

How Does Maintenance of Psycho-Socio-Physio Parameters Enrich Educational Leaders?

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ABSTRACT: Why does educational leadership need maintenance? In educational settings, leadership roles occur almost everywhere from principals to classroom teachers; and also among students and within student groups. In all of these cases, leadership roles are demonstrated in different ways. In all such cases, leadership maintenance is necessary. Leadership maintenance is a reflection of behaviour generated through leader's psychological state of mind, sociological state of relational building, and physiological parameters of logistic adequacy. The maintenance of leadership, through Psychological, Sociological and Physiological (PSP) parameters, is an important ingredient to shape leadership competencies. The maintenance of PSP generates and offers wellness to leaders and further generates followership wellbeing, thus creating a mirror effect to followership maintenance and towards building a favourable organisational environment in educational settings.

Keywords: Leadership maintenance, leadership competencies, followership maintenance, psychological, sociological and physiological paradigm, reflexive and mirror effect, leaders' wellness and followers' wellbeing

RESUMÉ: pourquoi les dirigeants pédagogiques ont-ils besoin de continuité ? Dans la mise en place pédagogique, le rôle de dirigeant, ou de décideur, intervient à tous les niveaux, que ce soit du directeur de l'établissement à l'instituteur, avec les élèves ou avec les groupes d'élèves. Dans tous ces cas de figure, diriger est une action qui intervient sur plusieurs plans et, est nécessaire. La façon de diriger n'est que le miroir où se

reflète un comportement dû à l'état d'esprit psychologique du décideur, au contexte sociologique où les relations se développent et aux paramètres physiologiques pour choisir une bonne logistique. Les paramètres psychologiques, sociologiques et physiologiques (PSP), sont les premières pierres à poser pour construire une bonne direction. Les PSP génèrent et offrent le bien-être aux décideurs, et plus tard, à ceux qui les suivent ; c'est en quelque sorte créer un miroir qui se reflète sur les successeurs et c'est constituer un environnement organisationnel accueillant dans le cadre pédagogique.

Mots clefs: continuité directionnelle, qualités directionnelles, continuité des successeurs, paradigme psychologique, sociologique et physiologique, miroir qui reflète le bien être des décideurs et de ceux qui leurs succèdent.

Introduction

Why does educational leadership require maintenance? Leadership maintenance is essential for educational leaders to enable their wellness and their employees' wellbeing in an organisational setting. While the wellness of oneself is important, it is equally important to offer wellbeing for others in an organisational setting. This wellness and wellbeing can be initiated by maintaining the psychological state of oneself, bonding sociological aspects in a community-focused organisation, while maintaining physiological stability. Leadership maintenance is therefore a paradigm of applying and enabling Psychological, Sociological and Physiological (PSP) parameters for the leaders, as well as for the employees in the organisation. Enabling wellness by understanding the Psychological, Sociological and

Physiological (PSP) paradigm can enhance the wellbeing for others and enrich the contextual environment.

Psychological, Sociological and Physiological aspects present as contextual variables offer leadership maintenance by which educational leadership can improve their followers' maintenance. Moreover, the positive 'vibe' of the leaderships' psychological state improves wellbeing, behaviour and performance in the organisation (Liden, Wayne, Zhao, & Henderson, 2008; Peterson, Walumbwa, Byron, & Myrowitz, 2009). In addition, followers' behaviour is strongly associated with leaderships' behaviour. Maintenance of PSP parameters can enrich leadership flexibility and mobility, which can further generate leadership elasticity. Rajbhandari (2013) explains leadership elasticity as a desired level of flexibility of leadership behaviour towards followers, and other contextual variables. Followers and followership domains are strong components in organisational settings that shape leadership behaviour. In regard to this, maintenance of PSP parameters by educational leaders enhances their ability and capability to motivate their followers towards their shared organisational goal. This, therefore, enables the wellbeing of the followership maintenance through a cause and effect relationship with the leader's PSP maintenance.

Therefore, psychological, sociological and physiological (PSP) parameters are essential elements in human resource maintenance. These three parameters may not necessarily be applicable at the same time. However, they are also not mutually exclusive. Psychological, sociological and physiological maintenance complements leadership maintenance and generates leadership capabilities. Leadership maintenance of psychological (leaders cognitive process) of being mindful, sociological (understanding contextual variables and being relational to

followers oriented and followership) and physiological (being resourceful) aiding toward logistic mobility, thereby enhances the improvement of organisational effectiveness.

Most educational leaders presume that leadership is an assigned position in an educational setting. It is however necessary to understand who is actually presuming the educational leadership role for the educational system in the country? In considering this, and to enable educational leadership, the leaders from the local to the national level need to maintain their leadership by applying PSP parameters to their leadership maintenance.

Educational leaders are the drivers of organisational settings to accomplish the mutually defined goals for all school actors and community professionals. To reach their desired goals, educational leaders depend on leadership maintenance that is initiated through PSP maintenance. These PSP parameters can be enriched by a 'Driving Leadership Style' that pragmatically initiates toning, teaming, tasking, transforming and timing (Rajbhandari, 2011, 2012) within the educational setting among the followership domains within the professional community and the student and students' groups. This pragmatic 'Driving Leadership Style' can enrich the followership domain by creating a harmonious environment and social wellbeing between the leaders and followers. Creating an organisational climate are the deliberate actions of leaders (Dowd, 1936; Bass and Stogdill, 1990; Jones and Rudd, 2008; Center for Comprehensive School Reform and Improvement, 2009). Therefore, PSP parameters are essential elements that enrich leadership and followership relationships, thus generating a cooperative and harmonious environment for all.

Leadership maintenance through PSP parameters is not mutually exclusive, as these parameters can be applied

according to the need that arises in the situational context. However, it is important to understand the situational variations and the contextual variables that have caused to persuade educational leaders to initiate these parameters at an equal rate. Maintaining these PSP parameters according to the need of the contextual variables, can generate the wellness of the leaders and consequently provide for the wellbeing of the followers, such as teachers, non-teaching staff and the students in educational settings. In the same vein, Luthans et. al. (2007) suggests leadership combined with positive psychological capital could offer leadership success through perseverance and self-appraisal. The psychological capital is considered as maintenance of the psychological parameters that generate a positive 'vibe' in creating followership psychological capital. This creates the mirror effect referred to earlier.

Wellness and wellbeing are necessary in organisational settings that can be obtained by the PSP paradigm. Psychological parameters can enrich leaders' minds to focus on the wellbeing of their followership, and to understand the immediate contextual variables. This enables educational leaders to become successful by generating wellbeing in the followership domain and to remain effective for accomplishing the organisational goal. Understanding the immediate contextual variations can be initiated by applying 'Referee Leadership Style' (Rajbhandari, 2013). The maintenance of PSP additionally enables this Referee leadership style to take the necessary course of action to measure the outcome.

However, in most educational settings, educational leaders' minds are diverted away from schools. This is caused by the national level policy makers, who are only concerned about the national educational system. They create policies that require educational leaders to focus on reporting school progress. This often provides barriers to

school leaders who have then to delegate most of their school management authorities to the deputy and vice principals. Often, these binding policies can frustrate the educational leaders, who remain psychologically unwell due to the external pressure – be it either changes in policy or in reporting.

The maintenance of the psychological parameters is of utmost importance for educational leaders to provide followership wellbeing. Moreover, maintenance of psychological parameters are equally necessary for the leaders at national level to enrich the wellness of school leadership.

Additionally, sociological parameters enable the harmonising of organisational environments which can maintain both educational leadership and followership. This initiates the bonding of leadership and followership that inspires a healthy culture in educational settings. Teachers and students both contribute to producing a harmonious environment for each other (Tsai, 2011). Healthy social relations enhance the psychological wellness of the followership environment (Owen, 2004). The maintenance of sociological parameters further generates wellbeing in the organisational environment and brings about a productive environment for all actors including the teachers, administrative staff and the students in the educational settings. Furthermore, PSP factors generate stable and long lasting leadership maintenance of harmony. Hoffman, Hutchman, and Reiss, (2009) state that a harmonious environment generates a good organisational climate and a conducive work environment where employee's wellbeing, in an educational setting, is of critical importance.

In the same vein, physiological parameters play an equally vital role in enhancing educational settings, both at local and national levels. The maintenance of adequate

physiological parameters enhances the wellness of the organisational settings as a whole by investing in them as the context demands. Being unable to tackle the necessary issues required by the organisational setting can negatively affect leadership success and may frustrate educational leaders. Thus, leadership maintenance has a reciprocity effect on the PSP maintenance of followership. Leadership maintenance within a PSP paradigm can generate the mirror effect that enhances the reciprocal effect between the leaders to the followers and vice a versa. The mirror effect generates the reciprocal effect of PSP that further generates the wellness to educational leaders and enrich followership wellbeing.

In regard to producing wellbeing in organisational settings among the leadership and followership, it is essential for leaders to create a trade-off and generate mirror effect. However, there is a real danger that when educational leaders create specific PSP parameters, they oppose followership expectations. This can be hazardous to educational settings and their professional community, mainly affecting the students. This can further disrupt the educational environment and create disturbances in the domain of followership wellbeing.

Generating positive PSP environment will maintain the wellbeing of the leadership and followership domain. Educational settings involve social wellbeing and, it is therefore understood, that maintenance of leadership and followership are equally vital for organisational effectiveness and efficiency. The maintenance of PSP enables leadership to understand themselves within contextual settings and the domain of followership. This further enables wellness of educational leaders and provides the maintenance of followership wellbeing.

Educational leaders can enhance PSP maintenance through leadership readiness – by maintaining their flexibility and mobility to meet the readiness of followership. This creates a beneficial climate in the educational settings between the leadership and followership domains (Rajbhandari et. al. 2014). Leadership readiness for flexibility and mobility enables educational leaders to maintain proper PSP parameters by understanding the immediate contextual variations and followership demands.

Although, school contexts differ, PSP parameters can also differ depending on each context. Therefore, educational leaders must be ready to understand their immediate variables in the contextual setting and to initiate maintenance of the PSP environment to suit the context. While, context plays an important role in shaping the leaders, so does leadership behavioural patterns (Rajbhandari, 2013). These leadership behavioural patterns generate the wellness of educational leaders and offer wellbeing in the professional community, causing a mirror effect on the reciprocal relationship from leadership to followership and vice versa.

Contextual variations can also occur from internal and external sources. Although external variations do not often occur, they can have an impact on educational settings by diverting the attention of educational leaders away from internal variations. Even though internal contextual variations are frequent, they have a long term impact. Despite understanding the importance of internal variables on organisational effectiveness, educational leaders are often distracted by having to meet and fulfil demands from external variations. This may cause psychological distress through social calamities, or through the inadequate availability of physical resources. This could be harmful towards leadership effectiveness

and success. Therefore, concern with both the internal and external variations, can enhance leadership maintenance and wellbeing in the organisational setting.

External variations are more powerful and difficult to control compared to internal variations, which are controllable but may occur more frequently. Frequently occurring internal variations can cause stress to both leaders and followers. In connection with this, leadership maintenance of PSP parameters plays an important role in alleviating the environmental context for both leaders and followers. This enriches one's wellness and the wellbeing to others through appropriately enabling psychological, sociological and physiological parameters as a tool to leadership maintenance.

Maintaining PSP parameters enables leaders to become successful through the enhancement of self-awareness and increased understanding of their contextual environment. Leadership maintenance enables educational leaders, not only to understand their surroundings, but also to understand their own capabilities and to maintain readiness for flexibility and mobility. This facilitates the maintenance of appropriate leadership styles to suit each situational context, which is achieved through leadership flexibility and the ability to understand the social contextual variables (Yulk, 2008). Furthermore, maintaining the appropriate leadership style enables educational leadership mobility and responsiveness to contextual variables. Adaptability in leadership personality and traits facilitates responsiveness to followership expectations.

Discussions and implications

Maintenance of psychological, sociological and physiological parameters enhances the leader wellness.

This generates a positive PSP followership domain through the mirror effect. Leader wellness is directly affected by the PSP parameters, which in turn affects employee wellbeing and generates a favourable environment for organisations.

The maintenance of PSP parameters for educational leaders, can be discussed with each parameter separately or as connected to each other. Although these PSP parameters are generally studied separately, they have significant importance in generating wellness among leaders and followers, and should also be studied together as they are interconnected, with different actors in the educational settings taking the lead in different contexts.

Moreover, studying these PSP parameters together strengthen the leadership paradigm, which provides a foundation for leadership maintenance. However, most research in leadership is situated in a psychological and sociological paradigm. It would be incomplete to measure leadership maintenance without the physiological component, which is one of the core factors in determining leadership competency in the context of logistics management.

It is, therefore, argued that one needs to understand variations in leadership practices in educational settings in relation to the sociological and psychological paradigm. However, logistics administration has an equal contribution towards school development and advancement. Thus, by strengthening the maintenance of PSP parameters, the wholeness of leadership can be strengthened – generating leadership confidence; trust and communication through the social interaction; cognitive enrichment; and resourcefulness. This would furthermore enhance leadership capability and willingness to sustain the school development.

Discussing the importance of leadership maintenance through the maintenance of PSP parameters produces a healthy environment as these parameters are strongly interlinked. Sociologically disturbed environs can affect the psychological state of being. In addition, disturbance in sociological and physiological parameters can also affect the mental state of leaders and negatively affect the organisational environment. Moreover, the inadequacy of physiological parameters can also influence the sociological and psychological parameters. Therefore, educational leaders, whether at local or national level, need to strive for appropriate PSP maintenance. This will enable educational leaders to gain confidence and win trust from their followers and co-workers.

Appropriate PSP maintenance can also enhance leadership driving elements that support the environmental contextual settings at a time of need. For example, maintaining physiological parameters alone, and becoming resourceful, enables an educational leader to support and prevent an organisation from unforeseen circumstances. However, being physiologically inadequate can cause distress to the organisation, as well as frustration in the followership domain, leading to the reciprocity referred to earlier as the mirror effect. In the same way, psychological distress causes social disturbance which further affects employee social wellbeing. Therefore, maintenance of PSP parameters can boost leadership competency to enhance PSP parameters among followership, bringing about organisational effectiveness.

The mirror effect between leaders and followers initiates and enriches PSP maintenance for both parties and in both domains. In educational settings, PSP maintenance is essential to leader and follower readiness. This leadership readiness improves leadership competence by enabling leadership flexibility and mobility. This, in

turn, generates follower readiness. In an educational setting, both leadership readiness and follower readiness play a vital role in organisational effectiveness. Thus, PSP maintenance can generate readiness for flexibility and mobility causing the reciprocal effect between the educational actors. This readiness for flexibility and mobility can have a positive effect on overcoming organisational contextual obstacles through professional socialisation, and by having a positive psychologically state of mind. This is caused by promoting the wellness of oneself, and by maintaining resourcefulness.

Furthermore, the responsibility for PSP maintenance lies with the leaders of an organisation, who are comparable to a bus driver with the followers as the passengers who are traveling in the same destination. Therefore, all actors in similar settings need PSP maintenance, which facilitates a harmonious ride through their leadership and followership relationship. Therefore, the maintenance of PSP parameters is necessary for the wellness of leaders and followership wellbeing.

In addition, reflexive leadership behaviour generates the reciprocal effects in follower actions, which are in turn reflexive towards the leaders. This cause-and-effect relationship between leader and follower behaviour determines the organisational climate and culture. Moreover, leadership maintenance of PSP parameters can contribute towards the formation of a positive climate and culture amongst the professional community and students. Consequently, the need for leadership maintenance of favourable PSP parameters can provide personal wellness and wellbeing for the professional community. This, in turn, further enables leadership's ability and willingness to contribute to the formation of a positive organisational climate among and between members of the professional

community, and improve their attitudes toward leadership approaches.

Conclusion

The need for leadership maintenance of favourable Psychological, Sociological and Physiological (PSP) parameters is essential for leadership wellness for mental brilliance, which is associated with the psychological paradigm to generate positive mind-sets of nature in understanding the immediate contextual setting. Sociological parameters generate wellbeing for educational leaders by creating a favourable climate in the followership domain. Similarly, physiological parameters enable educational leaders to build their confidence by remaining resourceful and able to meet uncertainty in the immediate and future context.

PSP parameters are strongly intertwined and are reflexive, generating a reciprocity or 'mirror effect' between leaders and followers. Although these parameters are strongly interconnected, they can be applied separately when necessary. However, because of their strong interconnectedness, an absence of one can create a disturbance. Therefore, the need for PSP maintenance is vital in shaping leaders' wellness and bringing about a harmonious organisational environment. However, the question of how PSP is applied is determined by contextual variables (such as situations), followership domain, leadership intelligence and organisational vision.

Moreover, leadership PSP maintenance is reflexive and can be transformed. This has a reciprocal effect on the followership domain causing a mirror effect. Therefore, leader PSP maintenance spontaneously generates the maintenance of favourable PSP parameters in the followership domain. Thus PSP parameters shape

leadership wellness, as well as follower's wellness and organisational wellbeing. This reciprocal relationship emphasises the need for leadership to initiate and maintain favourable PSP parameters in the organisational context.

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