



A Study of Effective Leadership and Followership Enhancement and Maintenance for A Not-for-Profit Organization in Mon State, Myanmar

¹Mi Chan Padah Non and ²Dr. Daw Htay Khin

¹Master of Education, Brittany Universite (IBES), 250 Bis boulevard Saint-Germain, 75007 Paris, France

²Retired Professor, Department of Education, Yangon University of Education, Yangon, Myanmar

DOI: <https://doi.org/10.5281/zenodo.18621553>

Corresponding Author: Mi Chan Padah Non

Abstract

In the realm of organizations, the interdependent relationship between effective leadership and followership maintenance plays a pivotal role in achieving success. This executive summary outlines the main ideas to enhance both leadership effectiveness and followership engagement, fostering a harmonious and productive work environment. The characteristics of a leader extend beyond social expectations and individual preferences, with the insistence that leaders must become effective in order to have a beneficial impact on followers. A complex approach that involves vision, communication, adaptation, and empathy is required for effective leadership. An effective leader sets a compelling vision that motivates and directs the team toward shared objectives while providing clear direction. In order to promote a transparent and collaborative culture, communication skills are essential, and these include active listening and transparent information sharing. Clear and transparent communication prevents misunderstandings and aligns everyone toward common objectives. Regular feedback sessions and open channels of communication promote a collaborative environment. Additionally, flexibility enables leaders to negotiate uncertainty and change while making wise choices to keep the team on track. Empathy enables leaders to comprehend and assist their team members, fostering a pleasant work atmosphere and trust. This quantitative study reviews core constructs associated with effective leadership and then examines the influence of effective leadership on followership maintenance and enhancement. The conceptual and theoretical frameworks in this study illustrate the critical role effective leaders play on an individual follower. A detailed, one-on-one, semi-structured interview approach was used with 54 participants, including 14 leaders, and Likert survey questionnaires were used with 40 followers. The interviews' data was captured, written down, and then analyzed.

Keywords: Effective Leadership, Followership Enhancement, Maintenance, beyond social

Introduction

This study is presented for the ABC organization ((a pseudonym) in Mon State, Myanmar. The ABC is a nonprofit organization that has been providing high-quality education to Mon children and youth in Mon State in south-eastern Myanmar for over forty years, in both conflict- and post-conflict-affected areas, with the majority of them being remote areas. The ABC has a department structure that extends from the central level to the school level. ABC's administrative system is divided into three levels: the township level, the district level, and the central level. There are three districts and nine townships in the ABC organizational realm. Under the administration of ABC, there are a total of one hundred and thirty-six Mon National Schools for basic education, including four high schools, twenty middle schools, twenty-seven post-primary schools,

and eighty-six elementary schools. ABC operates the programs through a structure from the central level department to the school level, as ABC has central, district, and township level collaboration and coordination. Furthermore, ABC also has an English bridging program, which is named Bop Htaw English Empowerment Program (BHEEP). The Bop Htaw English Empowerment Program (BHEEP) is a course designed to help students improve their English language proficiency and get ready to become teachers. After a student graduate from that program, he or she will need to serve as an intern teacher for two years at ABC. Twenty to twenty-five persons graduated annually from the BHEEP program, which ran for more than two decades. Graduate students from the Bop Htaw English Empowerment Program (BHEEP) are also one of the human resources for ABC. Since ABC is a non-profit organization,

it has to build up its human resources instantly and foster staff members from the organization's alumni. Furthermore, the BHEEP intern teachers are one of its human resource developments.

Section 2: Research Problem Identifications and Problem Statements, Research Aims and Objectives

Problem Identification: It is widely accepted that human resources are the first step in the wheel of an organization, and productive human resources are a critical component for any organization's economic survival. In most developed countries, before employees are hired into an industry, they focus more on building the professional profiles they need to stand out for positions in both the profit and non-profit sectors. When people are hired as their capacities met the work criteria, it is easy to handle the tasks both for leaders and followers. At this point, it will be necessary to take into account the work capacities of each and every person taking on responsibilities in the firm.

In a similar way, when it comes to the educational sector, without considering the individuals, including teachers and principals, who are providing education to children, the school is meaningless. Most teachers in developed countries are well-trained professionals who work in both the profit and non-profit sectors. When a school has employees who are qualified for their positions, it will be easier for the principal to fulfill her duties as a leader by directing and assisting the school in fulfilling both the overall objectives of the division and the needs of specific beneficiaries. In contrast, in most developing and underdeveloped countries, it usually happens that since most of the employees were hired due to the needs of the industry, sometimes these workers lack experience and have a limited understanding of their respective fields of employment. Similarly, the majority of teachers in developing or underdeveloped countries have very little experience in pedagogy and low professional status. In light of this, (Popova, A., Evans, D.K., Breeding, M.E. and Arancibia, V., 2022) ^[12] discovered that teachers in low- and middle-income countries frequently lack the pedagogical expertise they need to teach students effectively, which includes the capacity to plan lessons, develop questions that effectively elicit student understanding, and perform in the classroom. At this point, the leader may face a daunting challenge, as they often work in poorly equipped buildings with inadequately trained staff, have rarely undergone any formal leadership training, and are appointed based on their working record rather than their leadership potential. Within the realm of organizations, leadership plays a role in how much people give of time, energy, commitment, and so on, to their jobs and in support of the achievement of organizational goals. The leadership of a leader is not only a function of leadership behaviors and attributes but is also shaped by followership attributes and views.

Although there are several types of research on effective leadership and followership enhancement and management, it rarely discusses the non-profit field, which has to nurture its employees for their work capabilities and keep them working for a long time for the organization. In this study, the researcher will examine the effects of effective leadership on follower growth and retention in non-profit organizations.

Problem Statement

The majority of the head teachers and teachers at Mon National Schools under ABC organization's supervision are hired in response to community demands, and the majority of them do not possess bachelor's degrees in education. Since the ABC has a Teacher Education unit that focuses on developing teacher competencies, the majority of them received the training they required for their careers throughout their academic year.

Eventually, although the firm can produce nurtured staffs for their work capabilities, it is unable to retain them, which prevents it from ensuring their sustainability or stability. Most employees just work to earn money and look for a change in a short span of time. Most of the time, employees avoid challenges, and they just blame others for their reasons. Furthermore, leaders and seasoned staff members do not encourage their colleagues or junior staff members to take independent decisions. At this point, it should be clear about the positioning of leadership and followership in an organization and their important roles. For an organization to succeed, there must be individuals who enthusiastically and effectively follow, just as there must be those who willingly and effectively lead. The interaction between leaders and followers is at the core of the organizational context. The personality and other differences among team or group members that occur along with increasing diversity in the workforce, as well as in most workplaces, challenge organizations and their leaders with regard to creating and fostering an environment that is conducive to optimal performance on the part of all members of the organization, both leaders and followers, in pursuit of organizational objectives and results. Since there are daunting reasons why the teachers just treat their schools as a mere source of earning money and never get attached to them, the Mon National schools are frequently facing the risk of a high staff turnover rate. Employee turnover is ABC's biggest challenge every year. (Iqbal, 2010) ^[4] has also pointed out that managing turnover successfully is a necessity for organization. Moreover, every organization must struggle to have high productivity, low turnover, and maximum profitability. Staff turnover has a great impact on organizations, especially when passionate and capable staff leave the organization.

Since the school is in a non-profit setting, as a school principal, he or she must deal with things like school fundraising, employee retention, maintaining partnerships, encouraging board diversity, and donor fatigue. Besides those heavy duties, he or she must also need to teach as other teachers do at school as well. Meanwhile, despite the fact that a school principal has many responsibilities, his or her salary is very similar to that of other teachers. In this way, keeping the school improving, sustaining it, and managing everything effectively is a significant leadership skill of the leaders, as it is said that the success of the school is heavily reliant on that school leader.

ABC has attempted to ensure they have the correct management procedures in their human resource management system since the foundation of any organization is its people resources, and having productive human resources is essential to ensuring its continued financial viability. Since leadership and followership are the

resources of the organization, it also needs to be obvious how they link and affect each other.

Research Aims and Objectives

This research aims to find a good future for ABC in human resource management according to the practice of changing strategies, policies, and processes in education. It is important to examine the important role of effective followership including the nature of the followers' role in running the firm and maintaining human resources for sustain. Although they have implemented many professional skills for teachers, capacity building for staff, an education journal, and other income generation for years, they still haven't done any research on their human resource management yet. Without knowing what is exactly causing the problem, we can't reach to resolve it. Since the researcher has spent over nine years working at ABC and has observed numerous opportunities for strengthening the human resource management system, she would want to assist the organization in finding some necessary resources to improve the human resources management of ABC. The researcher was enthusiastic about conducting research relating to effective leadership and followership enhancement and maintenance, and the ABC is welcome to conduct any future research on this topic.

Research aims

1. To find out the human resource management practices on leadership development in ABC organization.
2. To examine the followership maintenance practices in ABC organization.
3. To explore the relationship between the human resource management practices on effective leadership and the followership enhancement and maintenance practices in the ABC organization.

Research questions

1. What are the human resource management practices for leadership development in the organization?
2. What are the followership maintenance practices in ABC organization?
3. Is there any relationship between the human resource management practices on effective leadership and the followership enhancement maintenance practices in ABC organization?

Section 3: Selection and Application of Appropriate Techniques, Theories, Tools and Practices to Addressing Research Problem(s) identified

Literature Review

Human resource is the most important resource of every organization and plays a very different and vital role in the success of an organization. When talking about human resources, we should be clear on the positioning of leadership and followership in an organization and its important roles. For any organization to succeed there must be individuals who enthusiastically and effectively follow just as there must be those who willingly and effectively lead. In reality, most individuals in positions of authority always have some kind of boss or supervisor. People are more often followers than leaders and every leader has become a follower at least once.

Leadership is the process of influencing individuals to follow leaders based on desire, relationship, loyalty, the ability to produce results, the development of people's potential, and respect (Rost, 1991) [13]. The idealistic demands that society and the global workforce have placed on organizational leaders include: consistently demonstrating authority and guiding organizational members; easing conflicts; exuding confidence; expertly resolving a variety of challenges; achieving organizational goals; achieving organizational success; advocating for social causes; treating colleagues and peers fairly; maintaining organizational longevity; innovating organizational products; and providing services (Perkins, 2017) [9]. Effective leadership is the capacity of a leader to carry out an organization's vision and establish a work environment that enables employees to significantly contribute to the accomplishment of their employer's objectives (Team, 2023) [14]. Also, an effective leader often develops organizational strategy, contributes to the improvement of the company's vision, obtains and distributes resources, and monitors performance to discover areas for improvement and to maximize effectiveness. On the other hand, followership is the capacity to carry out tasks as directed by a leader (Team, 2023) [14]. They also added that following directions, completing duties, supporting projects, and showing motivation are all necessary for effective followership. Excellent followers understand the importance of paying attention to others' ideas and supporting their goals. Leaders and followers are in true comradeship in an organizational setting and integration of both leadership and followership maintenance has a reciprocal effect and the mutual exchange of influence (Rajbhandari, M.M.S. and Rajbhandari, S, 2015) [10]. The leaders alone cannot be accountable for the attainment of organizational goals (McColl-Kennedy, J.R and Anderson, R.D, 2002) [7]. In this case, the followers also play an important role. The followers' perceptions of their leader's style and their feelings about their ability to perform and achieve organizational goals appear to be essential factors. Moreover, the employees' perception of their relationship with their supervisors, and in particular the level of support they receive from their supervisor, would seem to influence performance. Some potentially effective followers derive motivation from ambitions. By showing themselves in the follower's role, they hope to win the confidence of peers and superiors and move up the corporate ladder. These types of people do not see followership as attractive in itself. All the same, they can become good followers if they accept the value of learning the role, studying leaders from a subordinate's perspective, and polishing the followership skills that will always stand them in good stead. When an employee does not feel like his or her supervisor is looking out for the junior's best interest and is likely to exploit any vulnerability, the trust in that relationship might be broken and staff's turnover may occur in that organization. (Burke, C.S, Sims, D.E, Lazzara, E.H and Salas, E, 2007) [1] claimed that there are two factors that are highly related to turnover intent are trust and justice. Trust between the team leader and his or her subordinates, it is important to acknowledge. Undesired turnover arises when an employee that is productive and beneficial to the organization chooses to voluntary leave the organization. (Kelley, 1988) [5] has

found out that most of the potential effective followers will just withdraw their support either by changing jobs or by contriving to change leaders if they suspect their leader of failing commitment or conflicting motives. Effective followers of turnover may cause huge financial implications for an organization due to the cost of recruiting and training employee replacements, lost productivity, and loss of unique knowledge and skills held by the employee leaving the organization. The failure of leadership is determined by the ineffectiveness their level of responsibility and accountability. Understanding the followers is a key element for leadership to become successful and effective. Since integration of both leadership and followership maintenance has a reciprocal effect, the wellness of followers includes wellness of leaders. In this case leadership development is a matter. Leaders who retain integrity the trust of team members as they do what they say and treat people in the same way they want to be treated (M. Surji, 2015) [6]. Leaders must cultivate positive behavior and distinguishing factors to influence team members.

It is increasingly recognized that all leaders, including first-line supervisors, need at some level to be leaders and to understand the concept of leadership, although the higher the organizational level, the more complex leadership becomes and the more it is concerned with broader and long-term aims (Ngaravan, 2014) [8]. The success or failure of an organization is not only based on how well its leaders lead but also on how well their followers follow. According to what (Suda, 2014) [11] has stated that effective leaders can cultivate employees into good followers and effective followers can shape productive leadership behavior to be effective leaders as well. Neither says that a more accurate term for describing those activities would be "Leadership development and Followership maintenance". Leadership development is an integration strategy by serving individuals to understand the way to relate to others, coordinate their efforts, build commitments, and develop extended social networks by applying self-understanding to social and organizational imperatives (Day, 2000) [2]. Apart from supporting leaders and followers with the necessary abilities to perform well at their current and future tasks, training also offers opportunities for them to share many experiences and develop an understanding and helping attitude towards each other. Additionally, it encourages followers to become committed to the organization and less turnover. When employees are committed to their work and their working environment, they are more willing to work for valued results. Also, strong commitment affects absenteeism and turnover rates, because employees are becoming intensely loyal to the organization. As the organization continues to change and the human resource management system reforms, leaders are expected to continue to develop, update their knowledge and skills, and remain current. Continuous leadership development helps to facilitate learning and development among leaders, specifically to learn to cope with new and changing roles and new approaches to leading and managing.

Research Design

Research Methodology

The following hypotheses will be tested for this study

H1: There will be a significant relationship between

effective leadership and followership enhancement and maintenance at Mon National School under the supervision of ABC in Ye North township.

H0: There will be no significant relationship between effective leadership and followership enhancement and maintenance at Mon National School under the supervision of ABC in Ye North township.

Since there are different levels of individuals, such as senior management team members, district education officers, township education officers, school principals, and newcomer and intern teachers, it is necessary to conduct focus group discussion interviews. This interview session was designed pragmatically to seek answers to problem statements with different groups of participants at different times. This research population will include all participants who are involved in or performing tasks related to human resource management. As it can infer from all areas of stakeholders that directly collaborate and cooperate, in this research the researcher will use both qualitative and quantitative methods. The researcher will use Likert scale question types in order to measure respondents' attitudes by asking the extent to which they agree or disagree with a particular question or statement. Additionally, in-depth interviews with individuals will be used in interviewing the head teachers and newcomers of intern teachers in this research, since they are a useful tool for gaining a deeper understanding of the real world of leadership practices and followership maintenance. Since the research has been designed to use both a quantitative method by using a Likert scale and a qualitative method by doing in-depth interviews with both groups of leaders and stakeholders, it is possible to gain insight into their perspectives on the relationship between leadership and school improvement.

Sampling Techniques

The research questions will be discussed at Mon National Schools in Ye North township and the ABC office in Mawlamyine, Mon State. The survey questions will be divided into four groups, with the first group interviewing two senior management team members individually, the second group interviewing nine township education officers and three district officers, the third group interviewing fifteen school principals and the final group will be discussed with twenty-five newcomers, including intern teachers who are serving at Mon National Schools. So, at least fifty-four individuals will take part in this study overall. The process of this study will always contact and cooperate with ABC to get great research for ABC's future education program. After this study is completed, the paper will be sent to the ABC organization in order to set up better strategies and a human resource management plan for the future.

Data collection method

The data source for this research is a primary data source. Paper questionnaires will be used to collect data at both the ABC office and Mon National Schools. In the main process described below, the data will be collected by interviewing school senior management team members, district education officers, township education, school principals, and newcomer or intern teachers. Before the data collection is

done, the process will have already been shared, asked for permission, and discussed with the Education Department at ABC. The data will be gathered from the 1-hour-long interview for each group and the findings interpreted.

Data Analysis Techniques

The researcher will use percentages to present the data analysis from three interview groups, including the senior management team group, district education team group, and township education team group. Additionally, SPSS will be used as a data analysis tool for school principal interviews and Likert scale questionnaires for intern teachers and newcomer teachers. Interviews and transcripts were examined for reliability and validity. This also provided an alternative explanation from the data collected to investigate effective leadership and followership enhancement and maintenance using data collected from fifty-four participants from multiple sources. Data will be analyzed to determine the truthfulness of the claims by investigating the similarities of leadership practices in similar educational settings. Coding made the analysis easy by observing the similarity in the respondent's interviews. These similarities will be analyzed to provide answers to the research questions. Discussion fields will be used for the sample questions above in the topic area. The main focus of the three groups including the senior management team, district education team, and township education team discussions will be on (1) how they motivate or recruit new staff to work at ABC at each level of the organization; (2) the program they have for their staff's professional development and arrangements for staff's opportunities in terms of their motivation; (3) how they maintain the staff to work for the organization for a long time; (4) their challenges in managing human resources; and (5) how they ensure their human resources for sustainability. The main focus of discussion for the school principals, intern teachers, and newcomer teachers is based on (1) recognition, (2) support, (3) communication, (4) employee development opportunities, and (5) satisfaction.

Section 4: Presentation of Analysis and Findings

The first three sections of the present research introduced the study problem, reviewed the literature pertinent to the theoretical foundations, and described the methodology to collect the data. The purpose of this section is to present and analyze the data and report the findings. The findings of this research study on leadership development practices are presented in the first section, and in the second section, followership maintenance and enhancement practices are presented. The data analysis on leadership development practices is being collected through individual interviews and focused group discussion interviews. And, for the practices of followership maintenance and enhancement, they are collected from interviewing and interpreting the data that has been analyzed using SPSS tools.

Section 1: Findings on Leadership Development Practices at ABC

Three focus groups were interviewed for this first section, divided into three groups: the senior management team group, the district education group, and the township education group. These groups were chosen because they

are in a position of leadership and can set up and provide opportunities for their followers' professional development. All those three groups were interviewed based on how they hire new employees, how they support their professional growth, their challenges in human resources management, how they manage human resources and make sure it is sustainable, and what changes they hope to see in the future for the educational field.

Senior Management Team Responses

The researcher interviewed two people from the high-level senior management team. Regarding how they (n=2) recruit staff to work in the organization, they (n=2) responded that a potential candidate has to be qualified for the role, possess the necessary skills, and be knowledgeable about the Mon Education System.

When the researcher asked about the program that the organization set up for staff professional development, they (n=2, 100 percent) answered that they (n=2, 100 percent) have two distinct types of arrangements for their staff professional development, both comprehensive and tailored to the specific needs of their employees. Those are 1) teacher capacity building, which is provided by the Teacher Education Unit, and 2) office staff professional development. The Teacher Education Unit works to improve teacher competency and strengthen the capacity of teachers to ensure that educators are continuously equipped with the latest pedagogical tools and methodologies, resulting in a high level of instructional quality and, ultimately, improved student outcomes. For the office staff members, the organization has created funding sources available for them to use to upgrade their capacity related to their profession. Additionally, the ABC has a structure in place for holding meetings at all levels, including teacher meetings at the township and district levels as well as meetings for midterm and annual reviews at the central level. Through those discussions, ABC can learn about their needs. As a result of its findings, the ABC planned and structured each stage of the employee's capacity building, and the majority of the training attendees were gathered from across various districts and townships. The supervisors made arrangements and collaborated closely with new hires and interns in the office so they could learn about their jobs. The firm has also built a "Staff Performance Appraisal" system for its office workers, and that activity is carried out annually to retain quality human resources.

In response to a question about the organization's challenges managing its human resources, they (n=2, 100 percent) responded that although the organization offers capacity building for the staff's professional development, both for experienced employees and new hires, the staff still leaves their employment since their family finances are not in a satisfactory state, and some of them left their jobs to work abroad. Again, since all the schools under the administration of the ABC are community schools, community participation is significant. Most of the employees who leave their jobs were teachers where the community participation is not in a satisfactory state. Meanwhile, most of the teachers who were serving their duty where the community is at a satisfactory level didn't leave their jobs easily.

When the researcher inquired about how they (n=2, 100

percent) ensured their human resources management and kept them working for a long time, they (n=2, 100 percent) replied that career development and offering higher wages would continue. They (n=2, 100 percent) also added that there are three key initiatives that they (n=2, 100 percent) have carried out involving staff beneficiaries to maintain their human resources: ensuring employee well-being and salary; fostering an environment of respect and understanding; treating employees like family; collaborating with employees; and providing assistance to employees about their professional needs. Moreover, the organization also has a unit that is namely called the Staff Welfare Unit, and it is working for the staff's beneficiaries, providing salary and staff well-being, which is related to staff personnel, such as providing funds on their wedding day, their newborn child celebration day, and so forth, arranging the staff exposure trips, and also providing support on handling staff's issues, in response to the researcher's question about how the organization sets up for the staff's opportunities in terms of their motivation.

In response to the researcher's question about how they (n=2, 100 percent) anticipated changes with improvement in the education department in the future, they (n=2, 100 percent) said that the community will have more educated members, and there will be more qualified human resources working passionately for the ABC organization, maintaining staff retention and sustainability.

District Education Team Responses

The result of the discussions from the district education office group maintains the following answers.

In response to how district education motivates and recruit the staff to work in their districts, all of them (n=3, 100 percent) answered that the district education realm had set up a system for recruiting. For example, a job applicant must have already finished high school and have worked for the organization for at least two years. Additionally, they (n=3, 100 percent) also responded that after the employees completed their two years of service at their duty station, the district education department asked the employees to work a little longer and not just look at the payment but at the nation's spirit and the goodness of the children whom they had taught.

In response to staff professional development at the district level, they (n=3, 100 percent) said that most staff development plans were organized and set up at the central level and that they (n=3, 100 percent) hardly ever designed staff professional development plans at the district level. Although there isn't much of a plan for staff professional development at the district level, they (n=3, 100 percent) work with other CSOs to offer their employees workshops on human rights, mine risk education, and other topics by partnering with them.

When the researcher asked how the district education supports its staff to work for the organization for a long time, all of them (n=3, 100 percent) replied that they (n=3, 100 percent) have developed a plan to provide food for their staff from the district office, security for the staff, advocate for the community to surround their staff, encourage their staff to do long-life learning, and ask the community to take responsibility for providing the food and lodging if the staff come from another village. Additionally, they (n=3, 100

percent) advocate for the importance of their staff's position in the community by highlighting some of their accomplishments in the field of education to win the community's appreciation for their staff.

In response to their challenges of managing human resources, all of them (n=3, 100 percent) answered that the trained teachers quit their jobs, and most of the reason for quitting was the low salary. The desired student quality and competencies are not met when a new staff member does not have a background in teaching as a profession. The district's education team also mentioned that one of their biggest problems was a lack of human resources qualified to work as teachers on a meager income each year. Additionally, it is even more challenging to find a teacher to perform the duty in a jungle in a tiny community with poor transportation, where it is challenging to travel, and even when there is no internet or phone outside of the service area.

Relating to how they (n=3, 100 percent) ensure the quality of human resources and maintain them to be sustainable, they (n=3, 100 percent) replied that the district education team voiced the staff's concerns to the central level in regard to the staff's professional development, and not only providing instruction to the staff but also respecting their opinions and perspectives, conducting meetings to open up their staff's voice, and recognizing the staff's accomplishments. To maintain sustainable human resource management at the district level, the district education office also held staff honorary ceremonies every five years, provided encouragement, and helped with some of the costs associated with travel when staff members joined or attended meetings and training sessions for capacity development related to their work. When there was a centrally arranged exposure trip for the teachers, the teachers were welcome to join in.

When the researcher asked how they (n=3, 100 percent) would like to see changes and improvements in the education department in the future, the district education team responded that they (n=3, 100 percent) expected to see Mon National Colleges and Universities rise both academically and vocationally, which means not only the University that offers to upgrade the academic one but also Technical Vocational Educational Training. Once a student completes their education, regardless of level, they already possess the abilities required for the job market.

Township Education Team Responses

In this section, the researcher will describe the nine townships named by a pseudonym, namely Township A, Township B, Township C, Township D, Township E, Township F, Township G, Township H, and Township I, due to different townships having different answers.

Relating to the how township education team (n=9, 100 percent) motivates and recruits new staff, all nine of the township education teams responded that they (n=9, 100 percent) read the township's rules and regulations to new hires, informed them of their benefits, and explained that they would typically receive more pay if they were assigned to work in a remote village in the jungle where it was difficult to travel and there was no phone or internet. Moreover, all of them (n=9, 100 percent) said they (n=9, 100 percent) welcomed the staff with appreciation, told the

staff to be proud of being a teacher who is working for their children and that it was such a merit every day, and told the staff what the good things about their township were in response to the researcher's question about how they (n=9, 100 percent) motivate their new employees. For instance, the township education officer in Township H told the new employee will receive experience living on the border in various townships near the Thai-Myanmar border, including the culture of the other country, its traditions, using foreign currency, and so forth.

In response to the staff professional development plan at the township level, all nine township education officers replied that the township education department had set up a monthly goal for meeting with the teachers. In that meeting, two teachers, including the head teacher and a teacher from each school in the township, joined and discussed the strengths and weaknesses of their school and received advice from others' experiences. The five township education officers including Township A, B, C, D, E, and F also added that they (n=5, 56 percent) had a cluster meeting every two months to share pedagogy with the newcomers and exchange teaching pedagogy among the teachers in their townships. There was also an annual review teacher meeting, and in that meeting, teaching pedagogy was also discussed as a topic. During the school monitoring visit, after doing the teaching observations, they (n=5, 56 percent) give feedback and advice to the teachers on how they can improve themselves relating to teaching pedagogy and how they can develop the teaching materials, and sometimes they make a sample for the teacher.

In response to the challenges of human resources management at the township level, all nine township education members responded that staff retention is one of their challenges due to the lower payment on teacher stipends, including veteran teachers, well-trained teachers, and even new employees who have only worked for a year and a half. And it is hard to recruit a teacher in a remote village where it is hard to travel and there is no internet or phone connection, and the teacher doesn't want to go there to serve their duty.

When the researcher inquired about how the township education department supports its staff to work for the organization for a long time, all of them (n=9, 100 percent) replied that since all the schools under the ABC organization are community-based, the community has already arranged to take responsibility for providing food and lodging if the staff come from another village. Additionally, they (n=9, 100 percent) support and work together with the community's respectable individuals and organizations, such as the village government, other groups in the village, and religious leaders, to gain the respect of their staff members. For instance, a potential teacher at a school would have the possibility to be warmly welcomed by such respectable groups on her first day of employment there. By highlighting some of their teachers' accomplishments in the field of education to win the community's appreciation for their staff, they (n=9, 100 percent) encourage their staff to do long-life learning, working closely with their staff so they can learn from each other while working together.

Regarding how the township motivates the staff to work for a long time, there are a variety of plans put in place by

various townships to increase employee motivation. All nine township education officers replied that they (n=9, 100 percent) charge a fee for their staff bonuses when their employees are asked to participate in or attend a meeting or training. Also, the teacher is permitted to continue their education while performing their duties at the school if they are a distance learning student at a university, and other teachers from another school are arranged to teach in their place. Township A, B, C, D, E, and F (n=6, 56 percent) also has a plan for staff honorary ceremonies every ten years, a good luck voting game with supplies provided by the end of the academic year, and a system in place where employees can borrow money at a low-interest rate through township education department loans. Similarly, In Townships G, H, and I, (n=3, 33 percent) there is an arrangement that calls teachers beneficiaries when the local government provides land for gardening or building a house, The teacher is only required to cover half of the total cost. Again, only Townships C and D (n=2, 22 percent) have an arrangement that has a system in place where employees can borrow money at a low-interest rate through township education department loans. Additionally, all the nine townships also answered that the respect shared between the staff members, acknowledgment of their advice and efforts, and advocacy on behalf of the community to maintain a positive connection with the staff make the staff work for their village for a long time.

The township education team responded regarding changes with improvement in the education field in the coming future that they (n=9, 100 percent) expected to see that there were more educated people from the ABC's schools in the community who were remaining peacefully in the community when the researcher asked how they (n=9, 100 percent) would like to see changes and improvements in the education department in the future. Regardless of their level, students already have the skills needed for the job market once they have finished their studies.

Section 2: Findings on Followership Maintenance and Enhancement Practices at ABC

In this second section, the target groups of the interviewees are school principals, intern teachers, and newcomer teachers since they are the ones who implement and use the plan that their upper levels have established. Fifteen school principals, including high school, middle school, and post-primary schools, were interviewed individually, and the twenty-fifth intern and newcomer group were answered through Likert question types.

School Principal Responses

Table 1: Work Experiences

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	11 to 15 years	2	13.3	13.3	13.3
	16 to 20 years	3	20.0	20.0	33.3
	2 to 5 years	5	33.3	33.3	66.7
	6 to 10 years	5	33.3	33.3	100.0
	Total	15	100.0	100.0	

As shown in Table 1, all of the school principals' work experiences are at least two years, and the highest one is 16

to 20 years. It also showed that 66.6 percent had work experience ranging from the lowest 6 years to the highest 20 years. When the researcher inquired about what makes them work for a long time, all of the fifteen principals answered that their passion for working for children in helping them to become educated people, mutual respect between co-workers and stakeholders, strong community recognition, and collaboration and participation from stakeholders including village authorities, religious leaders, and civil society organizations in the village

Table 2: Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Recognition	15	3.0	4.0	3.800	.4140
Receiving the support	15	3.0	4.0	3.667	.4880
Providing Support	15	3.0	4.0	3.533	.5164
Communication	15	3.0	4.0	3.600	.5071
Employee Development Opportunities	15	3.0	4.0	3.533	.5164
Satisfaction	15	3.0	4.0	3.800	.4140
Valid N (listwise)	15				

As described in Table 2, the overall mean score of recognition, receiving support, providing support, communication, employee development opportunities, and satisfaction are $\bar{x} > 3.0$ and it reached the satisfaction level. So, it means that the principal obtained recognition from their co-workers, seniors, and high-level stakeholders, including village authorities, students' parents, religious leaders, and other civil society groups. Regarding receiving the support as shown in the table, the mean score obtained was $\bar{x} = 3.667$. By seeing that we can say that although it reached a satisfactory level in most cases, it still has some missing points that need to be improved to reach a significant level. In addition to this receiving support section, when the researcher interviewed the school principals regarding the support they received from their co-workers, community, seniors, and organization, 80 percent of the school principals replied that the support they received from their co-workers and community was at a high level. For example, relating to the teacher stipends, they only accept 30 percent from the ABC organization, and the rest 70 percent is provided by the community, including religious leaders, students' parents, and the community. Similarly, the providing support section and employee development opportunities only reached 3.533 mean scores, which was less than receiving support's mean scores. These two sections also need to be improved to reach a significant acceptance level. Regarding these two sections of providing support and employee development opportunities, when the researcher asked the school principals, most of them responded that they are trying their best to maintain quality human resources however sometimes it didn't work. For example, the school principal created a plan for sharing teaching pedagogy among their teachers. However, due to the smaller number of teachers being hired into their schools compared to teacher-student ratios, sometimes their support was not helpful to their teachers. Moreover, since most of the employee development opportunities were designed at the upper level (the central level), and sometimes their

voices were not heard enough, some of the required skills for their careers were not received. Again, although the communication section mean scores were higher than those for providing support and employee development opportunities since they only obtained $\bar{x} > 3.6$, we say that they reached a satisfactory level in most cases, but they still need to be improved to reach a significant level.

Intern Teachers and Newcomers' responses

For this intern teachers and newcomers' section, the study hypotheses predicted the value priority ratings through Recognition, Support, Communication, Employee Development Opportunities, and Satisfaction.

Demographics and Descriptive Statistics

Table 3: Job title

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Intern teacher	11	44.0	44.0	44.0
	Newcomer teacher	14	56.0	56.0	100.0
	Total	25	100.0	100.0	

As presented in Table 4, there are eleven intern teachers and fourteen newcomer teachers answered the survey questions.

Table 4: Work Experiences

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 to 3 years	16	64.0	64.0	64.0
	6 months to 1 year	1	4.0	4.0	68.0
	Less than 6 months	8	32.0	32.0	100.0
	Total	25	100.0	100.0	

Regarding Table 4, sixty-four percent of the participants who answered the survey questions had 1 to 3 years of working experience as teachers, and thirty-two percent of the participants had less than 6 months of working experience.

Table 5: Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Recognition	25	3.0	4.0	3.600	.5000
Receiving Support	25	3.0	4.0	3.280	.4583
Communication	25	3.0	4.0	3.520	.5099
Employee Development Opportunities	25	2.0	4.0	3.240	.5228
Satisfaction	25	3.0	4.0	3.360	.4899
Valid N (listwise)	25				

As described in Table 5, the mean score of recognition is $\bar{x} > 3.0$ so it reached the satisfaction level. This recognition shows that their efforts and contributions are being acknowledged by their supervisors, seniors, community, students' parents, and co-workers. This positive feedback is likely a testament to their hard work and dedication in their roles as teachers. Continuing to maintain this level of recognition can contribute to their professional growth and

success within the educational community. Similarly, since the mean score of communication is $\bar{x} > 3.0$, it indicates that the communication is meeting a certain level of satisfaction. This also shows that intern teachers and newcomer teachers are obtaining positive communication, which likely contributes to a collaborative and supportive environment, helping them integrate into their roles and build strong relationships with those involved in the educational process. Although the mean score for recognition and communication reached the satisfaction level, the mean score for receiving support, employee development opportunities, and satisfaction was $\bar{x} < 3.0$ and didn't reach the satisfaction level. This indicates that they (n=25) may be facing challenges in receiving adequate support from their supervisors, seniors, community, students' parents, and co-workers. This insufficient assistance also shows that teachers frequently lack access to the tools they (n=25) need, like technology, teaching materials, and equipment for the classroom, which may hinder their ability to advance professionally and be more effective teachers overall. Similarly, since the mean score for employee development opportunities and satisfaction did not reach the satisfaction level, this shows that employees feel there is room for improvement when it comes to the learning and growth opportunities provided by the organization.

Section 5: Presentation of solutions and recommendations

The results of this study were based on the leaders' and followers' responses to each interview question, with each response being coded to identify new themes. At the various nodes, data coding identified signals and indicators. This study effective leadership was positively related to follower maintenance and enhancement at ABC institution. The results from the leadership development practice section provided by senior management teams, district education teams, and township education teams on the organization's overall leadership development practices are more than 60% regarding staff retention, staff motivation, and staff professional development design, and they reached the level of satisfaction. Once more, the overall findings from followership maintenance and enhancement reported by school principals, intern teachers, and newcomer teachers reached satisfaction levels. With the correlation of effective leadership to followership maintenance and enhancement, this research advocates a call to action for ABC organizational leadership reform to create more support and to maintain better communication with their employees. The findings showed the importance of investing in followers' training and development opportunities, embracing diversity and inclusivity, and regularly recognizing and rewarding followers' efforts because doing so increases motivation and fosters a sense of belonging. Empowered followers are more likely to take ownership of their tasks and contribute creatively. (Hinojosa, A.S., McCauley, K.D., Randolph-Seng, B. and Gardner, W.L., 2014) [3] also pointed out that as organizations endeavor to become more successful, leaders play a significant role in the way their followers devote their time, efforts, and commitment to, first of all, their job and secondly, how they extend their support to achieving organizational objectives. To summarize, it's crucial to keep in mind that these roles are dynamic in both

leadership and followership. Both leaders and followers have the ability to affect the team's direction. Within your team or organization, you may improve the efficacy of both leadership and followership by developing a culture of respect for one another, open communication, and cooperation. Followership maintenance is equally important for a thriving organization. Promote a culture of ongoing learning and skill development to enable followers to become proactive team members and increase their sense of value within the organization. The foundation of a strong organization is the interaction between effective leadership and maintaining followership. The success and development of organizations as well as the mobilization of human resources are significantly influenced by effective leadership. Leaders may encourage followers to become involved, proactive contributors by encouraging open communication, empowerment, acknowledgment, and adaptation. They work together to create a dynamic environment that encourages creativity, productivity, and a sense of shared success. In the current competitive work environment, without fostering, training, and enabling effective leadership that cares about the preservation and improvement of all, companies cannot expect to achieve productivity, innovation, or longevity.

References

1. Burke CS, Sims DE, Lazzara EH, Salas E. Trust in Leadership: A multi-level review and integration. *The Leadership Quarterly*. 2007;18(6):606-632.
2. Day D. Leadership development: A review in context. *The Leadership Quarterly*. 2000;11(4):581-613.
3. Hinojosa AS, McCauley KD, Randolph-Seng B, Gardner WL. Leader and follower attachment styles: Implications for authentic leader-follower relationships. *The Leadership Quarterly*. 2014;25(3):595-610.
4. Iqbal A. Employee turnover: Causes, consequences and retention strategies in the Saudi organizations. *The Business Review, Cambridge*. 2010;16(2):275-281.
5. Kelley R. In Praise of Followers. *Harvard Business Review*. 1988. p. 142-148.
6. Surji KM. Understanding Leadership and Factors that Influence Leaders' Effectiveness. *European Journal of Business and Management*. 2015;7(33):154-167.
7. McColl-Kennedy JR, Anderson RD. Impact of leadership style and emotions on subordinate performance. *The Leadership Quarterly*. 2002;13(5):545-559.
8. Ngaravan RC. Leadership and management development. 2014:388-404. (Note: Missing journal or publisher name).
9. Perkins V. Resource and empower: The constructs and influence of effective leadership on follower wellbeing [Doctoral dissertation]. Chicago: The Chicago School of Professional Psychology; c2017.
10. Rajbhandari MMS, Rajbhandari S. Leadership Maintenance: Filling the Gap for Leadership Competences. *Educational Research and Reviews*. 2015;10(21):2777-2788.
11. Suda L. In Praise of followers. *PM World Journal*. 2014;3(2):1-11.
12. Popova A, Evans DK, Breeding ME, Arancibia V.

Teacher professional development around the world:
The gap between evidence and practice. The World
Bank Research Observer. 2022;37(1):107-136.

13. Rost M, Ross S. Learner use of strategies in interaction:
Typology and teachability. Language learning.
1991;41(2):235-268.
14. Team I. Internlm: A multilingual language model with
progressively enhanced capabilities [Internet]. 2023.

Creative Commons (CC) License

This article is an open access article distributed under the terms and conditions of the Creative Commons Attribution (CC BY 4.0) license. This license permits unrestricted use, distribution, and reproduction in any medium, provided the original author and source are credited.