

Why Do Educational Leaders Need Maintenance?

Mani Man Singh Rajbhandari

*Department of Educational Leadership and Management, Faculty of Education,
University of Johannesburg, Johannesburg 2015 South Africa
Telephone: +27623606935, E-mail: mannierajbhandari@hotmail.com*

KEYWORDS Leadership. Mirror Effect. Motor Reproduction. Physiological. Psychological. Sociological

ABSTRACT Leadership maintenance through psychological, sociological and physiological parameters generates an environment conducive in educational settings. Leadership maintenance is an ongoing process that entails understanding oneself through cognitive complexity and relational approaches towards understanding the followership. Maintenance is required for leaders and followers. This refers to maintaining the following aspects in particular, including, psychological, sociological, and physiological states of being. Assimilating the psychological, sociological and physiological parameters generates leadership competences by enriching the wellness of leaders and creating well-being for others. The well-being of followers offers wellness to leaders by creating a harmonious organizational climate through reflexive behavior, in the process resulting in the mirror effect generated to and from leaders to followers, and vice versa.

INTRODUCTION

Educational leaders require maintenance as much as their followers do. Leadership maintenance offers educational leaders the consistency to remain fit for leadership in specific settings by enabling them to understand themselves, as well as the followers. Enabling wellness by understanding the Psychological, Sociological and Physiological (PSP) paradigms can enhance the well-being of others and their contextual environment. Therefore, psychological, sociological and physiological aspects present in the contextual variables offer leadership maintenance by which educational leadership can also enhance in improving follower's maintenance.

Leadership maintenance through psychological, sociological and physiological well-being can enhance leadership by accommodating the situational leadership readiness in generating organizational good climate. Rajbhandari et al. (2014) states that educational leaders require generation of leadership readiness for flexibility and mobility with willingness and ability to act upon situational variations with intellectual spontaneity by understanding both the followers and contextual variations. Bantwini (2015) concludes that the school environs are different between countries. They are even different within the same country, where every school has its own cultural environment developing within its specific climates. However, leadership maintenance entails incorporating the PSP parameters is essential for all educational leaders and for the effective per-

formance of schools. This enables school leaders to initiate wellness programs for their followers. Neilson (2015) indicates that socio-psychological parameters, such as integrating employees by implying the "walking the walk and talking the talk," can generate motivation further leading to leadership and followership maintenance.

Context plays an important role in change and development (Rajbhandari 2013), which enables educational leaders to initiate leadership readiness for flexibility and mobility (Rajbhandari et al. 2014). Contextual variations can occur internally and externally and can impact educational settings, which can deviate from an educational leader's attention. This may be psychological distress through social calamities or could also be due to physically inadequate resources. However, external variations are much more powerful and difficult to control whereas internal variations are controllable, but may occur frequently. The frequency at which internal variations are being experienced can cause stress to both the leaders and their followers. In connection to this, maintenance factors play an important role in smoothening out the environmental context for both the leader and followers through enriching wellness to oneself and well-being to others through enabling the psychological, sociological and physiological aspects of leadership. Supporting this view, Mavuso and Moyo (2015) argue for the importance of mental, physical and social ability and the role they play in the contributions of individuals in the social environment.

Although, Psychological, Sociological, and Physiological (PSP) aspects of leadership are essential ingredients for all human resources, these three factors may not be necessarily need to be applicable at the same time. However, they are not mutually exclusive. PSP play an important part in leadership maintenance and thus generating leadership competences. Leadership maintenance through psychological (a cognitive process), physiological (being resourceful) and sociological (understanding contextual variables and being relational to followers oriented and followership), initiates to improve organizational effectiveness. Therefore, the objective of this study is to reflect on the need for leadership maintenance, which is gained through the PSP that further generate the reflexive effects from leader to followers and vice versa.

OBSERVATIONS AND DISCUSSION

Weare (2015) states that the “non-cognitive” sides of school are considered serious, which then enables the educational leader to remain proactive in assuring the emotional well-being and promoting positive social wellness. Houmanfar et al. (2015) indicate that concept of well-being is nebulous and often related to happiness and prosperity. Although this definition is confined to individual welfare, this is applicable in educational leadership for maintaining happiness of oneself and others through interaction. Moreover, well-being is a relative term, which can produce reciprocity effects and thus be transferred.

Leadership relational approach is built on social well-being and social awareness, creating a healthy social space through good communication with others, seeking benefits from others and giving back to them in return, this generates followership, which is accomplished through the maintenance of leadership through PSP. Leadership maintenance enables leaders to understand the immediate contextual variables within the educational settings and implementing the educational policies imposed by the external bodies and furthermore, empowering the followers through creating a good climate for all (Rajbhandari 2013). This enables a healthy culture in educational settings where teachers and students are groomed into producing harmonious environments for each other (Tsai 2011).

Healthy social relations enhance the psychological wellness (Owen 2004). This further offers maintenance to leadership, which enables school leaders to understand their situational readiness to demonstrate an appropriate leadership style. This enables leaders to generate leadership's readiness to remain mobile and flexible by understanding the socio-, psycho- and physiological aspects of the followers and their context. Furthermore, socio-, psycho- and physiological aspects offer leadership maintenance, which creates harmonious organizational climate, socio relations, safety for maintaining a conducive environment in educational settings (Hoffman et al. 2009) through being resourceful in favor of individual consideration (Burn 1978) by utilizing their knowledge, skills and abilities for betterment of organizational goal and followership maintenance. Norman and Binka (2015) admit that the need for developing leadership skills and knowledge is urgent especially during the time of when situational need occur.

Most leaders become successful because they understand themselves and remain effective by understanding their contextual environment. Leadership maintenance enables educational leaders not only to understand their surroundings, but also to understand their own capabilities and to remain flexible and mobile by applying appropriate PSP. This enables them to produce an appropriate style by understanding followers cognitive complexity 'requires at the situational context' (Norman and Binka 2015). Maintaining the appropriate leadership style enables educational leadership to become a high flex movement in the high flex contextual settings (Reddins 1972; Yulk and Mahsud 2010). This generates leadership effectiveness. However, it can be different in the reversed situation when an inappropriate leadership style is developed by, for example, a high flex leadership style not being able to cope with a low flex organization, and vice versa. Therefore, a high flex context demands a high flex leadership style, which requires appropriate readiness to stimulate the need for leadership maintenance to cope up with contextual parameters. In connection with this, leadership maintenance offers an appropriate leadership style for generating situational leadership readiness.

Rajbhandari et al. (2014) state that situational leadership readiness is a dynamic leadership process. This enables leadership's flexibility and

mobility to remain competent with appropriate leadership style at the appropriate kind of situations. Davidoff et al. (2014) state that in educational settings, leadership roles are more driven towards policies and following the procedures of a country's educational policies. This deviates leadership roles towards administrative issues implying the educational policies, thus major chunk of leadership role is instigated by their deputy and vice principals capturing the dominance in demonstrating leadership style in schools (Rajbhandari 2006). In this regard, it can be argued that everyone involved in educational affairs, including the Educational Department head requires maintenance of their leadership approaches to keep themselves and the environment healthy.

Nevertheless, a school's success is often credited to school principals. However, there are cases where schools are not able to provide adequate physiological aspects to their students and followers. Although without physiological means, school leaders are tediously following the National Educational Policies. Pont et al. (2008) indicate that due to the challenging nature of leadership, school leadership policies need to respond to current and future environments to develop competences through additional training, support and incentives. This supports the need for leadership maintenance in educational settings achieved by incorporating Psychological, Sociological and Physiological parameters to educational leaders.

Therefore, leadership maintenance is an urgent phenomenon that all educational leaders need to address. Multiple issues in educational policies divert the commitment of the educational leaders. This can divert the dedication of school leaders to act prominently on the concern of local issues in school, which creates hindrances on school success. Furthermore, this diversion eventually creates psychological distress and generates frustration at the unsuccessful endeavors of the leadership towards school development. In this situation, school leaders need to remain sound psychologically, sociologically and physiologically by reflecting on their proactive behavior towards achieving leadership competences. Leadership maintenance provides leaders with a sense of well-being that further initiates leaders to assimilate psychological, sociological and physiological wellness by enabling them to become reflexive towards their

own cognitive complexity for strengthening their weaknesses furthering to develop competences for leadership readiness.

Educational leadership positioned at the national level is concerned with educational affairs of their country. They need to be visionaries and focus on their psychosocial, sociological and physiological parameters to reflect their competences for leadership readiness to meet situational circumstances at the schools in the nations. Moreover, in educational settings, leadership effectiveness is achieved through the overall development of the school as a whole. In contrast, school failure and teachers' lack of commitment is another story of failure of educational leadership. Keiser and Schulte (2009) state that school leadership approach towards assessing school climate of all groups has not been sufficiently undertaken. Moreover, accurate measures need to be taken from all groups, which can prevent distortion in the sense of community.

However, educational leaders need maintenance to become successful. The readiness towards leadership maintenance from all educational leaders is a dynamic process of motor-reproducing the likable behavior towards followers, which further will reproduce educational leadership effectiveness through social collaborations. Leadership maintenance alone does not imply at school level, educational leader's role towards dynamic educational leadership even at all level is required to develop the readiness for flexibility and mobility to meet with the situational demands of educational settings.

IMPLICATIONS

Leadership maintenance assimilates psychological, sociological and physiological parameters to enhance wellness of both the leaders and followers. Although these parameters are not mutually exclusive, they may not be applied at the same time. Nevertheless, these PSP parameters are intertwined and can produce variations in the other parameters. Sociological parameters can affect leadership psychological states of mind, moreover, sociological parameters can generate mental stability by creating a harmonized climate amongst the professional communities.

In the same vein, physiological distress brings about inadequacy in administering logistics to sustain a needy situational demand. Be-

coming resourceful enables a leader to support the organization by preventing unforeseen circumstances. Being unable to foresee these circumstances causes frustration, further leading to psychological distress. Moreover, psychological distress also creates social disturbances. Maintenance of psychological, sociological and physiological parameters can boost leadership competences for organizational effectiveness.

In addition, these parameters are also interconnected to maintain leadership and followership. Furthermore, these parameters are intertwined to play equal parts in both leadership approach and followers reactions. Psychological, sociological and physiological (PSP) parameters also affect the followers' behavior. A dysfunction in a follower's behavior can be strongly linked to the dysfunction of organizational climate. Moreover, maintenance of human factors including leadership maintenance is essential for enhancing organizational effectiveness and generating good climate. The maintenance of PSP parameters is not only essential to the followers, moreover, is also equally vital for leaders.

The effect of social, physical and psychological aspects can generate a mirror effect from leadership to followers, and vice versa. In educational settings, leadership maintenance is highly considered a positive aspect to enhance the followers' readiness. Leaders are the drivers of the organization, driving the followers' readiness towards their destination that matches the organizational goal. Although leaders are the driving element, the destination is for the followers, where student have different destinations, as do the teachers. In line with this vein, educational leaders can apply appropriate style by enabling their toning, teaming, timing, tasking and transforming pragmatically through the Driving Leadership Style (Rajbhandari 2011, 2012) to maintain the variations of PSP amongst the followership. Due to the variations in the followers' readiness, educational leaders are required to enable their leadership readiness by maintaining the PSP parameters to be able to drive the followers. In connection to this, both the leaders and the followers need to maintain the parameters of PSP state. Moreover, maintenance of these PSP parameters can further generate wellness of leader and follower, which represents the mirror effect (Refer to Fig. 1).

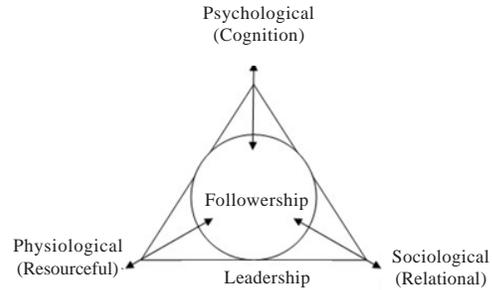


Fig. 1. Reciprocity of leadership and followership mirror effect

Figure 1 illustrates the reciprocity effect from leadership approaches to followership maintenance thus illustrating the mirror effect. This mirror effect can be motor-reproduced to generate the positive PSP causing a reflection of leadership approach towards followers' maintenance for organizational effectiveness. Nevertheless, all these PSP parameters strengthen the educational leaders to enrich leadership dynamism through being socially competent, by being psychologically healthy and physiologically adequate to meet the contextual variations within the contextual setting and followership paradigm. Furthermore, this generates a conducive reflection for enhancing the demonstration effects of leadership behavioral approach and leaving the leadership legacy.

Henceforth, leadership behavior is reflected in the followers' action and vice versa. This has a cause and effect relationship. Therefore, maintenance of cause and effect relations enables both the leaders and followers to generate a good organizational climate. In connection to this, leadership has a high contribution towards the formation of good climate amongst the professional community. This proposes the need for leadership maintenance to offer well-being to professional communities and wellness of oneself to be willing and able to contribute towards generating the reflective climate amongst the professional community and towards the leadership approach.

CONCLUSION

The purpose of this study aimed to understand leadership maintenance through PSP. Leadership maintenance is applied through PSP

to generate a conducive environment in educational settings for enriching leadership effectiveness and their success. PSP is a prerequisite component for leadership maintenance, which enables educational leader to understand oneself and their followers.

Moreover, remaining consistent with appropriate leadership maintenance by considering the PSP parameters at and when required produces reflective behavior causing the mirror effect. Leadership maintenance through the parameters of PSP can generate a conducive psychosocio-physio environment amongst the professional community in the educational settings. This further enables the followers to reciprocate the PSP, furthermore, leading to a conducive environment within the educational settings. Moreover, PSP often a macro variables, however, these can also be connected to micro variables with individual behaviors. Leadership maintenance in this context can be resolved in the contextual settings by understanding the immediate variables causing the variations/disturbance/abnormalities in the educational contextual settings. This enables the educational leadership to become successful and effective. Moreover, through the PSP parameters, educational leaders can also understand their surrounding and their capability through applying the appropriate leadership style that harmonizes the contextual settings. Furthermore, the mirror effect can be contained as a motor-reproduction to enrich the PSP through both leaders and followers.

RECOMMENDATIONS

The study suggests that leadership maintenance incorporating the Psychological, Sociological and Physiological parameters can generate a harmonious organizational climate within the educational settings. Although these three PSP parameters are not mutually exclusive, these parameters can play a vital role in leadership effectiveness and their success. Leadership maintenance is a required phenomenon for generating a conducive environment within the leadership and followership domain, such as teachers, administrative staff and students. Although it is seemingly pictured that a school represents single culture, there are a variety of climates involved in the educational setting, which could be found in student groups, subject teacher's

groups, school administrators and so forth. Moreover, all these organizational groups contribute towards school climate, which requires the attention of educational leaders to harmonize. Furthermore, leadership maintenance through PSP generates the confidence in an educational leader by enabling them to understand themselves, their followers and the context within the educational settings. Thus, understanding the macro and micro variables and strengthening their weaknesses is a dynamic process for educational leadership effectiveness, which is essentially necessary for leadership maintenance through the PSP that educational leaders must enable themselves.

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Paper received for publication on July 2015
Paper accepted for publication on January 2016