AN ANALYSIS OF POWER RELATIONS IN ENHANCING PEACE IN SELECTED PRIMARY AND SECONDARY SCHOOLS IN MWANSABOMBWE DISTRICT, ZAMBIA.

by

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A dissertation submitted to the University of Zambia in collaboration with Zimbabwe Open University in partial fulfilment of the requirements for the award of the degree of Master of Science in Peace, Leadership and Conflict Resolution

THE UNIVERSITY OF ZAMBIA

LUSAKA

2016
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AUTHOR'S DECLARATION

I, Aubrey Kasuba, do hereby solemnly declare that with the exception of quotations and work of other people, which I have duly referenced and acknowledged herein, this dissertation, is the result of my own work. Furthermore, declare that this work has not been submitted to the University of Zambia or any another university in pursuit of a degree before.

Signed: ..............................................................

Date: 26th August, 2016.
APPROVAL

This dissertation of Aubrey Kasuba is hereby approved as fulfilling the partial requirements for the award of the degree of Master of Science in Peace, Leadership and Conflict Resolution by the University of Zambia in collaboration with Zimbabwe Open University.

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ABSTRACT

The purpose of this study was to analyse power relations among Headteachers, PTA Chairpersons and teachers in enhancing peace in selected primary and secondary schools in Mwansabombwe district of Luapula province, Zambia.

The sample of the study comprised of 50 respondents of which two (2) were DEBS and DESO, twelve (12) were Headteachers, twelve (12) were PTA chairpersons and twenty-four (24) were class teachers. The study employed purposive sampling and systematic sampling procedures to select the twelve (12) schools and the sample from the twelve schools. Furthermore, the study used a descriptive survey research design and qualitative research methods. Interview guide and questionnaires were used to collect data. Since the data was qualitative, thematic analysis was used to analyse this data. To ensure reliability of this study, the researcher used triangulation of methods and data sources.

The study found that power relations existed in schools which were both positive and negative. Furthermore, the study revealed that power related conflicts were caused by many factors such as strong desire to hold a position, lack of effective communication, lack of trust, lack of clear roles and lack of understanding ones specified roles among different stakeholders in schools. Findings also revealed that negative power relations affected pupil academic performance due to frustrations where teachers are not given desired positions which translate into little preparation and inadequate syllabi coverage thereby putting pupils at high risk of not performing well in national examinations. The study also found that despite the presence of power related conflicts in schools, successful working relationships sometimes existed and this was possible where conflicts were resolved amicably through dialogue, negotiation, motivation and embracing every stakeholder in decision making processes. These findings have implications on relationships of the stakeholders in both primary and secondary schools. The researcher made five recommendations which were based on the findings of the study.
DEDICATION

This dissertation is dedicated to my dearest and loving daughter Lubuto (Light), whose birth at the time I was presenting the research proposal for this study was a defining moment of joy to me as the father.
ACKNOWLEDGEMENT

First and foremost, I thank the Almighty God for the good health that I was given throughout this study and moreover the strong passion to acquire knowledge in peace and conflict studies.

I am greatly indebted to my supervisor and teacher Dr. I. M. Mulenga for his tireless guidance, direction and patience as he took me through all the stages of conducting this research. His valuable suggestions and constructive criticisms guided me to the successful completion of this important work.

I would also like to express my gratitude to all my postgraduate lecturers and the programme coordinator Dr. G. Muleya for their good interaction and positive feedback in all the coursework and my dear course mates especially Fr. Gabriel Mwanamwalye, Mr. Sostern Mweemba, Ms. Grace Kaonga and Officer Lisa Mwanza for the wonderful group presentations we did together.

I further submit my thankfulness to my beloved wife Beatrice Chishimba Kasuba for her moral, spiritual and financial support during the study period. My study would have robbed off the precious time you deserved most but you stood by my side and encouraged me to even study more.

I also extend my gratitude to my Head teacher Ms. M. Ng'onomo for the support and encouragements rendered during the course of the study, Mr. B. Mukosa for proof reading my work and Mr. J. Sichone for transport assistance rendered during data collection. To everyone who participated in this study, I thank you all and God bless you.
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CHAPTER ONE
INTRODUCTION

Overview
This chapter introduces the study by presenting the following sections: background of the study, statement of the problem, purpose of the study, research objectives and questions, theoretical and conceptual frameworks, significance of the study, delimitation of the study, limitations of the study, definition of key terms, structure of the dissertation and ends with a summary.

1.1. Background of the Study
Power relation is one of the most observed and least understood phenomenon in schools as Wanat (2010) ably noted that it can be challenging for schools to establish appropriate relationships with relevant stakeholders such as parents, pupils and teachers. Paechter (2003) in Laluvein (2007) pointed out that the relative lack of exploration into the power relations both within and between communities where primary and secondary schools belong can have both positive and negative effects. Thus, scholarly call for a focus on power relations is timely, important and no doubt topical, reflecting the contemporary thrust toward social and democratic running of learning institutions such as schools. In view of the above, Obondoh, Nandago, and Otiende (2005) expressed the necessity to have standard guidelines focusing primarily on good governance of most schools today. In their manual, the guidelines focussed on school management and stressed the need for participatory governance in schools. The guidelines proposed were categorised as follows: the need to empower stakeholders to influence school policies, plans and budgets, the purpose and benefits of monitoring school plans and budgets and the need to build community capacity for local-level decision making. The mentioned categories of guidelines included issues which once overlooked could lead to power related conflicts in schools such as; who make decisions about school budgets and how should school budgets be done? Furthermore, issues of transparency and accountability in management of the school were simplified together with the need to create avenues for participation of all stakeholders in school management.
In promoting peaceful management of schools, there has been an urgent desire and call among various stakeholders and governments for unity, justice, peace and stability throughout the world, Zambia inclusive. The resurgence of this desire is not only expressed through political policies alone, but is also reflected in key educational policies such as; Educating our Future of 1996, Education Reforms of 1977 and the Education Act of 2011. For instance, the Education Reforms of 1977 expressed the need for the Ministry of General Education to operate under the principle of collective responsibility and further cautioned that there be no departure from the aforementioned principle as it is cardinal in the Zambian style of participatory democracy (MoE, 1977).

In as much as peace is promoted on one end, conflicts of varying degree happen on the other end. From the education point of view, there have been several incidencess of power relations in schools both reported and unreported. The study by Bagarette (2011) revealed that most schools in Africa and the world at large have been undergoing serious and deepening power struggles between people with authority. It therefore, shows that power relations can be the source of conflicts in schools. For Bagarette, the phenomenon is mostly common between the school administrators and other leadership in schools such as Parent Teachers Associations, Teacher Unions and School Boards to mention but a few. Ever growing body of knowledge have attributed power relations in schools to have been necessitated by lack of understanding of the roles and functions of some relevant stakeholders in schools (Heystek, 2006, World Bank, 2008, and Bagerette, 2011).

If left unresolved, negative power relation has the potential to erode the significant hallmarks made in uplifting academic performance among pupils in schools. However, when analysed from the positivistic perspective, power relations lead to the emergence of new behaviours and elements in the form of practices, opportunities and relationships (Belan, 2010). This is because schools are social institutions with social groups which are stratified differently. The study by Moncrieff (2004) further revealed that complex power relationships exit in schools. Moncrieff (2004) further added that individuals in any social institution either hold a position of authority or are subjected to authority. In such social hierarchy individuals tend to have varying interests. This
could be the reason to believe that individuals with numerous identities are susceptible
to conflicts thereby leading to power-related conflicts.

In contemporary education systems, there is a need for all stakeholders in primary and
secondary schools to work in harmony in order to propel the aspirations of the school
to greater heights. This is in conformity with Onderi and Makori (2012) who noted
that parental cooperation with teachers enhances pupil’s academic performance. On
the contrary, however, Iqbal (2011) observed that the school administrators, Parent
Teacher Associations and class teachers experience challenges as they perform
various roles. This is in conformity with the Bemba proverb which says ‘ifimuti
ifipalamene tafibula ukushenkana’ which is literally translated as: – where there are
two or more people conflicts are inevitable (Rukuni, 2013).

Generally, a number of conflicts and tension related cases involving people vested
with authority in schools such as Headteachers, PTA chairpersons and class teachers
have been reported in South Africa, Kenya, Nigeria, United Kingdom and
Switzerland, among other countries (Heystek, 2011). Additionally, Bush and Heystek
(2003) added that these tensions related to the desire to maintain the status quo and the
traditional task division in schools. Furthermore, Bush and Heystek’s observation that
tensions were increasingly associated with decision-making powers resonated well
with Obondoh’s et al (2005) guidelines which focused on sound governance of
schools.

Power relations in schools may affect Mwansabombwe district’s good academic
achievements scored in last three years since its creation in 2012. For instance in the
2014 Examinations Results Statistics , the district was ranked 14th out of 101 districts
at grade nine level under the overall District ranking for all school types with a mean
score of 313.04 which was above the set national total mean score of 300.00
(ECZ, 2015).

Despite the growing body of knowledge on the phenomenon of power relations in
Africa and beyond, there have been no documented studies on power relations in
enhancing peace among different stakeholders in both primary and secondary schools
in Zambia and Mwansabombwe district in particular. In view of the above, little was
known about the existence, causes and effect of power related conflicts and moreover
ways of resolving power related conflicts in enhancing peace in Zambian schools including schools in Mwansabombwe district.

1.2. **Statement of the Problem**

Ideally, different organisations in schools such as PTAs, Teacher Unions (PROTUZ, ZNUT), SMTs and Students Councils exist and Epstein (2001) stressed the need for such organisations to collaborate and cooperate rather than compete in the day-to-day operation of schools. This is in line with what Zambia’s educational reforms and policies have embraced by placing emphasis on democratic school governance (Moe, 1996, MoE, 1977). Indeed there is need for cooperation, mutual trust and respect to prevail in schools especially among individuals vested with power and authority in order to enhance peace in schools.

On the contrary, it has become a recognised phenomenon that there exist unhealthy working relationships among individuals or organisations vested with authority in schools. Such bad working relationships are usually characterised by what Bagarette (2011) termed as; suspicion, gossip, malice and antagonism. Furthermore, studies by (Bagarette, 2011, Payne, 2003) attributed the increasing power struggles and wrestling between PTAs and the school administrators to lack of clear roles and functions of PTAs in schools. This is common where operations of school organisations are not guided by statutory roles. MoE (1996) and (MoE 1977) expressed that PTAs in schools are constrained by the absence of guidelines about their roles and responsibilities. Thus, the problem of power relations in schools is further compounded by centres of power not knowing their boundaries of operations (Heystek, 2006). There is an urgent need to address issues associated with power relations. This is because if the poor power relations status quo in both primary and secondary schools in Zambia, Mwansabombwe district inclusive are not critically analysed, they could lead to poor academic performance, indiscipline and immorality in some schools.

1.3. **Purpose of the Study**

The purpose of this study was to analyse power relations in enhancing peace in selected primary and secondary schools in Mwansabombwe District of Zambia.
1.4. Research Objectives

The research objectives that guided this study were:

i. to establish the type of power relations that existed in selected primary and secondary schools in Mwansabombwe district

ii. to establish the causes of power related conflicts in selected primary and secondary schools of Mwansabombwe district

iii. to find out the effects of power related conflicts on pupil academic performance in selected primary and secondary schools of Mwansabombwe district

iv. to identify the consequences of unsuccessful working relationship among stakeholders in selected primary and secondary school of Mwansabombwe district

v. to identify ways used in resolving power related conflicts in selected primary and secondary schools of Mwansabombwe district

1.5. Research Questions

The following research questions guided this study:

i. What were the types of power relations that existed in selected primary and secondary schools in Mwansabombwe district?

ii. What were the causes of power related conflicts in selected primary and secondary schools in Mwansabombwe district?

iii. What were the effects of power related conflicts on pupil academic performance in selected primary and secondary schools in Mwansabombwe district?

iv. What were the consequences of unsuccessful working relationship among stakeholders in selected primary and secondary schools in Mwansabombwe district?
v. Which strategies were used to resolve power related conflicts in selected primary and secondary schools in Mwansabombwe district?

1.6. Theoretical Framework

This study used three theories namely: Foucaulian power relations theory, Power-dependence relations theory and Critical discourse analysis.

1.6.1. Foucaulian Power Relations Theory

The phenomenon of power relations had been extensively studied by Michel Foucault. This is the reason the 'Foucaulian Power Relations theory' has been named after its proponent. Michel Foucault, a French Philosopher (1926 – 1984). For, Foucault, the power problem was centred on the relationships that exist in society among individuals, groups and institutions.

According to Belan (2010), the Foucaulian Power Relations theory postulated that power is the relation between the individuals and the society. Furthermore, the theory showed how various individuals exert their power on groups and other individuals, and how the latter affirmed their own identity and resistance to the effects of the power, thereby resulting in power related conflicts in an institution, like schools. This was what Foucault termed the 'analysis of power'.

The Foucaulian Power Relations theory also views power as an action. This is because power was viewed as a phenomenon which acts and operates either consistently or otherwise. However, Foucault disagreed to the assertion that power is a possession that institutions like schools and individuals like administrators, PTAs, school boards and union leaders should possess. This is because possessive power was used oppressively and offensively against individuals and groups in schools and lead to conflicts (Belan, 2010).

Ideally, power relations should be analysed (Sadan, 1997: 63) in a holistic approach using any analytical tool such as the SWOT analysis. Power relations ought to be analysed especially by examining how it affect and benefit day-to-day interaction between individuals and groups in social institutions like schools.
The justification for using this theory in this study was based on the assumption that institutions like schools had been characterised by both unreported and reported power related conflicts. Also it may be assumed that power relations commonly manifest through power struggles and wrestling between some individuals and groups vested with authority over others. This agrees with Bagerette’s (2011) observation on schools undergoing serious and deepening power struggles between people with authority. The theory does not only consider negative effects of power by been oppressive but also look at positive effects in which new behaviour and opportunities emerges (Belan, 2010). Therefore, this theory fits in this study because it is not one-sided in analysing power relations in social institutions like schools because it considers both positive and negative effects.

1.6.2. Power-Dependence Relations Theory

The power-dependence theory was proposed by the US social psychologists John Walter Thibaut and Harold H. Kelley in 1959 (Simpson, Farrell, Orifia and Rothman, 2014). The theory defined power as the ability of one person to directly influence the quality of outcomes of another person. The theory, therefore, consider relative dependence between partners in a relationship. It further seeks to analyse the causal determinants of dyadic social behaviour in social and interpersonal interactions. According to this theory, the nature of the interdependence between two individuals depends on the manner in which each can influence what happens to the other during the course of interaction, and this is what the proponents of the theory called ‘outcome interdependence’ (Simpson et al, 2014).

According to Emerson (1962) the Power Dependence theory was one of the theories of power relations developed in an effort to resolve some of the ambiguities surrounding power, authority, legitimacy, and power structures through bringing different individuals together in a coherent manner, the term likened to collaboration and partnership (Epstein, 2001). Within the framework of this theory, authority appears quite naturally to have legitimatised power, vested in roles and duties. The lack of clear roles of some stakeholders such as PTAs in schools had resulted in negative interdependence with potential to lead into power related conflicts (Bagarette, 2011).
The justification to use this theory in this study was that the theory explained how conflicts occur in social institutions like schools. The theory further suggested that individuals or groups in social institutions such as schools were in power-networks where two or more interconnected relationships exist. In such interconnected relationships, the more powerful partner can dictate the outcomes for both partners a situation which could become conflictual.

1.6.3. Critical Discourse Analysis

Critical Discourse Analysis (CDA) is a type of discourse analytical research that primarily study the way of social power abuse, dominance, and how inequality are enacted, reproduced, and resisted by text and talk in the social and political context. CDA tries to explain power relations in terms of properties of social interaction and especially social structure. More specifically, CDA focuses on the ways discourse structures enact, confirm, legitimate, reproduce, or challenge relations of power and dominance in society (Van Dijk, 2001).

Fairclough and Wodak (1997) summarised the main tenets of CDA as follows: CDA addresses social problems, power relations are discursive (broad) and that discourse constitutes society and culture, discourse analysis is interpretative and explanatory. In this vein, discourse is a form of social action.

Power is mostly used synonymously to mean authority, force, entitlement, control and position. The utilisation of power by some people involves conflict. However, it does not involve conflict in every case such as in a positive power relationship. In light of the above, Critical Discourse Analysis explained that the abuse of power by people in an organisation leads to conflicts. The desire for a feeling of oneness and acceptance in a relationship was candid. Therefore, there was need to foster peace in an organisation to avoid conflicts (Van Dijk, 2001).

The justification for using CDA in this study was because of its orientation towards power and how abuse of power manifest into conflicts in any dyadic relationship.

1.6.4. Justification for using the Three Theories

This study used three theories namely the Foucaultian power relations theory, the Power-dependence relations theory and Critical discourse analysis because they were
centred at power in relationships. Therefore, the three theories applied to this study based on the assumption that both positive and negative relationship existed in schools. In some schools, power struggles existed between individuals vested with authority and those under their charge. Such trends usually tend to reproduce either unsuccessful or successful relationships. This made the three theories applicable to this study due to their orientation towards social interaction between and among individuals and groups with and without authority.

1.7. Conceptual Framework

The concept of 'power relations' usually deals with how different groups were able to interact with and control other groups. It was important to understand power relations in contemporary school governance system because it enhances peaceful working environment where negative power relations were either resolved or transformed. However, there exists a considerable debate about how power relations should be defined. Defining power relations is highly contested mainly because the term power was multidimensional as it would be seen in the subsequent chapters. However, in areas where different groups of people live, one group is likely to exert control over the other group. Such relations can either be successful or unsuccessful. Therefore, power relations deals with more subtle forms of control (Simpson, Farrell, Oriña & Rothman, 2014).

In order to understand the concept of power relations, Simpson et al. (2014) pointed out some foreshadowed questions. According to Lodico et al. (2006) in (Bagarette, 2011) foreshadowed questions are normally designed based on the topic or research questions and guides the flow of research especially during data collection. The foreshadowed questions were: Is power merely the potential to influence others, or does it require intentional action? Does the conceptualisation of power consider the relative degree of power between partners in a relationship? Where does power in relationships come from? How does the power dynamic between partners in a relationship affect both each partner individually and also the relationship over time? How is power expressed or conveyed during interactions between relationship partners? (Simpson et al, 2014). The above foreshadowed questions were agreed with the research objectives of this study.
In researching power relations by focusing on institutions such as schools, Sadan (1997) suggested that the researcher may adopt an appropriate analytical tool, in this case SWOT model, which is an acronym of strength, weakness, opportunities and threats. With regards to power relations, SWOT should be viewed from the conflict transformation perspective. This was because weaknesses and threats of power relations need to be transformed into strengths and opportunities in order to bring about lasting peace in schools of Mwansabombwe District and beyond. Figure 1.1 conceptualised power relations using a SWOT analysis model.

Figure 1.1: Conceptualising Power Relations using a SWOT Analysis Model

From Figure 1.1, it can be deduced that power relations are embedded in social institutions. In the figure power relations was at the epicentre of the institutional structures and dissipated its effects to all corners implying that school peace may be affected by either positive or negative power relations in schools. However, the focus should be aimed at transforming the negative aspects of power relations into positive aspects. For instance, the weakness of lacking trust must be transformed into team
work. That was the reason why the top arrow was unidirectional, from the negative side to the positive side. On the other hand, the side arrow was bi-directional in that each side can flow in both directions. For instance, negative peace and lack of trust could move interchangeably from weakness to threat.

The phenomenon of power relations could also be conceptualised using the Iceberg model as shown in Figure 1.2.

Figure 1.2: Iceberg Model

![Iceberg Model Diagram]

Source: Adapted from Oppenheimer, 2008.

In conflict analysis, models are used as tools to come up with an understanding of the context in which conflicts manifest according to Roth (2003).

The iceberg model applied well in this study because it helped the researcher to have a clear perspective in terms of causal-effect on the phenomenon of power relation in schools. Oppenheimer (2008) further explained that the Iceberg model represent the explicit (visible) and implicit (hidden) causes of conflicts as shown in Figure 1.2. Like an iceberg, what is usually seen afloat is not the whole ice, thus, the deepest and most dangerous sources of conflict may not be visible. In this regard, to reduce power related conflicts in schools it is necessary to comprehend the underlying patterns and causes in order to change people’s perceptions, norms and values aimed at achieving sustainable peace. This is what Hussain (2010) called ‘conflict transformation’. 
1.8. **Significance of the Study**

This study is significant to all stakeholders in schools on the need to enhance peaceful working relationships. The findings may be useful to school administrators as a guide to promote teamwork, transparency and accountability among all stakeholders in schools. For teachers and parents the findings from this study may be useful in strengthening and sustaining good working relationships in schools.

Furthermore, the study may be used by policy makers in the education sector on the need to devise policies on effective collaboration systems which if incorporated in the governance and management of schools in Zambia and Mwansabombwe district inclusive power related conflicts could be minimised.

In the area of limited literature on power relations in Zambia, the findings from this study may be useful in igniting scholarly interest in research and debate which in turn could add to the body of knowledge on the phenomenon of power relations in the Zambian context.

1.9. **Delimitation of the Study**

The study focussed on analysing power relations in selected primary and secondary schools in Mwansabombwe District, Zambia. In analysing power relations in the selected schools, the study was confined to the aforementioned research objectives and questions. This was based on the fact that the phenomenon of power relations is multi-dimensional (Fairclough and Wodak, 1997) and a single study like this one can not exhaust all the aspects of power relations in both primary and secondary schools.

1.10. **Limitations to the Study**

According to Best and Kahn (2009), limitations are those conditions which are beyond the control of the researcher and may also place restrictions on the conclusion of a particular study. Some participants viewed this study to be a political one because it was conducted three months before the August, 2016 general election. As such, this resulted to some respondents being resistant to give out more information on the subject matter.
In addition, some sampled units (DEBS and DESO) did not participate due to their busy schedules of monitoring schools at the time the researcher was collecting data and efforts to interview the two senior officers proved futile. The two senior Education Officers could have shared their experiences and key information regarding the existence, causes and effects of power relations in schools within the district which could have enriched this study.

Furthermore, some sampled units were limited in understanding the questions as evidenced by incorrect responses given (see Appendix A). This reduced the amount of information collected which could have added value to this study.

1.11. Operational Definition of terms

This study used the following definitions:

Authority: ability to influence decision within an organisation or institution.

Collaboration: act of working together to achieve set targets.

Conflict: confrontation between one and more parties aspiring towards incompatible or competitive means or ends.

Conflict Resolution: process of attempting to resolve a dispute or a conflict.

Governance: process of decision-making and the process by which decisions are implemented (or not implemented).

Management: day-to-day operation of the program within the context of the strategies, policies, processes, and procedures that have been established by the governing body.

Power: refers to authority, control or influence.

Power relations: refers to how different groups are able to interact with and control other groups.
1.12. Structure of the Dissertation

This dissertation comprised of six chapters. The first chapter dealt with the introduction to the study and comprised of: the background of the study, statement of the problem, purpose of the study, objectives, significance of the study, theoretical and conceptual frameworks, delimitation of the study, limitations of the study, structure of the dissertation and definition of terms. The second chapter was concerned with literature review, while the third chapter dealt with the methodology employed in the study. The research findings were presented in chapter four and a discussion of the findings followed in chapter five. Lastly, chapter six dealt with the conclusion and recommendations.

Summary

This chapter covered the introduction to this study. The background to this study emanated from the need to analyse power relations in an effort to enhance peace in schools. The chapter further presented the statement of the problem, purpose of the study, study objectives and research questions linked to the objectives of the study. Additionally, it covered theoretical and conceptual frameworks, significance of the study, delimitation of the study, limitations of the study, definitions of operational terms, structure of the dissertation and ended with a summary. Literature review follows in the next chapter.
CHAPTER TWO
LITERATURE REVIEW

Overview

This chapter presents a review of literature in the light of the existence of power relations in schools especially in primary and secondary schools. This chapter reviewed the literature by taking a leaf from the past and old studies done that were related to power relations and how the phenomenon can enhance peace in schools.

2.1. Types of Power Relations Existing in Schools

In order to understand the concept of power relations, the term power was paramount.

2.1.1. What is Power?

The term power had been defined differently by many scholars. French and Raven (2004) defined power in terms of influence to change behaviour, opinions, attitudes, goals, needs, values and all other aspects of the person’s physiological field. Other scholars define power in terms of possessions, power, control (Van Dijk, 2011: 354) and authority (Sedan, 2004). According to Foucault, the term power was relational. Power may be exercised and it follows to say that power was a matter of authority (Sedan, 2004). Power can either be perceived in a negative or positive dimension. Negative power especially when power is connected with oppression and rule. On the other hand, power is positive if it promotes productivity and social development (Clegg, 1989).

2.1.2. Types of Power

According to French and Raven (2004), Clegg (1989) power was classified into five common types: referent power, reward power, expert power, coercive power and legitimate power.

The study considered legitimate power and endeavoured to examine how it was been exercised in institutions like schools which were made up of different stakeholders with different physiological fields and needs. Legitimate power stems from an authority’s legitimate right to require and demand compliance. Legitimate power
stems from a leader’s formal authority over activities. This type of power was viewed to be dependent upon the official position held by the person exercising it. Legitimate power may also be derived from prevailing cultural values that assign legitimate power to some individuals (i.e., respect for one’s elders), accepted social structure that grant legitimate power to some people (i.e., traditional leaders), or through one’s position in a hierarchy (School managers).

While referent and expert power were tied to the individual, legitimate power was tied to the position held. In this context, the amount of legitimate power a leader might have was related to one’s scope of authority. For example, school managers typically have more authority than members of staff, and a member of staff typically has more authority in relation to some community members. A leader’s scope of authority is usually defined in the work environment by documents such as organizational charts, contracts, and job descriptions. Ambiguity about the scope of a leader’s authority was, however, common in schools. In instances whereby school managers, staff members, and the community defined the boundaries of legitimate power differently, then conflict was likely to develop. This conflict can interfere with the accomplishment of an organizational or educational purpose (French and Raven, 2004).

Legitimate power can easily lead to tension because of its close association with position and not the person. In addition, the power of the position itself may grant power to uncooperative and difficult people. However, over time legitimate power becomes less useful if it was not practiced in a manner consistent with agreed upon norms of behaviour coupled with ineffective communication (Clegg, 1989).

It is worth to note that while the position of the leader who holds respect and authority, the personal nature of the position frequently does not allow a leader to wield a great deal of legitimate power. In this vein, leaders should generally use their authority to ask much from their staffs, but must do so in a way perceived to be fair and respectful, which often involve the use of referent and expert power. So, while the position itself grants the leader some legitimate power, exercising legitimate power exclusively was not likely to be useful over time.
2.2. Causes of Power Related Conflicts in Schools

Several studies had acknowledged the existence of power relations in various learning institutions such as schools (Matshe, 2014, Iqbal, 2011). The study conducted by Laluvcein (2007) revealed that relationships between parents and teachers were characterised by diverse agendas, expectations and priorities. Such diversity could be a recipe for conflict especially where one individual views herself or himself as the superior one. This is what has led to common sayings in schools such as ‘one man’s show’ in reference to lack of collaboration. In such situations, leaders are usually overwhelmed with power and authority vested in them. Foucaulian Power Relation theory called such individuals as possessors of power who views power as a possession.

Evidence suggests that roles occasionally overlap resulting in tension and conflicts (World Bank, 2008). If there were ambiguities in role definitions in an organisation or unclear boundaries of responsibilities, then the stage was set for interpersonal frictions between the stakeholders. According to the study by Ramani and Zhimin (2010) role conflict involve real differences in role definition, expectations or responsibilities between individuals who are interdependent in social systems. In schools, role conflicts clearly manifest in instances where working relationships among different stakeholders are not good. This is usually as the result of lack of mutual respect and trust among teachers, parents and pupils.

The study by Laluvcein (2007) made a useful contribution by focussing on the social interaction between parents and teachers. Parents and teachers were two groups who form part of the discourse of community educators. However, their day to day identities were part of smaller groups with different public functions. Conflicts can arise when teacher’s expectation of parental compliance comes up against parent’s historically constructed practices of parenting and their understanding of their role. In schools, pupil and staff discipline is under the jurisdiction of the school administrators who should not be biased when reprimanding the offender. This builds confidence in all stakeholders in school management and governance system.

Bagarette (2011) revealed that the lack of clear roles of PTA in schools had resulted in negative interdependence leading to power relations between the PTA and school
administrators. This was in conformity with the three theories used in this study where interaction among individuals in a social institution like school could either be positive or negative. According to Payne (2003) conflicts were born out of lack of clear boundaries in terms of roles and responsibilities as well as varying interpretations of what governance and leadership mean in schools today. Also conflicts may emerge around different interpretation of roles, the drawing of boundaries or what values mean in practice. The resulting disputes can threaten sustainability of consensus, result in reassessment, disappointment and loss of trust. Mukunta (2013) in his study also echoed that parents should know their roles and their limits to avoid conflicts. However, the causes of power relations can be seen from a wider perspective beyond lacking of specified roles guiding the operations of different stakeholders in schools.

To concur with the above reviews, the study conducted by Herbert et al (2002) on Zambia’s education sector revealed a major weakness in the linkage concerning the respective roles and responsibilities of MoGE (government), the community (Parents - PTA) and the school (Administrators). The study recommended that MoGE should seek to strengthen the participation of the PTAs in the programmes of the school. However, the recommendations could not spell out how MoGE would strengthen the participation of PTAs in programmes at school levels. This reiterates the neutrality of the existing educational policy documents in spelling out clear roles of stakeholders in schools.

2.3. Effects of Power Related Conflicts on Pupil Academic Performance in Schools

In order to achieve organisational efficiency and effectiveness in school governance the role of each person in supporting the implementation of the decisions should be made clear to every stakeholder (MoE, 1977). This enables all stakeholders in schools such as Head teachers, teachers, support staff, PTAs, parents and pupils to understand the importance of their own role or contribution to the proper functioning of the school as each of them is a link in the governance and management process of the particular school.
In South Africa for instance, the study by Matshe (2014) reported that the ongoing tension in schools amongst principals and governing body members was a cause for concern. The study bemoaned that after almost two decades of educational democracy power relations had not yet stabilised and improved. The study revealed that some members of the school governing body get elected into the governing structure for wrong reasons other than assisting in improving the quality of public education and as such gang against the management of schools almost in everything, thereby hampering effective schooling and management (Matshe, 2014).

The causes of power related conflicts in schools reveals some deficiencies stemming from the functioning, monitoring and evaluation between school administrators, parents and teachers. It was felt, however, that if the status quo of power relations in schools was not examined and addressed, it would contribute to poor academic performance among learners in schools (Herbert et al, 2002).

The paper presented by Idu and Olugbade (2011) at an International Conference on Teaching, Learning and Change in Nigeria also revealed that if teachers were frustrated and lacked intrinsic motivation they were not likely to motivate other to learn or occupy their time in productive education. Teachers who are frustrated in schools usually lack morale to teach and learners are put at risk of not completing syllabi. It was in such instances where academic performance of the learners in schools was seen to be affected by power related conflicts.

2.4. Consequences of Power Relations on Working Relationships in Schools

The growing body of knowledge had pointed to the presence of power relations between the PTAs and the school administrators in most schools. This shows that schools had not seen a reduction in power wrestling between people vested with authority such as the PTA and school Headteachers. Scholarly evidence of such unethical working relationships in schools links them to lack of understanding of the roles and functions among different stakeholders such as PTAs in schools (Bagarette, 2011).

The study by Heystek (2006) pointed out that uncertainties and problems in schools were due to people with authority not knowing their boundaries. In agreeing to
Heystek’s observation, Bagarette (2011) noted that such uncertainties made power relations an ineradicable fact of the fragile character in some schools. The fragility of school could be understood from the Power Dependence theoretical perspective where two unequal powers will either yield successful interactions as the result of cooperation or unsuccessful interactions as the result of competition.

2.5. Conflict Resolution Strategies used to Resolve Power Relations in Schools

The study conducted by Mubanga (2011) which examined school partnerships suggested strategies such as negotiation and sharing of roles. Mubanga further explained that relationships which were built upon, or build towards, mutual engagement, a joint enterprise and a shared relationship generate a strong cohesion of commitment and shared interests which transform them into partnerships over a period of time. This was true as the sharing of duties, exchange of ideas and negotiation of meaning amongst stakeholders could scale down power related conflicts in schools.

The study by Bagarette (2011) acknowledged that power relations in South African schools had remained a challenge and further envisaged that if the centres of power were trained and skilled together, the issue of power relations would be resolved in many schools. However, the call to train people with authority in school management and leadership skills needs clarity and guidance to offset further antagonism. The call to train school authorities resonated well with Khuzwayo and Chikoko (2009) who assertively contended that capacity-building training that enhances knowledge of the specific tasks of the individuals with authority in any social institutions was paramount.

2.6. Research Gap

The reviewed literature had revealed that power relations were common in almost all schools. This was based on an assumption that both primary and secondary schools were relatively homogenous with regards to challenges and problems. Thus, the challenge of power relations was endemic in almost all schools. Despite the growing body of knowledge on power relation in some African countries and beyond, there had been no empirical evidence of detailed investigation of the phenomenon in Zambia.
The absence of empirical studies on the phenomenon in Zambia was evident as no single study of power relations was reviewed. However, power relations could be the root cause of poor learner performance especially in most Zambian schools, Mwansabombwe district inclusive.

Summary

The problem of power relations in primary and secondary schools had been identified to pose some challenges in school governance. Apparently, lack of codified roles and functions of various stakeholders such as PTAs, school boards and teacher unions in policy documents was reviewed to cause negative power relations in schools. This was evidenced by scholarly facts that individuals with authority in schools tend to overstep their boundaries while executing their respective roles and duties posing a great challenge in increasing power related conflicts in some schools.

In light of the above, it was evident that the empirical literature on power relations had been done in some African countries (South Africa, Nigeria, Kenya etc). This showed that studies to analyse power relations in primary and secondary schools had not been conducted in Zambia, Mwansabombwe district inclusive. However, if there were some local studies done on power relations then they were not many or probably had not been popularised. The methodological approach undertaken in this study will be presented in the next chapter.
CHAPTER THREE

METHODOLOGY

Overview

This chapter deals with the presentation of the methodological approach that was employed in this study. Orodho (2003) defined methodology as the scheme plan used to generate responses to research questions. Going by the above definition, the themes presented in this chapter included the description of the research design that was employed, target population from where the sample size was drawn from and the sampling procedures and research instruments used in this study. Furthermore, described the data collection procedures employed and how the collected data was analysed in order to answer the research questions. In addition, it described the validity, reliability and ethical issues that were put into considerations. The chapter ends with a summary.

3.1. Research Design

This study adopted a qualitative descriptive survey research design which is a non experimental research method that is eligible when the research intends to collect data on occurrences such as opinions, attitudes, feelings, and habits. Cresswell (2009:4) said that ‘... a qualitative research is a means of exploring and understanding the individual or group attributed to a social human problem.’ This entails that an individual or group becomes the focal point of the study. Additionally, Ndlovu (2012) remarked that qualitative research is a systematic collection, analysis and interpretation of data in order to provide descriptions and accounts of social events and objectives of research in their natural settings. Such study does not interfere with the respondent’s environment but undertakes the study right in its natural state.

The characteristic of a qualitative research design being descriptive survey implies that the researcher adopted an exploratory nature of data collection other that dwelling much on figure description. The direct quotations of the participants were used so as to stick as close as possible to the participants’ point of view. In this regard the researcher tried as much as possible to understand the phenomenon of power relation from the perceptions and opinions of the participants.
3.2. Description of the Study Area

The study was conducted in Mwansabombwe District of the Luapula Province, Zambia. The district is one of the five districts that were created by the Late President Michael Sata in 2012. The district has 27 schools categorised as shown in Table 3.1.

Table 3.1: Frequency and Percentage distribution of the Schools by Type in Mwansabombwe District

<table>
<thead>
<tr>
<th>Type of school</th>
<th>Frequency</th>
<th>Percentages (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secondary</td>
<td>3</td>
<td>11.1</td>
</tr>
<tr>
<td>Primary</td>
<td>20</td>
<td>74.1</td>
</tr>
<tr>
<td>Private</td>
<td>2</td>
<td>7.4</td>
</tr>
<tr>
<td>Community</td>
<td>1</td>
<td>3.7</td>
</tr>
<tr>
<td>Under construction</td>
<td>1</td>
<td>3.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>27</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

It can therefore, be stated that the district had more primary schools than secondary schools. Geographically, the district lies on the coordinates 9°49"S and 28°45"E on the map of Zambia (see Appendix B). The district is bordered by Nchelenge district in the north, Kawambwa district in the east, Mwense district in the south and Luapula River and Democratic Republic of Congo in the west. The district had an estimated area of 1,200 Km² and had a total population of over 500,000 people. The district is home to Mwata Kazembe and the famous traditional ceremony called Mutomboko (Daily Mail, 2016).

3.3. Target Population

Kombo and Tromp (2009: 76) defined a population as "... a group of individuals objects or items from which samples are taken for measurement." Therefore, the population in this study comprised of all school Headteachers (school managers), all teachers, all PTA executive members, the DEBS and DESO in Mwansabombwe district.
3.4. Sample Size

Orodho and Kombo (2002) defined the term sample to mean a selected number of individuals or objects from a population. The selected sample for this study was composed of elements representative of the characteristics found in the entire population. The sample size in this study however, comprised of fifty (50) respondents in total as segmented in Figure 3.1.

Figure 3.1: Frequency distribution of the Respondents

3.5. Sampling Procedure

This study employed two sampling methods to select the sample namely; purposive sampling and systematic sampling. This study used systematic sampling to select the twelve schools. Systematic sampling according to Cohen and Manion (2007) is a statistical method involving the selection of elements from an ordered sampling frame. It involves selecting every \( n \)-th element on a list. The researcher used the simple arithmetic progression formula of \( a + (n - 2)/d \), were \( a =1 \), \( n = \) the desired sample number and \( d = \) common difference and 2 was used because the number of schools in Mbereshi and Salanga Zones were less than ten. This procedure proved useful in that the sampling frame was available in form of a list and the third school was selected into the sample. Schools in Mwansabombwe district were ordered according to the
zones as shown in Table 3.2 and four schools were sampled using systematic sampling procedure discussed above to give the sample size of twelve schools (see Table 3.3) from which the fifty respondents were drawn from. The twelve schools gave an equal representation in this study as four schools were sampled from each of the three zones. Notably, each of the three zones has one secondary school and that meant that the other three schools were primary schools.

Table 3.2: List of Schools in Mwansabombwe district

<table>
<thead>
<tr>
<th>S/No</th>
<th>Mbereshi Zone</th>
<th>Kazembe Zone</th>
<th>Salanga Zone</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mabel Shaw Sec</td>
<td>Kazembe Sec</td>
<td>Chinyanta Sec</td>
</tr>
<tr>
<td>2</td>
<td>Kabalenge</td>
<td>Koni</td>
<td>Katotoma</td>
</tr>
<tr>
<td>3</td>
<td>Citrus</td>
<td>Kalasa</td>
<td>Mumbolo</td>
</tr>
<tr>
<td>4</td>
<td>Mbereshi</td>
<td>Mushindike</td>
<td>Salanga</td>
</tr>
<tr>
<td>5</td>
<td>Chilindi</td>
<td>Kabumbu</td>
<td>Seesa</td>
</tr>
<tr>
<td>6</td>
<td>Mukamba</td>
<td>Kafumbe</td>
<td>Kalenga</td>
</tr>
<tr>
<td>7</td>
<td>Lubansa</td>
<td>Chiilange</td>
<td>Chibanga</td>
</tr>
<tr>
<td>8</td>
<td>Tashafield</td>
<td>Lufubu</td>
<td>Kapesa</td>
</tr>
<tr>
<td>9</td>
<td></td>
<td>Chipepa Community</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Grest Academy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td></td>
<td>Kapale</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>8</td>
<td>11</td>
</tr>
</tbody>
</table>

Table 3.2 revealed that Kazembe zone had more schools that the other two zones.
Table 3.3: List of Sampled Schools by Zone

<table>
<thead>
<tr>
<th>S/No</th>
<th>School</th>
<th>Zone</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mabel Shaw Sec</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Citrus</td>
<td>Mbereshi</td>
</tr>
<tr>
<td>3</td>
<td>Chilindi</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Lubansa</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Kazembe Sec</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Kalasa</td>
<td>Kazembe</td>
</tr>
<tr>
<td>7</td>
<td>Kabumbu</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Chiilange</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Chinyanta Sec</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Mumbolo</td>
<td>Salanga</td>
</tr>
<tr>
<td>11</td>
<td>Seesa</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Chibanga</td>
<td></td>
</tr>
</tbody>
</table>

The study employed purposive sampling to select the twelve (12) Headteachers and twelve (12) PTA chairpersons because the two were likely to have rich information regarding how they relate with each other in their daily execution of duties and roles. Best and Kahn (2009) explained that qualitative research employs the naturalistic inquiry which have designed strategies such as purposeful sampling. In this study, purposive sampling was aimed at studying real life situations as they unfolded naturally, and power relations in schools could be one. Furthermore, Kombo and Tromp (2009) explained that the power of purposeful sampling procedure lied in selecting information rich sample for in-depth analysis related to the central issue under study. In view of this, purposive sampling was used in this study because the researcher needed a sample that was rich with information on the phenomenon of power relations in the selected primary and secondary schools in Mwansabombwe district. This justified why DEBS and DESO were included in the sample size as all schools were under their jurisdiction.

The Class teachers were selected using the systematic sampling procedure. Using this procedure, the researchers obtained staff lists from the sampled schools and picked at random every fourth teacher to the sample excluding those in managements such as
School Managers, Heads of Departments for secondary schools and Senior Teachers for primary schools. This systematic sampling procedure was done at all sampled school to draw up a sample of twenty-four (24) teachers. This was done to ensure that every teacher had the same opportunity to be selected into the sample. However, the study was gender sensitive as consideration was given to factor the gender parity in the study. In this regard the researcher considered the next female teacher in instance where the sampled teachers were all male. This fact was shown in chapter four under the section for demographics of respondents.

3.6. Research Instruments

This study used two research instruments; interview guides (see Appendix C and D) and a questionnaire (see Appendix E).

3.6.1. Interview Guide

Interviews are person to person verbal communications in which one person asks the other questions intended to elicit information or opinions about a subject matter. Mugenda and Mugenda (2003: 83) explained that ‘an interview is an oral administration of a questionnaire or an interview guide which makes it possible to obtain detailed information required to meet specific objectives of the study, as one question provokes another question for more details’. In this study, the interview guide was used to solicit for opinions, facts and experiences on power relations in schools. This research instrument was used to collect data from Headteachers and PTA Chairpersons including the DEBS and DESO although the latter officers were not interviewed due to their busy work schedules.

In this study, the research instrument proved to be useful as the participants provided the researcher with their experiences, knowledge, opinions and observations about power relations in schools. The information given by the participants were all qualitative in nature and took the form of narrations about the type, causes and effects of power related conflicts as presented in chapter Four.

This conforms to Mugenda and Mugenda (2003) who contended that interviews are preferred due to their flexibility in data collection as they provide room for probing which yields in-depth answers about opinions, observation, perceptions, experiences,
knowledge, description of activities and actors. Furthermore, the conversations and interactions the researcher had with all the interviewed participants was rich and detailed in information. Agreeing to the views of Mugenda and Mugenda (2003) and those of the researcher, Lindlof and Taylor (2000) stated the advantage of a semi structured interview guide that it allows for new questions to be brought up during the interview as a result of what the interviewee say.

3.6.2. Questionnaire

Apart from the interview guide, a questionnaire was another research instrument used in this study. A questionnaire according to Mugenda and Mugenda (2003) is a research instrument consisting of a series of questions for the purpose of gathering information from respondents. The questionnaires were administered to teachers only. The questionnaires used in the study had both open and closed ended questions to diversify responses as well as reduce what Watson and Coombes (2009) in Iqbal (2011: 36) called ‘question fatigue’.

Furthermore, Kothari (2005) considered questionnaires as the heart of a survey operation. Thus, the use of questionnaires allows greater uniformity in the way questions are asked and hence ensuring greater comparability in the responses given. In addition, the respondents feel free to give honest answers even to sensitive questions since they are not required to disclose their identity.

The questions in the questionnaire used in this study were prepared to ensure that the respondents were able to understand what they were required to do. Questionnaires were administered and collected by the researcher to all the sampled teachers in the selected schools.

The questionnaire provided the researcher with both quantitative and qualitative information on the five objectives. Class teachers were asked open and closed ended questions to enable them provide as much insightful data as possible about the existence, causes and effects of power related conflicts in their respective schools. The detailed research findings were as presented in chapter four.
3.7. Reliability and Validity

Ndlovu (2012) espoused that, ‘validity of a test or instrument is a measure of how well an instrument measures what it is supposed to measure. Reliability is a measure of how consistent the results from an instrument are’. In order to ascertain reliability of the instruments used, respondent validation was done. It was done by verifying the responses given by different respondents. In order to ensure that the results were valid, the researcher cross-checked the respondent’s responses with those of other respondents obtained by different research instruments. For example, data collected through interview guides from Headteachers and PTA member was cross checked with data collected by questionnaires from teachers. Furthermore, to ensure reliability of this study, the researcher used what is called triangulation (Chilisa and Preece, 2005).

Chilisa and Preece (2005) referred to triangulation of methods as the comparison of data collected by varied ways such as data from structured interview, observations, focus group discussions or diaries. This study employed manifold data-collection measures such as: a questionnaire, semi structured interviews, document analysis and field notes with some audio recordings. Figure 3.2 below summarizes the triangulation process used in this study.

Figure 3.2: Data Triangulation Process used in this Study
3.8. Data Collection Procedures

Cresswell (2009) explained that in order to collect analyse and interpret data in a research, research methods are used. This study employed a qualitative method to collect data. As mentioned earlier, interviews and questionnaires were used to collect the required data for the study. The researcher obtained a letter of introduction from the Assistant Director of Post Graduate Studies, Institute of Distance Education which served as confirmation of the study (see Appendix F). The researcher then wrote a letter to sought permission from the head teacher at the work place through the District Education Board Secretary (DEBS) to enable the researcher collect data from the field (see Appendix G). The researcher then visited the sampled schools to make appointment dates for interviews and at the same time distributed the questionnaires to the teachers. The researcher agreed with the teachers on when to collect the filled questionnaires. Through the school Headteachers the researcher created a good rapport with PTA chairpersons before they were interviewed where the purpose of this study was clearly explained. The interviews with Headteachers and PTA chairpersons were conducted on the agreed up dates and notes on responses were jotted down and audio recorded. Document analysis was conducted and record sheets were filled up with responses and comments given by the interviewee.

3.9. Data Analysis

Since this study was qualitative in nature, the data was analysed qualitatively using thematic analysis. Major themes were drawn from the responses given from the interview guide and questionnaire that answered the research questions. Rice and Ezzy (1999) noted that thematic analysis involves the identification of themes. Thus, the prominent themes that emerged from the responses given by the participants were considered as categories for analysis. In this regard the researcher categorised the major themes and identified the related issues that arose from the respondent’s answers from the two data collection tools. For descriptive statistics, frequencies and percentages were used to analyse the quantitative data that emerged from the data that was collected. Tables, bar chart and pie charts were used to represent quantitative data. However, such representations were for the purpose of data presentation and did not make the study to become a quantitative one.
3.10. Ethical Considerations

Cohen (2007) cited Canvan who defined ethical issues as, '... a matter of principled sensitivity to the rights of others and that while truth is good, respect for human dignity is better'. Additionally, Ely (1991) wrote that qualitative research is an ethical undertaking. Thus, the following ethical issues were put into consideration;

3.10.1 Researcher and Participant Relationship

It was mentioned to the respondents that the exercise was solely meant for academic purposes and such guaranteed them a cordial relationship where their freedom of expression was encouraged and respected. This was in line with Wimmer and Dominick (1994) who identified the principle of respect as the most important ethical issue which requires strict adherence. Therefore, as the basic ethical requirement the rights, the values, the freedoms and decisions of respondents were respected and were neither interfered with nor contested by the researcher.

3.10.2. Assurance of Confidentiality

The purpose of the study was communicated to all the respondents who participated in the study both orally and written as shown on the preamble of each research instrument (see Appendices C, D and E). For the Headteachers and PTA chairpersons consent to use an audio recorder for the interview was sought prior to an interview. The researcher assured the respondents that their responses to the questions was to be treated with the highest levels of confidentiality and was to be used for the academic purpose of this study only.

Summary

This chapter presented the methodology that was used in the study. The study employed a qualitative descriptive survey research design to analyse power relations in enhancing peace in selected primary and secondary schools in Mwansabombwe district. Fifty (50) respondents were sampled to participate in the study. The sample units were selected through purposive sampling and systematic sampling procedures. The sample size was segmented as follows: twelve (12) school Headteachers or Deputy Headteachers, twelve (12) PTA chairpersons, twenty-four (24) teachers, one (1) DEBS and one (1) DESO. Instruments used for data collection were; interview
guide and questionnaire. Qualitative methodology was employed in the study. The data was analysed thematically and data validity and reliability was put into consideration. Ethical issues were also taken into consideration. Chapter four follows with presentation of findings.
CHAPTER FOUR

PRESENTATION OF FINDINGS

Overview

This chapter deals with the presentation of findings of this study which sought to analyse power relations in enhancing peace in twelve selected primary and secondary schools in Mwansabombwe district of Zambia. In order to hide the identities of the schools and the participants, the schools were identified by zones by referring them as school from Zone 1, Zone 2 and Zone 3 while the participants were identified by their positions in schools, namely Head teacher, PTA Chairperson and Class teacher. The presentation of the findings was done under the headings drawn from the objectives of this study. However, there were also headings to do with the demographic information of the participants classified under the following attributes: age, sex, highest educational qualification and employment status. Other headings included: participant’s views on the types of power related conflicts, causes of power related conflicts, effect of power related conflicts on pupil academic performance, consequences of bad working relationships and which strategies were used to resolve power related conflicts in selected schools. The findings of this study were aimed at addressing the five research questions, namely:

i. What were the types of power relations that existed in selected primary and secondary schools in Mwansabombwe district?

ii. What were the causes of power related conflicts in selected primary and secondary schools in Mwansabombwe district?

iii. What were the effects of power related conflicts on pupil academic performance in selected primary and secondary schools in Mwansabombwe district?

iv. What were the consequences of unsuccessful working relationship among stakeholders in selected primary and secondary schools in Mwansabombwe district?
v. Which methods were used to resolve power related conflicts in selected primary and secondary schools in Mwansabombwe district?

4.1. Demographic Information of Respondents

In this study, the Head teachers and PTA chairpersons were interviewed while Class teachers answered the administered questionnaires in the twelve selected schools in Mwansabombwe district. The actual response rate of the participants in this study was as shown in figure 4.1.

Figure 4.1: Frequency distribution of the Sampled Respondents

<table>
<thead>
<tr>
<th></th>
<th>DEBS</th>
<th>DESO</th>
<th>Head teachers</th>
<th>PTA chairpersons</th>
<th>Teachers</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual</td>
<td>0</td>
<td>0</td>
<td>9</td>
<td>8</td>
<td>24</td>
<td>41</td>
</tr>
<tr>
<td>Expected</td>
<td>1</td>
<td>1</td>
<td>12</td>
<td>12</td>
<td>24</td>
<td>50</td>
</tr>
</tbody>
</table>

The overall respondent rate was good as 41 out of the expected 50 respondents participated in this study which represented an overall return rate of 82%, with teachers recording a 100% followed by Head teachers at 75% and 67% for PTA Chairpersons. DEBS and DESO did not participate in this study.
4.2. Demographic Information of the Participants

This section gives a presentation of findings on the demographic information of all the participants who took part in this study. The aspects of interest to the study were gender, age, and education level and type of employment.

4.2.1. Demographic Information of Participants by Gender and Age Group

This section gives a presentation of findings on the demographic information of the participants by gender and age as depicted in table 4.1.

Table 4.1: Frequency distribution of the participants by Gender and Age group

<table>
<thead>
<tr>
<th>Gender</th>
<th>Age group</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Below 30</td>
<td>30 - 40</td>
<td>41 - 50</td>
</tr>
<tr>
<td>Head teachers</td>
<td>5</td>
<td>4</td>
<td>8</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>PTA Chairpersons</td>
<td>6</td>
<td>2</td>
<td>1</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>Class teachers</td>
<td>13</td>
<td>11</td>
<td>4</td>
<td>18</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>24</td>
<td>17</td>
<td>4</td>
<td>19</td>
<td>16</td>
</tr>
</tbody>
</table>

The overall participants in this study by gender were as follows; 58.5% were male while 41.5% were female and segmented as 55.6% male while 44.4% female for Head teachers, 75.0% male while 25.0% for PTA chairpersons and for the teachers, 54.2% were male while 45.8% were female.

There was a great difference in the percentages for gender for the PTA chairpersons in the selected schools. Therefore, the study found that the position of the PTA chairperson was male dominated in the selected schools in Mwansabombwe district. For the Headteachers and Class teachers the difference was not so huge.

In terms of age, the head teachers are all above 40 years but less than 60 years, indicating that they were all mature and capable to handle issues in schools with the highest levels of maturity and integrity. The age group 41 - 50 years dominated for
the PTA Chairpersons representing a percentage of 75.0%. Therefore, they were equally as mature as the Head teachers. For teachers, 91.7% were below the age of 40 years with the majority (75.0%) falling within the age group 31 – 40 years. This indicated that the selected schools were staffed with youthful teachers who have the energy to work in environments where working relationships are promoted, enhance and sustained.

4.2.2. Demographic Information of Participants by Highest Education level attained

This section gives a presentation of findings on the demographic information of the participants by gender and the level of education attained as shown in table 4.2.

Table 4.2: Frequency distribution of the Participants by Gender and Highest Education level attained

<table>
<thead>
<tr>
<th>Gender</th>
<th>Highest Educational level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male Female</td>
<td>Certificate Diploma Degree Masters Doctorate</td>
</tr>
<tr>
<td>Head teachers</td>
<td>5 4 4 5</td>
</tr>
<tr>
<td>PTA Chairpersons</td>
<td>6 2 5 3</td>
</tr>
<tr>
<td>Class teachers</td>
<td>13 11 3 9 12</td>
</tr>
<tr>
<td>Total</td>
<td>24 17 8 16 17</td>
</tr>
</tbody>
</table>

In terms of highest level of education attainment, 50.0% of the Class teachers had either obtained or upgraded to the first degree while 55.6% of the Head teachers had the first degree. However, the PTA chairpersons interviewed had lower credentials with 62.5% possessed certificates and 37.5% were in possession of diplomas. As shown in table 4.2, no PTA chairperson who participated in this study possessed a degree.
Thus, the researcher assumed that the head teachers had adequate knowledge about school challenges and how to handle school challenges based on their age and good educational credentials. As the saying ‘experience is the best teacher’, it can be attributed to Head teachers because with age comes experience and maturity. For Class teachers, they had degrees and diplomas which gave the researcher an insight that they had the potential to impart relevant skills, knowledge, attitudes and moral values in learners.

On the other hand, this study found that power relations become tense where academic credentials come into play. This mostly occurs in situations where the Head teacher had a lower academic qualification than the subordinate.

4.2.3. Demographic Information of Participants by Employment Status

This section gives a presentation of findings on the demographic information of the participants according to the employment status as depicted in table 4.3.

Table 4.3: Frequency distribution of the Participants by Employment status

<table>
<thead>
<tr>
<th>Participants</th>
<th>Employment status</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Formal</td>
</tr>
<tr>
<td>Head teachers</td>
<td>9</td>
</tr>
<tr>
<td>PTA Chairpersons</td>
<td>8</td>
</tr>
<tr>
<td>Class teachers</td>
<td>24</td>
</tr>
<tr>
<td>Total</td>
<td>41</td>
</tr>
</tbody>
</table>

In terms of employment status, the participants in this study were all formally employed. However, for PTA Chairpersons, they are elected every year at the annual general meeting which makes the position to be formal. This finding is depicted in table 4.3 above.

4.3. Types of Power Relations Existing in Schools

This section gives a presentation of the finding on the type of power relation that existed in the selected schools in Mwansabombwe district using the views given by all the participants in this study.
4.3.1. Views of Class teachers

In order to establish the type of power relations which existed at each selected school, Question seven in the questionnaire had a box where class teachers were required to respond Yes or No. In response 15 (62.5%) responded Yes and 9 (37.5) responded No. This showed that power related conflicts existed in schools.

A follow-up question eight was asked to those who responded Yes to mention the type of conflicts at their respective schools. The common types of conflicts which were given by 24 class teachers as depicted in table 4.4.

Table 4.4: Frequency distribution of the Causes of Conflicts in Schools by Type

<table>
<thead>
<tr>
<th>Causes of conflicts in schools</th>
<th>Frequency</th>
<th>Type of conflict</th>
</tr>
</thead>
<tbody>
<tr>
<td>Desire to hold positions</td>
<td>5</td>
<td>Power</td>
</tr>
<tr>
<td>Lack of transparency and accountability</td>
<td>4</td>
<td>Power</td>
</tr>
<tr>
<td>Lack of effective communication</td>
<td>2</td>
<td>Power</td>
</tr>
<tr>
<td>Little or no trust</td>
<td>3</td>
<td>Relationship</td>
</tr>
<tr>
<td>Lack of collaboration and team work</td>
<td>2</td>
<td>Relationship</td>
</tr>
<tr>
<td>Lack of motivation</td>
<td>2</td>
<td>Relationship</td>
</tr>
<tr>
<td>Selfishness among staff</td>
<td>3</td>
<td>Role</td>
</tr>
<tr>
<td>Lack of clear roles</td>
<td>3</td>
<td>Role</td>
</tr>
<tr>
<td>Total</td>
<td>24</td>
<td></td>
</tr>
</tbody>
</table>

As presented in table 4.4, the findings revealed that power, relationship and role related conflicts existed in the selected schools. Each type of conflict had its causes. In summary, this study deduced that power relations existed in the selected schools which could be categorised as positive and negative. In this study the negative power relations were more prevalent than positive power relations.
4.3.2. Views of Head teachers

In tandem with the views expressed by the teachers, Head teachers from the selected schools were of the same view that conflicts of different types existed in schools.

In this regard, the Head teachers interviewed were asked to mention the type of power relations which existed at their respective schools. In response, one Head teacher from a primary school in Zone A ably said that:

Power relations are not very common at this school. When asked about the meaning of the statement, the Head teacher categorically said: Such a thing [power relation] does not exist at my school as the school has a well levelled ground for all stakeholders to perform their roles without interference. Hence this makes it easy for all stakeholders, school management and teachers to do their task within their boundaries without infringing into other people's work.

However, another Head teacher from the primary school in Zone B shared similar views with a secondary school Head teacher from Zone A, reaffirmed to the above response with the following sentiments:

Power relations in a negative way are minimal at this school but they were very common last year when i was transferred to this school, but i have managed to control the problem by embracing views of all teachers and parents. Also through motivating the hardworking staffs through giving of awards has helped to build teamwork.

The above responses from three Head teachers were seen to be skeptical about the existence of negative power relations which class teacher earlier mentioned. On the contrary to the above skepticism, one head teacher from a secondary school in Zone C said that:

Yes the fact is that power relations exist in these schools and my school is not exceptional. The common type is that of negative in nature where gossip, malice and character assassination is the order of the day. Different stakeholders are suspicious over how people charged with authority to lead them are discharging their roles and duties. Where there is no trust, peace can not prevail and conflict will ensue.
Other five Head teachers interviewed from the primary schools pointed out that positive power relations existed at their schools with similar sentiments as:

Positive power relations exist at this school. Further more said that duties are delegated well and the Head teacher accommodates views of all school stakeholders without favouritism and discrimination.

4.2.3. Views of PTA Chairpersons

The PTA chairpersons interviewed narrated that positive power relations exist in their schools to a certain extent. However, all eight PTA chairpersons interviewed shared common views when they said that:

Power struggles emanate when the views of the PTA are overlooked by the school administrators and teachers and vice versa.

It therefore, showed that both positive and negative power relations existed in the selected schools in Mwansabombwe district going by the responses, narrations, opinions and experiences given by the participants to this study.

4.4. Causes of Power Related Conflicts in Schools

Arising from question 2 from the interview guide for Head teachers and PTA chairpersons and question 8 in the questionnaire for Class teachers, the responses given by the participants were as presented in table 4.4 in one of the above section. This study found that there are many causes of power related conflicts in the selected schools.

In trying to solicit for more information on the causes of power related conflicts, teachers were asked to either agree or disagree to the causes identified from the reviewed literature. The extent to which they either agreed or disagreed were as depicted in table 4.5.
Table 4.5: Frequency distribution of Responses showing the Extent of Agreement and Disagreement to the identified Causes of Power Related Conflicts in Schools

<table>
<thead>
<tr>
<th>Causes of power related conflicts</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Total</th>
<th>Disagree</th>
<th>Strongly Disagreed</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of clear roles</td>
<td>7</td>
<td>9</td>
<td>16</td>
<td>2</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Lack of understanding specified roles</td>
<td>5</td>
<td>9</td>
<td>14</td>
<td>1</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Lack of trust</td>
<td>8</td>
<td>6</td>
<td>14</td>
<td>5</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>Lack of collaborations</td>
<td>5</td>
<td>4</td>
<td>9</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Competition among staff</td>
<td>6</td>
<td>5</td>
<td>11</td>
<td>4</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>Lack of respect</td>
<td>4</td>
<td>6</td>
<td>10</td>
<td>3</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Indiscipline</td>
<td>3</td>
<td>4</td>
<td>7</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Lack of delegation of duties by superiors</td>
<td>5</td>
<td>5</td>
<td>10</td>
<td>3</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Misappropriation of funds</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Higher qualifications (Degree, Masters)</td>
<td>4</td>
<td>2</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Limited positions</td>
<td>3</td>
<td>2</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>105</td>
<td></td>
<td>38</td>
<td></td>
</tr>
</tbody>
</table>

The Class teachers agreed to the causes of power related conflicts. This is because this study found that the frequency of those who either strongly agreed or just agreed was more than the frequency of those who either disagreed or strongly disagreed.

Additionally, five teachers stated other causes of power related conflicts as follows; biased management in schools, under qualified superiors and high staffing levels in schools without either agreeing or disagreeing to the stated causes.
Additionally, one Head teacher interviewed from Zone C was asked to state the some causes of power related conflicts in schools. In response, the Head teacher held the view with the following words:

The infightings in schools were due to an increase in aspiration for positions, despite limited positions.

In agreeing to the views of teachers on higher qualification been the one of the causes of power related conflicts in schools, the Head teacher further noted with great concern that:

Academic credentials have become the norm in schools nowadays. When asked to shed more light on the above statement, the head teacher was of the view that staff with the upgraded academic qualifications such as bachelors and masters must wait for their rightful time to occupy certain positions of management such as Head teacher, Deputy Head teacher, Senior teacher or even Head of Department in schools. Furthermore, counselled teachers with appropriate qualifications to exercise patience and self control and avoid what is termed as being 'power hungry'.

In trying to get a clearer understanding on the causes of power related conflicts each participants was asked to mention the actor(s) involved in causing conflicts at their respective schools. Interestingly, the responses given are as shown in table 4.6.

Table 4.6: Frequency distribution of Actors causing Conflicts by Participants

<table>
<thead>
<tr>
<th>Participants</th>
<th>Actor(s) causing Conflicts in Schools</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head teacher</td>
<td>Teachers</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Parents (PTA)</td>
<td>4</td>
</tr>
<tr>
<td>PTA chairpersons</td>
<td>Head teachers</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Teachers</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Head teachers</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Standard Officers</td>
<td>6</td>
</tr>
<tr>
<td>Class teachers</td>
<td>Parents</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>teachers</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>pupils</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>41</td>
</tr>
</tbody>
</table>
The study findings revealed that all the participants were actors in causing conflicts in schools. In this regard, both people with authority and those without authority were involved in causing power related conflicts in schools. However, the blame game highlighted above was of concern as the problem of power relations in schools need to be resolved despite numerous actors involved who have different perceptions, interests, values, roles, goals and opinions.

4.5. Effects of Power Related Conflicts on Pupil Academic Performance in Schools

The participants to this study were asked a question, Can power related conflict affect pupil academic performance? In response, 24 (58.5%) Class teachers, 9 (22.0%) Head teachers and 8 (19.5%) PTA chairpersons affirmed that power related conflicts affect pupil academic performance as depicted by figure 4.2.

Figure 4.2: Percentage distribution of Responses on the Effects of Power Related Conflicts on Academic Performance

This study found that power related conflict affected pupil academic performance in selected primary and secondary schools in Mwansabombwe. All the participants involved in the study attested that any type of conflict in schools impact negatively on pupil academic performance.
This finding resonated well with the common saying that ‘where elephants are fighting it is the grass that suffers’ Therefore, the 100% Yes response indicated that conflicts in schools are not good as they undermine the academic performance of pupils.

In trying to establish the impact of power related conflict on academic performance, Class teachers through the questionnaires and Head teachers together with the PTA chairpersons through an interview were asked to explain how power related conflict affected pupil academic performance at their respective schools and the following similar responses were given:

a) Teachers become ineffective during class delivery due to frustration which would be vented on learners through absconding from work.

b) Frustrated teachers usually do not prepare learning materials by writing lesson plans. Their teaching files were likely to be disorganised just like their learners.

c) Limited teaching and learning materials in situations where fund were misappropriated and administrators do not prioritise learner performance.

d) Untimely conflict resolution had spill over effect on reducing learner’s contact sessions with the teacher especially where efforts to resolve conflicts involving the teacher took long.

e) Teachers become busy sorting out their conflicts especially when pupil (Government trophy) was involved at the expense of teaching which result in poor syllabi coverage.

f) School administrators feel inferior to monitor teacher with higher qualification leaving the ability of the teacher to deliver in class to chance. However, qualification and delivery are two different aspects in the teaching fraternity.

g) Lack of motivation lead to teachers getting discouraged to teach effectively especially where efforts of hardworking teachers are not recognised and appreciated at the expense of ‘laisser-faire’ teachers. In this regard, demotivated teachers usually find it difficult to deliver adequately in class.
h) Lack of collaboration in terms of preparation of work especially at departmental level. This lead to have uncoordinated teachers in schools to the point where if a teacher is out of the station even for genuine causes the class(es) of such a teacher would remain unattended to by other teachers with similar teaching subjects.

4.6. Consequences of Unsuccessful Working Relationship among stakeholders in Schools

The participants in this study were asked to state the type of working relationship which existed at their respective school to with 29 (70.7%) participants said that working relationship was successfully and 19 (29.3%) participants said unsuccessful working relationship existed. Table 4.7 showed the frequency distribution of the responses as given by the 41 participants to this study.

Table 4.7: Frequency distribution of Responses on the Type of Working Relationship by Participants

<table>
<thead>
<tr>
<th>Participants</th>
<th>Successful</th>
<th>Unsuccessful</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head teachers</td>
<td>8</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>PTA chairpersons</td>
<td>3</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>Class teachers</td>
<td>18</td>
<td>6</td>
<td>24</td>
</tr>
<tr>
<td>Total</td>
<td>29</td>
<td>12</td>
<td>41</td>
</tr>
</tbody>
</table>

This study found that both successful and unsuccessful working relationship existed in both primary and secondary schools in Mwansabombwe district. This study found that the participants contradicted themselves when 29 participants out of 41 said that successful relationship existed between different workmates against the earlier revelation of the existence of power related conflicts to which the majority (37) participants affirmed.

Furthermore, teachers where provided with a table to rate their working relationship to which the responses were as depicted in table 4.8.
Table 4.8: Frequency distribution of Class teacher Ratings on Working Relationships among different Workmates

<table>
<thead>
<tr>
<th>Workmates</th>
<th>Bad</th>
<th>Quite Good</th>
<th>Good</th>
<th>Very Good</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head teacher</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Deputy Head teacher</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HODs (secondary schools)</td>
<td>1</td>
<td>2</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Senior teachers (primary schools)</td>
<td>1</td>
<td>6</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Parents (PTA members)</td>
<td>4</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class teachers</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Pupils</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>12</td>
<td>13</td>
<td>16</td>
<td></td>
</tr>
</tbody>
</table>

This showed that working relationships can be good were teamwork was promoted, enhanced and sustained by the able leadership of the administrators. However, bad working relationships despite recording the lowest responses in comparison to successful working relationship if not given attention by school administrators could be the ultimate source of conflicts in schools. This was because power related conflicts affect both people with and without authority in schools.

Head teachers and PTA chairpersons were asked to state what could be done to avoid unsuccessful working relationships at their schools. In response, the following were the answers given:

a) Through orientations of all stakeholders on job description and induction of newly deployed or transferred staff on the school culture.

b) Embracing teamwork and collaboration by among all stakeholders especially those in positions of authority.

c) Through effective communication in the school where by goals and objectives are made clear in order to avoid misunderstanding and interpersonal conflicts.

d) Though transparency and accountability among all stakeholders.
The findings from the head teachers and PTA chairpersons revealed interesting ways in which poor working relationships could be avoided. The participants cited orientations of each stakeholder on roles and rules together with regulations, effective communication, good democratic school governance and management and peace making and building by stressing the need to work as a team during staff meetings, briefings and PTA general meetings.

Additionally, the views of both head teachers and PTA chairpersons were similar to some of the causes of conflicts in schools that were given by class teachers in Table 4.4.

4.7. Strategies used to resolve Power Related Conflicts in Schools

The participants were asked a question (see interview question 9 for Head teachers / PTA chairpersons and questionnaire question 23 for class teachers) to mention one method used to resolve power related conflicts at their respective schools. The responses were given as presented in table 4.9.

Table 4.9: Frequency and Percentage distribution of Responses by Conflict Resolution Strategy Used

<table>
<thead>
<tr>
<th>Conflict resolution strategy</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dialogue</td>
<td>11</td>
<td>26.8</td>
</tr>
<tr>
<td>Reconciliation</td>
<td>7</td>
<td>17.1</td>
</tr>
<tr>
<td>Collaboration and teamwork</td>
<td>6</td>
<td>14.6</td>
</tr>
<tr>
<td>Negotiation</td>
<td>5</td>
<td>12.2</td>
</tr>
<tr>
<td>Participative decision making</td>
<td>5</td>
<td>12.2</td>
</tr>
<tr>
<td>Delegation of duties</td>
<td>4</td>
<td>9.8</td>
</tr>
<tr>
<td>Capacity building</td>
<td>3</td>
<td>7.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>41</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

This study found that a variety of methods were used to resolve power related conflicts in primary and secondary schools in the district. Dialogue and reconciliation
were the prominent methods participants gave out as shown by the higher frequencies in table 4.9.

**Summary**

This chapter presented the findings of this study which sought to analyse power how power relations could enhance peace in the selected schools in Mwansabombwe district. The respective sections under this chapter have presented the finding using tables and pie charts. The frequencies and percentages were used to present the findings as analysed coupled with key descriptions of the presented data.

As regards the existence of power relations in schools, the study found that the phenomenon can either be positive or negative. The former is attained where the effects of the latter are transformed or resolved amicably.

The identified types of power relations were given as being power, relationship, role and role conflicts. The positive power relations was likened to good working relationship in schools and negative power relations was likened to bad working relationship.

The findings as presented in Table 4.4 revealed that there were a number of causes of power relations in schools. Most common causes identified included; desire to hold limited positions; lack of clear working mandates among teachers, administrators and parents; lack of trust by superiors, lack of accountability and transparency in usage of school finances; and lack of collaboration in school governance and management system.

As to whether power related conflict affected pupil academic performance, the findings revealed that power related conflicts had the potential to affect pupil academic performance. The participants advanced cardinal reasons such as increased absenteeism by frustrated teacher who could not manage to finish the syllabus thereby putting pupils at high risk of not performing well during public examinations.

Power relations in school needed be resolved so as to create a learning environment which is conducive to foster peace and academic excellence. In this regard, the findings revealed that successful working relationships existed in the selected schools in Mwansabombwe district. This was however against the revelation that most schools
experienced negative power relations. However, the methods used to resolve negative power relations to enhance peace which in turn could foster positive power relations included dialogue, reconciliation, participation, teamwork and delegation of duties in school management and governance system. The next chapter deals with the discussion of the presented findings.
CHAPTER FIVE
DISCUSSION OF FINDINGS

Overview

This chapter deals with the discussion of the findings that were presented in chapter four. The discussion of the findings conformed to the five research objectives of this study which were:

i. to establish the type of power relations that existed in selected primary and secondary schools in Mwansabombwe district,

ii. to establish the causes of power related conflicts in selected primary and secondary schools of Mwansabombwe district,

iii. to find out the effects of power related conflicts on pupil academic performance in selected primary and secondary schools of Mwansabombwe district,

iv. to identify the consequences of unsuccessful working relationship among stakeholders in selected primary and secondary school of Mwansabombwe district and

v. to suggest ways of resolving power related conflicts in selected primary and secondary schools of Mwansabombwe district

5.1. Types of Power Relations Existing in Schools

The first objective of the study endeavoured to establish the type of power relations that existed in the selected schools. Findings revealed that the types of power relations that existed in school were categories as being positive and negative based on views expressed by head teachers, PTA chairpersons and class teachers in chapter four. This was because conflicts were an inevitable feature of any institution or organisation. In schools, conflicts manifest according to the different ways people perceive relationships, roles and power as presented in Table 4.4. Therefore, conflicts of any type ensue where there is even minor difference in perceptions, interests, values, goals
and opinions among different people. This finding agreed to what the Iceberg Model depicted in Figure 1.2.

Furthermore, the above discussion agreed with Hussain (2010) who in his background paper asserted that conflicts can either be constructive or destructive. The former was synonymous to positive and the latter to negative conflict. In terms of power relations, good relationships between superiors and subordinates relate to positive power relation while bad relationships indicate negative power relation.

A conflict or negative power relation becomes destructive when it takes attention away from other important activities or issues such as pupil academic performance. The findings revealed that negative power relations become destructive where it undermines morale or self concept, jeopardises relationships through member of staff underrating others or being underrated by others, polarises people and groups, reducing cooperation through gossip and malice, increases or sharpens difference in perceptions, opinions and beliefs and sometimes leads to irresponsible and harmful behaviour such as fighting and name calling.

On the other hand, a conflict or positive power relation is said to be constructive when it results in clarification of important problems and issues, results in solution to problems, involves people in resolving issues important to them, promotes authentic communication, helps people involved in conflicts release emotion, anxiety and stress, builds cooperation among people through learning more about each other and helps individuals develop understanding and skills as revealed by Hussain (2010).

It can be said that power relations was fluid as it could flow in any direction as explained in Figure 1.1. The finding therefore conformed to the Foucaultian Power Relation theory which does not only focus on the negative aspects of power in causing conflicts but also considers the positive aspects in terms of moulding new behaviours and unlocking opportunities. Furthermore, agreed to the Power-Dependence Relation theory based on the finding that revealed the occurrence of conflicts in learning institutions such as schools.
5.2. Causes of Power Related Conflicts in Schools

The findings revealed that the causes of power related conflicts in schools were many. From the findings as presented in Tables 4.4 and 4.5, it can be stressed that the causes of power related conflicts are many and as such power related conflicts can be at intrapersonal, interpersonal, intragroup and intergroup level.

This section shall discuss the causes of power related conflicts in the selected schools as they were presented in Table 4.4 as:

5.2.1. Desire to Hold Positions

The desire to hold positions in schools was one of the causes of negative power relations. Findings revealed that the number of positions in schools were limited. This implied that there must be only one head teacher, one deputy head teacher or even the head of department at a particular time. In this regard, those with aspirations to hold such positions in school have to wait for transfer, death or retirement. The highlighted instances are not time specific and therefore, staffs that aspire for such limited positions and lacked patience were likely to get frustrated more. For instance, in 2015 the government passed a law which increased the retirement age from 55 to 65 years. The implication of such piece of legislature is that such positions would only be available for occupancy by other officers after ten more years from the due date of retirement among school administrators.

Such desire was mostly noted from newly deployed teachers with higher qualifications and even serving teachers who have upgraded to a higher qualification such as a bachelors or masters degree. Therefore, the personality of such officers is usually boastful and do not cooperate with school administrators. These were the people Bryce (2011) called ‘power hungry’ individuals.

Similarly, power related conflicts mostly emanate where undeserving individuals were given responsibilities in schools. This implies that others become reluctant to accept the status quo and questions the power be as to what criteria was used and so forth which point to either lack of transparency or discretional power been abused. This was what the Critical Discourse Analysis theory underscored that conflicts in institutions like school are mainly due to the abuse of legitimate power by people vested with
authority (Van Dijk, 2001). Therefore, the Discourse Analysis theory used in this study had proved its appropriateness to this study as it agreed well the findings.

5.2.2. Lack of Effective Communication

Findings revealed that communication was an important tool that can be used to exchange information between the leader and the subordinates in institutions and schools were not exceptional. In order to enhance peace in school participants were of the view that communication should be improved. In this regard there was need for communication to be enhanced through accurate reporting to all stakeholders especially on how school funds were utilised. It therefore, require for communication to be bi-directional, which Leithwood and Poplin (1992) referred to as to mean both top-down and bottom-up. In this way, good communication may help to clarify goals and objectives in schools and further help to reduce suspicion and avoid misunderstanding among various stakeholders.

5.2.3. Lack of Trust among Stakeholders

Findings revealed that trust in schools was scarce as some participants echoed that it was difficult to trust some members of staff due to their unprofessional conducts. This implied that there was little confidentiality among staffs due to the prevalence of gossiping in schools. This was in conformity with the observation of one Head teacher interviewed who lamented the problem of what he termed ‘dark corner meetings’. To this effect, peace in schools can be promoted, enhanced and sustained in instances where every stakeholder was treated with respect and accorded impartial, unbiased and fair justice by those vested with authority. This is what natural law demands (Finnis, 2011) by ensuring that morality is upheld. Therefore, the researcher was of the view that common notions like ‘trust nobody but fear everybody’ must be transformed into ‘trust everybody but fear nobody’.

The findings were consistent with the findings from the study conducted by Yuan Wang and Clegg (2002) who revealed that the level of trust placed by managers on the subordinates had a direct impact on the manager’s attitude towards employee participation in management and governance matters.
5.2.4. Lack of Motivation

Findings revealed that lack of motivation in schools can cause conflicts. However, the question one might ask were: who to motivate? when to motivate? how to motivate and why motivate? The answers to the above simple but sensitive questions all points to the fact that motivation was a factor that can foster peaceful co-existence among staff in schools. However, motivation can not always be in form of prizes as schools are faced with limited financial resources due to erratic funding from government. Therefore, motivation can also be in form of local appointments especially for qualified and experienced staff. In an event, the issue of local appointment was mishandled by the appointing authority they it can affect peaceful working relationship. This is what one Head teacher cautioned when she hinted that the aspect of motivation through local appointments for administrative convenience in schools should be done with wider considerations and in a transparency manner to foster cooperation and avoid interpersonal conflicts.

5.2.5. Lack of Transparency on Financial Matters

Findings revealed that misappropriation of school resources especially fund heighten conflicts in schools. One class teacher linked occurrence of power related conflicts in schools to lack of transparency and accountability on how school funds were used. This was commonly caused by officers (Accounting Officers) entrusted with the responsibility to manage school accounts and funds when they fail to account for the expenditure despite recommendations from finance committees. The implication of such unprofessional practice usually attracts audit queries and put school managers, finance committee and relevant stakeholder in disrepute.

One PTA chairperson interviewed raised a concern that the association was just used as a ‘rubber stamp’ as decisions concerning the usage of school funds were not collaboratively done. According to the PTA chairperson, peace in school could be sustained where there was proper transparency and accountability of school funds. The chairperson lamented that parents were made to pay huge sums of school fees and then later be limited to discuss only the expenditure of PTA fund while general purpose funds (GPF) were left to school authority.
In agreeing with Bagarette (2011) who noted that lack of understanding one’s roles in an organisation compounded by overstepping one’s boundaries in executing the roles were also found in this study. One PTA chairperson interviewed wondered if PTA had the role to monitor the usage of GPF in schools. To which one Head teacher ably said, ‘each stakeholder has specified roles and boundaries are drawn, for example, PTA is mandated to account for PTA funds and not GPF’. Such conflicts just rely on simplicity of the terms used when phrasing mandates of individuals or groups so as to avoid misunderstandings. With regards to positive power relation, it could be enhanced through capacity building all stakeholders with basic knowledge in leadership and management skills.

5.2.6. Lack of Clear Roles

Findings in this study revealed that some stakeholders do not know their roles in schools. This resonated well with Bagarette (2011) who observed that lack of clearly and specified roles can cause conflicts and power related conflicts in schools. This was evidently shown by lack of tangible documentations such as PTA constitutions, code of conducts, education policy documents and school strategic plans among other relevant documents in the Head teacher’s offices visited.

However, the offices of head teachers visited had charts of different committees, extracted roles of a teacher and lists of staff and PTA executive members. This indicated that school authorities had organisational structures present. This study could however, not establish the extent of participation of the tabulated structures in school administration as it was beyond the scope of this study.

5.2.7. Lack of Collaboration

Findings of this study revealed that conflicts were common in schools where school authorities do things in isolation without involving other stakeholders. This was because differences in perception and opinion result in different people attaching meaning to the same issue differently. This usually lead to misquotations and misinformation which spreads very fast like bush fires thereby spread false information to others who may either lose trust and confidence in people entrusted with authority. Team work and team spirit were essential components of successful
working relationship in any institution or organisation. For this reason, the finding was in line with Holton’s (2001) view who asserted that relationship at institutional level such as a school requires a solid foundation of mutual trust and collaboration if stakeholders were to function effectively and efficiently.

5.3. Effects of Power Related Conflicts on Pupil Academic Performance in schools

The sole purpose of schools is to impart relevant knowledge, skills and character in pupils so that they become useful to society. This is what Martin Luther King, Jr. called the goal of education when he assertively said that ‘the function of education is to teach one to think intensively and to think critically ….’

Findings revealed that negative power relations in schools had spill over effects on the general school environment in many aspects. The major aspect affected by power related conflict in schools was pupil academic performance. This was clearly expressed by the 100% affirmative responses by all the participants in this study as presented in Figure 4.2.

Findings revealed that the prevalence of power relations in schools affected pupil academic performance in many ways. Teachers were of the view that delivery in class is not adequate due to frustrations. When the teacher was frustrated they do not prepare adequately the learning and teaching materials for their learners. Such were the teachers who do not even prepare lesson plans, schemes of work and records of work. As a result of that, the learners tend to have inadequate content knowledge in particular subjects. Learners find examinations challenging.

Similarly, teachers involved in power related conflicts tend to spend more time on trying to solve their problems at the expense of teaching. This leads to absenteeism and truancy among learners. Due to the unavailability of the teacher at school and in class teaching, the learners would opt to stay away from school thereby increasing pupil truancy which does not auger well with the tenets of good academic performance.

This study further revealed that power related conflicts in schools affected pupil academic performance because syllabi coverage would be inadequate. For example if
teachers failed to complete syllabi, Kwalombota (2014) said that such teachers tend to engage in examination malpractice. This was done so that their pupils pass the examinations. Therefore, their inefficient could be hidden in examination malpractices.

On this score, Ogunji (2011) said teachers encourage examination malpractices because they lack the zeal to work and at the end would want to be praised for a job, which was never done effectively thus, graduating students who do not actually possess the abilities for which they were examined. The lack of zeal to work was indicative to lack of one's personal peace which peace scholars like Ronald Fisher, J and Johan Galtung would call ‘intrapersonal peace’.

This study further revealed that pupil performance were affected by negative power relations going by the presented findings given by head teachers and PTA chairpersons when they were asked to explain how power related conflict affected learner performance.

Pupil academic performance was indeed affected by power related conflicts through reduced cooperation between teachers and administrators. This was common where a teacher absconds from work after been reprimanded for unprofessional conducts like reporting for work under the influence of alcohol. In this regard, there was need to ensure that peace was promoted in schools where quality academic performance would thrive. This conformed to Lin (2010) who articulated that cooperation between teachers and parents enhances pupil’s academic performance. The finding further agreed with Kamba (2010) who noted that involving all stakeholders in governance and management of schools improve the quality of education and school system.

To reaffirm to the above revelations, PTA were of the views that misappropriation of school funds and lack of priorities in schools had lead to school having inadequate teaching and learning materials. One PTA chairperson interviewed noted with concern that some school administrators do not know how to motivate their staff and where teachers were motivated through giving of awards hardworking teachers were sometimes sidelined in preference to loyalty teachers. This was seen to have increased frustrations among the teaching staff in schools. Thus, the problem of negative power
relations if not urgently addressed could have undesirable trickle down effects on pupil academic performance.

Findings revealed that if administrators had a lower professional qualification than they subordinates, they felt inferior to adequately supervise staff with higher qualifications. However, qualification and delivery in class were two different sides of the coin in the teaching circle. To this effect, there was no literature to justify that teachers with the highest qualification perform better in class. This was because teaching is an art and it goes with one’s tactic, discipline and passion towards work. In this regard, school administrators must handle teachers in a professional manner as enshrined in the code of ethics and conduct to ensure that learners receive the right knowledge, skills and attitudes which would make them self reliant in society.

5.4. Consequences of Unsuccessful Working Relationship among stakeholders in Schools

Going by the findings presented in Table 4.7 on this objective, it was evident that working relationship at any place of work could either be successful or unsuccessful. The findings revealed that successful working relationship existed in most (70.7%) schools. Despite the fact that the sampled schools revealed that successful working relationship existed, the finding contradicted with the other finding that revealed that power related conflicts were rampant in the selected schools. It is for this reason that the consequences of unsuccessful working relationship among administrators, teachers and parents were addressed by this study.

Usually, unsuccessful working relationships existed where school activities were done in isolation devoid of engaging all stakeholders. Findings revealed that where conflicts existed working relationships were not good and the trickle down effects on the institutional output were many such as affecting academic performance of both learners and the school. The main consequences given by participants included inefficiency and ineffectiveness of work. This was what leadership scholars could term ‘laisser-faire’ type of work, which in modern parlance is the ‘i don’t care type’ (Leithwood and Poplin, 1992). In this regard, little work was likely to be done by teachers, parents and administrators that could uplift the school standards within the community, region and the country at large.
This study also found that newly deployed staff would not easily adapt to the school culture if they were received by conflict-entangled teachers and administrators. In this line of thought, the new teachers may find it difficult to get acclimatised to the good practices of the teaching profession from such workmates. In addition, participatory decision making was not promoted where working relationship among stakeholders was not good. The implication would be that suggestions proposed by subordinates or people with similar levels of influence in society would not be taken on board by the superiors in school governance and management. Therefore, the researcher viewed the findings on unsuccessful working relationships to be highly unprofessional. This was because the findings presented were against the good tenets of democratic governance and management of schools.

5.5. Strategies used to resolve Power Related Conflicts in Schools

Findings revealed that there were many ways used to resolve power related conflicts in the selected schools as presented in Table 4.9. The findings were in consonant with Hussain (2010) who attested that although conflicts were inevitable, they can be minimised, diverted and/or resolved. The views of Hussain were similar to Rukuni (2013).

Participants were of the view that all parties to the conflict should be involved in resolving conflicts because they were actors as revealed in Table 4.6. Dialogue and reconciliation were the most pronounced methods used to resolve conflicts in the selected schools. To borrow the phrase of the 18th century Methodist clergy and theologian, John Wesley (1702 – 1797) ‘agree to disagree’ that was first written in a 1770 sermon, the basis to resolve any conflict lie in the principle of tolerance where parties to the conflict recognise the undesirable outcomes of the unresolved conflict. In schools, the motive to resolve conflicts should be based on improving learner academic performance.

In order to enhance peace in schools, this study implore all stakeholders in schools to work in harmony by embracing team work and promoting open discussion during staff meetings, departmental meeting, stakeholder’s workshop and PTA annual general meetings. In line with democratic principles of participation, accountability and transparency, school authorities must champion participative decision making.
processes through empowering school committees as enshrined in their school strategic plans. The findings of this study on conflict resolution strategies were consistent with Mubanga's (2011) views on the need to promote negotiations in strengthening and sustaining school partnerships among different stakeholders.

Findings revealed that in order to make schools as havens of peace, transparency and accountability especially with decisions to deal with school financial matters must be promoted among all the parties such as teachers, parents and administrators. This would help minimise speculations and anxiety among all stakeholders on how finances were being utilised in schools.

Summary

The chapter presented the discussion of the findings of this study based on the objectives. Firstly, the researcher discussed the types of power relations which existed in the selected schools. Then discussed the causes of power related conflicts such as lack of effective communication, desire to hold positions, lack of clear roles and lack of collaboration among others. Thereafter, discussed how power related conflicts have the potential to undermine pupil academic performance.

Working relationships then followed in the discussion with emphasis been on the effects of unsuccessful working relationships in schools. Lastly, strategies that were used to resolve power related conflicts were discussed based on a clarion call that was made by the participants to this study that poor (negative) power relations be transformed into good (positive) ones through dialogue or negotiation among other conflict resolution methods and strategies. The next and last chapter deals with conclusion and recommendations made by this study.
CHAPTER SIX
CONCLUSION AND RECOMMENDATION

Overview

This chapter endeavours to present the summary of findings, conclusion and recommendations made by this study.

6.1. The Main Research Findings

This study sought to analyse power relations and how it could enhance peace in schools. In this regard, the study was aimed at finding out the type of power relations that existed in the selected schools, the causes of power related conflicts in schools, the effects of power related conflicts on pupil academic performance, the consequences of unsuccessful working relationships and strategies used to resolve power related conflicts. The following were the main research findings:

On the first research question, this study found that power relations existed in schools which were either poor or good. Poor power relations were found to be common as there was a strong desire to hold positions among upgraded teachers. This led to tension and reduced cooperation among teachers, administrators, parents and pupils.

On the second research question, this study found that schools had different people with varied perceptions, values, interests, opinions, motives, beliefs and goals. These different attributes were found to be causal factors of power related conflicts in the selected schools. Furthermore, this study found that under qualified school administrators felt insecure to work with highly qualified teachers and they (Head teachers) thought that their subordinates may take up their positions. This existing scenario of invisible fighting for limited administrative positions had implications on the peaceful coexistence in schools.

On the third research question, this study found that power relations in schools affected pupil academic performance in that the phenomenon led to frustrations among teachers, administrators and parents who ended up losing zeal for work. In the case of teachers, they stopped preparing teaching and learning materials adequately.
They also absconded themselves from work and syllabi coverage became inadequate which puts pupils at high risk of not performing better in public examinations.

On the fourth research question, this study found that successful and unsuccessful working relationships existed in the selected schools. The presence of unsuccessful working relationships could be assumed to indicate that school administrators lacked key leadership skills. For example, where delegation of specific roles in school was given to the same people or group every time, such delegation was questioned and received by others with mixed feelings. This study found that such a practice was termed as 'favouritism' and it was unethical.

On the fifth research question, this study found that different ways of resolving power related conflicts were used in the selected schools and they included dialogue, negotiation, participative decision making, coexistence, cooperation, trust with confidence and effective communication.

6.2. Conclusion

Based on the above findings, this study concluded that power relations in schools were in existence in the selected schools. Further, negative form of power relations was detrimental to the coexistence of school stakeholders and pupil academic performance. Arising from the fact that conflicts are destructive as evidenced by the findings of this study, there was need to transform negative power relations into positive ones through dialogue, negotiation and among other conflict resolution strategies this study had identified.

6.3. Recommendations

Based on the findings, the following recommendations may be considered:

- The Ministry of General Education should lobby for financial resources and sponsor teachers to carry out research on the phenomenon of power relations. The findings from such research may help to bring awareness and insights to all stakeholders in schools about the need to co-exist and work in harmony.
• The supervising authorities in schools should make fair, just and unbiased recommendations to serving teachers who applies for any vacant position in schools based on their qualifications, experience, character and performance. This will deter the aspect of favouritism which may compromise peace in schools.

• Districts through the DEBS office should empower all stakeholders in positions of authority in schools with modern practices and ethics in peace, leadership and conflict resolution at least twice in a year. This could be sustained through the creation of a Peace and Conflict Resolution Help desk at DEBS offices which will be responsible to capacity build school authorities and handle conflict related cases in schools.

• School authorities should adhere to principles of democratic school governance through strengthening the School Management Committees as codified in school strategic plans. In this regard, the researcher recommends to the Ministry of General Education that they should add an Ethics Committee in the school strategic plan themes which should act as an overseer of all committees by ensuring that school committees are operating within the confinement of the rules and regulations guiding them.

• The Ministry of General Education should have a deliberate policy to ensure that schools stock relevant policy documents such as the Education Act, Rules and Regulation of Organisations in schools, Code of conducts and professional ethics, School governance manuals among others where rules, roles and functions of all stakeholders in schools are stated so that each stakeholder can refer to in order to understand their roles and functions, thereby minimising role conflicts.

6.4. Suggestions for Further Research

This study was concerned with the topic of analysing power relations in enhancing peace in schools. Being limited in its scope, this study was by no means exhaustive therefore cannot claim to have exhausted the topic. However, it hoped that this study will help to stimulate interest among readers and researchers to investigate the
phenomenon further. In this regard, the following are some of the suggestions for future research:

1. A similar study could be done in an urban area so as to compare and contrast the phenomenon between the rural and urban areas.

2. A similar study can be done using a large-scale sample so as to obtain more information which could not have been obtained from this study due to a small sample used.

3. A study can be done to examine how positive working relationships can be strengthened in schools in light of the revised retirement age.
References


Appendix A: Sample of Responses given by One Questionnaire Participant

Section C: Effect of power related conflicts on Pupils academic performance in schools

14. Can power related conflict affect pupil academic performance in any way? (Tick (✓) in the appropriate box)

<table>
<thead>
<tr>
<th>Yes</th>
<th>✓</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

15. If Yes to 14, briefly explain how power related conflict affect pupil academic performance at your school

With the introduction of ICT in schools, it is very difficult to teach ICT without electricity and definitely, the performance would be affected.

16. Which other aspect do you feel could be affected by power related conflicts at your school (State briefly)

Studying in the evening (2000) by pupils is affected without electricity and teaching Home Economics can be difficult as it equally requires electricity.

17. Who is to blame for poor academic performance linked to power related conflicts in schools? (Mention just position(s) and NOT names)


Section D: Working relationships in schools

18. Which type of working relationship exist at your school (Tick (✓) in the appropriate box)

<table>
<thead>
<tr>
<th>Successful (Cordial)</th>
<th>✓</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unsuccessful (Not cordial)</td>
<td></td>
</tr>
</tbody>
</table>
Appendix B: Geographical Location of Mwansabombwe District

Mwansabombwe district
DEBS/DESO’s interview guide

This study, in which you are being purposively sampled is being undertaken to analyse power relations in enhancing peace in selected primary and secondary schools in Mwansabombwe district, Zambia.

The information gathered will be treated as confidential and will be used for academic purposes only. I would be grateful if you would accept my interview based on the questions below. For more information on the study feel free to contact me on 0977 493784 or email: aubreykasuba2015@gmail.com

Interview questions

1. Which types of power relations exist in primary and secondary schools in your district?

2. What are the most causes of power related conflicts in primary and secondary schools in your district?

3. How can you describe the levels of influence in primary and secondary schools in your district?

4. How do stakeholders in school governance and management process perform their specified roles and functions in both primary and secondary schools in your district?

5. How can you describe the presence of relevant documentation in primary and secondary schools for all stakeholders on individual roles?

6. How can you describe the prevalence of power relations in primary and secondary schools in your district?

7. What are the main effects of power relations on pupil-teacher relationship, pupil academic performance and teacher conduct in primary and secondary schools in your district?
8. What can be done to avoid unsuccessful working relations in primary and secondary schools in your district?

9. How can power relations be resolved in primary and secondary schools in your district?

10. Any past experience related to the study you can like to share with the researcher (light moment)

THANK YOU FOR YOUR TIME
Appendix D: Interview Guide for Headteachers and PTA Chairpersons

Headteachers / PTA Chairperson’s interview guide

This study, in which you are being requested to participate is being undertaken to analyse power relations in enhancing peace in selected primary and secondary schools in Mwansabombwe district, Zambia.

The information gathered will be treated as confidential and will be used for academic purposes only. I would be grateful if you would accept my interview based on the questions below. For more information on the study feel free to contact me on 0977 493784 or email: aubreykasuba2015@gmail.com

Interview questions

1. Which types of power relations exist at your school?
2. What are the most causes of power related conflicts at your school?
3. How can you describe the levels of influence among stakeholders at your school?
4. How do stakeholders in school governance and management process perform their specified roles and functions at your school?
5. How can you describe on the presence of relevant documentations for all stakeholders on individual roles?
6. How can you describe the prevalence of power relations at your school?
7. What are the main effects of power relations on pupil-teacher relationship, pupil academic performance and teacher delivery at your school?
8. What can be done to avoid unsuccessful working relations at your school?
9. How can power relations be resolved at your school?
10. Any past experience related to the study you can like to share with the researcher (light moment)

THANK YOU FOR YOUR TIME
Appendix E: Teachers’ Questionnaire

Teachers’ questionnaire

This study, in which you are being requested to participate, is being undertaken to analyse power relations in enhancing peace in selected primary and secondary schools in Mwansabombwe district, Zambia.

The information gathered will be treated as confidential and will be used for academic purposes only. For more information on the study feel free to contact me on 0977 493784 or email: aubreykasuba2015@gmail.com. You are kindly requested to answer the questions by either putting a tick in the space (√) provided next to the answer of your choice, or by writing your views in the spaces provided.

SECTION A: Demographic Information:

1. Your gender: Male ( ) Female ( )

2. Age bracket: Under 30 ( ) 31-40 ( ) 41-50 ( ) 51-60 ( ) Above 60 ( )

3. What is your highest professional level attained?

Certificate ( ) Bachelor’s Degree ( )

Diploma ( ) Master’s Degree ( )

Doctorate ( ) Any other (specify) ________________________________

4. Employment status

Formal ( ) Informal ( )

Contract ( ) Temporal ( )

Retired ( ) Others (specify) ________________________________

5. Position

Head of Department ( ) Senior teacher ( )

Class Teacher ( ) Others (specify) ________________________________
SECTION B: Causes of power related conflicts in primary and secondary schools

6. School type (Tick (√) in the appropriate box)

<p>| | |</p>
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<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>Primary</td>
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<tr>
<td>Secondary</td>
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7. Are power related conflicts common at your school? (Tick (√) in the appropriate box)

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<tbody>
<tr>
<td>Yes</td>
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<tr>
<td>No</td>
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</tbody>
</table>

8. If YES to 7, mention the type of such conflicts at your school


9. Below are some of the causes of power related conflicts in schools. To what extent do you agree or disagree on the causes of power related conflicts at your school? (Tick (√) the applicable ones) (Key: SA: Strongly agree; A: Agree; D: Disagree; SD: Strongly Disagree)

<table>
<thead>
<tr>
<th>Causes of power related conflicts</th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of clear roles</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Lack of understanding specified roles</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lack of trust</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Lack of collaborations</td>
<td></td>
<td></td>
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<tr>
<td>Competition among staff</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Lack of respect</td>
<td></td>
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<tr>
<td>Indiscipline</td>
<td></td>
<td></td>
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<tr>
<td>Lack of delegation of duties by superiors</td>
<td></td>
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<tr>
<td>Others(specify)</td>
<td></td>
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</tbody>
</table>

10. Which people are involved in power related conflicts at your school (You can tick more than one option)

- School administrators and superiors (√)
- School administrators and teachers (√)
- School administrators and Parents (√)
- Parents and teachers (√)
- Teachers and pupils (√)
- Others (specify) _______________
11. Does the number of staff at your schools have an impact on power relations?

Yes ( )
No ( )

12. If yes to 11 explain briefly

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

13. In your own opinion, briefly state common sources of power struggles in other school

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
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Section C: Effect of power related conflicts on Pupils academic performance in schools

14. Can power related conflict affect pupil academic performance in any way? (Tick (✓) in the appropriate box

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
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</table>

15. If Yes to 14, briefly explain how power related conflict affect pupil academic performance at your school

_________________________________________________________________
_________________________________________________________________
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16. Which other aspect do you feel could be affected by power related conflicts at your school (State briefly)

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

17. Who is to blame for poor academic performance linked to power related conflicts in schools? (Mention just position(s) and NOT names)

________________________________________________________________________
________________________________________________________________________

Section D: Working relationships in schools

18. Which type of working relationship exist at your school (Tick (✓) in the appropriate box)

<table>
<thead>
<tr>
<th>Successful (Cordial)</th>
<th>Unsuccessful (Not cordial)</th>
</tr>
</thead>
</table>

19. How can you rate your working relationships with the following individuals? (Tick (✓) in the appropriate box)

(Key: U: Unsatisfactory; S: Satisfactory; G: Good; VG: Very Good; O: Outstanding)

<table>
<thead>
<tr>
<th></th>
<th>U</th>
<th>S</th>
<th>G</th>
<th>VG</th>
<th>O</th>
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</thead>
<tbody>
<tr>
<td>Head teacher</td>
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<tr>
<td>Deputy Head teacher</td>
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<td>HODs (secondary schools)</td>
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<tr>
<td>Senior teachers (primary schools)</td>
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<tr>
<td>Parents (PTA members)</td>
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<tr>
<td>Class teachers</td>
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<tr>
<td>Pupils</td>
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</table>

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20. Does your school embrace participative-decision making process? (Tick (✓) in the appropriate box)

| Yes | No |

21. Is collaboration, transparency and accountability present at your school?

| Yes | No |

22. In your own opinion, briefly state the advantage and disadvantage of both successful and unsuccessful working relationships either at your school or other schools.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Section E: Strategies to resolve power related conflicts in schools

23. Mention at least ONE way your school uses to resolve power related conflicts

________________________________________________________________________
________________________________________________________________________

24. In your own opinion suggest a method that can be used to resolve power related conflicts in Zambian schools? (State briefly)

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
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25. Please feel free to share any other experience(s) related to the study that you have either encountered or witnessed at your school (if any)


THANK YOU FOR PARTICIPATING IN MY STUDY