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Educational Research and Reviews

Full Length Research Paper

Leadership maintenance: Filling the gap for leadership competences

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In this study, leadership maintenance employs psychological, sociological and physiological paradigms in creating a conducive environment for both leaders' and followers' well-being in educational settings. Leadership maintenance is an ongoing process, which entails the understanding of leader's cognitive complexity, relational approaches towards motivating their followership for generating leadership competences. This is maintained by understanding leaders' and their followers' psychological, sociological, and physiological state of mind. Open ended interviews were conducted to collect data from 30 participants during a training session organise by the Educational Leadership Institute at the University of Johannesburg. The participants were educationalists comprising principals, teachers, and students representatives from different educational sectors in the Gauteng Province of South Africa. Understanding the psychological, sociological and physiological paradigm for the wellness of leaders will inform leadership competences. This is achieved through understanding followership and the situational variables associated with it. Thus, wellness of followership is intimately related to the wellness of leadership and contributes to creating a harmonious organisational climate. The reciprocity of leadership actions towards followership leads to the reflectivity mirror effect. The actions of both leaders and followers that incorporate psychological, sociological and physiological state parameters results in reciprocity, which in turn determines leadership competences.

Keywords: Leadership maintenance, leadership competences, followership maintenance, mirror effect, psychological, sociological and physiological paradigm, leadership readiness, leader and follower wellness.

INTRODUCTION

The idea that leadership is always maintained is considered to be a misconception. The reason is that leaders need maintenance as do the human resources of all educational settings. Maintenance in human resources management is concerned with an employee's well-

being, safety, social security, and his/her relations for the purpose of establishing a harmonious organizational climate. In this study, leadership maintenance refers to a leader's psychological, sociological and physiological (PSP) well-being in order to enrich proactive reflective

behaviour towards the accomplishment of situational readiness for effectiveness and a harmonious organisational climate. In order to consistently promote healthy and proactive behavioural, and attitudinal, commitment towards leadership readiness for flexibility and mobility, educational leaders must be in a state of readiness and willingness, while possessing the ability to act upon situational variations with intellectual spontaneity (Rajbhandari et al., 2014).

Leadership maintenance is an important ingredient for boosting, fostering and enhancing leadership competences. Leadership maintenance is psychological (i.e. a cognitive process), physiological (or being resourceful) and sociological (or understanding contextual variables and being relational to followers and followership). Hence, it is the ongoing process of maintaining organisational effectiveness. Leadership requires social well-being and social awareness. It creates a healthy social space through good communication with others with a view to seeking benefits from others and giving to them, in return, both considerate and initiative behavioural approaches to and from. Hence, followership is accomplished through the maintenance of leadership. Leadership maintenance is an essential tool for educational leaders in understanding immediate variables, such as teachers, students and educational policies, in order to act accordingly and sustain a good organisational climate (Rajbhandari, 2013). This contributes towards a healthy culture in educational settings where followers, such as teachers, and students, work together in an harmonious environment for the good of the institution (Tsai, 2011). Leadership maintenance enables school leaders to understand the situational behaviour and how it is applied. This also helps school leaders to demonstrate an appropriate leadership style.

Leadership maintenance in this study will discuss the psychological, sociological and physiological (PSP) parameters that affect the behaviour of educational leaders, and their leadership styles in educational settings, in an attempt to enrich leadership competences. PSP have macro-variables that impact on an organisation. These PSP parameters will be connected with a leader's micro-aspect. Many researchers and social scientists have tried to connect PSP parameters to the development of theories of motivation and leadership. For example, the hierarchy need theory of motivation hypothetically studies an individual's needs in five levels starting from the physiological need (Physiological and Safety needs), through social need (Social needs) and to psychological needs (Esteem and Self-Actualization needs) (Maslow, 1943). All of these parameters are hypothetically measured to verify the micro-aspect of an individual's level of motivation. Moreover, Alderfer (1969)'s ERG theory of motivation (Senyucel, 2009; Caulton, 2012) assume that an individual's level of motivation functions in a micro-aspect through the need for psycho-logical growth, the sociological need for relations and the physiological need to exist. Similarly, PSP has been applied to understanding the motivational level of an individual, as in McGregor (1960), the X and Y theory (Herzberg et al., 1959) and two factor theories. Although motivation theories are subjected to content and process theory; in both of these; PSP has significantly contributed to the evaluation of an individual's performances.

In leadership, PSP has often been hypothesized as a sub-conscious parameter, starting with Thomas Carlyle's (1840) great men theory which evaluated leadership competences through "at the time of need" in an attempt to identify appropriate PSP parameters, which when applied would lead to leadership effectiveness. According to the traits and behaviour theory of leadership (Stogdill, 1948), PSP is significant because it sub-consciously connects a leaders traits and behaviours towards leadership effectiveness. This is revealed by hypothetically studying a leader's behaviour through relations-oriented behavior, which significantly contributes towards sociological and psychological parameters. Similarly physiological and psychological parameters sub-consciously contributed towards evaluating the task-oriented behavior of leaders.

Furthermore, in the contingent theory of leadership, PSP parameters are deemed to contribute sub-consciously towards leadership competences. In the situational leadership theory, four leadership approaches namely telling, selling, participating and delegating are sub-conscious parameters of PSP (Hersey and Blanchard, 1977). Similarly in the leader member-exchange theory, PSP contributes within the in-groups and out-groups members (Dansereau et al., 1975). Nevertheless, while it explores leadership maintenance, PSP is also sub-consciously contributing to leadership approaches, as reflected in the micro-variables of leaders that lead to the reciprocity effect. This effect is a reflexive image of leadership PSP, which can be controlled through leadership maintenance.

The purpose of this study is to explore and understand how educational leaders develop leadership maintenance through PSP parameters. That is, whether leadership maintenance is essential to educational leaders and if leadership maintenance is a practical phenomenon to enrich the gap through PSP parameters. However, two phenomena regarding leadership interests include are the emergence of leaders and assigning leaders. These can also be connected to the inherent and acquired quality of leadership. Moreover, in both cases, leadership maintenance is required and can be acquired through training, knowledge, experiences, cognitive intelligence, resourcefulness and socialization. Meanwhile, for the developmental purposes of these traits, all leaders require leadership maintenance, which enables them to enrich their potential competences to influence their followers for followership maintenance. Consequently,

this results in leadership readiness for flexibility and mobility, which fits into the situational context at different times and into readiness for different circumstances. This then helps leaders face the problems and consequences that are related to followers or any other contextual variations.

The study of leadership maintenance through the prism of the PSP paradigm, in order to facilitate leadership competences and effectiveness, seeks to answer the following research questions:

1. Why is leadership maintenance essential for educational leaders to enrich their competences?
2. How is leadership maintenance achieved by educational leaders?
3. How can leadership maintenance help educational leaders enrich the organisational environment of the leadership and followership paradigm?

LITERATURE REVIEW

Leadership maintenance is that process of maintaining leadership competences as and where required. It is essentially urgent and important. Leadership mainte- nance, therefore, enables school leader's readiness to remain flexible in applying appropriate leadership styles. Most leaders are successful because they understand themselves rather than understanding their environment. Leadership maintenance enables educational leaders not only to understand their surroundings, but also, to understand their own capabilities and to remain flexible while applying appropriate leadership styles to the demands of the context.

Context plays an important role in changes and development, which enables educational leaders to initiate leadership readiness for flexibility and mobility. The maintenance of appropriate leadership styles enables educational leadership to produce high flex movements in high flex contextual settings (Reddins, 1972). This promotes leadership effectiveness for the given time. However, if this reverses into an inappropriate leadership style, the high flex leadership style may not be able to cope with a low flex organisation, and vice-versa. Therefore, a high flex context requires a high flex leadership style with the appropriate readiness to stimulate leadership maintenance to cope with contextual parameters. Educational leadership is becoming more and more complex. Students are efficient in the use of modern technology, hence, their technological saviness demands that they are taught by teachers who possess a high level of spontaneity in order to provide quality education. This implies high flex follower's characteristics and features. This in turn requires high flex leaders.

Accordingly, leadership maintenance must adapt appropriately to the required competences that play a vital role in promoting situational leadership readiness.

Situational leadership readiness is a dynamic leadership process. This entails that leadership flexibility and mobility should suit the situational paradigm by demonstrating the competences of an appropriate leadership style. Moreover, in educational settings, leadership roles are driven towards the formulation and implementation of the country's educational policies (Davidoff et al., 2014). This enables school leadership to be inclined towards bureaucracy, so as to provide the educational administrators with adequate information on how to formulate and implement the rules and proce- dures. However, majority of leadership responsibilities are carried out by deputy and vice principals (Rajbhandari, 2006). In relation to this, who are the real school leaders, and who are taking responsibility for educational leadership?

School success is often credited to effective school principals. However, there are cases where schools are not able to provide adequate supplies to their students, even though such schools may be able to provide and follow national educational administrative policies. Most importantly, educational leaders are those who hold positions at the national department of education. How effective have these educational leaders been in promoting quality and techno-modern education in order to develop the mind of students and teachers? Pont et al. (2008) indicate that due to the challenging nature of leadership, policy makers need to adapt school leadership policy to new conditions. This is in order to respond to the present and future needs of the environment, which aim to develop competences that deal with complex challenges through additional training, support and incentives. Hence, this supports the need for leadership maintenance in educational settings by incorporating the PSP paradigm.

Vugt and Ronay (2014) state that evolutionary psychology in leadership theory evolved to solve important coordination problems among groups and living organisms. It is the psychological mechanism that integrates the social being in professional communities. Leadership is associated with social identity, which is promoted by group integrations spawned by socio- psychology and social relationships thereby creating social categorisation (Hoggs, 2001; Bass, 1990). Burns (1978) stated that psychological mechanisms triggered transformational leadership. Sherman et al. (2012) claimed that psychological and physiological stress can be loosely manifested. Consequently, it is emphasized that PSP parameters were integrated to develop leadership wellness, thereby, enabling a followership's wellbeing. All these aspects are assimilated to reflect the importance of leadership maintenance with PSP parameters, thus, filing the gap of leadership competences. Moreover, the maintenance of PSP for the wellness of leaders and followers can enhance the attainment of competences.

For this reason, leadership maintenance is an essential phenomenon that all educational leaders need to address.

However, national education policies concentrating on administrative issues may divert the school leader's attention to different activities where it may not function optimally and adequately. This does not allow school leaders to be dedicated to leadership maintenance, as they focus instead on local affairs, which impact negatively on school success. This also creates psychological distress for school leaders and further exacerbates their frustrations. In this situation, school leaders need to remain psychologically and physiologically healthy by reflecting on proactive behaviour to address leadership competences. Leadership maintenance promotes leaders' well-being through psychological, sociological and physiological wellness. This provides leaders with opportunities to concentrate on the development of their own cognitive complexity in an attempt to strengthen their weaknesses and develop competences for leadership readiness.

In connection to leadership maintenance, educational leadership also consists of officers at the national level who are concerned with educational affairs in their country. They need to be visionary and focus on the development of their psycho-social, sociological and physiological parameters to reflect their competences in leadership readiness that meet the situational circumstances of demanding consequences of schools at the province, state or districts. Moreover, in educational settings, who are the beneficiaries of quality education is not a question we seek to answer. However, effective educational leadership is achieved when students' progress along with the teachers and the schools. On the contrary, schools' failure and lack of commitment on the part of teachers constitute another aspect of failed educational leadership. Meanwhile, educational leadership would be successful if many schools at different locations in the same province or districts are doing well. It will not be effective if other schools in the same area fail to provide quality education to learners with inadequate facilities. The readiness to adopt leadership maintenance by educational leaders in keeping all the national schools at the same level of quality is important, even though there is a need for dynamic and effective educational leadership. Therefore, dynamic leadership maintenance, at both school and national levels, is required to develop readiness for flexibility and mobility in meeting the situational demands of educational settings.

RESEARCH METHODOLOGY

Research design

This exploratory study is qualitative by design. Qualitative research is an effective approach to gaining insight into the real realm of leadership maintenance. It proceeds by talking to school leaders. This provides insight into their views, opinions and feelings towards leadership.

Research tools and techniques

It is necessary to conduct open-ended interviews with many people at the same time. This enables the collection of relevant data, which in this study was obtained from 30 participants in the Gauteng province. The participants were educationalist, including academics, teachers, principals, students, and government employees. This approach also strengthened this exploratory study by gathering different views from different participants involved in the educational sector at different locations of the Gauteng Province in Johannesburg, South Africa. The participants gathered together for a training course organised by the Educational Leadership Institute of the University of Johannesburg. This provided an opportunity to approach the participants for open-ended interviews with respondents willing to give some time. The interview session was designed pragmatically to seek answers to problem statements at low cost and with many participants at the same period of time. The convenience of open-ended interviews enabled the collection of data at a time which is very efficient and effective. This saved much of time for data collection, transcribing, data reduction, and data displaying in order to draw conclusions.

The participants came from different schools including private, public and missionary schools. Their views were related to practical incidents in order to understand leadership maintenance through the PSP parameters. The participants gathered at the University of Johannesburg's Soweto Campus with the co-operation and support from Educational Leadership Institute. All the participants were given equal opportunity to share their views and opinions.

Data analysis procedures

Data triangulation methods were applied to arrive at giving meaning to the data. Interview and transcripts were examined for reliability and validity. This also provided an alternative explanation from the data collected to explore leadership maintenance through multiple sources of data collected from 30 participants. Data were analyzed to find the truthfulness of the claims by investigating similarities of leadership practices in similar educational settings. Coding made the analysis easy by observing the similarity in respondent's interviews. These similarities were analyzed to provide answers to the research questions.

Consent was received from all the participants who were willing to participate in the interview. Due to ethical considerations, participants' identities are protected. They are given different names such as, respondent 1, respondent 2 in order to represent their views fairly. Participants were closely monitored in a controlled environment. Forty-five minutes were given to the participants to answer fifteen interviews questions.

RESULTS

Leadership maintenance in this study is closely connected with the well-being of educational leaders at both locally and nationally. This includes educational planners, school leaders, academic leaders and curriculum leaders. Moreover, leadership maintenance in this study focuses on the leader's psychological, sociological and physiological characteristic which impact on the leadership environment. To understand the need for leadership maintenance for educational leaders, the respondent's views and opinion were captured. Their responses exemplified their understanding of educational leadership

in their own opinion, which reflected the need of leadership maintenance.

Of the 30 participants, many responses indicated that educational leaders were principals who are responsible for schools and provide direction to others. Despite educational leadership at the lead, most participants also had the opinion that school leaders are the busiest individuals, who are involved in practically every activity inside the schools and out the schools, while implementing educational policies at the same time. In addition, there were also some responses which indicated that leaders in educational settings also consist of teachers and students. However, many perspectives were highlighted in order to understand both educational leadership and educational leaders.

In order to understand the views of the respondents on educational leadership, coding was conducted to highlight their perspectives. The codes indicated that leadership entails leading, directing, managing and guiding with twenty-two respondents agreeing that supporting educational leaders as team leaders benefit educational settings. The codes also indicated one respondent viewed leadership as a mentor, coach and counselor. Four respondents also stated that influencing the followers is a key ingredient to leadership maintenance whereas three respondents also opined that educational leadership is a responsible task, which takes accountability for educational settings.

A synthesis of leadership maintenance filling the gap through psychological, sociological and physiological paradigm enriching leadership competences

Leadership maintenance is a key to effective and successful leadership. The reason for this is that many educational leaders are distressed with their daily activities, which include implementing the nation's educational rules, law and acts. This keeps most educational leaders occupied and diverts their attention from their local activities, which are carried out by their deputies. Nevertheless, the accountability of educational leadership needs to be addressed in favor of nation's educational success. In addition, educational leadership is different from leading in educational settings.

Socio-psycho parameters in leadership maintenance

Educational leadership is a broad perspective about leadership and covers a variety of leadership roles at the national level. However, leadership in educational settings refers to leaders who are directly involved in local academic affairs. In both cases, leadership maintenance is essential to enhancing and enriching their competences by understanding themselves and strengthening their weaknesses in order to remain competent and tackle the situational and contextual variations arising due to internal and external forces. Respondent 1 supported this view by mentioning that:

> The principal is at the heart of the school leadership. He/she is an engine of the school. He/she must give time to know people around the school and even the community. This will help the principal to know where he or she is propelling the school to and even know the people who will help him/her to drive the school.

Maintaining Leadership through developing personal competences is very important for leaders to enrich their potential in handling situations effectively and successfully. This enables academic leaders to gain control of the environment through effective communication and thereby remaining confident in building trust in their followers. In connection to this, respondent 3 said that:

People are unique including their circumstances. When you understand your team, you are able to adjust in the way of dealing with them and this yields better result. In addition, the ability of the leadership to build confidence and trust in the followers is important in creating harmonious environment within the educational settings. In supporting this view, respondent 4 mentioned that:

> School leaders by understanding their followers will be in a better position to offer leadership and to have harmony in the school. It will prevent assumptions and this will help principals to have facts on the table. I think it will also make their jobs easier.

In corroborating this view, respondent 22 also added that:

> Yes. The principal must understand teachers and other staff because he deals with different people with different problems. As a result, the principal must act as a parent to all. They can be effective by demonstrating good leadership and treat staff members equally.

In addition to this, respondent 4 pointed out how school leaders can improve relationship between leaders and their followers. School leaders are key players in educational settings, as they lead by example in grooming, and morality. He further added that:

> It is a must that school leaders need to give educators moral support. Every leader whose followers believe in him, always get the same support he offers to them.

Psychological parameters motivate leaders to embrace transformation. Leadership maintenance connects the psychological, sociological and physiological state of educational leaders. PSP create new dimension of dynamic leadership by stimulating intellectual and

relational approaches to followership. They also promote resourcefulness by equipping the leadership with practical knowledge, information technology and updating the policies. This enhances leadership maintenance by enriching leadership competences. In supporting this view, respondent said:

> Principal must understand their teachers since they work together like a team. The principal must be a good listener and must be able to advise or share ideas with the teachers.

Leadership maintenance also strengthens educational leaders to understand follower's immediate needs. This is important in enhancing leadership competences as it helps followers to understand their leaders. Following this pattern of maintenance, educational leaders along with the followers can identify the strength and the weaknesses of their organisation. In addition, identification of the weaknesses is the gateway to solution. This further promotes social harmony within the educational settings. In connection to this, respondent 6 mentioned that:

> It is not an integral part of being a manager if you do not understand your staff. How can you support them? A manager needs to know his /her staffs strengths and weaknesses so he/she knows what areas need to be developed or how he/she can harness those strengths to improve the institution. They should develop a good rapport with all staff members, motivate them in the work place so they know they play a vital role in the institution. He/she also needs to be firm with learners when it comes to discipline.

> Identifying the weakness and strengths lies within the organisational context. Resolving the weaknesses can lead to harmonious organisational environment for all. This also holds for learners/students/pupil problems and weaknesses. Respondent 26 said;

> Principal is effective by knowing the others' capabilities, strength and weaknesses and they can place them approximately. Knowing your human resource shows that you care.

Understanding leadership and followership is a pivotal component of effective and successful organisation rather than only understanding the leaders and followers paradigm. In connection with this, respondent 20 states that:

> The principal should understand their students and educators for the smooth running of the schools. If educators are happy even when they are overloaded, they will never feel they are overloaded.

Supporting the view respondent 5 mentioned above,

respondent 23 elucidated what successful leadership is by stating that:

> The school principal must understand all his teachers and learners in order to manage the school effectively. He should know their weak and strong points. He must have time to interact with his staff and most problematic learners if time permits him. They must lead by example by giving equal treatment to all his staff. He should be able to solve problems without giving favour to one party at the expense of another.

Physio-psychological parameters in leadership maintenance

With regard to leadership maintenance in favour of physiological paradigm for promoting leadership competences, educational leaders need to acquire and be equipped with various resources. In connection to this, resourceful leadership produces an extra measure for leadership maintenance with additional facilities. These additional facilities could be enhanced technologically in educational settings, adequate financial resources for educational infrastructural development as well as knowledge and knowhow. Resourcefulness helps educational leaders to be confident. In regards to resourceful leadership, leadership dominancy can also be demonstrated through the possession of adequate financial resources so that good facilities can be constructed for schools and good leaders are hired to run the schools. This suggests that the physiological paradigm is essential and necessary for educational leaders in addition to sociological and psychological aspects for leadership maintenance. In order for knowledge resourcefulness to enlighten the physiological paradigm of leadership maintenance, the result suggests that sharing information between leaders and followers promotes collaboration for achieving organisational goals. This is supported by respondent 30 who stated that:

> By knowing the people you lead will help you to impart information and correct the necessary aspects of your environment as well as the needs of those who are under your control. School principal can be effective through communication with the people they lead and manage and control everything with diligence as well as delegating the staff in relevant positions not favours.

Information sharing is a way of promoting collaboration by sharing views and opinions which align with the understanding of the contextual variations. This integrates the psychological paradigm of motivation into pursuing the responsibilities of leadership enthusiastically (Center for Comprehensive School Reform and Improvement, 2009). Therefore, producing new ideas and concepts of how things are to be done to achieve

effectiveness rather than doing it rightly to become successful. The results also suggest that participatory management is essential in promoting intrinsic motivation, since it places emphasis on understanding the value of a follower's capacity. This in turn encourages educational leaders to lead in the right direction through equal contribution from the followers. In connection to this, respondent 29 stated that:

Understanding the teacher, the learners and other staff helps to know why they act the way they do, and when they act the way they do. Besides, it helps principals in making and taking informed decisions which would lead to improved output. Teachers and learners in distress may be engaged in confidence. The school principal must be transparent in his /her dealings, must acknowledge the work and input of others, must invite and allow participatory decision making, must encourage and foster team work capacity building and allow constructive criticism.

Supporting the view to understand followers' psychological, sociological and physiological values promotes intrinsic motivation to followers. This promotes leadership well-being by maintaining resourceful leadership capabilities alongside the resources of followers. Moreover, understanding the psychological, sociological, and physiological values of their followers enables leadership readiness to imbibe flexibility and mobility in promoting resourcefulness that favours individual consideration (Burn, 1978). This eventually results in social harmony and fosters an employee's psychological state. Leader and followers are in true companionship in an organisational setting. This true companionship breeds ideas that proffer solutions to problems of immediate context and the future. However, while immediate small contextual variation is important, many leaders are ignorant and avoid them. This creates a negative psychological effect on leaders if small variations are directly concerned with the follower's wellbeing. Leadership maintenance refers to the wellbeing of both the leader and the followers. Therefore, the wellbeing of both leaders and followers are equally vital and necessary in an educational setting. Hence, it is sensitive and fragile if it is not taken seriously. Supporting this view of fragility and immediate sensitivity in educational settings, respondent 25 states that:

The principal should understand his teachers and students because they all come from different environments. If the educators come late to school, the principal must check if that is a pattern. If it's a pattern like every Monday, maybe the educator is having a problem of alcohol abuse. School principal can beeffective if they practice democracy, they delegate duties, consult with other stakeholders outside the school environment, take charge and give advice.

Leadership maintenance for the wellbeing of leaders and followers by addressing the issue of followership enables effective leadership. In connection to this, understanding the immediate variations and knowing followers' socio-, psycho- and physiological state enables the way forward for leadership maintenance by keeping the organisational climate harmonious, relational, safe while maintaining a conducive environment for both leaders and followers including the students and non-teaching employees (Hoffmanet al. (2009). The results highlight that these aspects of understanding the followership paradigm as stated by ten respondents whose views are identically matched to each other, as follows:

Respondent 7,

School principal must work hard in hand with the entire teaching and non-teaching staff (including learners) because we are all under one umbrella. One cannot function without the other. We need each other to run the school effectively and by practising good leadership skills, doing their work as well and enforcing discipline effectively.

Respondent 8 said,

Leaders must be able to know their strengths and weaknesses. By so doing, he will be able to help or develop them if it is necessary. It will equally help him to understand his frustrations concerning work matters. Also, he must use an open door policy, be transparent, involve all the stakeholders and be democratic.

Respondent 9,

If he understands, he will know the things which they like and the thing which they don't like. He will lead better if he/she knows them.

Respondent 10,

Leaders need to have a good understanding of their teachers/students and the staff as a whole. This will assist in delegating duties. He will know who is good at what. Principal must involve his SMT and also teacher, parents i.e., SGB. Everything will run smoothly. Communication is also a key leadership tool.

Respondent 12,

The principal should know and understand his staff and students so that he is able to work easily with them. If you know what you are dealing with, it makes your job much simple especially in case of problem solving. A principal should be effective and enthusiastic in his work and should always develop and bring new positive changes to his school.

Respondent 14,

School principal may notice wherever there is a problem and he/she can do it by showing openness to them. He will also have to interact and show that he /she is a part of them and cares about their wellbeing.

Respondent 17,

School leaders must understand his/her staff by using effective communication which involves all role players.

Respondent 18,

It is very important to know and understand what kind of teachers and learners is she/he dealing with and what kind of intervention strategies she can use to help in problematic areas.

Respondent 19,

The principal must know his or her teachers so that he or she knows who she's dealing with to avoid some of the conflicts that take place at her school. Also, knowing how to approach that particular teacher if there is problem is important. Principals must know their staff.

Respondent 28,

It is important that he must understand his or her teachers, students and others. He need to know their background because we come from different backgrounds. We have different problems. He needs to be a good listener, give people a chance to express their problems.

Socio-physiological parameters in leadership maintenance

Leadership maintenance is very important for school and educational leaders. Leader's communication skills and their ability to build confidence and trust in their followers are components of leadership that enhance and enrich the competences of leaders. Results suggest that these three components of leadership further enhance the wellness of the leader by bringing about sociological state through effective communication. This healthy sociological paradigm also integrates the psychological paradigm for grooming within and around the followership environment in order to promote wellbeing (Owens, 2004) through followership to leadership. In connection with this, understanding the sociological and psychological paradigm instills motivation to accomplish the extraordinary tasks that the future demands. Respondent 27 states his views, as follows:

Principals must be able to handle any situation that they find themselves in. Understanding others make it easy for you as a principal to make informed decisions when the need arises. School policies can be easily implemented with the understanding of people in mind.

With regard to the physiological paradigm, resource-fulness also complements the leadership and followership situational needs. Resourcefulness includes both intrinsic and extrinsic aspects. The intrinsic aspects include information, knowledge and quality that are shared and distributed within and around the organization and its members from the leader to the followers. This is also important because the intrinsic values are shared from the followers to the leaders. For this reason both transaction and transformation are needed for leadership maintenance. Supporting this view, respondent 24 says that:

As the school runs smoothly, we must have balanced approach of discipline in our school and classrooms. They can be active so long as they take their responsibilities and have some consultations with staff and be hands-on in managing and leading us.

In addition to this, respondent 16 expresses the same view by mentioning that School principal must know the strengths of their teachers and they must use them to make the institution a better learning and working environment for all. As for students, it will make them become better and be able to focus and face their challenges in a positive manner. They must be punctual at school and make sure that all the department's report their weekly activities. They must also communicate with the learners in a positive way in order to help them if the need arises.

The extrinsic aspects of the physiological state to leadership maintenance are the resources at hand for immediate use. This entails investments in technologies, training, research and development in order to improve the quality of work life for all. Physiological needs of both leaders and followers should be met. This improves the quality of work life through investment made in research and development and training. The results also indicate that a follower's level of readiness impacts on leadership readiness for the wellness of an educational setting. Wellness through enhancing and enriching the physiological aspects may not be connected directly but maturity is gained by investments made on employees through training and development. Supporting this view, respondent 11 says that:

Leaders must be aware of their teachers' wellness. It is a priority for all principal to take care of their staff members and students so that the organisation can run smoothly. Leaders must be hard workers who are empowered through attendance of workshop.

Consequently, leadership training and development are necessary for educational leaders to develop their competences in challenging situations. The inadequate allocation of resources can frustrate organisational processes, which in turn can frustrate the effort of leaders in developing their followers' potential through offering training or quality work life. Supporting the views of followers' maturity, respondent 15 mentions that:

Each one of the staff members has a role to play which requires participation in leadership and management through committees. It is hard to generalize; however, others perform their duties in an efficient manner while others are just confused and lack knowledge to carry out their duties. So attendance of induction workshops and management courses aimed at improving on staff's qualifications and competence is important.

In connection to the physiological paradigm for leadership maintenance, educational leaders must be effective in incorporating organisational members into situational difficulties by adopting similar experiences from the past or receiving adequate leadership training. Sometimes organisations, like business houses, arrange training sessions for their staff; nevertheless; most educational settings do not train their staff on site. Most leaders are trained in the phenomenon of conceptualized leadership. Moreover, leadership is not achieved through training alone, but through participation in the support of administrative and bureaucratic roles in educational settings. Respondent 13 states the benefits of training sessions as follows:

Leaders perform their roles satisfactorily because the department of education (DOE) assists them through attendance of workshops and trainings. Ongoing training and workshops are necessary for school principals. Understanding their role is a must. I don't think there can be any problem if they know their roles in the workplace after attending contact session.

Leadership maintenance plays an important role in enhancing leadership competences. Moreover, this can be enriched through regular workshops and training programmes to help the leaders remain resourceful. In educational settings, technologies, such as smart board and computers, have become pivotal assets. The educational settings of the future must orientate towards the development of technologies. The enhancement of the physiological paradigm through the introduction of technologies for teaching and learning methods also complements leadership maintenance. In connection to this, respondent 2 states that:

They can be successful by implementing whatever information they got from workshops and by applying school rules and implementing the policies to the letter.

Principal is the leader for the whole school. Educator is the leader in his/her own class. Principal must be open to change e.g., the use of technology demanded by the modern era and also maintains the classroom management research to attain success.

Physiological paradigm in terms of resourceful leadership requires both intrinsic and extrinsic factors for leadership maintenances. Leadership competences for attaining effectiveness and success at the same time synergises the pulling together of resources at the right time using the right approaches. Therefore, attaining resourceful leadership requires that the equilibrium of allocating and transforming resources along proper channels be maintained. Competences in educational leadership are generated through adjoining situations, follower readiness and leader readiness when taken together to produce a harmonious organisational culture and climate. In connection to this, respondent 21 mentions the following:

Principals must be knowledgeable, give directions and empower/equip all staff members to be in charge themselves. Principal plays real leadership role by giving directions and he consults districts if he is not sure on what to do. He also advises staff to ask/consult to know what they are supposed to do. He is part of every committee. They try to perform their duties to the utmost, also give feedback reports from meetings. Read, clarify and implement policies and circulars from the district. Abide by the rules, policies, have accounting sessions, support, mentor and give advice if necessary.

Furthermore, leadership maintenance is an ongoing process where educational leaders are required to be attentive and alert, while indulging both the leaders and the followers. The psychological, sociological and physiological (PSP) parameters of leadership maintenance have necessitated the need to develop an organisational culture and climate, which can produce a conducive and harmonious environment for the wellness of both leaders and followers.

Therefore, findings suggest that leadership maintenance is an initiation of activities by leaders to maintain their own wellness, as well as the wellness of the followers. PSP are essential elements that complement the maintenance of leadership wellness, which often have reflexive effects. Leadership maintenance through PSP produces reflexive effects through the relationship of cause and effect. Thus, leadership action premised on PSP elements produces positive effects towards followership.

DISCUSSIONS AND CONCLUSION

Leadership maintenance is a key element to leadership
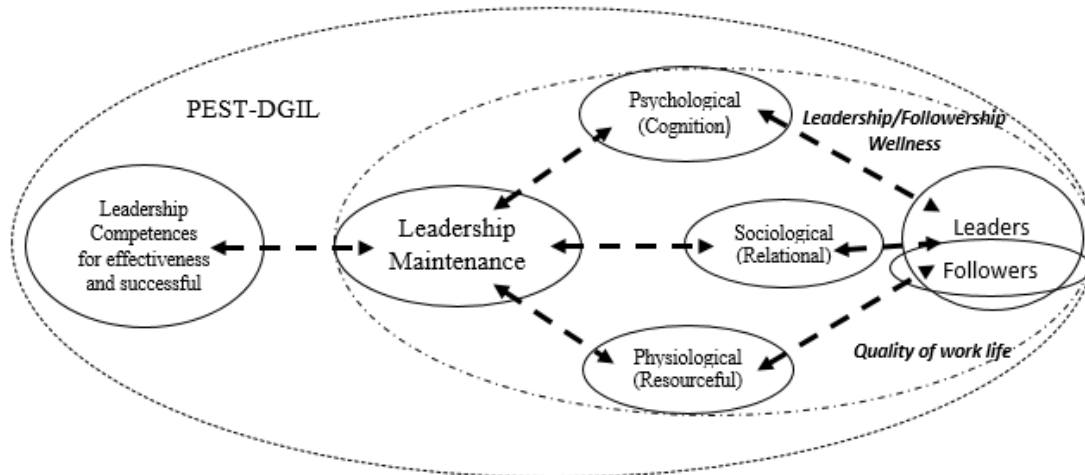
**Figure 1.** Leadership Maintenance filling in the gap.

succession and effectiveness. Leadership maintenance helps educational leaders to understand the contextual variations occurring with followers and in the situations. This is achieved by referring to the variations that enable a referee leadership style (Rajbhandari, 2013) and synergizes psychological, sociological and psychological paradigm in the leader and the followers. This helps educational leaders to understand the immediate context of followership and leadership by developing the capabilities to gain competences for becoming effective and successful. Leadership maintenance is an ongoing process that necessitates the need for leadership flexibility and mobility. However, context and situation may not replicate to offer the same effect always. This enables leadership to embrace the concept of maintenance of their leadership style to fit to the context. As context and situations are complex, multi-faceted, and multidimensional, the process of leadership maintenance enables school leaders to act with the appropriate leadership styles. Leadership appropriateness inspires educational leaders to identify the demands of followership and context. This also promotes leadership readiness in filling in the gap by enabling the leadership elasticity and equilibrium that further maintains leadership appropriateness.

Leadership is a corresponding feature of followership. The results suggest that understanding the followers is a key ingredient for leadership to become successful and effective. Nevertheless, the results also suggest that educational leaders must also be equipped with adequate knowledge and should be willing to share information as they expect to receive the same in return. These parameters of leadership and followership are comple-mented by taking into consideration both leadership and followership maintenance, which incorporates the psychological, sociological and physiological paradigms.

The assimilation of these three PSP states in the contexts of both leadership and followership enhance the wellness and quality of work life by producing social, harmonious and conducive environment for all in educational settings (Figure 1).

Leadership maintenance in educational settings is required to enhance leadership competences and followership competences. These include the teachers, non-teaching members and the students. Consequently, leadership maintenance is necessary for all who are involved in educational settings. Leadership is complex in this context and it is even difficult to define who really plays a leadership role. From the broad perspective, leadership in the national educational authorities includes those who plan for the nation's educational system at the local level of leadership. For example, this includes the school principal, class teachers, subject teachers, students, prefects and non-formal student group leaders. Therefore, leadership is both as assigned and emergent. In such instances, the failure of leadership is determined by the ineffectiveness their level of responsibility and accountability. Moreover, leadership failure is often viewed at the local level. This is because most leaders in educational settings at local levels are responsible for leadership maintenance either consciously or sub-consciously, as they grapple with new problems almost every day and engage with the external contextual forces in solving these problems. The reason for failure of leadership is because the processes and approaches to leadership maintenance do not consider the psychological, sociological and physiological paradigm that addresses both the leadership and followership. Therefore, findings from this study suggest that leadership maintenance also incorporates the follower-ship maintenance. Integration of both leadership and followership maintenance has a reciprocal effect, which is
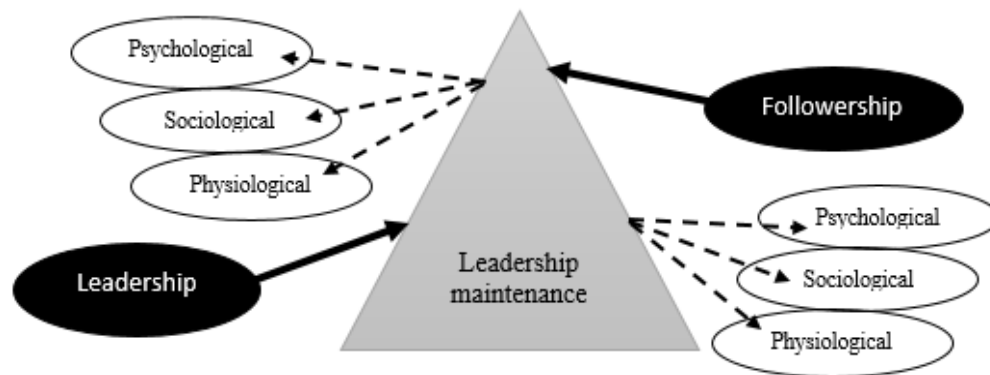
Figure 2. Leadership maintenance for mirror effect.

a mirror effect of leadership approaches to maintenance. Consistency in appropriate leadership maintenance considers the psychological, sociological and physiolo-gical paradigm as, and when, required, as it is not mutually exclusive. Hence, leaders can create a mirror effect that is reflected also from the followership. Moreover, the mirror effect is an act of reciprocity between leadership and followership. The mirror effect is the reflective act of leadership to followers and is the reciprocity from the followership to the leadership. Therefore, the wellness of followers includes wellness of leaders. This is achieved through the leadership maintenance adopting the psychological, sociological and physiological paradigms of both the leadership and followership. Figure 2 illustrates the mirror effect of leadership and followership.

Leadership maintenance replicates the psychological, sociological and physiological paradigms from leadership to followership and back. It is a dynamic product of the mirror effect. This is possible by understanding the followership through psychological, sociological and physiological paradigm. However, there are parameters of constraints from both leadership and followership. Understanding these parameters reduces the style drift, but creates leadership equilibrium to maintain the equilibrium of followership. Nevertheless, mirror effect is a reflection of leadership acting towards followership on the basis of these three paradigms. Moreover, the mirror effect also impacts on leadership reflected towards followership, which generates the outcome of the actions. Therefore, the mirror effect is the reflection of leadership action towards the followership that produces the similar reflective outcome in return. This means that maintaining leadership should be observed not only as the process of maintaining leadership, but also as maintaining the followership. However, to produce the replication of ac-tion, in turn, maintenance of oneself is also vital concern to understand oneself before gaining an understanding of the other. Thus, leadership maintenance is a

psychological, sociological, and physiological state of leadership that harmonises the cognitive complexity, relational approaches, social awareness, wellbeing, communication, confident, trust and resourcefulness. This results in a harmonious organisational climate and culture, which is proactive in developing competences for effective and successful followership maintenance in educational settings.

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