., (2010) school leadership creates working conditions and opportunities for the teachers to work as a professional. As school leaders face challenges in the case of unshared leadership, the same is the issue with the teachers in the classroom. In classrooms, effective followership is more important, as, if the teachers do not have the required followership skills, they may be unable to perform effectively. They may work as a threat if they have an alienated followership style or they are serving in the teaching with the least choice. Woolley et al. (2010) proved that collaboration of the school leader and the teachers might not only provide administrative benefits but also the development of collective intelligence in the individuals. Moreover, Louis et al. (2010) empirically proved the cause of high schools' progress is the greater contribution of their teachers in decision-making and it is a key factor of followership.

The collaboration among the school leaders and the teachers seems flawed. School leaders are complainant about the reluctant behavior of their subordinates to perform their responsibilities. On the other hand, teachers use to criticize the strict behavior of the school leaders. The situation shows a possible flaw either at the end of the leaders or the followers. However, leadership needs to be emotionally intelligent for enhancing followers' motivation level and getting support in work (Rajah et al., 2011). Additionally, the EI of the school leaders is not yet empirically investigated that is it correlated with the teachers' followership and to what extent it predicts the followership among the teachers. Therefore, the following research question was focused on:

Research Question: Is there a significant relationship between components of school leaders' EI and teachers' followership i.e. competence, commitment, courage, and self-management?

Literature Review
Leadership is the ability of an individual to positively influence others for the attainment of organizational objectives (Veliu et al., 2017). Leadership has two major characteristics; the first is influencing others, and the second is the accomplishment of goals. Moreover, according to Northouse (2012), leaders must have ethical traits because of their responsibility to be aware of the concerns of the followers, as, Leaders and followers have to work cooperatively for organizational success. According to Dumitru et al. (2015) and Moral (2019), leaders possess the passion, directorial vision, and integrity.

Owing to the concept of leadership, according to experts, the role of leadership is almost similar in all professions. However, the need for the most effective leadership seems more crucial in educational institutions. According to Leithwood et al., (2010) school leadership creates working conditions and opportunities for the teachers to work as a professional. Similar to the purpose, Notman and Henry (2010) and Naidoo (2019) explored that effective leaders use to manage their schools effectively. These principals focus on clarity of vision, student achievement, school improvement practices, consultation with teachers, a strong senior leadership team, and personnel support systems. However, the Government of Pakistan (2017) highlighted the major issue of ineffective school leadership in public sector schools and suggested conducting continuous professional development programs.

In the research context, the school leaders are selected through a competitive evaluation system that is generally subject-based. Hence, the cause of ineffective school leadership is surely not related to the academic qualification of the leaders. The possible cause of ineffective leadership can be a low EI level of the school leaders that are considered critical for successful leaders. As Cherniss and Goleman (2001) stressed that about 90% of leaders' success is due to their high level of EI. Moreover, Gaur and Gupta (2017) claim that a high level of EI supports the leaders to promote a positive and trustworthy environment in the organization.

Exploring the worth of emotional intelligence was not so simple. Goleman (1998) strived for years to know the reason why organizational leaders having higher qualification are sometimes failed in terms of effective leadership, whereas, some leaders with a relatively lower academic qualifications are better in leadership skills. Resultantly, Goleman recognized that leadership is more influenced by emotional intelligence instead of a general intelligence quotient. Goleman (2013) described that emotionally intelligent leaders understand and control their own emotions; moreover, they understand the emotions of others and develop positive relations with them. This is almost similar to Salovey and Mayer's (1990) statement about EI that people having a high level of EI can self-assess themselves and modulate their actions to guide others. On the contrary, Petrides and Furnham (2001) claim that EI belongs to personality traits instead of cognitive ability. Later on, Mayer et al. (2016) theorized EI as a type of intelligence established on emotional aptitudes that involve reasoning about emotions. Badea and Pana (2010) state EI is the extent to which someone responds to his emotions. An interesting viewpoint is of Wakeman (2009) as he explains that anger is not bad if displayed for purpose of betterment of an individual in an appropriate situation and suitable way, and at the appropriate time.

Effective followership is critical for the success of any organization. According to Ricketts (2009), followership is "the willingness to go along with a leader". Uhl-Bien et al. (2014) explained followership in their work on the role-based approach. They identify individuals with their existing roles in the organization, such as followers as subordinates. Therefore, followership can be defined as a response of the subordinate to the seniors in a workplace setting.

Theories of followership provide the reason to shift the attention from leadership to followership for effective work in an organization. In knowledge factories such as the education sector, the teachers are the followers and they must be possessed with desired qualities to work with the school leader for the improvement of the school (Leithwood et al., 2010). The success of a school is assessed preferably assessed through a single measure and that is student achievement. Teachers are the most crucial role performers in the case of student achievement and ultimately determine the school's progress. Schools cannot be successful without effective teachers. Such as in the situation of COVID-19 when the teachers are teaching online to the students but many other beneficial factors such as the influence of the personality of the teacher, active participation of the students in class, effective assessment, etc., are challenging without the physical presence of teachers. However, talking historically, the credit for school success is usually given to the school leaders and the leaders in return seldom acknowledge the role of teachers. Owing to this reason, Crippen (2012) conducted a study to correlate Kelley's followership paths and teachers' grouping with the school leader. He suggested that the school leaders should help the teachers to conceptualize their importance in school success. There should be an authentic relationship between the school leader and the teachers as followers.

Earlier, Drucker (2002) argues that knowledge workforces are companions with the leaders not subordinates and the possible way to the success of knowledge-based organizations is through increasing the association of knowledge workers. Because "in a traditional workforce the worker serves the system; in a knowledge workforce, the system must serve the worker" (p. 125). The interdependent relationships described by Drucker (2002) modify the dynamics of power between leaders and followers.

Similarly, school leaders and the teachers' traditional hieratical status needs to be changed. School leaders in a classical setup possess all the powers by holding the top position in the schools.

Schools are a unique place for followership research because the employees contrary in many other organizations are highly educated and they usually have to perform the role of a leader in classrooms. Hauge et al. (2014) claim that school leaders are unable to effectively perform a leadership role without involving their followers, so, they are highly dependent on the schoolteachers. The distribution of followership styles in the business organization is presented in the following table. However, the questions need to be addressed what is the proportion of followership styles in school organizations where the followers are the teachers having high qualifications?

The leader-follower trade approach highlights a major concern of researchers about the usual process of leader-centered studies, whereas, the importance of followers is least addressed in research studies. The LFT approach is the response to the least focus of researchers on followership (Malakyan, 2014).

LFT approach hypothesizes that the leadership process is constructed based on the leaders' and followers' mutual effort (Uhl-Bien *et al.,* 2014). This co-construction of leader and follower is possible because the roles of leaders and followers are exchangeable according to Malakyan (2014). Moreover, Malakyan (2014) indicates that different typologies of leaders can be explored through the interaction of leaders and followers as co-construct. Hence, by applying these research references in the school setting, the school leaders and their followers (teachers) can co-construct the leadership functions for the effective working of the school. Further points out that leaders and followers can co-construct the various leadership typologies. Applied to a school setup, school leaders and followers (teachers) co-construct the leadership functions. According to Bush and Glover (2014), these leadership functions include managerial responsibilities, instructional, transformational roles, distributed, moral responsibilities, contingent systems roles, and teacher leadership. Moreover, according to Yusof et al. (2014), followers believe those leaders as more reliable and possess positive emotional attributes and by establishing this trust among the followers, leaders can guide and coordinate the followers more effectively for the achievement of organizational goals. Dasborough and Ashkanasy (2002) describe that the leader-follower exchange relationship quality is dependent on the leader's EI. Moreover, Yusof et al. (2014) state that the leader's effectiveness is determined by their competencies of EI.

Barent (2005) found a positive correlation between school atmosphere, teacher motivation, and student achievement. Motivation for teachers and learners is particularly increased through positive relationships among school leaders and other stakeholders (MacNeil et al., 2009). Rhodes et al. (2011) found students' perceptions about the school culture impact their performance and interest in education. However, the school culture is highly dependent on the relationship between the school leader and the teachers particularly.

Leadership effectiveness is defined as "leadership makes a profoundly positive difference in people's commitment and performance at work" (Kouzes & Posner, 1987, 2012). EI has been considered crucial for leadership success. However, leadership is reflected through effective followership (Grint, 2010; Komives et al., 2013). Studies are evident that a high level of EI is positively related to work performance (Khokhar & Kush, 2009; Behbahani, 2011), respect among followers (Thiel et al., 2012), followers' performance (Pastora & Maior, 2015), and followers' motivation and support (Rajah et al., 2011). Yusof et al. (2014) state that effective use of emotions by leaders is a prerequisite and their subordinates consider leaders with high levels of emotional competencies as efficient. Studies have shown that emotional intelligence (EI) could positively influence an individual's leadership skills (e.g., Hong et al., 2011). A literature review done by Rajah et al. (2011) on peer-reviewed journals from 2000 to 2010 supported the fact that EI is important for leaders. They found that leaders with high EI would be able to support and motivate their employees. Yusof et al. (2014) claim that a leader's emotions affect their followers. Therefore, the development of EI among the leaders is a good start because, in the company of leaders with a high level of EI, followers work with more commitment, enthusiasm, motivation, and self-management to achieve organizational goals. Emotional intelligence supports a leader to understand the needs of his followers as well as how to satisfy their needs as well (Gooty et al., 2010). Thus, better control of the leader on his emotions results in better leadership and wins the trust of followers (Gardner et al., 2009).

EI and leadership skills are the two commonly used aspects that researchers study for assessing the successful performance of leaders in the workplace (Brown, 2014; Miller, 2015). Batool (2013) and Poonamallee et al. (2018) prove the positive correlation between EI and leadership effectiveness. Moreover, there is a need to explore the factors that affect the development of EI among the leaders (Lucero & Ocampo, 2019; & Poonamallee et al., 2018). Individuals who prefer to promote EI generates positive outcomes such as respective career, positive relationships, and focus (Ismail et al., 2012; Desti & Shanthi, 2015). The success of the leaders is not necessarily dependent on the leadership trait only but it is also dependent on how they have developed workplace relationships in the organization and manage their followers in changing situations.

Huang et al. (2015) argue that today it is tough to manage the followers in a workplace with an autocratic leadership style because followers have many more choices, and they may shift their professions in case of high psychologic pressure. The need is to manage the followers in a cooperative, consultative, and democratic manner. It is also observed that the mental intelligence among the leaders is less effective as compared to emotional intelligence as EI positively affects the performance and attitude of the leaders and consequently of the followers.

Gooty et al. (2010) review of 78 journals and 21 books from 1990-2007 proved that the positive emotional outlook of the leaders affects their employees positively, while; a negative emotional outlook restricts the performance of the followers. EI of the school leaders could be an essential aspect of transformational leadership styles. Hebert (2011) proved a positive correlation (r = .90, *p* < .01) among EI, transformational leadership and effective performance of the school.

Greenockle (2010) states that EI is the skill that makes a school principal outstanding for staff members because he/she is genuinely concerned for the staff, students, and society. Emotional intelligence should be the focus as a cornerstone in the current demand for maturity among school leaders (Maulding et al., 2010). Principals should ensure their students are progressing academically. Moreover, EI has become a necessity for school leadership effectiveness and an authoritative boss

is no more desired for the success of schools now (McWilliam & Hatcher, 2007). In this way, these leaders can develop a respectful environment of trust, optimism, and goal-directed in the school (Egley & Jones, 2005). Similarly, Maulding, et al., (2010) and Moore (2009) states that school leaders having strong EI skills positively influence teachers and students. Because an emotionally intelligent school leader is aware of his emotions and others' emotions and understands how to manage them. Through this rationalistic emotional behavior, the leader takes proper actions and uses proper words in different situations (Greenockle, 2010).

Thiel et al. (2012) claim that the leaders who present anger and pessimistic behaviors in problematic situations are rated poorly effective leaders by their followers. Similarly, Connelly and Ruark (2010) found that leaders who exhibit positive emotional behavior such as pride, responsibility, and challenge are rated highly effective leaders by their followers. Moreover, Peterson et al. (2007) revealed that leaders had better skills of emotional perception obtain higher ratings from their followers on the aspect of effective leadership.

Role of Followership in Leadership Success

Effective followership exists if the followers committedly support their leaders in the achievement of the mission and vision of the organization (Chaleff, 2009, Kelley, 1992, Uhl-Bien et al., 2014). If leadership is to influence others, the followership is to be influenced (Uhl-Bien & Pillai, 2007). LFT approach hypothesizes that the leadership process is constructed based on the leaders' and followers' mutual effort (Uhl-Bien *et al.,* 2014). This co-construction of leader and follower is possible because the roles of leaders and followers are exchangeable (Malakyan, 2014). Moreover, leadership is considered nothing without effective followership. Therefore, the importance of followers cannot be ignored. Atchison (2004) in his book, '*Followership: A Practical Guide to Aligning Leaders and Followers'* directed the health care leaders that without the commitment of followers, they have nothing more than the title.

However, followership is largely ignored in the relationship between the leader and the followers and more focus has been given to leader centric approach (Starbuck, 2015). Moreover, there is a misconception attached to the followers' role that leadership is more important than effective followership (Starbuck, 2015) and the role of the leader is considered more active than the followers (Blom & Alvesson, 2015).

School leadership is most important along with the teachers in terms of students' learning (Leithwood et al., 2010). This notion alerts the importance of assessing school leadership for school importance. However, leadership is the relationship between the leader and followers (Kellerman, 2007; Malakyan, 2014). Therefore, some of the researchers have focused on the constructive and crucial role of followership in the sustainable leadership process (Malakyan, 2014; Uhl-Bien et al., 2014; Alvesson & Blom, 2015; Mannion et al., 2015; Starbuck, 2015). Moreover, the role of the school principal is shifted from manager to leader which demands more effort and commitment (Louis et al., 2010). Sharing leadership with the followers in schools is of several forms e.g. general assistance and a formal teachers-leadership process (Leithwood et al., 2010).

It is the leadership through which the unidimensionality of authority can be reduced and teachers are encouraged to come forward to manage their responsibilities with commitment (Crippen, 2012; Bambrick-Santoyo, 2013). As Fink and Markholt (2011) asserted that with the increase in school leadership responsibilities, teachers are required to be effective followers to work beyond their classroom for the support of the school leader and it will result in school success.

School principals motivate the teachers to follow the procedures that demand collaboration for the provision of quality education to learners. This will resultantly develop followership among teachers (Leithwood et al., 2010). Motivating teachers to ensure a larger contribution to school leadership responsibilities may lead to greater commitment, achievement, inspiration, and support (Wart, 2013). Kellerman (2013) in her book, '*The End of Leadership'* highlighted the paradigm shift from classical leadership to shared leadership encouraging followers to come forward and work equally with the leaders. She explains that exemplary followership is needed to be active more than simply fulfilling their routine responsibilities in the organization.

School principals who accept a different model of leadership are required to distribute leadership roles to the followers to develop followership among subordinates (Carsten et al., 2010). Though the area of followership is crucial and somewhat more focused on this given in the business field (The Wallace Foundation, 2013), it is the least studied in school settings. Researchers studied the correlation between followership and some other variables such as job satisfaction, commitment, and engagement (Winston et al., 2006). However, these studies are more related to the business field. Crippen (2012) suggested conducting studies on followership in schools to contribute to developing leader-follower relationships. Crippen also proved that greater understanding between the leader and followers would increase trust, transparency, and truthfulness in schools.

The area of followership is understudied in business (The Wallace Foundation, 2013), but needs special attention in schools. Moreover, the factors affecting followership should be explored. Researchers studied the correlation between followership and some other variables such as job satisfaction, commitment, and engagement (Winston et al., 2006). However, one of the important variables related to followership and the other variables such as job satisfaction, commitment, and engagement is ignored in schooling. This important variable is the choice of the teaching profession as a life career. The research explored the career motivation and commitment of the teachers (Heinz, 2015). However, there is much less focus on working teachers' choice of the teaching profession. A prospective teacher who does not prefer teaching is not much problematic but an in-service teacher with the least preferred choice of the teaching profession is surely more problematic. Individuals' perceptions about the teaching profession and their attitudes toward the teaching profession are very close to each other (Egwu, 2015). The way, how teachers feel and behave in classrooms is reflected through their informal interactions with the learners. These interactions whether inside and outside of the classroom influence students' development.

School leadership should have to focus on emotionally intelligent ways of dealing the matters in schools. Once the leadership started doing so, there is a big chance of the development of effective followership among the teachers. Effective followership is related to teachers' competence, commitment, courage, and self-management. Because these traits of teachers are related to the interest of the teacher in the teaching profession. Therefore, two of the possible antecedents of followership are school

leaders' emotional intelligence and choice of teaching profession among the in-service teachers. Among the two, the researcher hypothesized that leaders' EI is more critical to be assessed as a predictor for predicting the followership among teachers due to support from the leader-follower relationship approach and transformational leadership theory. The following conceptual framework is an effort to illustrate the relationship among the variables of the study.
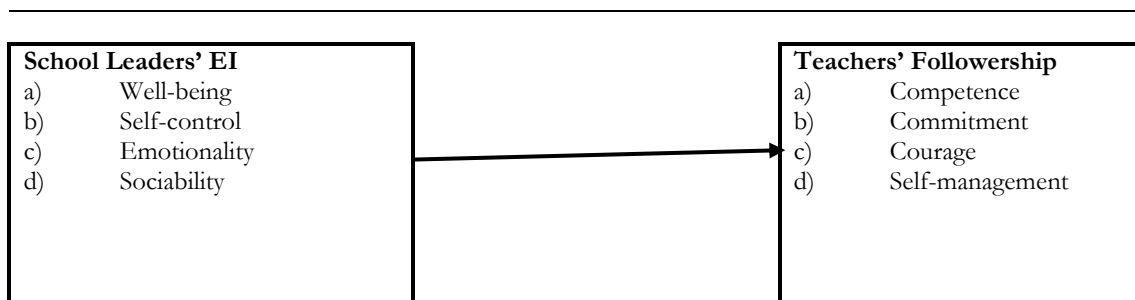

Figure 1: Conceptual Framework

Research Design

The study employed a quantitative approach to fulfill the objectives of the study. The correlation survey design was opted to find out the correlation between school leaders' EI and their followership among teachers having different followership styles. Moreover, the impact of school leaders' EI on followership among teachers having different followership styles was focused. The emotional intelligence of school leaders is the predictor variable. Followership among teachers in terms of followership styles is the criterion variable. According to Gay et al. (2009), the sample should be 20% when the population is around 1500. Moreover, 500 is a confident sample size in case of a population size of 5000 or more in survey research. Multistage random sampling technique was employed to select the sample. Multistage sampling is used because it allows the researcher to extend the scope of the study by focusing on a larger population. Owing to this, at the first stage district Gujranwala, Gujrat, and Sialkot were randomly selected out of the total six districts. These three districts have collectively 765 high schools and 15309 teachers. Then, 25% of schools were randomly selected, from each selected district using SPSS random selection technique. Out of 765 high schools, 192 high schools were randomly selected including 65 schools from district Gujranwala, 70 schools from district Gujrat, and 57 schools from district Sialkot were part of the study. In the third stage, 08 teachers from each school were randomly selected. The total intended sample size for the research comprised 192 high schools and 1536 teachers teaching in high schools. The sample of schools is 25% of the total number of schools in the three districts, whereas, the sample of teachers is 10% of the total number of teachers i.e. 15309.

The study employed two scales for data collection against this research on school leaders' EI and followership among teachers. Trait Emotional Intelligence Questionnaire was adapted (Petrides & Furnhum, 2009), whereas, scales on teachers' followership for assessing followership among teachers was self-developed (Arshad et al., 2022). For data collection, a team of ten members was hired and trained. The following model fit indices were estimated using PLS-SEM before moving to the results of the study.

Measurement Model Psychometric Evidences

The following section provides evidence of the measurement model that involves components of EI, factors of followership, and choice of the teaching profession. Factor loads, VIF, measures of reliability, and discriminant validity are presented below along with a model fit summary obtained through the PLS-SEM algorithm and bootstrapping one 5000 sub-samples.

Table 1: Factor Loads and Variation Inflation Factor (VIF)

Components of EI	Indicators	Loads	VIF	Significance
Well Being	E1	0.888	3.823	.000
	E2	0.826	3.149	.000
	E3	0.857	3.204	.000
	E4	0.822	2.738	.000
	E5	0.899	4.131	.000
	E6	0.841	3.793	.000
	E7	0.845	4.032	.000
	E8	0.866	4.010	.000
Self-Control	E9	0.848	2.895	.000
	E10	0.877	3.577	.000
	E11	0.861	3.849	.000
	E12	0.889	4.390	.000
	E13	0.895	3.939	.000
	E14	0.886	4.011	.000
	E15	0.887	4.015	.000
	E16	0.830	2.888	.000
Emotionality	E17	0.886	4.106	.000
	E18	0.884	4.045	.000
	E19	0.839	3.402	.000

	E20	0.858	3.676	.000
	E21	0.840	3.394	.000
	E22	0.768	2.159	.000
	E23	0.848	3.466	.000
	E24	0.875	4.274	.000
Sociability	E25	0.765	2.168	.000
	E26	0.925	4.275	.000
	E27	0.884	3.499	.000
	E28	0.914	4.282	.000
	E29	0.899	3.689	.000
	E30	0.837	2.625	.000
Factors of Followership	**Indicators**	**Loads**	**VIF**	**Significance**
Competence	CPT1	0.835	2.282	.000
	CPT2	0.825	2.472	.000
	CPT3	0.842	2.785	.000
	CPT4	0.891	3.328	.000
	CPT5	0.857	3.007	.000
Commitment	CMT1	0.904	3.473	.000
	CMT2	0.889	3.149	.000
	CMT3	0.906	3.079	.000
	CMT4	0.848	2.271	.000
Courage	CRG1	0.864	4.257	.000
	CRG2	0.903	2.505	.000
	CRG3	0.933	3.307	.000
	CRG4	0.926	4.467	.000
Self-Management	SM1	0.839	1.808	.000
	SM2	0.902	2.350	.000
	SM3	0.893	2.396	.000

Table 1 represents the measurement model of the research. PLS algorithm is used to create the measurement model and bootstrapping with 5000 automatically generated samples to the significance statistically. CFA is applied in this procedure and it is frequently used in educational research to determine the validity and reliability of the measures (Diamantopoulos & Winklhofer, 2001). Moreover, CFA provides an un-rotated solution for item convergence (Brown & Moore, 2012). Further, PLS distributes the models into measurement and structural and provides the solution accordingly.

Table 2: Correlation between School Leaders' EI and Teachers' Followership

	CPT	CMT	CRG	SM	FS
WB	0.571**	0.449**	0.535**	0.495**	0.601**
SC	0.647**	0.560**	0.652**	0.632**	0.730**
EM	0.565**	0.542**	0.584**	0.612**	0.675**
SA	0.565**	0.561**	0.572**	0.520**	0.650**

WB= Well-being, SC= Self-control, EM= Emotionality, CPT= Competence, CMT= Commitment, CRG= Courage, SM= Self-management, FS= Overall Followership

Table 2 shows the correlation between school leaders' EI and Teachers' followership factors. There is significant positive correlation of school leaders' well-being with teachers' competence (r=0.571, p<.05), commitment (r=0.449, p<.05), courage (r=0.535, p<.05) and self-management (r=0.495, p<.05). There is significant positive correlation of school leaders' self-control with teachers' competence (r=0.647, p<.05), commitment (r=0.560, p<.05), courage (r=0.652, p<.05) and self-management (r=0.632, p<.05). There is significant positive correlation of school leaders' emotionality with teachers' competence (r=0.565, p<.05), commitment (r=0.542, p<.05), courage (r=0.584, p<.05) and self-management (r=0.612, p<.05). There is significant positive correlation of school leaders' sociability with teachers' competence (r=0.565, p<.05), commitment (r=0.561, p<.05), courage (r=0.572, p<.05) and self-management (r=0.520, p<.05). Moreover, there is significant positive correlation of school leaders' well-being (r=0.601, p<.05), self-control(r=0.730, p<.05), emotionality(r=0.675, p<.05) and sociability (r=0.650, p<.05) with overall followership of the teachers.

Table 3: Impact of EI Components on Followership Factors

	CPT	f^2	CMT	f^2	CRG	f^2	SM	f^2
WB	0.198*	0.041	0.023	0.000	0.113*	0.013	0.033	0.001
SC	0.356*	0.130	0.261*	0.058	0.372*	0.141	0.356*	0.123
EM	0.089*	0.007	0.185*	0.026	0.147*	0.019	0.291*	0.072
SA	0.206*	0.049	0.288*	0.080	0.211*	0.051	0.124*	0.017
R^2	0.514		0.420		0.512		0.486	

Table 3 contains the output results of structural model path analysis based on the four components of emotional intelligence organized vertically and four factors of followership horizontally organized in the topmost row.

Empirically obtained results show that the well-being of school leaders has a significantly positive impact on competence (ß=0.198, p<.05, f²=0.041) and courage (ß=0.113, p<.05, f²=0.013), whereas, their effect sizes are small. However, insignificant impact of school leaders' well-being is found on commitment (ß=0.023, p>.05, f²=0.000) and self-management (ß=0.033, p>.05, f²=0.001) of the teachers.

The self-control of the school leaders shows a significant impact on the four factors of followership. Self-control of school leaders' shows significant positive impact on competence (ß=0.356, p<.05, f²=0.130), commitment (ß=0.261, p<.05, f²=0.058), courage (ß=0.372, p<.05, f²=0.141) and self-management (ß=0.356, p<.05, f²=0.123) of teachers. However, the effect size for competence and courage is medium, whereas, the effect size for commitment and self-management is small.

Similar to the impact on self-control of the school leaders, emotionality also shows a significant impact on the four factors of followership. However, the effect size of ß values is weak as compared to these values of self-control. Emotionality of school leaders' shows significant positive impact on competence (ß=0.089, p<.05, f²=0.007), commitment (ß=0.185, p<.05, f²=0.026), courage (ß=0.147, p<.05, f²=0.019) and self-management (ß=0.291, p<.05, f²=0.072) of their subordinate teachers. The effect size for commitment and self-management is small, whereas, the effect size for competence and courage is not considerable according to Cohen (1988).

Similar to the impacts of self-control and emotionality of the school leaders, sociability also shows a significant impact on the four factors of followership. Sociability of school leaders' shows significant positive impact on competence (ß=0.206, p<.05, f²=0.049), commitment (ß=0.288, p<.05, f²=0.080), courage (ß=0.211, p<.05, f²=0.051) and self-management (ß=0.124, p<.05, f²=0.017) of their subordinate teachers. Effect size values for competence, courage, and self-management are small, whereas, the effect size for self-management is not considerable.

School leaders' EI moderately explains the competence (R²=0.514) and courage (R²=0.512) of their teachers. However, school leaders' EI weakly explains the commitment (R²=0.420) and self-management (R²=0.486) of their teachers.

Discussion

Results indicate that there is a positive and significant correlation with of well-being, self-control, emotionality, and sociability of the school leaders with the competence, commitment, courage, and self-management of the teachers. The results are according to LFT approach hypothesis that there is a mutual relationship between the leader and the followers (Uhl-Bien *et al.,* 2014). This mutual relation of co-construction is possible due to the exchange of leaders and follower roles (Malakyan, 2014). Moreover, research studies empirically proved the positive correlation of leaders' EI with employees' performance (Behbahani, 201; Khokhar & Kush, 2009), leader's respect among followers (Thiel et al., 2012), and followers' motivation and support (Rajah et al., 2011). Crippen (2012) suggested that there should be an authentic relationship between the school leader and the teachers as followers.

Results indicate that different components of school leaders' EI have an impact on the factors of followership. Moreover, all the factors are significantly explained by the EI components. As Walter et al. (2011) indicate that high level of EI among the leaders can influence the subordinate feelings effectively. Yusof et al. (2014) also proved the effect of leaders' emotions on their followers. Further, in the company of emotionally intelligent leaders, there will be an increase in followers' commitment, motivation, self-management, and enthusiasm. Because, leaders' emotional intelligence supports them to understand followers' needs and ways to satisfy those needs (Gooty et al., 2010). Better control of the leader on their emotions results in winning the trust of followers (Gardner et al., 2009). In addition, according to Hauge et al. (2014), the involvement of followers in work is crucial for leadership success. Moreover, as also referred above, research studies empirically proved the positive correlation of leaders' EI with employees' performance (Behbahani, 201; Khokhar & Kush, 2009), leader's respect among followers (Thiel et al., 2012), and followers' motivation and support (Rajah et al., 2011).

Conclusion

Having the significant positive correlation between school leaders' EI and the teachers' followership reflects that the hypothesized relationship is established between the constituting components of EI i.e. well-being, self-control, emotionality, and sociability with the factors of teachers' followership i.e. competence, commitment, courage, and self-management. Hence, it is evident that the school leaders' emotional traits like happiness, emotional regulation, empathy, and human relations function positively for ensuring teachers' followership traits and vice versa. Results indicate that the teachers' followership is significantly explained through school leaders' EI. Hence, it can be inferred that the high level of EI among school leaders can improve followership characteristics among teachers' qualities such as their teaching performance, willingness to do extra work, support for the leader, and self-regulation. However, the school leaders are reported to have average EI, so the primary focus of concerning authorities may be on the development of EI among the school leaders through professional development programs on 'team building', 'stress-management', 'motivating others', 'usefulness of empathy', 'emotional expression', and 'emotional management'.

References

1. Arshad, S. S., Zaman, S., & Nazir, A. (2022). Development and validation of scale for assessment of followership among school teachers. *International Journal of Instruction*, *15*(3), 1031-1046.
2. Atchison, T. A. (2004). *Followership: A practical guide to aligning leaders and followers*. Health Administration Press.
3. Badea, L., & Pană, N. A. (2010). The Role of Empathy in Developing the Leader's Emotional Intelligence. *Theoretical & Applied Economics*, *17*(2).

4. Barent, J. M. (2005). *Principals' levels of emotional intelligence as an influence on school culture* (Doctoral dissertation, Montana State University-Bozeman, College of Education, Health & Human Development).
5. Batool, B. F. (2013). Emotional intelligence and effective leadership. *Journal of business studies quarterly*, *4*(3), 84.
6. Behbahani, A. A. (2011). A comparative Study of the Relation between Emotional Intelligence and Employee's Performance. *Procedia-Social and Behavioral Sciences*, *30*, 386-389.
7. Blom, M., & Alvesson, M. (2015). Less followership, less leadership? An inquiry into the basic but seemingly forgotten downsides of leadership. *M@ n@ gement*, *18*(3), 266-282.
8. Brown, C. (2014). The Effects of Emotional Intelligence (EI) and Leadership Style on Sales Performance. *Economic Insights-Trends & Challenges*, *66*(3).
9. Brown, T. A., & Moore, M. T. (2012). Confirmatory factor analysis. *Handbook of structural equation modeling*, 361-379.
10. Bush, T., & Glover, D. (2014). School leadership models: What do we know?. *School Leadership & Management*, *34*(5), 553-571.
11. Carsten, M. K., Uhl-Bien, M., West, B. J., Patera, J. L., & McGregor, R. (2010). Exploring social constructions of followership: A qualitative study. *The leadership quarterly*, *21*(3), 543-562.
12. Chaleff, I. (2009). *The courageous follower: Standing up to & for our leaders*. Berrett-Koehler Publishers.
13. Cherniss, C., & Goleman, D. (2001). *The emotionally intelligent workplace*. Jossey-Bass.
14. Connelly, S., & Ruark, G. (2010). Leadership style and activating potential moderators of the relationships among leader emotional displays and outcomes. *The Leadership Quarterly*, *21*(5), 745-764.
15. Crippen, C. (2012). Enhancing authentic leadership− followership: Strengthening school relationships. *Management in Education*, *26*(4), 192-198.
16. Dasborough, M. T., & Ashkanasy, N. M. (2002). Emotion and attribution of intentionality in leader–member relationships. *The Leadership Quarterly*, *13*(5), 615-634.
17. Diamantopoulos, A., & Winklhofer, H. M. (2001). Index construction with formative indicators: An alternative to scale development. *Journal of marketing research*, *38*(2), 269-277.
18. Drucker, P. F. (2002). They're not employees, they're people. *Harvard business review*, *80*(2), 70-79.
19. Dumitru, A., Motoi, A. G., & Budica, A. B. (2015). What kind of leader is a manager? *Annals of the University of Craiova for Journalism, Communication, and Management*, *1*, 50-60.
20. Egley, R. J., & Jones, B. D. (2005). Principals' Inviting Leadership Behaviors in a Time of Test-Based Accountability. *Scholar-Practitioner Quarterly*, *3*(1), 13-24.
21. Egwu, S. O. (2015). Enhancing Teachers' Effectiveness in Secondary Schools in Nigeria through Motivation for Education Development. *Research on Humanities and Social Sciences*, *5*(12), 52-56.
22. Fink, S., & Markholt, A. (2011). *Leading for instructional improvement: How successful leaders develop teaching and learning expertise*. John Wiley & Sons.
23. Gardner, W. L., Fischer, D., & Hunt, J. G. J. (2009). Emotional labor and leadership: A threat to authenticity?. *The Leadership Quarterly*, *20*(3), 466-482.
24. Gaur, N., & Gupta, V. (2017). Emotional Intelligence as Predictor of Leadership Development in Knowledge-based Organizations. *International Journal of Management Research*, *8*(1).
25. Gay, L. R., Mills, G. E., & Airasian, P. W. (2009). *Educational research competencies for analysis and applications*. Merrill/Pearson,
26. Goleman, D. (2013). The focused leader. *Harvard business review*, *91*(12), 50-60.
27. Gooty, J., Connelly, S., Griffith, J., & Gupta, A. (2010). Leadership, affect and emotions: A state of the science review. *The Leadership Quarterly*, *21*(6), 979-1004.
28. Government of Pakistan (2009). *National Education Policy 2017*. Islamabad: Ministry of Education
29. Greenockle, K. M. (2010). The new face in leadership: Emotional intelligence. *Quest*, *62*(3), 260-267.
30. Hauge, T. E., Norenes, S. O., & Vedøy, G. (2014). School leadership and educational change: Tools and practices in shared school leadership development. *Journal of Educational Change*, *15*(4), 357-376.
31. Hebert, E. B. (2011). The relationship between emotional intelligence, transformational leadership, and effectiveness in school principals (Doctoral dissertation, Georgia State University). *Retrieved from Georgia State University*.
32. Heinz, M. (2015). Why choose teaching? An international review of empirical studies exploring student teachers' career motivations and levels of commitment to teaching. *Educational Research and Evaluation*, *21*(3), 258-297.
33. Hejase, H. J., Hamdar, B., Noureddin, M., Hejase, A. J., & Nsouli, F. (2017). Assessment of the relationship between managers' emotional intelligence and employees' motivation. *The Journal of Middle East and North Africa Sciences*, *10*(28), 1-21.
34. Hong, Y., Catano, V. M., & Liao, H. (2011). Leader emergence: The role of emotional intelligence and motivation to lead. *Leadership & Organization Development Journal*.
35. Huang, X., Xu, E., Chiu, W., Lam, C., & Farh, J. L. (2015). When authoritarian leaders outperform transformational leaders: Firm performance in a harsh economic environment. *Academy of Management Discoveries*, *1*(2), 180-200.
36. Ismail, A. M., Reza, R., & Mahdi, S. (2012). Analysis the relationship between cultural intelligence and transformational leadership. *International Journal of Business and Social Science*, *3*(14), 252-261.
37. Kellerman, B. (2007). What every leader needs to know about followers. *Harvard Business Review*, *85*(12), 84.
38. Kellerman, B. (2013). Leading questions: The end of leadership–redux. *Leadership*, *9*(1), 135-139.
39. Khokhar, C. P., & Kush, T. (2009). Emotional intelligence and work performance among executives. *Europe's Journal of Psychology*, *5*(1).
40. Komives, S. R., Lucas, N., & McMahon, T. R. (2009). *Exploring leadership: For college students who want to make a difference*. John Wiley & Sons.

41. Kouzes, J. M., & Posner, B. Z. (2011). Leadership is a relationship. *Credibility: How Leaders Gain and Lose It Why People Demand It*, 1-21.

42. Leithwood, K., Louis, K. S., Wahlstrom, K., Anderson, S., Mascall, B., & Gordon, M. (2010). How successful leadership influences student learning: The second installment of a longer story. In *Second international handbook of educational change* (pp. 611-629). Springer, Dordrecht.

43. Louis, K. S., Leithwood, K., Wahlstrom, K. L., Anderson, S. E., Michlin, M., & Mascall, B. (2010). *Learning from leadership: Investigating the links to improved student learning* (Vol. 42). New York, NY: Wallace Foundation.

44. Lucero, L. C., & Ocampo Jr, J. M. (2019). Emotional Intelligence and Leadership Trait among Master Teachers. *Mimbar pendidikan*, *4*(1), 55-72.

45. MacNeil, A. J., Prater, D. L., & Busch, S. (2009). The effects of school culture and climate on student achievement. *International Journal of leadership in Education*, *12*(1), 73-84.

46. Malakyan, P. G. (2014). Followership in leadership studies: A case of leader–follower trade approach. *Journal of Leadership Studies*, *7*(4), 6-22.

47. Mannion, H., McKimm, J., & O'Sullivan, H. (2015). Followership, clinical leadership and social identity. *British Journal of Hospital Medicine*, *76*(5), 270-274.

48. Maulding, W., Townsend, A., Leonard, E., & Sparkman, L. (2010). The relationship between emotional intelligence of principals and student performance in Mississippi public schools. *Academic Leadership: The Online Journal*, *8*(4), 73.

49. Mayer, J. D., Caruso, D. R., & Salovey, P. (2016). The ability model of emotional intelligence: Principles and updates. *Emotion review*, *8*(4), 290-300.

50. McWilliam, E., & Hatcher, C. (2007). Killing me softly: the 'making up'of the educational leader. *International Journal of Leadership in Education*, *10*(3), 233-246.

51. Miller, D. A. (2015). *Emotional intelligence and posttraumatic growth in residential care workers* (Doctoral dissertation, Saybrook University).

52. Moral, C., Higueras-Rodríguez, L., Martín-Romera, A., Martínez-Valdivia, E., & Morales-Ocaña, A. (2019). Effective practices in leadership for social justice. Evolution of successful secondary school principalship in disadvantaged contexts. *International Journal of Leadership in Education*.

53. Naidoo, P. (2019). Perceptions of teachers and school management teams of the leadership roles of public school principals. *South African Journal of Education*, *39*(2), 1-14.

54. Northouse, P. G. (2012). Leadership: Theory and Practice. *SAGE Publications Ltd (CA)*.

55. Notman, R., & Henry, D. A. (2011). Building and sustaining successful school leadership in New Zealand. *Leadership and Policy in Schools*, *10*(4), 375-394.

56. Peterson, S., Walumbwa, F. O., Byron, K., & Myrowitz, J. (2007). Transformational leadership, positive psychological traits, and firm performance. In *67th Annual Meeting of the Academy of Management, AOM 2007*.

57. Petrides, K. V., & Furnham, A. (2001). Trait emotional intelligence: Psychometric investigation with reference to established trait taxonomies. *European journal of personality*, *15*(6), 425-448.

58. Petrides, K. V., & Furnham, A. (2009). Trait emotional intelligence questionnaire (TEIQue). *Technical Manual. London: London Psychometric Laboratory.*

59. Poonamallee, L., Harrington, A. M., Nagpal, M., & Musial, A. (2018). Improving emotional intelligence through personality development: The effect of the smart phone application based Dharma Life Program on emotional intelligence. *Frontiers in psychology*, *9*, 169.

60. Rajah, R., Song, Z., & Arvey, R. D. (2011). Emotionality and leadership: Taking stock of the past decade of research. *The Leadership Quarterly*, *22*(6), 1107-1119.

61. Rhodes, V., Stevens, D., & Hemmings, A. (2011). Creating positive culture in a new urban high school. *The High School Journal*, *94*(3), 82-94.

62. Ricketts, K. G. (2009). Followership. Informally published manuscript, College of Agriculture, University of Kentucky, Lexington, KY.

63. Robinson, V. (2011). *Student-centered leadership* (Vol. 15). John Wiley & Sons.

64. Salovey, P., & Mayer, J. D. (1990). Emotional intelligence. *Imagination, cognition and personality*, *9*(3), 18.com5-211.

65. Starbuck, C. R. (2015). An investigation of the relationship between follower perceptions of leader openness to experience and follower job satisfaction. *Journal of Organizational Culture, Communications and Conflict*, *19*(1), 118.

66. The Wallace Foundation. (2013). The school principal as leader: Guiding school leaders to better teaching and learning. Retrieved from http://www.wallacefoundation.org/knowledge-center/Documents/The-School-Principal-asLeader-Guiding-Schools-to-Better-Teaching-and-Learning-2nd-Ed.pdf

67. Thiel, C., Griffith, J., & Connelly, S. (2015). Leader–follower interpersonal emotion management: Managing stress by person-focused and emotion-focused emotion management. *Journal of Leadership & Organizational Studies*, *22*(1), 5-20.

68. Uhl-Bien, M., & Pillai, R. (2007). The romance of leadership and the social construction of followership. *Followercentered perspectives on leadership: A tribute to the memory of James R. Meindl*, 187-209.

69. Uhl-Bien, M., Riggio, R. E., Lowe, K. B., & Carsten, M. K. (2014). Followership theory: A review and research agenda. *The leadership quarterly*, *25*(1), 83-104.

70. Van Wart, M. (2013). Lessons from leadership theory and the contemporary challenges of leaders. *Public Administration Review*, *73*(4), 553-565.

71. Veliu, L., Manxhari, M., Demiri, V., & Jahaj, L. (2017). The Influence of Leadership Styles on Employee's Performance. *Management (16487974)*, *31*(2), 59-69.

72. Wakeman, C. (2009). Emotional intelligence: Towards a generic framework for the 21st century. *Educational futures*, *2*(1), 40-56.
73. Winston, B. E., Bekker, C., Cerff, K., Eames, D., Helland, M. R., & Garnes, D. (2006). Hope as a possible factor in the implementation of strategic plans. *Unpublished manuscript, Regent University School of Leadership Studies, Virginia Beach, VA.*
74. Woolley, L., Caza, A., & Levy, L. (2011). Authentic leadership and follower development: Psychological capital, positive work climate, and gender. *Journal of Leadership & Organizational Studies*, *18*(4), 438-448.
75. Yusof, H. M., Kadir, H. A., & Mahfar, M. (2014). The role of emotions in leadership. *Asian Social Science*, *10*(10), 41.