

Impact of leadership styles on Emotional regulation strategies of followers in leader-follower relationship

¹Rajiv Mishra, ²Dr. Sunil Rai, ³Dr. Geeta Thakur, ⁴Dr. Anurag Singh, ⁵Aditya Kumar Shah

¹*School of Business, UPES University, Dehradun, email: rajivmishra0860@gmail.com*

²*UPES University, Dehradun, email: drsunilrai2017@gmail.com*

³*Dean Student Welfare and Professor, Manav Rachna University, email: geeta.mrasc@mru.edu.in*

⁴*School of Business, UPES University, Dehradun, email: anuragonmail110@gmail.com*

⁵*UPES University, Dehradun, email: aditya.shah1399@gmail.com*

Abstract

In recent years, there has been a dramatic increase in incidents of disobedience, fratricide, dissatisfaction within the society in general and the uniformed organization in particular, as a direct fallout of high levels of stress, which has resulted in a number of psycho-medical difficulties for those involved. Given this context, there is a pressing need to explore emotional regulation (ER) and leadership in today's fast-paced, stress elevated environments such as that prevailing in the uniformed organizations. What follows therefore is an empirical study with special focus on Para-military forces; the Study contributes to the growing body of research on emotional regulation strategies by analyzing the impact of leadership styles on emotional regulation strategies of followers in leader-follower relations and how leadership styles affect followers' emotion control domains in the context of paramilitary forces. A sample of 250 officers and 16 leaders from the paramilitary forces has been collected through structured pre-established scales. The results indicate that there is a significant difference in the expressive suppression and no significant difference in the cognitive reappraisal strategies among followers subjected to the two leadership styles viz Authoritarian and Democratic.

Keywords: Emotional Regulation, Cognitive Reappraisal, Emotion or Expressive Suppression, Autocratic Leadership Style, Democratic Leadership Style.

1. INTRODUCTION

High degree of stress, emotional breakdown and failure to adopt appropriate emotional strategies has been attributed to difficult working circumstances, a lack of basic comforts, long work hours, physical isolation from family, tight regulations, and tightly structured hierarchies (Chabra M, Chabra B, 2013). Highly complicated and stressful workplaces provide difficulties for organisational leaders, who must manage the workforce while also sustaining commitment and morale. Leaders are also considered as the frequent primary source of stress for staff

(Sosik & Godshalk, 2000). The possible consequences of leader's displays of good and negative emotions on follower's happiness, leader perceptions, and performance on a creative activity are first seen to be in contrast for transformational and transactional leaders (Connelly, S., & Ruark, G., 2010; Singh, A., & Singh, A., 2021). However, it is not the leadership style alone that severely affects followers' emotions. The followers also play a major role in managing their emotions through their predominant emotional strategies. The latter appear to influence the followers' perceptions of their leaders' style and their

willingness to attain organizational goals (Das, U., Kumar, S., & Singh, A., 2022; Singh, D., Singh, A., Omar, A., & Goyal, S. B., 2022). The perceptions of followers about their relationship with their leaders, especially their management support, seem to have an impact on their emotional well-being.

In recent years, there has been a significant rise in instances of disobedience, fratricide, disgruntlement within the Uniformed organizations (Singh, A., Gite, P., 2015). This has been accompanied with high levels of stress with accompanying psycho-medical problems. According to a recent study conducted by the think tank United Services Institution (USI) in 2019-20, "the Indian Army has been losing more personnel each year (over a hundred) due to suicides, fratricides, and other untoward incidents" than any other adversary. The Study noted, among other things, that over half of its soldiers appear to be under severe stress at the moment. Additionally, it stated that "Units and sub-units under stress are likely to experience an increase in incidents of indiscipline, unsatisfactory training, insufficient equipment maintenance, and low morale, all of which have a detrimental effect on their combat preparedness and operational performance." Notably, it stated that "the primary organisational stressors as perceived by junior commissioned officers (JCOs)/other ranks (ORs) are refusal and postponement of leave, inordinate engagements, domestic issues, mortification by seniors, lack of compassion, irrational restrictions, and discord with seniors and subordinates." (More than half of Indian Army Personnel Appears to Be Suffering from Severe Stress: Study - The Economic Times, n.d., 9 January 2021)

"Over the last decade, the Indian Army, in particular, has seen approximately 1,100 suicides, with 90 percent of those killed being below officer ranks. Around 62% of personnel who commit suicide are between the ages of 25 and 30, according to a report published by Mission Victory India, a think tank focused on forces issues. (Military Mental Health: A War Within, 5 February 2021, n.d.) In the last seven years, the Indian Armed Forces have lost 900 soldiers to suicide. This is nearly double the

number of soldiers killed during the Kargil War (527). A 'perceived sense of lack of justice and environmental sympathy' further adds to this and it is demoralising for soldiers to watch their disabled companions wrangle in courts to recover their legitimate dues, let alone alleviate stress in theatres of operations. Disturbingly In 2018, the then-RRM stated on the Rajya Sabha Floor that "Since 2014, a total of 787 armed forces personnel have committed suicide, with the Army reporting a maximum of 591 such cases." (Army: 787 Suicides in Armed Forces Reported Since 2014: Government Data - The Economic Times, n.d., 22 Mar 2021). The situation is similar in the other Uniformed forces.

Today, there is a need to investigate the aspects and relationship between emotional regulation (ER) and leadership in changing and dynamic situations. Having an extraordinary affective and motivational influence on followers has long been recognized as a critical focus of leadership style. Existing researches are primarily focused on leadership and very studies have attempted to explore the area from the follower's perspective. Most of these researches have focused primarily on the youth, adolescent, and healthcare industries (Kraiss, J. T. et al., 2020; Fry, M. D. et al., 2012; Wei, W. et al., 2016; Freshman, B., & Rubino, L., 2004), few of them have looked leaders' point of view (Glasø, L., & Einarsen, S., 2008b; Richards, D. A., & Hackett, R. D., 2012) but none have attempted to examine this subject in the context of followers of uniform organization. This study contributes to the growing corpus of research on leadership styles by examining how leadership styles affect followers' emotion regulation strategies with special reference to paramilitary forces. Which of the emotional regulation strategy (Expressive Suppression, Cognitive reappraisal) would be more effective in terms of feeling anger, voiced anger, and followers' sentiments toward the leader? Does one of them have a stronger case to adopt than the other, when followers are dealing with authoritarian and democratic leadership styles? This study is an earnest attempt towards investigating the impact of leadership style on

emotion regulations strategies of followers with special reference to Uniformed organization.

2. Theoretical Background and Hypotheses Development

2.1 Leadership Style and Emotion

Since the turn of the century, interest in the emotional aspect of leadership has grown. Leadership style is considered as essential to attaining organizational goals, with studies repeatedly indicating that transformational leadership styles outperform more traditional types, such as authoritarian leadership styles, in terms of accomplishing organizational goals (Dubinsky et al., 1995; Awamleh, 1999; Duggal, T., & Agrawal, A., 2013). According to some leadership academics, leaders may benefit from both happy and negative emotions (George J.M, 2000, Gross, 1999). Consistent with this, several recent studies suggest that a number of factors may impact how individuals perceive and respond to happy and negative emotions (Gray, E., & Watson, D. 2001; Glaso, L., Ekerholt, K., Barman, S., & Einarsen, S. 2006; Gray, E., & Watson, D. 2001). Leadership styles such as transformational or democratic try to raise followers' awareness and not to build on negative emotions such as fear, greed, enthusiasm or hate," "including higher ideals or values such as freedom, justice, equality, peace (Weinberger, L. A., 2009; Singh A., Singh H., Singh A.,2022). Followers' perceptions of the leader's emotions are impacted by their understanding of the leader's personal style, preferences, and behaviour, as well as specifics about the context in which the emotional manifestation happens (Singh, S., & Ryhal, P. C., 2021; Singh H., Singh A., Nagpal E., 2022; Singh, A., Singh, A., & Adhichwal, N. K., 2021). For example, familiarity with or experience with the leader's contributions and overall leadership style might aid followers in assessing if the emotional expression is usual or uncommon. Similarly, being aware of significant time limitations or severe penalties for not meeting a certain target may influence how followers perceive and respond to a leader's emotional displays (Connelly, S., & Ruark, G., 2010).

Among different leadership styles, autocratic and democratic are the majorly used leadership style throughout the globe. Autocratic leaders are constantly on the lookout for accuracy in the completion of tasks assigned to them; they are suspicious, distrustful, and have predominantly negative attitudes toward their subordinates' performance. (Saleem, Malik, and Naeem, 2016) whereas Democratic leadership includes the right to full participation, as well as respect for and expectation of equal ethical treatment for everyone (Woods, P. A., 2004). Few researches on autocratic leadership and emotion suggest that an employee exhibits a variety of behaviours after repeatedly being abused by his supervisor (Lebel 2017; Kiazad, Restubog, Zagenczyk, Kiewitz, Tang, 2010). Cheng, B. S., Chou, L. F., Wu, T. Y., Huang, M. P., & Farh, J. L. (2004) observed that autocratic or authoritarian leadership style encapsulates behaviour that asserts complete authority and control over the organization's subordinates, requiring undeniable obedience from them (Singh, D., Singh, A., Karki, S., 2021). Further, the study of Hussain et al., (2020) revealed that businesses that do not avoid an autocratic culture, benefit workers' views of job insecurity, since an employee is continuously aware that if he fails to reach set objectives, his supervisor would respond abusively and penalise him.

Gastil (1994) distinguished democratic leadership from authoritarianism by describing it as the delegation of responsibility among group members, the inclusion of team members, and the assistance provided by group members in performing decision-making duties. Democratic leadership argues for a division of management authority between the leader and group members. Democratic leadership, as an ethical entity, guarantees that individuals have the right to participate and that all members are respected (Woods, P.A., 2004). It is defined as comprehensive leadership with a range of components, all of which must be completely coordinated to attain its excellence (participation, equality, freedom, consensus, communication, emotional intelligence - human connections, collaboration; use of authority and

democratic culture) (Yörük & Kocabaş, 2001; Singh, Anuraj, Singh, A., & Kumar, A., 2021).

2.2. Emotional Regulation

Emotion regulation is a term that relates to an individual's efforts to control, modify, suppress, and enhance emotions (Calkins, S.D., Gill, K.L., Johnson, M.C. & Smith, C.L., 1999). Emotion regulation research is a relatively new field of study, ironically despite the fact that philosophers from all the way back to Socrates have been concerned with the role emotion should play in daily life. At the moment, research on emotion regulation has a wide range of applications in a number of fields, including developmental, personality, social, physiological, and clinical psychology (Aldao, A., & Nolen-Hoeksema, S.2010; Singh, Anurag, Nagpal, E., & Mundi, H. S., 2020). Additionally, it has its antecedents in the coping, attachment, and emotion theory literatures (Gross & Thompson, 2007). Gross (2001) defines emotion regulation as "all of the conscious and unconscious tactics we use to boost, maintain, or decrease one or more components of an emotional reaction." "Emotional regulation is a complicated collection of skills that are required for effective adaptation and social negotiation in everyday life, as well as for professional success. Emotion regulation, according to Shapiro, is a critical component of psychological resilience. It is a foundational skill for better adaptive social functioning and is essential for mental health " (Hsieh, M, 2010).

2.3. Leadership Style and Emotional Regulation

Emotion regulation is a critical and complicated component of leader-follower interactions, with potential repercussions (quite often harmful) for both leaders and followers (Lars Glas & Stle Einarsen, 2008). A leader's method of managing emotions (both his and the followers') may either promote or obstruct their performance. Additionally, it was revealed that emotion management methods, in addition to other emotion-related individual variations, explain for variation in leadership effectiveness

(Torrence, B. S., & Connelly, S., 2019). The findings indicate that followers can benefit to varying degrees from transformational leadership interactions, depending on their emotion regulation strategies, with followers who employ favourable emotion regulation strategies extending the beneficial effects of day-specific transformational leadership (Angela Kuonath, Julia Specht, Jana Kühnel, Daniela Pachler, & Dieter Frey, 2017).

2.3.1 Cognitive Reappraisal

Cognitive reappraisal, which is an antecedent centred approach, occurs early in the emotion-generating process and entails reframing the situation in order to change one's reaction. When you modify the way, you think about something, you can change the way it affects you and reduce your emotional influence on the circumstance. Cognitive reappraisal is associated with increased performance (Torrence, B. S., & Connelly, S., 2019). Employees' cognitive reappraisal acts as a moderator of the link between the leadership style and employee perception. Good leadership behaviour helps followers to reframe the stressful situations as opportunities rather than threats. (Wang, J., Zhang, Z., & Jia, M., 2017). The above discussions lead to the following hypothesis:

H1: There is a significant difference on Cognitive Reappraisal among followers subjected to two leadership styles viz Authoritarian and Democratic

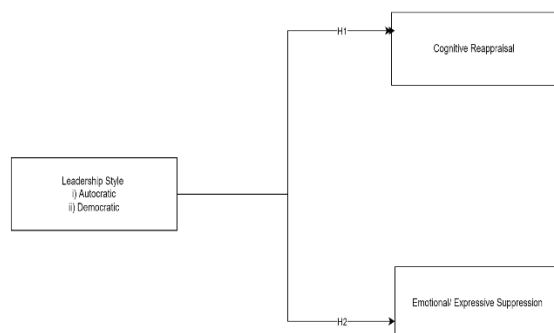
2.3.2 Expressive Submission

Expressive suppression is associated with lower job satisfaction and a higher prevalence of subjective health issues on the job. Suppressing and feigning emotions depletes relationships of critical information that may be utilised to make better informed choices. Negative emotions such as disappointment, uncertainty, and discontent are frequently suppressed, whereas positive emotions such as enthusiasm, interest, and tranquillity are frequently voiced or simulated (Lars Glas & Stle Einarsen, 2008). Cognitive reappraisal is a comprehensive regulation approach that makes use of cognitive control and executive function to reinterpret

stimuli or events in the environment in order to alter their meaning and emotional valence (Troy, A. S., Shallcross, A. J., & Mauss, I. B., 2013). On the other hand, expressive suppression is a response-focused technique that occurs later in the emotion generating process. It entails managing expression by suppressing the external manifestations of underlying feelings. In other words, it entails the conscious attempt to subordinate a dominant emotional response to an actual subordinate one. Leaders wishing to assist their followers in managing negative emotions such as anger can direct their emotional coaching toward cognitive reappraisal or expressive suppression (Butler, E. A., Egloff, B., Wilhelm, F. H., Smith, N. C., Erickson, E. A., & Gross, J. J., 2003). The above discussions lead to the following hypothesis:

H2: There is a significant difference in Expressive Suppression among followers subjected to two leadership styles viz Authoritarian and Democratic

Fig. 1. *Conceptual Framework*



Source: Authors Compilation

Fig. 1. depicts the conceptual framework of the study. Its step is to predict the influence of a leader's leadership style on the emotional regulation strategies of followers, especially expressive suppression and cognitive reappraisal.

3. Methodology

3.1 Sampling

The study employs a responsive random sampling technique in order to eliminate

respondents' non-response bias. The current study focused on Indian employees. A structured questionnaire is used to collect the data. It is divided up amongst 1,000 paramilitary personnel (followers) and 60 paramilitary officers (leaders). Of these, 653 followers and 37 leaders responded. The study considered 334 usable questionnaires from followers and 16 out of 35 usable questionnaires from leaders taking care to identify leaders in two domains viz Predominantly Autocratic and Predominantly Democratic, and then as a second step to pick responses of followers under these two different sets of leaders, attaining at least 19 - 21 followers' responses under each leader. This ensured that Half of the Responding group was 'Autocratic leader (n=8) & His Followers Combine (n=334)' while the remaining half was 'A Democratic leader (n=8) & His Followers Combine'(n=334). This facilitated studying the Emotional Suppression and Cognitive Reappraisal under the two Leadership styles separately, thus enabling drawing suitable and meaningful inferences with reference to the two Hypotheses

3.2 Scales of measurement and Identified Variables

The Emotion Regulation Questionnaire (ERQ; Gross & John, 2003) is a well-established 10 self-report questionnaire that assesses emotion-regulation processes and methods for regulating and managing emotions. Individuals are asked to assess the amount to which they generally attempt to alter their thinking or behaviour in order to alter their feelings. The questionnaire has 10 items that measure two distinct emotion regulation methods, cognitive reappraisal and expressive suppression, on a seven-point Likert scale, with 1 indicating "strongly disagree," 4 indicating "neutral," and 7 indicating "strongly agree." A higher mean score on a subscale indicates that the strategy is more endorsed. The cognitive reappraisal scale has 6 items and the expressive suppression has 4 items. Item example in the cognitive reappraisal scale is "I control my emotions by changing the way I think about the situation I'm in", and the expressive suppression scale is "I control my emotions by not expressing them". There are no

things that have been reversed. Earlier research indicated that the ERQ's cognitive reappraisal and expressive suppression subscales showed a high degree of internal consistency ($r = .79$ and $.73$, respectively; Gross & John, 2003). Reappraisal had an average alpha reliability of $.79$ and Suppression had an average alpha reliability of $.73$. Both measures had a test-retest reliability of $.69$ across a three-month period. Convergent validity has been demonstrated for numerous measures, including the COPE reinterpretation and venting scales (Carver, Scheier, & Weintraub, 1989), as well as discriminant validity for the 44-item Big Five Inventory (Carver, Scheier, & Weintraub, 1989). (John, Donahue, & Kentle, 1991; for a thorough description of validity, see Gross & John, 2003). Three months ($r = .69$; Gross & John, 2003) and two months (cognitive reappraisal, $r = .67$; expressive suppression, $r = .71$; Balzarotti, John, & Gross, 2010) later, the

measures exhibited stability (cognitive reappraisal, $r = .67$; expressive suppression, $r = .71$; Balzarotti, John, & Gross, 2010).

Measurement Instrument of leadership style scale was taken McGuire, D. (2009). This instrument has 18 items on Likert scale of 1 = Strongly Disagree to 5 = Strongly agree. The sample questions are "The leader is the chief judge of the achievements of the members of the group" "Effective leaders gives orders and clarify procedure" "Its leaders job to help subordinates find their "passion" (CronBach's $\alpha = 0.83$).

4. Results and Discussion

The summary of participants (followers) Educational Qualification, Work Experience and Age Group is given as under: -

Table 1: Age Group.

Type of Organisation	Age Bracket							
	< 25 years		25-30 years		30-35 years		> 35 years	
	Nos	%	Nos	%	Nos	%	Nos	%
Para-military	25	10	75	30	100	40	40	16

Source: SPSS 23 output

Table 1 states that the age of the respondents from the follower group ranges from <25 years to >35 years. Where 10% of the respondents

are <25 years and 16% of them are >35 years rest of the 74% respondents lies in-between. It shows that majority of the followers are young which may effect their emotional regulation strategy.

Table 2: Work Experience.

Type of Organisation	Work Experience							
	< 2 year		3-5 years		5-8 years		> 8 years	
	Nos	%	Nos	%	Nos	%	Nos	%
Para-military	20	8	85	34	105	42	40	16

Source: SPSS 23 output

Table 2 indicates that the work experience of the respondents from the follower group ranges from <2 years to >8 years. Where 8% of the respondents are <2 years and 16% of them are

>8 years rest of the 76% respondents lies in-between. Most of the follower respondents are having a work experience less than 8 years. Whereas a close to the equivalent number is having a low level of work experience.

Table 3: Education Level.

Type of Organisation	Education Level							
	X		12 th		Graduate		Post Graduate	
	Nos	%	Nos	%	Nos	%	Nos	%
Para-military	50	20	125	50	75	30	0	0

Source: SPSS 23 output

Table 3 states that 30% of the respondents from the followers group are graduate whereas 50% of them are 12th and 20% of them are only Xth pass respectively. It reflects that the education level of the majority of followers are below graduation level which may result in a limited

ability to develop emotional regulation techniques and a greater proclivity for emotional suppression as an ER approach.

The summary of participants (leaders) Educational Qualification, Work Experience and Age Group is given as under: -

Table 4: Age Group

Type of Organisation	Age Bracket							
	< 25 years		25-30 years		30-35 years		> 35 years	
	Nos	%	Nos	%	Nos	%	Nos	%
Para-military	0	0	0	0	6	37.5	10	62.5

Source: SPSS 23 output

Table 4 indicates that the age of the respondents from the leaders group ranges from <25 years to >35 years. Where 37.5% of the respondents are between the age group of 30-35

years and 62.5% of them are >35 years. It shows that 6 leaders are young and in the age group ranging from 30-35 years whereas majority of the leaders are from the age group above 35 years.

Table 5: Work Experience

Type of Organisation	Work Experience							
	< 2 year		3-5 years		5-8 years		> 8 years	
	Nos	%	Nos	%	Nos	%	Nos	%
Para-military	0	0	0	0	0	0	16	100

Source: SPSS 23 output

Table 5 depicts that the work experience of the respondents from the leaders group ranges from <2 years to >8 years. Where all the respondents

(n=16) are having an experience of >8 years. It indicates that all of the leaders have a minimum of eight years of work experience, indicating that these leaders have a sufficient level of experience to lead.

Table 6: Education Level.

Type of Organisation	Education Level							
	X		12 th		Graduate		Post Graduate	
	Nos	%	Nos	%	Nos	%	Nos	%
Para-military	0	0	0	0	8	50	8	50

Source: SPSS 23 output

Table 6 indicates that 87.5% of the respondents from the leader's group are postgraduate

graduate whereas 12.5% of them are graduate. It explains that all the leaders are at least graduate out of which majority are post-graduate.

Table 7: Descriptive Statistics

Leadership Styles		Mean	Std. Deviation
Suppression	Uniform Pers in Authoritarian style	23.9850	1.89280
	Uniform Pers in Democratic style	19.5650	2.70599
	Total	21.775	3.26286
Reappraisal	Uniform Pers in Authoritarian style	25.6300	2.18333
	Uniform Pers in Democratic style	25.7150	2.62646
	Total	25.6725	4.28518

Source: SPSS 23 output

Table 7 states that the mean and standard deviation of expressive suppression and cognitive reappraisal (emotion regulation) of uniform personnel under Democratic leadership are $M = 19.5650$ & $S.D. = 2.70599$ and $M = 25.7150$ & $S.D. = 2.62646$ whereas the same for the followers under Authoritarian leadership are $M = 23.9850$ & $S.D. = 1.89280$ and $M = 25.6300$ & $S.D. = 2.18333$ respectively. It asserts that the emotional suppression strategies of followers differ between authoritarian and democratic leadership styles. Followers of authoritarian leadership styles are more prone to emotional suppression. When it comes to cognitive reappraisal, both authoritarian and democratic leadership styles employ a similar technique.

Table 8: *Correlation Analysis*

		ES	CR
Autocratic LS	ES	1	0.608**
	CR	0.608**	1
Democratic LS	ES	1	0.104**
	CR	0.104**	1

**Correlation is significant at the 0.01 level (2-tailed)

Table 8 depicts the Pearson correlation of Emotional Suppression, $r(350) = .608$ and

Table 9: *ANOVA Output*

Source	Dependent Variable	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
LS	Suppression	3051.0	3	1017.3	203.9	.000	.486
	Reappraisal	9382.0	3	3127.3	693.5	.000	.764

Source: SPSS 23 output

Table 8 indicates that style of leadership impacts emotion regulation. There is a significant effect of leadership style on expressive suppression $F = 203.9$ $p = .00$ and on cognitive reappraisal $F = 693.5$ $p = .0$. As the p-value for expressive suppression and leadership style is less than the significance level of 0.05, we can conclude that there are significant differences between the groups. This accepted the H1 that there is a significant difference in Expressive Suppression among followers

Cognitive Reappraisal, $r(350) = 0.104$ for two groups i.e., Autocratic leadership style and Democratic Leadership style significant at $p < .01$. The r values are converted into the z scores to find the significance level among the groups. The calculated Z scores of Autocratic and Democratic leaderships was .703 and .103. Further analysis revealed the Zobs score for 3.801 which is above the suggested range of -1.96 and +1.96. Hence, we found that there is a significant difference between the emotional regulation strategy among different groups.

4.2 ANOVA

ANOVA is a statistical approach that is frequently used to investigate differences in the means of two or more groups. The ANOVA test is used to determine the various sources of variation in a given variable. ANOVA in SPSS is mostly used to demonstrate the existence of mean equality between groups. This statistical procedure is a variant of the t-test. It is used when the factor variable has more than one group.

4.2.1 Leadership Style on Emotional Regulation Strategy

subjected to two leadership styles viz Authoritarian and Democratic, which is consistent with prior research by Chiang JT-J et.al. 2021 indicating that followers employ a larger degree of emotional suppression while under authoritarian leadership as opposed to democratic leadership. On the other hand, as the p-value of cognitive reappraisal and leadership style is greater than the significance level of 0.05. we can conclude that there is no significant differences between the groups. This rejects the hypotheses H2 that there is

significant difference on Cognitive Reappraisal among followers subjected to two leadership styles viz Authoritarian and Democratic. It explains that followers employ similar cognitive reappraisal strategy in both the leadership styles viz. Authoritarian and Democratic. When it comes to the relationship between democratic leadership style and followers ER strategy cognitive reappraisal works as a moderator (Wang, J., Zhang, Z., & Jia, M., 2017).

6. Practical Implications

Reduced authoritarian behaviors and identification of acceptable avenues for employees to express emotions in the workplace may increase leadership effectiveness. This anomaly and the anomalous tendency of negative outbursts of bottled-up emotions (Emotional Suppression) may be corrected and effectively avoided with adequate knowledge, training, and psychological preparation on the part of both the Leader and the Follower. For both the Leader and the Follower, it is an imperative to include targeted training aimed at raising the Emotion Quotient and resulting psychological protections. This research may be expanded to examine the effect of leadership style on emotional regulation strategies and psychological well-being (PWB). Psychological well-being is a significant (but relatively unexplored) topic that should be investigated more in conjunction with and in context of its relationship with emotional regulation strategies and the leadership styles. Further this research being a pointer to the need for training of both the Leaders and the followers in the vital domain of Emotion management, may also be built upon to explore specific areas that need to be focused on in such training curricula.

7. Limitation and Future Scope

This research is primarily concerned with uniform organization, and non-uniform organizations are excluded from the study. Additionally, variables such as Thwarted Social

Needs (TSN) and Disposable Income are not included which may have an effect on the followers' emotional regulation strategies. Future research can add to the existing body of knowledge by expanding this study by including these variables. Also, comparative research of uniformed and non-uniformed organizations can be conducted to get an insight into their followers' emotional regulation strategies. This will help the followers to choose right emotional regulation strategies and enhance their psychological well-being. A separate research can also be conducted to see the impact of emotional regulation strategies on the Psychological Well-being of the followers.

8. Conclusion

Leadership is one of the most researched/studied topics. However, it emerges that most of the studies are from the percept of maximizing profits which remains the bottom line in most organizations. In being focused on this end. Little if any cognizance is taken of the 'means to reach that end' of which Followers are the most important entity. Even studies that look at Followers and their wellbeing, look at it from the percept of the letters secondary effect on the bottom line.

While several dozen leadership styles have been theorized and advocated, numerous precepts and approaches to leadership have been put forth, experience has it that at the functional level or at the level of Lower Middle to junior level Leadership, the basic visible and behaviorally manifest styles are Autocratic and Democratic. The results of the study indicates that there is a significant difference in Expressive Suppression among followers subjected to two leadership styles viz Authoritarian and Democratic where as there is no significant difference on Cognitive Reappraisal among followers subjected to two leadership styles viz Authoritarian and Democratic.

The segment of the Leader-Follower paradigm considered above apparent from the age and work experience profile of the leaders-

followers sample, more than any other level of hierarchy of Leadership practice, is over rife with emotion eliciting situations. Cognitive reappraisal is a good way of dealing with these emotions. When the use is made of Expressive Suppression as the dominant strategy, it gives rise to host of factors. Not only this prolonged usage of ES besides having possible negative effects on physical and mental health may result in a negative outburst of the pent-up emotions which may manifest as suicide, Fratricide, Fracas, antisocial and anti-organizational acts. It emerges from the ibid Study that Autocratic Leadership style tends to result in greater usage of Expressive Suppression as the predominant ER Strategy within the Uniformed organization. With Democratic Style the results are much lower.

References

- [1] Aldao, A., & Nolen-Hoeksema, S. (2010). Specificity of cognitive emotion regulation strategies: a transdiagnostic examination. *Behaviour Research and Therapy*, 48, 947–983.
- [2] Awamleh, G. R. (1999). Perceptions of leader charisma and effectiveness: the effects of vision content, delivery. And Organizational Performance The Leadership Quarterly, 10(3), 345–373.
- [3] Balzarotti, S., John, O. P., & Gross, J. J. (2010). An Italian adaptation of the Emotion Regulation Questionnaire. *European Journal of Psychological Assessment*, 26(1), 61–67.
- [4] Butler, E. A., Egloff, B., Wilhelm, F. H., Smith, N. C., Erickson, E. A., & Gross, J. J. (2003). The social consequences of expressive suppression. *Emotion*, 3(1), 48–67.
- [5] Calkins, S. D., Gill, K. L., Johnson, M. C., & Smith, C. L. (1999). Emotional Reactivity and Emotional Regulation Strategies as Predictors of Social Behavior with Peers During Toddlerhood. *Social Development*, 8, 310–334.
- [6] Carver, C. S., Scheier, M. F., & Weintraub, J. K. (1989). Assessing coping strategies: A theoretically based approach. *Journal of Personality and Social Psychology*, 56(2), 267–283.
- [7] Cheng, B. S., Chou, L. F., Wu, T. Y., Huang, M. P., & Farh, J. L. (2004). Paternalistic leadership and subordinate responses: Establishing a leadership model in Chinese organizations. *Asian Journal of Social Psychology*, 7(1), 89–117.
- [8] Chhabra, M., & Chhabra, B. (2013). Emotional intelligence and occupational stress: a study of Indian Border Security Force personnel. *Police Practice and Research*, 14(5), 355–370.
- [9] Chiang, J. T.-J., Chen, X.-P., Liu, H., Akutsu, S., & Wang, Z. (2021). We have emotions but can't show them! Authoritarian leadership, Expressive Suppression climate, and team performance. *Human Relations*, 74(7), 1082–1111.
- [10] Connelly, S., & Ruark, G. (2010a). Leadership style and activating potential moderators of the relationships among leader emotional displays and outcomes. *The Leadership Quarterly*, 21(5), 745–764.
- [11] Connelly, S., & Ruark, G. (2010b). Leadership style and activating potential moderators of the relationships among leader emotional displays and outcomes. *The Leadership Quarterly*, 21(5), 745–764.
- [12] Das, U., Kumar, S., & Singh, A. (2022). Gender, technology and innovation: the role of women in Indian micro, small and medium enterprises. *World Review of Entrepreneurship Management and Sustainable Development*, 18(4), 429. <https://doi.org/10.1504/wremsd.2022.10046819>
- [13] Demystifying Behavioral Biases of Traders Using Machine Learning. In: Jeyanthi P.M., Choudhury T., Hack-Polay D., Singh T.P., Abujar S. (eds) *Decision Intelligence Analytics and the Implementation of Strategic Business Management*. EAI/Springer Innovations in Communication and Computing. Springer, Cham. https://doi.org/10.1007/978-3-030-82763-2_16
- [14] Dubinsky, A. J., Yammarino, F. J., Jolson, M. A., & W.d. (1995). Spangler Transformational leadership: an initial investigation in sales management. *Journal of Personal Selling and Sales Management*, 15, 17–29.
- [15] Duggal, T., & Agrawal, A. (2013). Impact of Social and Emotional Intelligence on

- Charismatic Leadership. *FIIB Business Review*, 2(3), 82–89.
- [16] Freshman, B., & Rubino, L. (2004). Emotional intelligence skills for maintaining social networks in healthcare organizations. *Hospital Topics*, 82(3), 2–9.
- [17] Gastil, J. (2014). A definition and illustration of democratic leadership. *Human Relations*, 47(8), 953–975.
- [18] George, J. M. (2000). Emotions and leadership: The role of emotional intelligence. *Human Relations*, 53(8), 1027–1055.
- [19] Glasø, L., & Einarsen, S. (2008). Emotion regulation in leader–follower relationships. *European Journal of Work and Organizational Psychology*, 17(4), 482–500.
- [20] Glaso, L., Ekerholt, K., Barman, S., & Einarsen, S. (2006). The instrumentality of emotions in leader – subordinate relationships. *International Journal of Work Organization and Emotion*, 1(3), 255 – 276.
- [21] Glasø, Lars, & Einarsen, S. (2008). Emotion regulation in leader-follower relationships. *European Journal of Work and Organizational Psychology*, 17(4), 482–500,.
- [22] Gray, E., & Watson, D. (2001a). Emotion, mood, and temperament: Similarities, differences, and a synthesis. In R. L. Payne & C. L. Cooper (Eds.), *Emotions at work* (pp. 21 – 43). Wiley.
- [23] Gray, E., & Watson, D. (2001b). Emotion, mood, and temperament: Similarities, differences, and a synthesis. In R. L. Payne & C. L. Cooper (Eds.), *Emotions at work* (pp. 21 – 43). Wiley.
- [24] Gross, J. J. (1999). Emotion Regulation: Past, Present, Future. *Cognition and Emotion*, 13(5), 551–573.
- [25] Gross, J. J. (2001). Emotion regulation in adulthood: Timing is everything. *Current Directions in Psychological Science*, 10(6), 214–219.
- [26] Gross, J. J. (n.d.). & Thompson, R.A.(2007).Emotion Regulation: Conceptual Foundations. In J.J.Gross (Ed).Handbook of Emotion Regulation. Guilford Press.
- [27] Gross, J. J., & John, O. P. (2003). Individual differences in two emotion regulation processes: Implications for affect, relationships, and well-being. *Journal of Personality and Social Psychology*, 85(2), 348–362.
- [28] Hsieh, M. (2010). The Relations among Emotion Regulation Strategies, Self-Concept, and Adolescents’ Problem Behaviors. <http://gradworks.umi.com/3408094.pdf>.
- [29] Hussain, A., Yang, X., Yali, L., Ibrahim, A., & Hussain, S. (2020). The Impact of Autocratic Leadership on Disruptive Political Behavior, Moderating the Relationship of Abusive Supervisory Behavior and Mediating the Relationship of Employee’s Perception of Job Insecurity. *International Journal of Economics and Finance*, 12(6), 57.
- [30] John, O. P., Donahue, E. M., & Kentle, R. L. (1991). The Big Five Inventory - Versions 4a and 54. University of California.
- [31] Kraiss, J. T., Ten Klooster, P. M., Moskowitz, J. T., & Bohlmeijer, E. T. (2020). The relationship between emotion regulation and well-being in patients with mental disorders: A meta-analysis. *Comprehensive Psychiatry*, 102(152189), 152189.
- [32] Kuonath, A., Specht, J., Kühnel, J., Pachler, D., & Frey, D. (2017). Keeping up day-specific effects of transformational leadership: the role of followers’ emotion regulation. *European Journal of Work and Organizational Psychology*, 26(6), 828–843,.
- [33] Lebel, R. D. (2017). Moving beyond fight and flight: A contingent model of how the emotional regulation of anger and fear sparks proactivity. *Academy of Management: Vol. Reiew*, 42(2 (p. 190 206). <https://doi.org/10.5465/amr.2014.0368>
- [34] Malik, S. Z., Saleem, M., & Naeem, R. (2016). Effect of leadership styles on organizational citizenship behaviour in employees of telecom sector in Pakistan.Pakistan. *Economic and Social Review*, 54(2), 385.
- [35] McGuire, D. (2009). Introduction to leadership: Concepts and practice. *Journal of European Industrial Training*, 33(8/9), 838–840. <https://doi.org/10.1108/03090590910993661>
- [36] Richards, D. A., & Hackett, R. D. (2012). Attachment and emotion regulation:

- Compensatory interactions and leader-member exchange. *The Leadership Quarterly*, 23(4), 686–701.
- [37] Singh A., Singh H., Singh A. (2022) People Analytics: Augmenting Horizon from Predictive Analytics to Prescriptive Analytics. In: Jeyanthi P.M., Choudhury T., Hack-Polay D., Singh T.P., Abujar S. (eds) *Decision Intelligence Analytics and the Implementation of Strategic Business Management*. EAI/Springer Innovations in Communication and Computing. Springer, Cham. https://doi.org/10.1007/978-3-030-82763-2_13
- [38] Singh, A., & Singh, A. (2021). Mercenaries in Africa legality and geopolitics. *African J of Economic and Sustainable Development*, 1(1), 1. <https://doi.org/10.1504/ajesd.2021.10039869>
- [39] Singh, A., Gite, P. (2015). Corporate governance disclosure practices: A comparative study of selected public and private life insurance companies in India. *Apeejay- Journal of Management Sciences and Technology*, 2(2).
- [40] Singh, A., Singh, A., & Adhichwal, N. K. (2021). India: nuclear strategy and emerging challenges. *International Journal of Global Energy Issues*, 43(4), 419. <https://doi.org/10.1504/ijgei.2021.117034>
- [41] Singh, Anurag, Nagpal, E., & Mundi, H. S. (2020). Brand personification through celebrity ambassador: A study to investigate the impact on consumer attitude and loyalty. *International Journal of Business Excellence*, 1(1), 1. <https://doi.org/10.1504/ijbex.2020.10034734>
- [42] Singh, Anuraj, Singh, A., & Kumar, A. (2021). Impact of COVID-19 on monitoring human health behavior through digital medium system. *International Journal of Business Information Systems*, 1(1), 1. <https://doi.org/10.1504/ijbis.2021.10041999>
- [43] Singh, D., Singh, A., Karki, S. (2021). Knowledge management and Web 3.0: Introduction to future and challenges. In *Knowledge Management and Web 3.0*. De Gruyter, Cambridge
- [44] Singh, D., Singh, A., Omar, A., & Goyal, S. B. (Eds.). (2022). *Business intelligence and human resource management: Concept, cases, and practical applications*. Taylor & Francis.
- [45] Singh, S., & Ryhal, P. C. (2021). How Does Servant Leadership Behaviour Affect Job Satisfaction? A Study on Indian Academia. *FIIB Business Review*, 10(1), 52–61.
- [46] Torrence, B. S., & Connelly, S. (2019). Emotion Regulation Tendencies and Leadership Performance: An Examination of Cognitive and Behavioral Regulation Strategies. *Frontiers in Psychology*, 10, 1486.
- [47] Troy, A. S., Shallcross, A. J., & Mauss, I. B. (2013). A Person-by-Situation Approach to Emotion Regulation: Cognitive Reappraisal Can Either Help or Hurt, Depending on the Context. *Psychological Science*, 24(12), 2505–2514.
- [48] Wang, J., Zhang, Z., & Jia, M. (2017a). Understanding How Leader Humility Enhances Employee Creativity: The Roles of Perspective Taking and Cognitive Reappraisal. *The Journal of Applied Behavioral Science*, 53(1), 5–31.
- [49] Wang, J., Zhang, Z., & Jia, M. (2017b). Understanding How Leader Humility Enhances Employee Creativity: The Roles of Perspective Taking and Cognitive Reappraisal. *The Journal of Applied Behavioral Science*, 53(1), 5–31.
- [50] Wei, W., Li, X., Tu, X., Zhao, J., & Zhao, G. (2016). Perceived social support, hopefulness, and emotional regulations as mediators of the relationship between enacted stigma and post-traumatic growth among children affected by parental HIV/AIDS in rural China. *AIDS Care*, 1(sup1), 99–105.
- [51] Weinberger, L. A. (2009). Emotional intelligence, leadership style, and perceived leadership effectiveness. *Advances in Developing Human Resources*, 11(6), 747–772.
- [52] Woods, P. A. (2004). Democratic leadership: drawing distinctions with distributed leadership. *International Journal of Leadership in Education*, 7(1), 3–26.
- [53] Yörük, S., & Kocabaş, İ. (2001). Eğitimde demokratik liderlik ve iletişim. *Fırat Üniversitesi Sosyal Bilimler Dergisi*, 11(1), 225–234.