

impact of school leaders' emotional intelligence on followership among teachers having alienated followership style

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## **Impact of School Leaders' Emotional Intelligence on Followership among Teachers having Alienated Followership Style**

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### **Abstract**

Emotional intelligence is considered crucial for the school leaders to enhance performance of their followers generally. However, alienated followers are the one who are most reluctant to work and willingly resist their leaders. Therefore, the study investigated the impact of school leaders' emotional intelligence on the followership of teachers having alienated followership style. Prediction based survey consisted of total 1209 respondents out of which 121 were identified having alienated followership style. Trait emotional intelligence questionnaire was adapted, whereas, scale on teachers' followership was self-developed. Contextual estimates of validity and reliability using PLS-SEM were observed before reporting results. Results revealed that competence, commitment, self-management of the teachers having alienated followership style is significantly explained through emotional intelligence of the school leaders. However, courage of the alienated followers is not predicted significantly. Therefore, the concerned educational stakeholders may focus on the emotional intelligence of the school leaders along with followership style of the teachers.

**Keywords:** Emotional intelligence, leadership, teaching profession, followership, alienated followership

### **Introduction**

Leaders are regarded as the catalyst for change (Brown, 2014) and a high level of emotional intelligence is a crucial factor to be an effective and successful leader. Moreover, effective leadership is reflected through effective followership (Komives, Lucas, & McMahon, 2009) because a positive relationship between the leader and the followers is crucial for organizational success. However, in the researcher's context, disciplinary issues in schools (Government of Pakistan, 2009) indicate possible flaws either in the emotional intelligence of school leaders or followership among teachers. Moreover, the emotional intelligence of school leaders and the followership of teachers are least addressed through the selection process and professional development courses. Therefore, the study was focused to assess the level of school leaders' emotional intelligence and followership among

teachers and the relationship between them. Moreover, the focus was to explore the impact of school leaders' emotional intelligence (EI) on teachers' followership.

EI can be developed among individuals in an educational context that supports institutional success (Castillo et al., 2013). However, the concept of EI is emerging and has been described differently by different experts. As, Goleman (2013) describes that emotional intelligence enables a leader to focus inward, outward, learn about their attention, and direct attention to others. However, Mayer, Caruso, and Salovey (2016) view EI as a type of intelligence established on emotional aptitudes. This means that EI is considered a mental ability due to the involvement of reasoning about emotions. However, Petrides (2009) provides the latest viewpoint of EI. Trait EI is an umbrella construct of emotion-related dispositions and self-perceptions, located at the lower levels of personality hierarchies (Pérez-González & Sanchez-Ruiz, 2014)

Kelley was the first who Kelley claims that effective followers are the backbone of effective leaders. He presented five types of followers based on their followership styles i.e., alienated, passive, pragmatic, conformist, and exemplary followers (Kelley, 1992). Kelley (1992) explains followers as effective partners of the leaders in their work. However, Uhl-Bien et al. (2014) explained followership based on their role in the organization. The research on followership is still understudied but the work of Kelley (1992) is most cited in the literature. Based on the role-based approach, Kelley (1992), Kellerman (2008), and Chaleff (2009) have described various qualities of the followers and the critical confirmed in the study are competence, commitment, courage, and self-management.

In research context; the scenario of schools is not much thriving in terms of progress and discipline. The cause behind this flaw can be the lack of emotional intelligence among the leaders or existence of alienated followership among the teachers. Because, leaders lacking emotional intelligence are proved least effective (Kellerman, 2008) and alienated followers are those who oppose the leaders for effective work (Kelley, 1992). Ultimately, these flaws can turn out to be as a cause of poor quality educational environment resulting in poor development of the learners. Research studies verified that high level of EI supports a leader developing respect among followers (Thiel, Connelly & Griffith, 2012) and effective followership is crucial for the leaders (Komives, Lucas, & McMahon, 2009). Therefore, research assessed the relationship of school leaders' EI with followership of the teachers having alienated followership style. With reference to the rationale of the study the following question was formulated:

**Research Question:** Is there significant impact of school leaders' EI i.e. well-being, self-control, emotionality, and sociability on the followership i.e. competence, commitment, courage, and self-management of the teachers having alienated followership style?

## Literature Review

Emotional intelligence is considered crucial for leadership success. However, leadership is reflected through effective followership (Grint, 2010; Komives, Lucas & McMahon, 2013). Therefore, the importance of both the EI of the leaders and followership among the subordinates cannot be overlooked. Researches are evident of the positive relationship between them such as, high level of emotional intelligence (EI) supports a leader in improving work performance (Mazhura, 2017),

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developing respect among followers (Thiel, Connelly & Griffith, 2012), ability to recognize follower needs (Gardner, Fischer & Hunt, 2009), getting followers' trust (Gardner, Fischer, & Hunt, 2009) and enhancing followers' motivation and support (Rajah, Song, & Arvey, 2011). Owing to the evidence-based discussion, EI for the school leaders is important for leadership success and effective followership among the teachers is crucial for the school leaders.

Leader-follower trade (LFT) theory 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 Yusof, Kadir, and Mahfar (2014), followers believe those leaders as more reliable who 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.

EI and leadership skills are the two commonly used aspects that researchers study for assessing the successful performance of the leaders in the workplace (Brown, 2014; and 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 generate positive outcomes such as respective career, positive relationships, and focused (Ismail, Reza, & Mahdi, 2012; and 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.

Gooty, Connelly, Griffith, and Gupta (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; 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. Furthermore, Greenockle (2010) argues 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 of maturity among the school leaders (Maulding, Townsend, Leonard, & Sparkman, 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). Through this way, these leaders can develop a respectful environment of trust, optimism, and goal-directed in the school (Bipath, 2008). Similarly, Maulding, *et al.*, (2010) states that school leaders having strong EI skills positively influence their 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 use proper words in different situations (Greenockle, 2010).

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

This study is an effort to provide a model that may have some issues due to the initial stage but it may be focused seriously on schooling effectiveness and progress. When there is already a shortage of technical support and resources in the schools, the need for emotionally intelligent leaders, exemplary followers, and teachers having preferred choice of teaching is necessary. The cultivation of emotional intelligence among school leaders and effective followership among the teachers will bring a collaborative environment that will consequently support the students' development. Louis et al. (2010) proved empirically a significant positive correlation between collective leadership, teachers' motivation, and positive workplace setting.

Considering effective followership and emotionally intelligent leadership in school will result in progress. 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 alienated followership style or they are serving in the teaching with the least choice. Woolley, Caza, and Levy (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.

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 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 and even we cannot assume school success with 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 personality of the teacher, active participation 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

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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 claims 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 of 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 relationship described by Drucker (2002) modifies the dynamics of power between leaders and followers. Similarly, school leaders and the teachers' traditional hieratical status needs to be changed. School leaders in 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 to many other organizations are highly educated and they usually have to perform a role like a leader in classrooms. Hauge, Norenes, and Vedøy (2014) claim that the school leaders are unable to effectively perform a leadership role without involving the 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 that what is the proportion of followership styles in school organizations where the followers are the teachers having high qualifications.

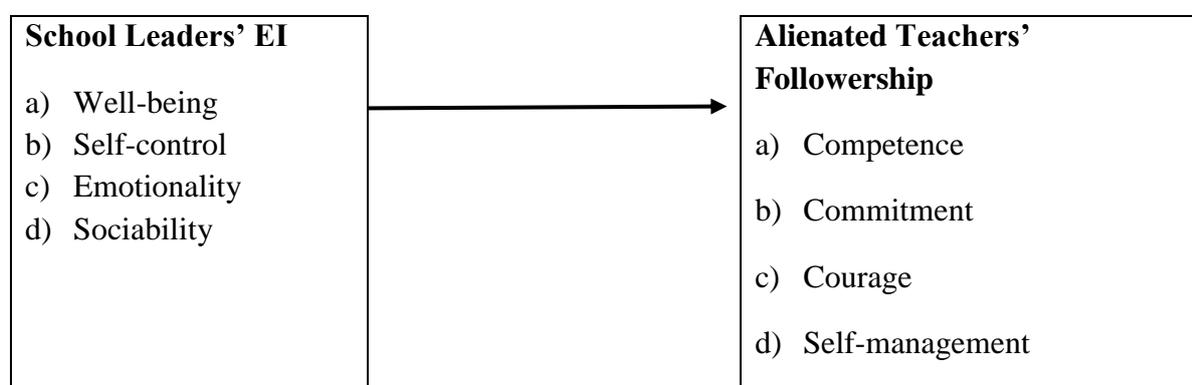
The leader-follower trade approach highlights a major concern of researchers about the usual process of leader-centered studies, whereas, the importance of followers is least addressed in research studies. The LFT approach is the response to that ignorance (Malakyan, 2014). Dasborough and Ashkanasy (2002) describe that leader-follower exchange relationship quality is dependent on the leader's EI.

Conclusively, the changing roles of school leadership from autocratic to democratic demand 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). Studies have shown that EI could positively influence an individual's leadership skills (e.g., Hong, Catano, & Liao, 2011; Hur, van den Berg, & Wilderom, 2011).

A literature review done by Rajah, Song, and Arvey (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, Kadir, and Mahfar (2014) claim the leader's emotions affect the followership of their subordinates. Therefore, the development of EI among the leaders is a good start because, in the company of leaders with 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, Fischer, & Hunt, 2009).

The culture of our schools is flawed particularly in terms of discipline (Government of Pakistan, 2009). School leaders are complainant about the reluctant behavior of their subordinates to performance their responsibilities. On the other hand, teachers use to criticize about the strict behavior of the school leaders. The situation shows a possible flaw either on 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, Song, & Arvey, 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.



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**Figure 1:** *Conceptual Framework*

### **Research Design**

The research design of the study is grounded on a positivistic worldview. This paradigm supports quantitative approaches for conducting research, which views reality as objective and independent of the human mind (Fraenkel, Wallen, & Hyun, 2012). Owing to positivism, correlational survey design was opted to find out the impact of school leaders' EI on followership among teachers having alienated followership styles. Population of the study was comprised of 765 high schools with 15309 teachers of division Gujranwala, Punjab, Pakistan. Multi-stage random sampling technique was used to 25% schools i.e. 192 high schools and then 08 teachers from each school. Hence, a sample of 1536 teachers was selected. According to Gay, Mills & Airasian (2009), the sample should be 20% when the population is around 1500. Moreover, 500 is a confident sample size in case of population size 5000 or more in survey research.

### **Instrumentation**

The study employed two scales for measuring emotional intelligence and followership among teachers. Emotional intelligence scale has been adapted, whereas, scales on teachers' followership and choice of teaching profession were developed. The Trait Emotional Intelligence Questionnaire (TEIQue; Petrides, 2009) is administered worldwide including Pakistan. Followership among teachers was measured using a self-developed scale containing 16 items. Validation of the scales in

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research context was observed using PLS-SEM. The measurement model was based on the total sample of 1209 teachers. Construct reliability and validity estimated using PLS-SEM algorithm is presented in the table 1.

*Table 1:*  
**Construct Reliability and Validity**

<b>Variables</b>	<b>Cronbach Alpha</b>	<b>CR</b>	<b>AVE</b>
Well Being	0.91	0.946	0.732
Self-Control	0.90	0.952	0.760
Emotionality	0.89	0.944	0.723
Sociability	0.92	0.940	0.761
Competence	0.88	0.919	0.723
Commitment	0.91	0.927	0.787
Courage	0.93	0.929	0.823
Self-Management	0.84	0.910	0.772

In the measurement model alpha values range from 0.84 to 0.93. The alpha values meet the threshold of minimum recommended value clearly but the maximum value that is 0.93 for courage is close to the threshold value of 0.95. However, the satisfactory point about the alpha value to the researcher is the VIF of items representing collinearity in recommended range CR values for all the variables are above the threshold of 0.70. Moreover, AVE values for all the variables are above 0.700 that also indicate the acceptability of the model in terms of convergent validity. The values of AVE are further used to calculate Fornell Larcker that is measure of discriminant validity. However, Heterotrait-Monotrait Ratio (HTMT) is highly robust test to check discriminant validity (Hair et al., 2017) i.e. reported in table 2.

*Table 2:*  
**Heterotrait-Monotrait Ratio (HTMT)**

	<b>WB</b>	<b>SC</b>	<b>EM</b>	<b>SA</b>	<b>CPT</b>	<b>CMT</b>	<b>CRG</b>	<b>SM</b>
<b>WB</b>								
<b>SC</b>	0.620							
<b>EM</b>	0.686	0.668						
<b>SA</b>	0.547	0.608	0.636					
<b>CPT</b>	0.616	0.695	0.609	0.609				
<b>CMT</b>	0.482	0.598	0.581	0.603	0.624			
<b>CRG</b>	0.572	0.693	0.621	0.611	0.703	0.726		
<b>SM</b>	0.551	0.700	0.681	0.579	0.779	0.669	0.748	

Table 2 shows Hetrotrait-Monotrait Ratio (HTMT) to observe the discriminant validity of the measurement model. Discriminant validity ensures that the construct has a robust relationship with its items instead of others in the PLS path Model (Hair et al., 2017). Henseler, Ringle, and Sarstedt (2015) recommended that a value of below 0.90 HTMT is evidence of acceptable discriminant validity, however, below 0.85 is much better. The HTMT values in the table represent

that their range of acceptability showing evidence of discriminant validity.

## Results

Pearson correlation was employed to find out the relationship between components of school leaders' EI and factors of followership. Moreover, PLS-SEM has been employed for finding out the impact of school leaders' EI on followership of the teachers having alienated followership style.

*Table 3*

### Relationship between School Leaders' EI and Alienated Teachers' Followership

	Competence	Commitment	Courage	Self-management
Well-being	.333**	-.039	.045	.308**
Self-control	.139	.211*	.025	.378**
Emotionality	.183*	.094	.132	.513**
Sociability	-.002	.128	.099	.046

N=121

Table 3 shows correlation between school leaders' EI and followership among teachers having alienated followership style. School leaders' well-being is significantly and positively correlated with competence ( $r=0.520$ ,  $p<.05$ ) and self-management ( $r=0.520$ ,  $p<.05$ ) of the teachers. Moreover, school leaders' self-control is significantly and positively correlated with commitment ( $r=0.211$ ,  $p<.05$ ) and self-management ( $r=0.378$ ,  $p<.05$ ) of the teachers. The emotionality of the school leaders is significantly and positively correlated with competence ( $r=0.183$ ,  $p<.05$ ) and self-management ( $r=0.513$ ,  $p<.05$ ) of the schoolteachers. However, the sociability of the school leaders has no significant relationship with any of the factors of followership. Moreover, with overall followership of the teachers, school leaders' well-being ( $r=0.283$ ,  $p<.05$ ), self-control ( $r=0.295$ ,  $p<.05$ ) and emotionality ( $r=0.372$ ,  $p<.05$ ) have significant positive correlation, whereas, sociability ( $r=0.102$ ,  $p<.05$ ) have insignificant correlation.

*Table 4:*

### Impact Analysis of EI on Followership of Alienated Followers

	Competence	f <sup>2</sup>	Commitment	f <sup>2</sup>	Courage	f <sup>2</sup>	Self-management	f <sup>2</sup>
Well-being	.108	.011	.008	.000	.032	.001	.207*	.039
Self-control	.324*	.089	.371*	.114	-.055	.002	-.054	.002
Emotionality	.148	.016	.160	.019	.024	.000	.456*	.150
Sociability	.127	.015	.105	.010	.322*	.074	-.025	.001

Empirically obtained results show significant positive impact of school leaders' well-being on self-management ( $\beta=0.207$ ,  $p<.05$ ,  $f^2=0.039$ ) of the alienated teachers. However, the effect size is small. However, it shows school leaders have insignificant impact on competence ( $\beta=0.108$ ,  $p>.05$ ,

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$f^2=0.011$ ), commitment ( $\beta=0.008$ ,  $f^2=0.000$ ), and courage ( $\beta=0.032$ ,  $f^2=0.001$ ) of school teachers having alienated followership style.

Self-control of school leaders shows mixed results in terms of impact on the four factors of followership among the teachers who possess alienated followership style. Self-control shows significant positive impact on competence ( $\beta=0.324$ ,  $p<.05$ ,  $f^2=0.089$ ), and commitment ( $\beta=0.371$ ,  $p<.05$ ,  $f^2=0.114$ ), whereas, their effect size is small. However, self-control shows insignificant impact on courage ( $\beta=-0.055$ ,  $p>.05$ ,  $f^2=0.002$ ) and self-management ( $\beta=-0.054$ ,  $p>.05$ ,  $f^2=0.002$ ).

Emotionality of school leaders has significant and positive impact on self-management ( $\beta=0.456$ ,  $p<.05$ ,  $f^2=0.150$ ) of the teachers, whereas, the effect size is medium. However, school leaders' emotionality have no considerable impact on competence ( $\beta=0.148$ ,  $p>.05$ ,  $f^2=0.016$ ), commitment ( $\beta=0.160$ ,  $p>.05$ ,  $f^2=0.019$ ), and courage ( $\beta=-0.024$ ,  $p>.05$ ,  $f^2=0.000$ ) of the teachers having alienated followership style.

Sociability of school leaders has significant positive impact on teachers' courage ( $\beta=0.322$ ,  $p<.05$ ,  $f^2=0.078$ ) and its effect size is small. However, sociability of the school leaders shows insignificant impact on competence ( $\beta=0.127$ ,  $p>.05$ ,  $f^2=0.015$ ), commitment ( $\beta=0.105$ ,  $p>.05$ ,  $f^2=0.010$ ), and self-management ( $\beta=-0.025$ ,  $p>.05$ ,  $f^2=0.001$ ) of the teachers having alienated followership style.

*Table 5:*

**R<sup>2</sup> Values**

<b>Followership Factors</b>	<b>Alienated</b>
Competence	0.329
Commitment	0.307
Courage	0.107
Self-management	0.301

R square for the alienated (0.329) and exemplary (0.326) followers are above the threshold of 0.25. Commitment of teachers as followers is highly predicted among the exemplary followers (0.488) due to school leaders' EI. Moreover, R square values for commitment in case of overall results (0.420) and alienated (0.307) is above the criterion values of 0.25.

**Discussion**

Kelley (1992) introduced the followership typologies and claims that different followers can have different types of influence from the leaders. Moreover, the effect sizes for associations between EI and criteria vary depending on the organizational context and employee dispositions. The results of the study indicate that alienated followers' competence, commitment, and self-management are significantly explained through the leaders' EI. As, Walter, Cole, and Humphrey (2011) indicate that high level of EI among the leaders can influence the subordinate feelings effectively. Yusof, Kadir, and Mahfar (2014) also proved the effect of leaders' emotions on the 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 follower needs and ways to satisfy those needs (Gooty et al., 2010). Better control of the leaders on their emotions results in winning the trust of followers (Gardner, Fischer, & Hunt, 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 (Khokhar & Kush, 2009), leader's respect among followers (Thiel, Connelly & Griffith, 2012), and followers' motivation and support (Rajah, Song, & Arvey, 2011).

However, alienated followers' courage is insignificantly explained through emotional intelligence of the school leaders. It is possibly because alienated followers always oppose the leadership decisions (Kelley, 2008). Moreover, Kellerman (2008) indicated them as very talented, highly capable, and highly intelligent but they use all these qualities to criticize the leaders and their decisions. Kelley (1992) claims that alienated followers have the ability to question the leaders but they use it negatively. They are least engaged in positive support to the leader in tough situations (Kelley, 2008). However, the study indicates that only courage among the teachers with alienated followership style is the only missing factor that is unexplained through the school leaders' EI.

## Conclusions

School leaders' EI significantly explained followership among the teachers having alienated followership style except the courage factor of followership. Therefore, it can be inferred that the high level of EI among school leaders can develop effective followership among the teachers having alienated followership that is desired to improve their performance in teaching and non-teaching responsibilities. Specifically, Results indicate that the alienated teachers' competence, commitment, and self-management are significantly explained through school leaders' EI. Hence, it can be inferred that a high level of school leaders' EI can contribute to the development of competence, commitment, and self-management among the alienated teachers who in general indicate 'oppose the leader willingly even on his correct decisions', 'avoid extra duties', and 'least commitment', etc. School leaders and other concerning authorities may focus to identify the reasons for alienated followership among the teachers because these teachers may behave reluctantly to perform their professional responsibilities. Because, if the situation persist then there will be a further decline of education system which is already criticized due to lack of standardization. Furthermore, future researchers are recommended to explore the factors affecting emotional intelligence of the school leaders because it directly contributes to development of followership among their subordinates.

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