

Impact of School Leaders' Emotional Intelligence on Followership among Teachers having Passive Followership Style

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ABSTRACT

Emotional intelligence is considered crucial for school leaders to enhance the performance of their followers generally. However, passive followers are considered highly dependent on the thoughts of their leaders and always wait for the orders to initiate an activity. Therefore, the research was conducted to find out the impact of school leaders' emotional intelligence on the followership of the teachers having passive followership style. The survey consisted of 1209 respondents out of which 87 were identified as passive followers. A self-developed scale on followership and an adopted scale on emotional intelligence were used. Results revealed that passive teachers' competence, commitment, and courage are significantly explained through school leaders' emotional intelligence. Whereas, passive teachers' self-management is insignificantly explained through school leaders' emotional intelligence. Hence, the concerned authorities may focus on the emotional intelligence of the school leaders along with the followership style of the teachers at the time of their selection and professional development.

KEYWORDS

Leadership, school leadership, trait emotional intelligence, teachers' followership, passive followers

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INTRODUCTION

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. Moreover, the Government of Pakistan (2009) indicates the least preferred choice of teaching profession among the individuals due to the low market value of teaching. Therefore, the teachers with having high commitment levels of the teaching profession can have a high level of followership i.e. competence, commitment, courage, and self-management. Ultimately, the enhanced followership characteristics of the teachers could support them to develop social attitudes (Arshad, & Zaman, 2020) and other positivities among the learners.

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) explored the school leaders that effective principals use to manage their schools effectively. These principals focus on clarity of vision, student achievement, school development practices, discussion with educators, resilient leadership team, and employees support systems (Debes, 2021, Hourani et al., 2021). However, the Government of Pakistan (2009) highlighted the major issue of ineffective school leadership in public sector schools and suggested conducting continuous professional development programs.

In the researcher's 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 low level of EI among the school leaders could be a cause behind ineffective leadership practices. Chermis and Goleman (2001) also claimed that approximately 90percent of leadership success in organizations belongs to the leaders' high level of EI. Additionally, a high level of the leader's EI contributes to the promotion of a positive and trustworthy culture in schools (Gaur & Gupta, 2017).

Emotional intelligence is considered critical for leaders to enhance their followers' work performance. However, the followership styles of the teachers may cause become the cause of variation in obtaining influence of their leaders' emotional intelligence. The passive followership style is considered among the least effective ones but they possess a significant portion of employees in any organization. Moreover, passive followers need continuous support and guidance to complete the work (Pey et al., 2021) that is least desired. Particularly, in the teaching profession where the teachers as followers play significant



roles such as role models for the learners, classroom teaching, students' motivation, etc., the need for effective performance by the passive followers becomes critical. However, no research is found related to the issue directed the researcher to investigate the impact of school leaders' EI intelligence on the followership of the school teachers having passive followership styles.

RESEARCH QUESTION

Do the school leaders' EI i.e. well-being, self-control, emotionality, and sociability predict followership i.e. competence, commitment, courage, and self-management among teachers having passive followership style?

LITERATURE REVIEW

Leadership is the ability of an individual to positively influence others for the attainment of organizational objectives (Mihelic, Lipicnik, & Tekavcic, 2010). 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 Bennis (2009) and Dumitru, Motoi, and Budica (2015) leaders possess the passion, directorial vision, and integrity. Generally, leadership is considered crucial for individuals as well as organizations. Sharma and Jain (2013) describe leadership as a process in which the leaders influence the members of the organization to achieve goals and take actions to direct the organization for success. Additionally, Northouse (2012) theorized leadership as an ethical trait that contributes to responsibility among the followers.

Exploring the worth of emotional intelligence was not so simple. Goleman (1998) strived for years to know the reason that why organizational leaders having higher qualifications are sometimes failed in terms of effective leadership, whereas, some leaders with 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, Caruso, and Salovey (2016) theorized EI as a type of intelligence established on emotional aptitudes that involve reasoning about emotions. Badea and Pana (2010) states EI as the extent to which someone responds to his emotions. An interesting viewpoint is of Wakeman (2009) as he explains that being angry is not bad at all but it should be in the right situation, on the right person, in a proper way, and for an appropriate time.

Several research studies suggest that EI among individuals can be developed and investment in an educational context for individual training will be beneficial both at the individual and societal (Ruiz- Aranda et al., 2012; Castillo et al., 2013). It shows the variety in viewpoints of the researchers about EI. Gaur and Gupta (2017) enlist four competencies of EI, which include "self-awareness, self-management, social awareness, and relationship management". The models and competencies of EI are important to discuss because these are linked to effective leadership (Chakrabarti & Chatterjea, 2018).

EI is a renowned concept that is thought to be most effective for leadership success. However, there is conflict among researchers in terms of measuring EI. Resultantly, EI models can be categorized into three types i.e. ability, mix, and trait models, based on the type of measuring instruments (Joseph & Newman, 2010).

Trait EI measures prefer the self-report and others-report methods of measurement. However, certain care is required to focus while the administration process such as avoiding distortion of information through fake responses. However, a variety of techniques is available to protect data from validity threats and these are focusing validity indices and reliability measures (Petrides, 2009). The decision of the study scale is dependent on many parameters such as the context (Professional, non-profession, etc.), the demography of respondents (age, qualification, etc). According to these criteria, trait EI measures are evident of considerable psychometric properties (Haynes & Lench, 2003).

Currently, a variety of trait emotional intelligence measures are available and are free to use for academic purposes. TEIQue 360°, TEIQue 360° Full Form-Facet Bases, and TEIQue 360° Short Form-Facet Based are the forms of TEIQue 360° that are frequently used to obtain self and observer ratings for data collection. These forms are specifically used to compare self and observed scores on 15 facets of trait EI such as evident in the work of Cook et al., (2011).

Trait EI is scientific (Petrides, 2010) as it is testable, falsifiable, and general (i.e., not restricted to a single instrument). In addition to these scientific properties, trait EI also has three other advantages in comparison to other EI models. Primarily, the trait EI model considered the subjective nature of emotions that can be measured through valid tools. Secondly, the trait EI model was tested with other valid measures such as the big five inventory for proving its validity. Thirdly, it offers the extension to associated areas (e.g., social intelligence) instead of restricting it to a single distinct model (Petrides, Mason, & Sevdalis, 2011).

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 role in the organization, such as followers as subordinates.

Robert Kelley's input to literature is considered important for the researchers (Jaussi, Stefanovich, & Devlin, 2008) and it is most cited in the field of followership (Uhl-Bien et al., 2014). Kelley (1992) explained five followership styles *i.e.* alienated, passive, pragmatic, conformist, and exemplary.

Passive followers are fourth in the number regarding effective followership. Their active engagement is low because they need continuous guidance to complete their work (Bjugstad et al., 2006). Moreover, they are also uncritical in their thinking approach as they try to follow the orders unquestioningly (Kelley, 1992). That is why Kelly (2008) referred to the passive followers as 'sheep' because they wait for the next direction after completing a certain task assigned to them.

Blanchard et al., (2009) view passive followers with a lack of courage, intellect to take initiative, and a sense of ownership for their work. Moreover, they are almost opposite to exemplary followers because they always seek motivation, supervision, and direction to do work. Kelley (1992) claims that passive followers are the smallest in terms of proportion because they are only 5-10 percent in organizations.

Kelley's Followership Model is the basic to conduct this research (Kelley, 1992) which applies to a school setting as it focuses on followership in organizational settings (Hinić, Grubor & Brulić, 2017). Four crucial qualities that followers share are abilities to manage themselves; commitment to the organization, highly competent, and focused on organizations' visions (Kellerman, 2008). Conversely, leaders must be able to teach their followers, the ways to of becoming effective followers and leaders (Banutu-Gomez, 2004). Importantly, leaders and followers are thus mutually interdependent with the latter influencing the former (Henry, 2012). Furthermore, effective followers are cooperative and collaborative (Chaleff, 2009), and the 'ideal' follower is capable of sustaining organizational performance" (Blackshear, 2003).

School leadership is most important along with the teachers in terms of students' learning (Leithwood, Harris, & Hopkins, 2008). 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 for the sustainable leadership process (Malakyan, 2014; Uhl-Bien et al., 2014; Blom & Alvesson, 2015; Mannion, McKimm & O'Sullivan, 2015; Starbuck, 2015). Moreover, the role of the school principal is now shifted from manager to leader that 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 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 (Fink & Markholt, 2011; Crippen, 2012; Bambrick-Santoyo, 2013). As Fink and Markholt (2011) asserted that with the increase of 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 in 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 organizations.

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 focus on this is given in the business field (The Wallace Foundation, 2013), but 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 authenticity in schools (p. 195)".

RESEARCH DESIGN

A quantitative survey was designed for the study based on the positivism philosophical approach. The accessible population of the study contains 765 high schools having 15309 teachers in the division Gujranwala, Punjab, Pakistan. Multi-stage random sampling was used to select the sample. At the first stage, three districts were randomly selected from a total of six. Then from each selected district, 25% of schools were randomly selected. Then, from each selected school 8 teachers were randomly selected. Hence, sampled schools were 192, and sampled teachers were 1536.

The study employed two scales for measuring emotional intelligence and followership among teachers. The emotional intelligence scale has been adapted, whereas, scales on teachers' followership and choice of teaching profession were developed. Followership among teachers was measured using a self-developed scale containing 16 items. Validation of the scale was estimated using exploratory factor analysis in SPSS and confirmatory factor analysis in AMOS. Cronbach alpha of the four sub-scales of followership *i.e.* competence, commitment, courage, and self-management was 0.91, 0.88, 0.86, and 0.81 respectively. However, the following table illustrates the 1209 sample-based measurement model estimated using PLS.

RESULTS

The following analysis on PLS is conducted using Multi-Group Analysis (MGA) technique. The groups were generated and nominated as alienated (AL), passive (PS), pragmatic (PG), conformist (CN), exemplary (EX) according to the followership theory of Kelley (1992). These groups are generated by dividing the total score into five equal groups from maximum to minimum category. PLS bootstrap method is applied to 5000 subsamples to check the significance of the pathway values, F square values, and R square values. PLS bootstrap uses t-statics to find out the significance of the results. The significance of the results is highly influenced by the sample. Hence, results on some beta values are found insignificant in the groups with smaller sample sizes. The p-value is important to consider as it ensures the probability of similar results if the study is replicated. However, Kline (2004) argues that the p-value is now the least interesting for someone to evaluate the results, as the results must be elaborated using measures of magnitude. Moreover, Cohen (1988) explains that the basic product of research studies should be based on one or more measures of effect size, not just p-value. therefore, the researcher has made the following interpretations through a non-traditional approach of using f^2 cutoff values as suggested by Cohen (1988) and the significance of p values obtained through PLS bootstrap. Moreover, the following PLS algorithm output results also indicated the weak, moderate, and high effect size (f^2) results. Results based on both the significance-value and effect size benefits the researchers to avoid type error-1. Type error-1 occurs when some non-significant results are considered significant and it is considered most dangerous as compared to type error-2 when the researchers report significant results as insignificant (Freankel et al., 2012).

Table 1: Impact Analysis of Leaders' Emotional Intelligence on Followership of Passive Followers

	Competence	f^2	Commitment	f^2	Courage	f^2	Self-Management	f^2
Well-being	.408*	.211	.370*	0.133	.332*	0.090	.280*	0.058
Self-control	.172*	.028	.165	0.022	.044	0.001	.079	0.003
Emotionality	.189*	.053	.052	0.003	.138	0.018	.084	0.006
Sociability	.134	.020	.129	0.014	.071	0.004	.020	0.000
R ²	0.503		0.349		0.221		0.145	

Table 1 shows the impact of school leaders' EI on followership among teachers having a passive followership style. School leaders' well-being have significant positive impact on competence ($\beta=0.408$, $p<.05$, $f^2=0.211$), commitment ($\beta=0.370$, $p<.05$, $f^2=0.133$), courage ($\beta=0.332$, $p<.05$, $f^2=0.090$), and self-management ($\beta=0.280$, $p<.05$, $f^2=0.058$) of the teachers having passive followership style. Moreover, the effect size for competence is medium, whereas, it is small for commitment, courage, and self-management.

School leaders' self-control has a significant positive impact on the competence ($\beta=0.172$, $p<.05$, $f^2=0.028$) of the teachers, whereas, the effect size is small. However, self-control shows insignificant impact on commitment ($\beta=0.165$, $p>.05$, $f^2=0.022$), courage ($\beta=-0.044$, $p>.05$, $f^2=0.001$), and self-management ($\beta=-0.079$, $p>.05$, $f^2=0.003$) of the teachers having passive followership style.

School leaders' emotionality has a significant positive impact on competence ($\beta=0.189$, $p<.05$, $f^2=0.053$) of the teachers whereas, the effect size is small. However, no significant result is found relevant to commitment ($\beta=0.052$, $p>.05$, $f^2=0.003$), courage ($\beta=-0.138$, $p>.05$, $f^2=0.018$) and self-management ($\beta=-0.084$, $p>.05$, $f^2=0.006$) of the teachers having passive followership style.

School leaders' sociability shows insignificant results with competence ($\beta=0.134$, $p>.05$, $f^2=0.020$), commitment ($\beta=0.129$, $p>.05$, $f^2=0.014$), courage ($\beta=-0.071$, $p>.05$, $f^2=0.004$), and self-management ($\beta=0.20$, $p>.05$, $f^2=0.000$) of the teachers having passive followership style.

School leaders' EI moderately explains competence ($R^2=0.503$) and weakly explains commitment ($R^2=0.420$) among the passive teachers. However, school leaders' EI does not explain courage and self-management among passive teachers.

DISCUSSION

Results related to passive followers indicated that competence, commitment, and courage are explained significantly through the leaders' EI; however, self-management is insignificantly explained. Passive followers have a low ability to manage themselves (Bjugstad et al., 2006) and they need the continuous support of the leaders to manage their work (Kelley, 2008). Moreover, they always follow the orders of the leaders without thinking critically (Chaleff, 2009) and they wait for the orders of the leader to continue a new task (Kelley, 1992). Similarly, Blanchard et al., (2009) also highlighted the poor level of self-management among the passive followers and they seek motivation and direction from the leadership. These may be the reasons

for which leaders' EI is unable to explain the self-management of the passive teachers. This means that the high level or low of school leaders' EI is similar for the passive teachers in terms of self-management skills. Moreover, they are almost opposite to exemplary followers because they always seek motivation, supervision, and direction to do work. Kelley (1992) claims that they are the smallest in terms of proportion that is only 5-10 percent in organizations.

CONCLUSION

Passive teachers' competence, commitment, and courage are significantly explained through school leaders' EI. whereas, passive teachers' self-management is insignificantly explained through school leaders' EI. Hence, it is concluded that a high level of EI among school leaders can contribute to the development of competence, commitment, and courage among passive teachers. However, passive self-management is independent of school leaders' EI because they usually depend on the step-by-step instructions of their leader or colleagues to perform their responsibilities. Therefore, school leaders may boost the confidence of passive followers for the development of self-management skills among them. School leaders may assign them simple tasks such as uniform checking of students, maintaining attendance register, and managing sports activities of students. Effective followership of the teachers at the time of selection may be assessed along with other professional traits such as academic qualification, attitude, and aptitude. Moreover, policymakers, in general, and school leaders, in particular, may trust the teachers and appreciate teachers' effort to enhance 'competence, commitment, courage, and self-management among them. 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, the usefulness of empathy, emotional expression, and emotional management.

CREDIT AUTHOR STATEMENT

Shamas Suleman Arshad: Idea generation, Scale development, and data analysis **Muhammad Zia Ul Badar:** Introduction and Literature review **Khurram Rafi:** Research Methodology **Muhammad Mohsan Ishaque:** Supported in scale validation

COMPLIANCE WITH ETHICAL STANDARDS

It is declared that all authors don't have any conflict of interest. Furthermore, informed consent was obtained from all individual participants included in the study.

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