



**EFFICACY OF ORGANISATIONAL POWER IN THE MANAGEMENT OF PRIMARY  
SCHOOLS IN LUSAKA DISTRICT, LUSAKA PROVINCE, ZAMBIA**

**BY**

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**A DISSERTATION SUBMITTED TO THE UNIVERSITY OF ZAMBIA  
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF THE  
DEGREE OF MASTER OF EDUCATION IN EDUCATIONAL ADMINISTRATION  
AND MANAGEMENT**

**THE UNIVERSITY OF ZAMBIA**

**LUSAKA**

**2018**

## DECLARATION

I, **Kaluba Gladys**, declare that this dissertation represents my own work and that it has not previously been submitted by any person for a degree at the University of Zambia or any other university. All published work or material used in this dissertation has been acknowledged.

Signed; \_\_\_\_\_

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**CERTIFICATE OF APPROVAL**

This dissertation by Kaluba Gladys has been approved as fulfilling part of the requirements for the award of the Degree of Masters of Education in Educational Management and Administration by the University of Zambia.

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## **ABSTRACT**

The study explored the efficacy of organizational power in the management of primary schools in Lusaka District.

The study was conducted in Lusaka District at two primary schools. Both schools are situated in the peripheral of the District, here by stated as A Primary School while the other school is called as New B Primary School. The study used a mixed method by incorporating both quantitative and qualitative approaches in order to gain insight on how organizational power influences the management of primary schools. In-depth interviews and Focused Group Discussions (FGDs) were the primary data collection method used. While secondary data collection involved pursuing relevant literature from journal articles, internet and books. Purposive sampling and random sampling for teachers, senior teachers, deputy head teachers and headteachers were used to select the participants for the study. Two (2) headteachers from the two primary schools and two (2) deputy headteachers were equally purposively selected including three (3) senior teachers and ten (10) teachers from each of the two selected schools making a total of thirty (30) participants.

The findings of the study were that the efficacy of organizational power in the management of primary schools in Lusaka District of Zambia had two types of power used by the headteachers in the two schools. Headteachers mostly used legitimate and expert power. Findings proved that the organizational goals were achieved though through difficult conditions. The study found that for the headteachers to produce the desired results, they need to combine positional and personal power sources. Teachers were able to effectively perform if the headteacher used their organizational power professionally.

The study recommended that headteachers needed to be involved continuously in capacity building workshops in order to ensure that quality education become a reality. It further recommended the use of a combination of the various types of power like referent, reward, expert, legitimate and coercive.

## **DEDICATION**

This dissertation is dedicated to my husband Mr. Zulu Lazarus, my children namely Lazarus Eunice, Jane, Agape and Chisomo and lastly, to my niece Carol and my nephews Kazakaza, Samuel and Chikumbutso who were so supportive to me. They were always there to support and encourage me. The girls took my place to do the house chores while I was busy writing the dissertation. To this, I say thumbs up and may the almighty God bless you abundantly.

I further dedicate the study to the memory of my late father and mother for the unfailing love and dedication as they nurtured me before they departed to be with the Lord.

## **ACKNOWLEDGEMENTS**

My study was made possible because of the wisdom and strength God accorded me in the entire process of the dissertation writing. I acknowledge my supervisor Dr. P. C. Manchishi and Mr. Crispi C. Kukano for their technical advice and their tireless efforts in guiding my work. I also thank all the lecturers like Dr. G. Masaiti, Mrs. S. Malambo, Mr. H. Daka and Mrs. Sakala who shaped my destiny towards earning this Masters' Degree. To my student colleagues whom we shared quality academic discussions, thank you!

I am also grateful to the Headteachers of the two schools in Lusaka District, for allowing me to use their teachers and deputy headteachers as the time when their work was awaiting them. May the Almighty God bless my friends, colleagues and others not mentioned by name but contributed in one way or the other for the successful completion of this great work.

Finally, I acknowledge my valued respondents for every contribution made to this study. I am indebted to all especially that I sought for their participation at a time they were busy preparing for the most important national practical examinations.

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## ACRONYMS

FGD	Focus Group Discussion
MOE	Ministry of Education
MOGE	Ministry of General Education
RSA	Republic of South African School Act
TGM	Teacher Group Meetings
USA	United States of America

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# CHAPTER ONE

## INTRODUCTION

### Overview

This chapter represents the background to the study. It provides the statement of the problem, the purpose of the study, objectives and research questions. Additionally, significance of the study, delimitation and limitation are also presented.

### 1.1 Background

In recent years in Zambia, decisions about education, its structure, administration and organization has changed radically. The changes taking place in the education system are political decisions made by legislators or at party and government level. It is evident that schools require effective leaders and managers if they are to achieve success and provide a world class education for their learners. It is with this view that headteachers are supposed to have the type of power which enables them build and maintain sustainable quality education in their schools. It is important to know that power is at the center of administration. In the Zambian education system, the factors that determine school effectiveness, includes leadership, school climate and varieties in teaching strategies (Kelly 1999). Proper management is key to sustainable organizational efficiency and effectiveness, which depends on administrators' skill to influence their followers and guide them within the framework of organizational goals. The source of influence is administrators' power (Basaran 2004). Administrators' power in organizations are basic determining factors of organizational life.

Power in an organization is important because it helps to accomplish the objectives of the organization. There is a realization that power helps to channel and coordinate the activities of the members in an organization in particular ways to achieve the organizational objectives. Effective management of schools depends on the effective leadership with the ability and capacity to get others to do what they want to do. Cangemi (1992), believe that successful leaders move and influence people through their power towards greater accomplishment for themselves and their organizations. Power is based on involuntary

compliance, and so threats, or use of physical, economic or social force, help overcome any possible resistance. Heneveld (1994), alludes to the fact that education in sub-Saharan Africa depends crucially on the leadership style of school leaders who are experienced and are skilled. There are various types of power a leader can use to manage a primary school, and the five commonly known types of power include: Coercive, reward, legitimate, expert and referent (French and Raven 1959). Leaders would become more powerful and would be effective when they combine the various types of power. Headteachers should perceive themselves as able to use their power to influence school practices positively and thus promote quality education.

Leaders rely on a combination of positional and personal power sources to promote quality education. Headteachers in Zambia are aware of their power but have limited understanding of the concept of power. They also seem to lack the knowledge and understanding to exercise these powers effectively. MOE (1996) states that, in Zambia the school's ability to improve teaching and learning is strongly influenced by the leadership of its headteachers. However, the head teacher's role as a leader in this area is constrained by the context and culture of the school. The efficacy of organizational power in the management of Primary schools in Zambia are embedded in a context that includes institutional, cultural, political and economic factors (Heneveld in Kelly 1999). These factors significantly influence how the headteachers exercise their power.

Most managers or leaders in Zambia believe that authority, or position power, is the most effective tool for influencing subordinate performance. According to Ministry of Education (MOE) (1996), school effectiveness is mostly influenced by the school's prevailing circumstances. Also the personality and the expertise of the headteacher has the capacity to influence subordinates to develop an attitude of trust towards their leaders. Leaders who use power effectively accomplish tasks in the constitution without relying on their job title. Celik (2003) states that a leader draws his power from his expertise and charisma and contributes to employees working harmoniously and cooperatively by endeavoring to develop a strong culture and environment. The effectiveness of organizational power in management of Primary schools entail that effective headteachers provide a clear vision and sense of direction for the school. They focus the attention of staff on what is important and do not let them get diverted and sidetracked with initiatives that will have little impact



on the students. They have a clear view of strength and weaknesses of their staff and they know what is going on in the classrooms. MOE (1996), identified Educational management and leadership Programs for school heads and deputy heads as a priority for making schools effective and raising the standards of education in Zambia. Thus, improving school effectiveness means supporting headteachers to improve their skills as instructional leaders and school managers. Headteachers know how to build on the strategies and reduce the weaknesses.

For the school manager to produce desired results, Storey (2004) alludes to the fact that they need to focus program of staff development on the real needs of their staff and school. They gain this view through a systematic program of monitoring and evaluation. The clarity of thought, sense of purpose and knowledge of what is going on means that the effective headteachers can get the best out of their staff, which is the key to influencing work in the classroom and to raising the standards achieved by students.

## **1.2 Statement of the problem**

This study focused on the efficacy of organizational power in the management of primary schools. While working in an organization, leaders do not know how to identify and how to use the type of power that works best for them to manage an organization. What is the efficacy of organizational power and how efficient is organizational power?

## **1.3 Purpose of the study**

The purpose of this study was to assess the efficacy of the organizational power in the management of schools.

## **1.4 Research Objectives**

The research attempted to achieve the following objectives:

1. To establish the efficacy of organizational power in the management of the two selected Primary schools in Lusaka District.
2. To determine the effects of the efficacy of organizational power in the management of two selected Primary schools in Lusaka District.

3. To identify the type of power that works best to manage a school.

## **1.5 Research questions**

1. What is the efficacy of organizational Power in the management of schools?
2. What are the effects of efficacy of organizational power in the management of schools?
3. What is the type of power that works best in the management of schools?

## **1.6 Significance of the study**

The study was designed to draw attention to the fact that the findings may be used by school managers to improve in the management of schools. It is hoped that the findings will be used by policy makers regarding the management of schools. The study may also contribute to the body of knowledge in the field of school management and might stimulate further inquiry.

## **1.7 Delimitation of the study**

The study was limited to only two selected Primary schools in Lusaka District of Zambia. This was because the researcher was interested in having in-depth information on the matter under study.

## **1.8 Limitations of the study**

The study was limited to Primary schools from one district. Since the study was conducted in one district only, the results cannot be generalized to other districts in the province. Hence, the generalization of the scope of the will be limited as it depended on one District within Lusaka province.

## **1.9 Theoretical framework**

Theoretical framework is intended to guide the presentation of findings, analysis and the discussion of data collected. A theoretical framework, according to Chalmer (1982), identifies research variables and clarifies relationships among the variables. The

framework provides the parameters at all levels of the research appropriate to the study at hand.

This study adopted the goal getting theory by Edwin A. Locke and Gary P. Latham (1968). Goal setting theory is widely applied in educational management since education is highly result oriented discipline. In an organization like a school, the head teacher and the deputy headteacher, the senior teachers and heads of section must know that power is at the centre of administration. The concept 'Power' should be analyzed as an organizational political phenomenon. This entails a look at the typology of educational control as conceived by (Mintzberg 1973). The political nature of administration is explicit depicted in political tactics in administration. Policy and decision making, for example, are aspects of power at play. Directing and controlling others are manifestations of power. As headteachers go about their daily work, they are consciously or unconsciously being directed by those more powerful than them, whether they are close to them or distant from them. Therefore, the entire administration needs to know how to deal with the impact of power politics on their work.

An administrator needs to know that one does not operate in a vacuum but functions within a given political environment, which shapes conditions at work. Mintzberg (1973), decisions about education, its structure, administration and organization are political decisions made by legislation or at party and government level. In fact, policy decisions are political decisions. The aims and objectives of state policy on education are designed by government to ensure the efficient delivery of educational services to the masses or electorates. As a manager, one need to remember that administration, whether in education or any other organization is a political as well as professional activity (Lawton and Rose 1991). Politics permeates every aspect of the headteachers work, and so they would do well to know how to play the game well and wisely. The determinants of the efficacy of organizational power are the headteacher and the other members of the administration, who are the senior teachers and heads of section. While working in an institution, it is important to identify the type of power which works best. For the headteacher and teachers who are professionals to perform well in an organization, there must be a recognition of power exercised by managers over their subordinates to direct and control their activities.

According to Krausz (1986), usually powers structures within an organization emerge as a result of strategy, performance, environment and ambition.

Professionally, the charting of an organization's success can largely be dependent on top down directives. On another level power coming from the bottom up can also be important. Cangemi (1992), such a conception of power can help to give voice to workers and those whose voice might be marginalized. Individuals can collectivize from the bottom up and can advocate for rights and articulates a responsive vision that organizations must be appropriate in the process of striving for success and sustainability. Organizational power is essential for smooth functioning of any organization.

Professional performance entails that a leader should not just issue a constant stream of commands simply because they play the role of boss. Kotter (1977), effective leaders often involve subordinates in the running, planning, organizing, budgeting, staffing, controlling and evaluating the people on whom the leader depends. Headteachers are considered as being critical determinants of successfully producing desired results in the organization. According to Day and Leithwood (2007), effective headteachers have a strong and clear vision and a set of values for their school, which heavily influence their actions and the actions of others, and establish a clear sense of direction and purpose for the school.

Power in organizational life is a critical aspect of relationships between administrators and the followers (Ward 1998). Research as shown that administrators' power preferences influence employees' organizational behaviors. In a school context power must be used to uplift, empower and bring justice to the powerless. When the headteacher has a devastating ability to identify the weakness of others, they apply power in a negative way. Power is used positively when the headteacher uses power as a motivator. The use of positional power by the head teacher in appropriate circumstances usually result in higher motivation and loyalty (McCelland and Burhman, 1967). Headteachers need to tailor the goals of their schools to the needs of the learners and teachers. The headteachers must ensure that teachers take part in goal setting. The goal setting theory was applicable to the study since the headteachers or administrators are continually searching for more effective ways of organizing, encouraging, supporting and directing their teachers and learners and support staff to determine the efficacy of organizational power

## 1.10 Operational definition of terms

**Power:** The capacity or ability to direct or influence the behavior of others or the course of events. The ability to make things happen.

**Organization:** A group of people with a particular purpose, such as business or government department. A group of people working together to achieve one or more objectives.

**Variation:** A change or slight difference in conditions, amount, or level, typically with certain limits.

**Administration:** The process or activity of running a business. The act of administering a government or public affairs: the service rendered or duties assumed.

**Efficacy:** Degree to which something is successful in providing a desired result.

**Authority:** Ability to influence decision within an organization or institution.

**Management:** Day-to-day operation of the program within the context of the strategies, policies, processes and procedures that have been established by the government board.

## 1.11 Summary

This chapter has provided the background to the study, the statement of the problem, purposes, the research objectives and questions. It has also given the significance of the study, the theoretical framework, delimitation and limitations, thereby explaining the study. The next chapter provides the review of related literature.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **Overview**

This chapter presents a review of related literature in the light of the efficacy of organization power in the management of primary schools. This chapter reviewed the literature by taking a leaf from the past and old studies done that were related to efficacy of organizational power. Focus was given on how organizational power influences the management of primary schools in two selected Lusaka District primary schools in Zambia. As Kombo (2006) states, literature review is an account of what has been published on a topic by other scholars and researchers. The review of literature was necessary to provide information that existed with the purpose of enhancing the study at hand. Review of related literature was discussed under the following headings: (1) the concept of organizational power in the management of primary schools. (2) the effects of the efficacy of organizational power in the management of primary schools. (3) the type of power that works best to manage a school.

#### **2.2 Types of Organizational Power used in the management of Schools.**

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

##### **2.2.1 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 behavior, 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). Cangemi (1992) asserted: power is the individual's capacity to move others to attain specific goals or to engage in specific behavior, it is the capacity to influence and motivate others.

### **2.2.2 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.

### **2.3 The concept of organizational power**

Most scholars and researchers have made important contributions to the understanding of how school headteachers use the concept of organizational power to produce the desired results. The findings of the research have much to offer the various educational partners. Scholars have observed that leadership does not exist without power and that school effectiveness depends upon effective management and responsible leadership at all levels within the school. Altinkurt (2012), identified that proper management depends on administrator's skills to influence their followers and guide them without the framework of organizational goals.

The achievement of successfully providing the desired results in a school depends crucially on the types of power used in the management of schools. Managers in schools need to combine various bases and sources of power and effectively use this same power without hurting the organization and its members. Employees in many organizations seek decision-making power, or power to gain the ear of their superiors over issues that affect their daily work lives. School leaders, particularly principals, have a key role to play in setting direction and creating a positive school culture.

Many people spend their lifetimes attempting to acquire power in the workplace, while others seek positions of authority in order to control people, resources and information. In a school set up according to Leithwood and Jantza (1999), headteacher leadership remains the major driving force and underpins the school's increased or sustained effectiveness and improvement. The type of power the headteacher uses serves as a catalyst for unleashing the potential capabilities that already exist in the organization. Leaders who use power effectively manage to improve the cultures of teaching, learning and achieve to align structures and cultures with 'vision' and 'direction'. Power in organizational life is a

critical aspect of leadership between administration and their followers (Ward, 1998). For the headteachers to produce the desired results, they need to nurture the power of others, act as a colleague more than a boss, relying on influence, respect, and relationships to work with employees (Jamieson and O'Mara, 1991).

#### **2.4 The effects of the efficacy of organizational power in the management of primary schools.**

The effects of the efficacy of organizational power in the management of schools can both be positive and negative. Power and influence are fundamental human phenomena that are deeply ingrained on psyche and conscious personality of individuals. According to Lawrence and Lorsch (1967), power is a universal constant; it is needed even to run the most trivial functions of an organization or project. Thus, power is a prerequisite for success, irrespective of people's inner needs for power. While organizational power can keep an organization in check and even spur it to growth and fame, it is equally effective in destroying the organization as well. The proper use of organizational power can potentially help to improve an organization and its leaders. Effective use of power in the management of schools is necessary to reduce the attrition rate. It is from effective use of power that make it possible for headteachers to achieve school goals productively.

The proper development and use of power base skills require clear thinking on behalf of the manager, systematic arrangement of facts, and power rendering. Logic, rationale and effectiveness should be considered essential when using these skills to convince others.

In the U.S. for instance, citizens are among the most independent-minded people in the world, with Canadians not far behind. Hence, it is concluded that authoritarian styles, exemplified by legitimate and coercion power are least used in North American organizations (Hoffstede, 1983). In his study about organizational behavior, Hoffstede (1980), used a combination of theoretical and statistical analysis (qualitative and quantitative method). The quantitative method used reviewed that the results of such studies are difficult to generalize. The research was a case study done across twenty cases. As for this research it was done in only two primary schools. The study done by Fiedler (1972) and Fiedler and Chemers (1974) had suggested that adequate task structure (i.e.



goals, Clarity, focus) and position power (i.e. control over organizational variables) were important parameters in the effectiveness of a leader. Hodgetts (1968) found that negotiation skills, personality, persuasive ability, competence and reciprocal favors are significant skills when managers sought ways of increasing their authority.

In a study that was conducted by Eissa Al-Safran (2014), it was found that the type of power used was found to be very different between Kuwait and U.S.A. schools. In Kuwait schools' principals were authoritative in their power use, while USA counterparts tended to be integrative. Interestingly, although Kuwait school principals were authoritative in nature, data indicated that a cooperative school environment showed higher school outcomes. The study was done in a higher education institution and the research used descriptive statistics, and an ANOVA were used in the statistical analysis. This study also concludes that there are no universal or appropriate types of power for cultures. As for this study, headteachers need to use influencing methods successfully in order to manage their subordinates.

Additionally, the use of expert power has prevailed in Mexico and Taiwan, while in South Korea and the United States legitimate power has taken the lead and its dominant. Thus, it was stated that combining the various types of power had a direct and significant affiliation with performance in the United States (Dickson, Hartog and Mitchelson,, 2003). Achievements, in the management of schools are dependent on combining the different types of power which include; coercive, reward, legitimate, expert and referent [French and Raven, 1959]. When leaders use power effectively, they accomplish tasks in the institution without relying on their job title. The degree to which headteachers are able to produce desired results, entails that headteachers effectively provide a clear vision and sense of direction for the school. They focus the attention of staff on what is important and do not let themselves get diverted and sidetracked with initiatives that will have little impact on the work of the students. Headteachers who have regard for their subordinates are encouraged to use power with good conscience. A leader must have a sense of human responsibility.

Leaders are accountable to those who have entrusted them with power and for those who find themselves in their sphere of influence (Guardin: 1998). Principals throughout the world operate in a very complex, changing and even turbulent environment (Vandenberghe, 1992). Leaders who use power effectively care about people and avoid dominating them. They depend on deftness, rather than flexing their muscle. They choose respect over friendship, and want truth rather than deception. McClelland (1970) claimed the positive or socialized face of power emphasizes a concern for group goals, finds the goals which move people, helps the group formulate them, and takes the initiative in providing members of the group the means to achieve them.

Sania et al (2015) adds that teacher commitment reflects that teachers feel valued for their contribution and involvement in achieving institutional goals. Therefore, headteachers need to manage and encourage teachers in a way that is acceptable as this is the cornerstone of institutional performance which improves morale and productivity in schools.

Kotter (1979) stated that the head teacher's power comes from the combination of interpersonal and analytical skills, knowledge and energy level and the degree to which the manager controls important resources such as tangible resources informative and information channels and has favorable relationships based on a sense of obligation, a strong professional reputation, identification of others with the headteacher, and his or her perceived dependence.

Headteachers need to be sensitive to what others consider to be legitimate behavior in using power. Headteachers need to use influencing methods successfully in order to manage their subordinates. They need to have a good intuitive understanding of the various ways to use power. Effective headteachers use power to manage upward, downward and laterally.

In a school situation headteachers often find themselves not only in relationship with subordinates but also with superiors and peers, both inside and outside the organization. Effective headteachers use their power to manage all these relationships. They do not just

manager their subordinates, they manage their bosses, their organizational peers and outsiders too.

In a study conducted by Mortimore (1991) in a number of countries about school effectiveness, revealed that the headteacher is a professional leader who is purposively fully involved in what goes on in the school and helps make sure that staff have opportunities to show leadership and to take part in decision making. He or she needs to identify factors that power is all about and must realize that power needs to be shared with other members of staff, consulting in decision making having confidence in members, involving and delegating. The study used only quantitative methods and was conducted in urban primary schools and not in secondary schools. Therefore the study by Mortimore,, applies to my study as it looked at power as a factor that needs to be shared with other members of the organization.

In Denmark, decision-making processes are characterized by a large degree of involvement from any interest groups and stakeholders. Danish organizations in Denmark are flat in their structure, Adler (2008), headteachers' roles vary across cultures. Many Danish managers believe that the role of the managers is to solve problems even to help their employees through giving them directions on how to solve a particular problem and not only giving a direct answer to their questions. In this way the headteachers believe that they encourage their teachers' creativity and productivity. In contrast, most Japanese managers agree that "it is important for headteachers to have at hand precise answers to most questions their subordinates may raise at their work "(Adler, 2008).

Japanese power in organization is characterized with lifetime employment guarantee, a seniority system rewarding loyalty and commitment to group harmony (Holt, 1998). The Japanese decision-making involves and empowers employees without encouraging confrontations. They encourage working in a group and when they achieve their objectives together, they are rewarded for their common achievement. Headteachers also have to use their intellectual capabilities and experiences to encourage them to work at fulfilling their potential. The Japanese system use of power is based on participative methods and group responsibilities.

According to a study by Gonzales and Short (1996), they argue that teachers feel more empowered when their principals do not use positional mechanism, but rely on personal power bases. The principal obtains power from different sources. Cartwright (1959), asserts that the power of a person is determined by the person's position in an organization, the role the person occupies, his or her responsibilities and the relationship between those who perceive the power position of others and other group members who have greater power. The position of the headteacher demands that he or she assumes the role of a facilitator in team formation, by virtue of his or her position which enables him or her to do the following: firstly, serve as visionary agent, who can give direction to changes, and adapt to them. Secondly, empower teachers and encourage them to form teams for improvement of the quality of education within the school, and finally, to encourage shared-decisions that will be honored by all in the school, especially those that will improve the quality of education or transform the school where necessary.

In a study conducted by Lyons and Murphy (1994), it was revealed that school principals not only use their power to influence the behavior of teachers and students, but they are also affected by using power. The study involved a survey of 121 elementary, middle and secondary principals in a large metropolitan school district in a western state in New York. The two researchers claimed that power is derived from an organizational office, personal influence or both. Individuals who are also able to induce their individuals to do a certain job because of their position in the organization are considered to have positional power, those who derive their power from their followers are considered to have personal power. A school headteacher, thus, relies upon both positional and personal power. The findings confirmed that efficacy was positively related to expert and referent power and negatively related to legitimate, coercive and reward power.

Kanter (1977) confirms the importance of power and its effect on the performance of employees. He argues that power if used effectively accomplishes tasks, he also explained the importance of leadership behavior and how the leader's performance style will affect the organization. The types of power used vary depending on the character of the headteacher. Each character has its own type of power, so that power can be described as

a leader's potential to influence others such as teachers to collaborate, or to bring about change.

English (2008) argues that power is not something possessed by a leader, but it is given to a leader by those who choose to follow. It is the followers who bestow power. They maintain that the root of power, authority, domino and power comes from the formal roles within hierarchical organizations. They describe and measure the acts of power as legitimate.

## **2.5 The type of power that works best to manage a school**

Power works best if the leaders uses it with sensitivity without hurting the organization and its members. The study done by Eze (1982) in Nigeria about the missing link in leadership styles, with impact on the performance of the follower or employee of an organization with focus on Nigeria organizations revealed that there is need for adopting of democratic, participative leadership in an organization, which enhances organizational effectiveness. His methodology was a qualitative case study. The study revealed that power is seen as a rational concept involving the influencing agent and the person being influenced. This he claimed means that without followers there can be no leader. He further indicated that the factor which interacted to produce a powerful and effective leader include not the abilities and characteristics of the group he is leading, but also the characteristics of the situation in which power is being exercised. To round it up, Eze (1982), described the Nigerian use of power as authoritative in practice. Leaders seem to maintain a rigid dictatorial approach to management as well as a master-servant rider horse and obedience from his subordinates.

In South Africa, apart from managing a school, South African principals play a dominant role in the meetings and decision-making (RSA, 1996). This is attributed to their position of legitimate power within the school. Headteachers have first access to information issuing from the education authorities and they are expected to execute the decision taken. According to the South African Schools Act (RSA, 2007), defines the responsibilities of headteachers as being in charge of improving learner achievement. The powers of

headteachers therefore are directly related to their official duties. Young (2008) did a study and focused on youth resilience. The study was about risky behaviors. Young makes the astute comment that the power of the principal is in the mind of others, arguing that principals gain the power to lead only when their constituents grant them permission to do so. This study looked at youth resilience in the health sector but mine is in education.

The study done by Vandenberghe (1992) said, the primary work of principals in South Africa is to influence quality education. The principals rely on legitimate power to ensure and sustain quality education. In the South African context, the role of the principal is being shaped by an ever - increasing body of regulations which come from the national and provincial governments. The study was done in five (5) primary schools in the Southern Cape province. A qualitative research methodology was used as an inductive and explorative tool.

Bolman and Deal (1991) in their study shows that school heads and principals in Zimbabwean schools typically have substantial authority by virtue of their formal leadership positions. Heads and principals possess positional authority and have formal power to impose their views. The researchers applied a correlation survey with quantitative approach. The study revealed that strong leadership is one factor of school effectiveness and that researchers proved the direct and indirect effects of leadership on student performance. Handy (1993:128) says that positional power is 'legal' or 'legitimate' power. In schools, the head is regarded as the legitimate leader and possesses legal authority which is inevitably a key determinant of school policy. Makaye and Ndofirep (2012) in Zimbabwe revealed that conflicts exist in most schools as heads and teachers conflict with each other. It was established that teachers and heads frequently conflict and most teachers were not satisfied with the ways in which problems were resolved. Most teacher respondents perceived the school head as the major source of conflict in the school. The effect of the type of powers used by headteachers on subordinates has depended on several variables including the personality of the leader and the individual team members. (<http://www.nwlink.com/ind>).

The literature review has reviewed that head teachers' type of power used has effects on the way teachers in primary and secondary worked in the African perspective. Handy (1993) found that positional power and formal power are the most used in schools. Adeyemi (2010) revealed that teachers from different schools had different perceptions of the type of power their headteachers used. Adeyemi and Adu (2013) found that there was a significant relationship between headteachers' Legitimate power style and teachers' morale and increased performance. The study was a correlation with a population of 350 primary schools involved and 1,260 respondents. The study found that there was a significant relationship between headteachers' type of power and teacher's job satisfaction in the schools. The study did not use a theory and did not look at the effects of teacher's usage of power on teacher's performance in selected primary schools.

Historical evidence in education has shown that most primary and secondary school in Zambia rely on legitimate power because the headteachers do things according to policies and agreements with the government. Weber (1958) explained that there is a claim of authority in Zambia and a feeling that headteachers have a legitimate right to expect willing obedience to their command. From the Zambian political landscape, the persons appointed at the top are elected into that position by following legal procedures and are expected to follow the legal rules and limit their power (George 1997).

Researchers have observed that leadership does not exist without power, and that autocratic administration and management of education and authoritarian style of managing schools have persisted in Zambia since the colonial period. School headteachers dictated its policies, exercised strict control over its organizations and discipline of teachers and students (Snelson, 1990).

After independence, observation and experience have shown that in the 1970s and 1980 the majority of school headteachers exhibited expert, legitimate and coercive power in managing schools and supervising their teachers. Chafwa (2012) indicated the dominance of autocratic type of power among school heads in Zambian education system. This shows that headteachers were not aware of the different types of power. Some headteachers who used expert power were trying to prove that they know it all. Some who used coercive

power where there to punish students. They used to inflict fear in students and used to threaten teachers. Coercive power was used to threaten the teacher's job security, force teachers to do tasks in specific ways and in extreme cases, use physical force.

The degree to which headteachers are successful in producing desired results and entails that head should provide a clear vision and sense of direction for the school. MOE (1996), identified Educational management and leadership programs for school heads and deputy heads as a priority for making schools effective and rising the standards of education in Zambia. The Ministry of Education (2005) has provided an enabling environment for improved performance and democratic management in schools. In the 20<sup>th</sup> and 21<sup>st</sup> century democratic administration has been a primary concern.

Mwape (2013), in his study investigated headteachers' organizational powers used and their effects on school climate in selected schools of Northern Province. The study adopted a mixed survey method. It was done using qualitative and quantitative research techniques. The findings were that most headteachers employed either personal power which is expert power or legitimate which is gotten from the position in the organizational structure, while the majority of the headteachers used the participatory leadership style in problem solving situations. The study was done from 12 high schools in northern Zambia. After the 1990s when the multi-party politics came into Zambia, democracy was also embraced mostly in schools. The study further established that school performance in both primary and secondary schools was positively related to the use of democratic powers. Since Mwape's study looked at the organizational power, his study is of much value to my study.

Mwanza (2014), Headteachers are well-placed to influence the decisions and actions of others in the school community. First, headteachers are given power by the system because of their position. This position tends to increase their prestige and make their opinions or beliefs more credible. It also gives them the images of an expert which they can use to obtain public approval for educational programs. Second, headteachers are in positions of influence. They have access to various individuals and groups who are interested in education, and so headteachers could use their influence to persuade these factions. School headteachers, with appropriate personal qualities, attitudes, and abilities, can use their



influence to obtain much - needed resources or to bring about the adoption of the values and programs, which they believe can better the school's educational programs.

Headteachers' values are contagious, the leaders' good senses of ethics instill respect and trust in the system. The leader communicates a powerful message about what is important, how people are to be treated and how the school should operate daily. Mwape (2013) contends that in an organization like the school, students and staff tends to live up to the image of the headteacher. Therefore, no school has high performance, without a powerful and efficient leader. The headteacher is a model of behavior and work attitude to be copied by all.

Kabeta et al (2015 in their study alluded to the fact that the headteachers affect the teaching and learning process in the way they use power to teachers. Headteachers have a role to enhance the quality of teaching and learning in schools. When they do not supervise teaching and learning outcomes, the teachers and students relax and do not perform as expected. The findings indicated that the headteachers who participated in this study sees power as the authority to order someone to exercise duties and threaten them with sanctions. The findings further indicated that the other headteacher who participated in this study did not receive any training about management and administration to prepare them for this role. This study sought to explore the efficacy of organizational power in the management of schools.

## **2.6. Research Gap**

The reviewed literature had revealed that the efficacy of organizational power in the management of schools demonstrates the quality of leadership in schools. Thus, the challenge of the use of power in an institution like a school is endemic in most schools. Despite the growing body of knowledge on the efficacy of organizational power 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 the efficacy of organizational power was revealed. However, the improper use of organizational power could be the root

cause of poor teacher performance especially in most Zambian schools, Lusaka district inclusive.

## **2.7. Summary**

This chapter presented the review of related literature. The literature review was done in line with the themes derived from the objectives of the study by different authors. The chapter explored the considerable power the headteacher is expected to exercise as a necessary part of management of schools. Lastly, the type of power headteachers use to manage schools demonstrates the quality of leadership in schools.

Headteachers have the power to create systems in schools to sustain quality education and create environments which are conducive to teaching and learning. Since headteachers accomplish the majority of their work by working with people and through other people, they have to use a combination of personal and positional power and influence. Their use of power is shaped by organizational and personal resources and their own experience and personality.

In the next chapter, I described the research design and the procedure of collecting data, which involved interviewing teachers, senior teachers, deputy heads and headteachers of two schools.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **Overview**

The chapter discusses the research design, target population, sample size, sampling procedure and instruments for data collection, research instruments, data analysis and ethical considerations.

#### **3.1 Research design**

In this study, the researcher observed, described and analyzed the efficacy of organizational power in the management of primary schools. As stated by Creswell (2009), a research design is a process that involves the overall assumptions of the research up to the method of data collection and analysis. The research design helps to plan in detail how to answer the research questions. The study employed a mixed method approach which is the combination of quantitative and qualitative approaches to gain insight on how organizational power influences the management of primary schools. According to Creswell (2009) mixed method approaches provides an expanded understanding of research problem. It broadens understanding by incorporating either qualitative and quantitative research, or use one approach to better understand, explain, or build on the results from the other approach. Both quantitative and qualitative data were used concurrently and the two were integrated by transforming the qualitative themes into counts and comparing the counts with descriptive quantitative data. The information collected from interviews or other sources in a qualitative research approach, provides a description of the behavior.

#### **3.2 Research site**

The first school under study is situated in the peripheral of the district in a new settlement area called New N'gombe compound of Lusaka district. The second school is situated in old Ng'ombe compound in Lusaka district.

### 3.3 Target population

Population is statistically the total number of members of a defined target group that the researcher intends to study or collect information on (Harrel and Bradley, 2009). In this study, therefore, the population were all the headteachers, deputy headteachers, senior teachers and class teachers in Lusaka district primary schools.

### 3.4 Sample size

A sample is a proportion of the population. It is a group that possesses all the characteristics exhibited by the rest of the population. Harrel and Bradley (2009) say that “a sample is a scientifically drawn group that actually possesses the same characteristics as the population”. The sample comprised fifteen (15) respondents from each of the two selected schools. The total number of respondents to the study was therefore thirty (30) teaching staffs.

**Table 1: Composition of Participants**

No.	Categories	Number of Participants
1.	Class teachers	20
2.	Senior Teachers	6
3.	Deputy Head Teachers	2
4.	Head Teachers	2
	<b>Total</b>	30

### 3.5 Sampling techniques

Purposive sampling and random sampling were the techniques used to select participants because the researcher purposively targeted those respondents who were relevant to the study. Purposive sampling involves choosing respondents considered to be knowledgeable, well informed or because of their background knowledge on the topic under study (Kombo and Tromp, 2006). The researcher employed purposive sampling to ensure that

information was collected from respondents that possessed it at a deeper level. The two primary schools in Lusaka were selected because of the environment in which they are found. School A was situated within the district administrative vicinity in an old compound while school B was situated in a new compound which is a new settlement area and within the same district administrative vicinity.

In the said schools, simple random sampling was employed to select teachers who were respondents. The respondents that were selected at each school comprised: two (2) head teachers who completed the self-administered semi-structured questionnaires, two (2) deputy headteachers who also completed the semi-structured interview guide questionnaires and two groups of three (3) senior teachers who are six in total and two groups of ten (10) teachers were involved in the face to face oral interviews.

### **3.6 Research instruments**

Research instruments used were designed by the researcher before embarking on data collection. The instruments used included the self-administered semi-structured interview guides, focus group discussion guide and the fill - in - the blanks exercise sheet. Interview guides and face to face oral interviews were preferred in order to gather specific primary information from respondents. The research instruments were used to carry out interviews which allowed the researcher to interact with respondents on one-on-one basis. Harrel and Bradley (2009), pointed out that “interviews are discussions, usually one –on-one between an interviewer and an interviewee, meant to gather information on a specific set of topics.” Interviews played a cardinal role to clarify and to seek clarity directly in the course of data collection. Some scholars have argued that interviews and discussions in research created problems because data obtained may not be generalized and that sensitive issues may not be adequately addressed. Despite such limitations, the methods helped the headteachers, deputy headteacher, senior teachers and class teachers to express themselves to some extent so that the power used in managing schools was noticed.

The semi structured interview guide was used to interview teachers on one to one basis. This was one of the data collection instruments which was specially designed to help the

researcher conduct in depth interviews in order to gain clarifications where necessary. Focus group discussion guide was employed for the ten teachers in groups of five at each school. A notebook and pen were used to write down the discussions. In confirmation with Bryman (2004), the tools were very useful in making corrections and modifications when need arose.

### **3.7 Data collection procedure**

Research instruments were designed by the researcher before embarking on data collection. The instruments used included the self-administered semi-structured interview guide, focus group discussion guide and the fill-in-the blanks exercise sheet. The semi-structure interview guide was used to interview teachers on one to one basis. This was one of the data collection instruments which h was specially designed to help the researcher conduct in-depth interviews in order to gain clarification where necessary. Focus group discussion guide was employed for the ten teachers in groups of five in each school. A note book and a pen where used to write down the discussions. The questionnaires were distributed to the respondents and collected after they were completed on a later date.

### **3.8 Data analysis**

Quantitative data was analysed manually to generate frequencies and percentages. Qualitative data where categorized into themes then interpreted.

### **3.9 Ethical consideration**

Ethics are methods, procedures or perspectives that help the researcher arrive at a decision as to how to act or react when faced with a complex challenge. Ethical considerations were undertaken in the research process. Participants had rights to dignity, privacy, freedom to withdraw from participation and the researcher also had the right to request for in-depth answers.

In the first place, the researcher was given a letter of introduction from the university to the selected schools for the research study. Also the research sought permission from the District Education Board Secretary (DEBS) to use the selected schools for the research study. Assurance of confidentiality was granted to all the respondents in the research. It

was important to go through this procedure in order that the researcher as well as the respondents were protected from unexpected uprising issues. The ethical standards were upheld confidentially from respondents and were maintained throughout the study.

### **3.10 Summary**

This chapter has described methods and the research design that were used in data collection. It has also explained the population, sampling, data collection instruments, data analysis and ethical considerations that were adhered to during the study. The next chapter will present the findings of the study.

## CHAPTER FOUR

### PRESENTATION OF FINDINGS

#### Overview

This chapter is a presentation of findings as obtained from the two primary schools. The actual names of the schools are not mentioned in the account of data analysis because I had assured the headteachers that the identity of the schools would not be revealed. The schools would be called as school A and B. The findings will be presented in form of tables, figures and graphs and also in themes drawn from the answers to the following research questions; 1. What is the efficacy of organizational power? 2. What are the effects of the efficacy of organizational power in the management of schools? 3. What is the type of organizational power that works best in the management of the schools? These techniques, including the physical visit to the places, were motivating factors for undertaking this study. The exercise was done after careful analysis of how schools are managed currently in Zambia. The findings have been portioned according to the diverse categories the respondents participated in. For this reason, the chapter unveils the findings of this study with regards to the issues expressed by the respondents. The table below shows the demographic information of respondents by sex who participated in the study.

**Table 2: Demographic Information by sex**

School	Respondent category	Male		Female	
		Frequency	percentage	Frequency	Percentage
A	Teachers	4	28.57	6	37.50
B	Teachers	5	35.71	5	31.25
A	Senior Teachers	1	7.14	2	12.50
B	Senior Teachers	2	14.29	1	6.25
A	Deputy Head	1	7.14	0	0.00
B	Deputy Head	0	0.00	1	6.25
A	Headteacher	1	7.14	0	0.00
B	Headteacher	0	0.00	1	6.25
	Total	14	100	16	100



Table 2 above shows that most teachers who participated in the study were females because in most schools in Lusaka there are more female teachers than males. The study shows that there were 14 males and 16 female teachers who participated in the study. Teaching career has been considered most times as a job for women. Also of late in Zambia, women have been elevated to higher positions to balance up the gap between the men and the women. As shown in the table, in school B both the headteacher and the deputy headteacher are females.

**Figure 1: Female demographic information**

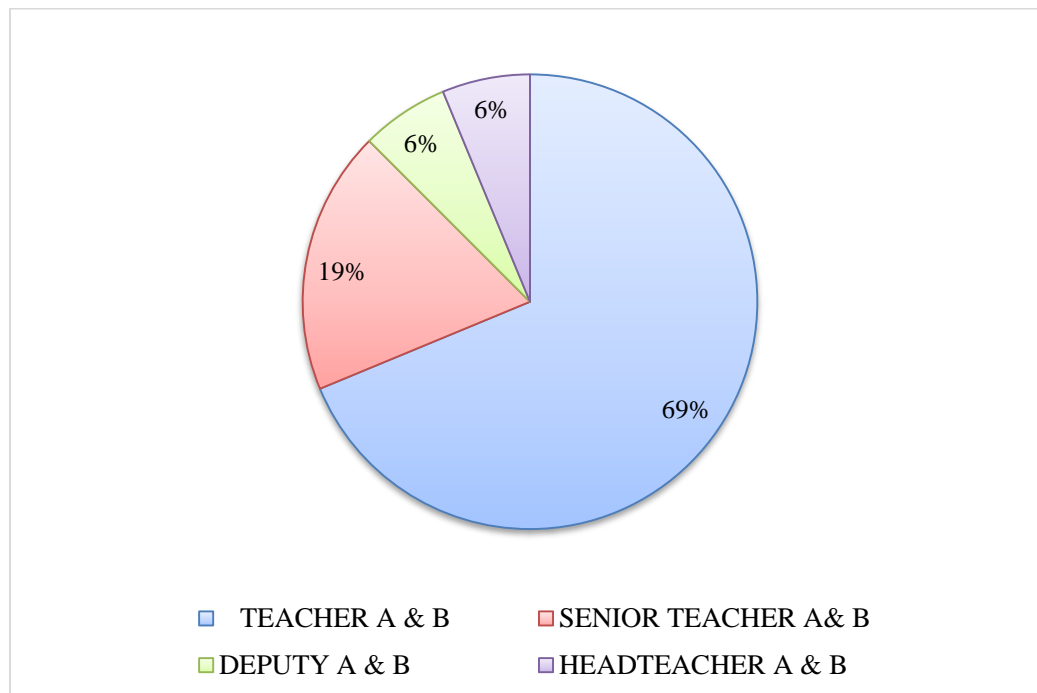


Figure 1: above shows the females in percentages who participated in the study.69% of the respondents were class teachers, 19% were senior teachers, 6%and another 6%were deputy headteachers and headteachers respectively.

**Figure 2: Male demographic information.**

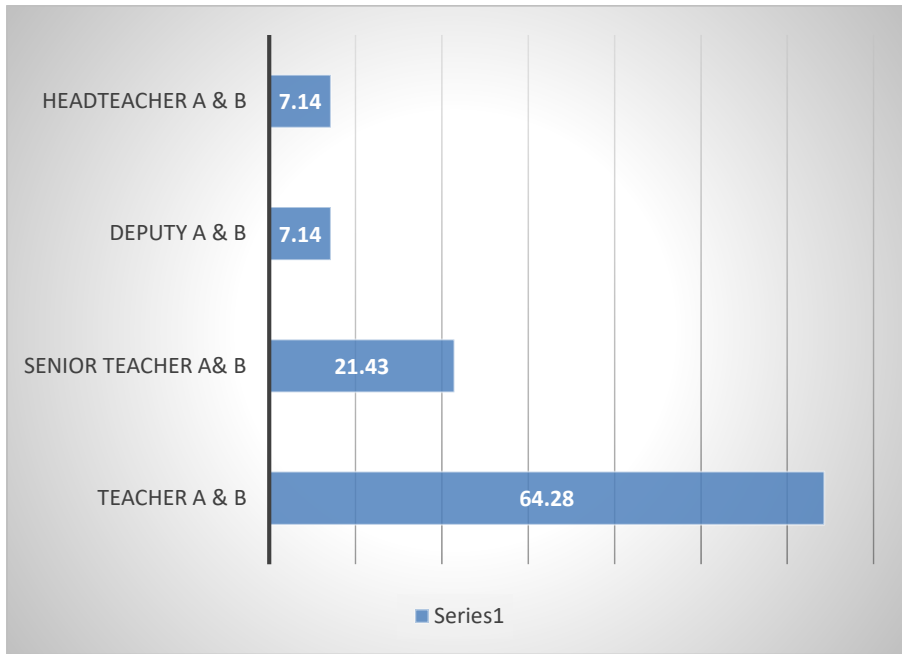


Figure2: above indicate the male teachers who participated in the study.64.28% of the respondents were male class teachers, 21.43% were senior teachers,7.14 and another 7.14% were the deputy headteacher and headteacher respectively.

The research questions were used systematically in answering of the questions from the interviews.

#### **4.1 Efficacy of organizational power?**

In order to establish what the efficacy of organizational power is, teachers were subjected to various questions during focus group discussion and in-depth interview guide and the responses were obtained as shown below in the tables:

**Table 3: The types of power used**

School	Type of power	Frequency	Percentage
A	Coercive	1	15%
B		2	
A	Reward	3	20%
B		1	
A	Legitimate	2	35%
B		5	
A	Expert	5	30%
B		1	
A	Referent	0	0%
B		0	
	Total	20	100%

Table3: above shows the types of power used in the two schools and the responses from the teachers. Teachers who said legitimate power is used in their school were 35%, expert were 30%, reward 20%, coercive 15% and referent 0%.

**Figure 3: Types of power used**

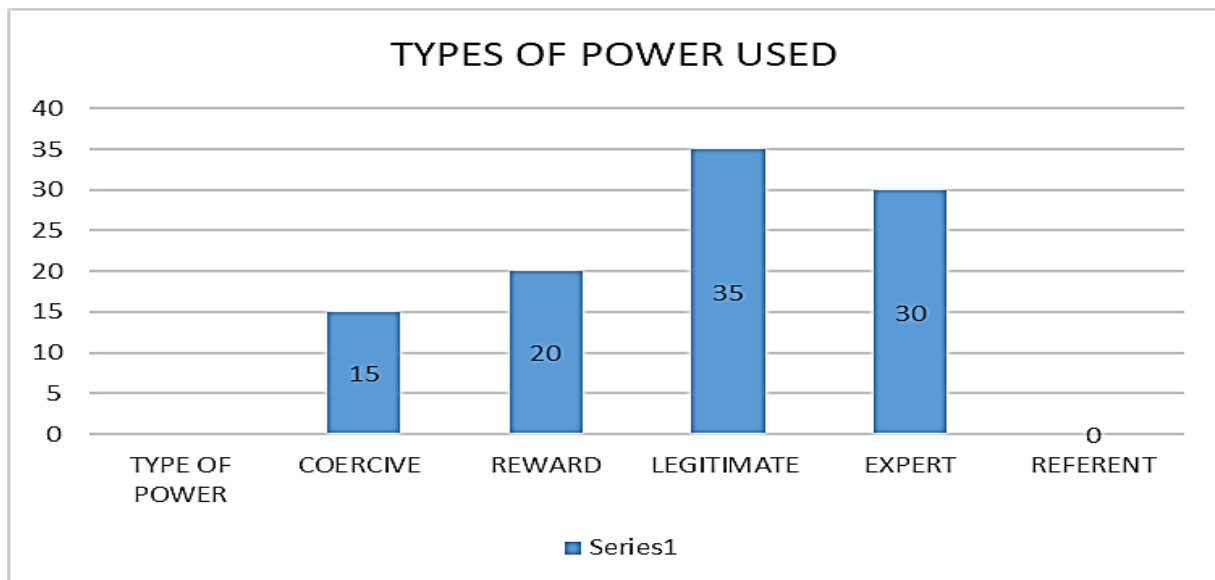


Figure 3: above shows by graph the types of power mostly used in the two schools. At school A,30% of the teachers said that the most used type of power was expert power and at school B,35% of the teachers said it was legitimate power. Teachers also said that reward power which shows 20% in the graph is sometimes used at school A and B in order to motivate the teachers. Coercive power is at 15% and is also used in certain situations in order to discipline some teachers who are insubordinate to administration. For referent power no teacher indicated that this kind of power is used in the schools. All the teachers in both schools are not aware of this power.

**Table 4: Teachers who participated in FGD**

School	Type of power	Frequency	Percentage
A	Coercive	1	5
B		2	10
A	Reward	3	15
B		1	5
A	Legitimate	2	10
B		5	25
A	Expert	5	25
B		1	5
A	Referent	0	0
B		0	0
Total		20	100

Source: Fieldwork, 2018.

The study had ten (10) teachers that were involved in the focus group discussions from each school. Teachers had various responses on the type of organizational power used in primary schools. What came out from the two schools involved in the study was that at school A, the type of power mostly used in the school was exert power, and at school B it was legitimate power. Their conclusions were based on their headteachers way of management of teachers in schools. For instance, one teacher from School A said: *Our headteacher does not give us chance to ask questions on issues considered to be critical or issues which seems to favour teachers.* Another teacher said: *Our head teacher comes to school with moods. She holds grudges against teachers. She always points at the weaknesses instead of encouraging subordinates to work on the weaknesses.*

Teachers from school B said that their headteacher was very respectful. He treats them with dignity and consults them in decision making and he also values them.

However, none of the teachers talked about their head teachers using laissez-faire type of power to manage the school.

#### 4.2. Senior Teachers and Deputy Headteachers' Responses

Senior teachers and deputy head teachers were subjected to in-depth interviews on the efficacy of organizational power in the management of schools.

Table 5: below shows the responses by the deputy headteacher and the senior teachers who were subjected to in-depth interviews on the efficacy of organizational power in the management of schools.

**Table 5: Responses by the deputy headteacher and the senior teachers**

School	Respondents	Power used	frequency	percentage
A	Deputy head	Expert power	1	7.14
B	Deputy head	Legitimate	1	6.25
A	Senior teacher	Expert	3	21.43
B	Senior teacher	Legitimate	3	18.75
Total			8	53.57

The study had eight respondents, six senior teachers and two deputy head teachers. 7.14% of the respondents was the deputy headteacher and 21.43% of the respondents were the senior teachers from school A and they indicated that their headteacher used expert power. 6.25% of the respondents was the deputy headteacher and 18.75% of the respondents were the senior teachers from school B and they indicated that their headteacher used legitimate power. For instance,

One senior teacher from school A expressed herself that:

*Our headteacher has no regard for her fellow administrators. She shouts at us in the administrative meetings in the presence of other teachers.*

Another senior teacher said:-

*Our headteacher has her favorite teachers she has identified to be working with. So this makes some of us to distance ourselves from the administration.*

The deputy headteacher from school A indicated that the headteacher used expert power which seems to be dictatorial to some extent.

The deputy expressed herself that:-

*The headteacher sometimes would behave in a way like she is punishing me. Just at a time when we are about to knock off, that is when she would bring work to be written and this will take an hour to be finished.*

At some instances the headteacher would just go out of proportion. *She would shout at me the deputy head to stop me from talking in the presence of other junior teachers in a staff meeting. This would break my emotions and I would cry for belittling me.*

The deputy headteacher from School B said his headteacher often used legitimate power which is gotten from the position in the organizational structure and from accepted norms of the organization. The deputy further said:

*I have no complaints with my headteacher because he delegates most of the work to me without feeling threatened and I have no problems when he goes out of school.*

One senior teacher indicated by saying that:-

*Our headteacher creates a teaching environment in which the members are able and willing to teach.*

### **4.3 Headteachers' Responses**

The fourth part of the respondents were the headteachers' who responses were guided by an interview which was directly exploring the efficacy of organizational power in the running of the school. Headteachers use power intentionally and unintentionally.

In this study, the headteachers found it difficult to distinguish between the concepts of power. The headteachers from School A agreed that she possess positional power, which originates from the position, although there is divergent understanding of the various concepts of power. The headteacher said:

*She uses power to enforce disciplinary steps and disciplinary measures.*

The headteacher lacks the understanding of the concept of power and this makes it difficult to use power effectively. The headteacher sees power as the authority to order someone to exercise duties and threaten them with sanctions. The headteacher from School B said that:

*“The use of power must be in accordance to policies, guidelines, regulations and agreements”.*

He further went on to say that:

*For headteachers to produce desired results they need to create conditions in which others can solve problems. Headteachers need to set high academic standards, stay informed of policies and teachers’ problems, making frequent classroom visits, creating incentives for learning and maintaining student discipline.*

A head teacher’s ability to use his expert power depends on his experience in educational management

#### **4.4 Efficacy of organizational power in the management of schools.**

All the four groups of respondents were requested to discuss the effects of the efficacy of organizational power and the responses were presented under expert and legitimate powers below:

##### **4.4.1 Effects of expert power.**

Findings from the school, that used expert power revealed that the effects are that teachers viewed their headteacher as one with special knowledge and expertise in the area of administration. Teachers said that headteachers do not value teachers’ participation in decision making because in terms of expert power, headteachers perceive themselves as knowledgeable enough. Teachers reviewed that headteachers who have served for a longer

period of time, like 10 to 20 years of professional seniority make use of the expert power. Serving for a longer period of time makes headteachers to think that they are experts. Teachers noted that a headteacher who at one time in their teaching career where subject teachers, meaning that they were secondary teachers, mostly use expert power. They gain this power through experience as they become headteachers. Teachers also reviewed the headteacher as being difficult and never accepted criticisms from teachers. The head also showed favoritism. Teachers further reported that the presence of their headteacher was intimidating, teachers were not comfortable in doing things at their school. The headteacher during meetings had regard for certain favored individuals and acknowledged their contributions. One teacher expressed with sadness how the headteacher treated her with shame, she said:

*The kind of organizational power our head uses one cannot understand, he comes to my class just to come and confront me about the learners' performance. He talks so much about my weakness and less on my strengths.*

The bad effects of expert power are that the person in possession of it becomes dominant, Judgmental and they are also more authoritative. One teacher said:

*The results from exerting the kind of power may lead to low motivation and loyalty. Also expert power represents the desire to control others for the sake of personal satisfaction. The objective should be to influence or control others for the good of the group or organization as a whole.*

#### **4.4.2 Effects of legitimate power**

The study indicates that the school that used legitimate power revealed that the effects were that teachers viewed their headteacher to use this kind of power not as a means of pressure, but as a fair means to carry out and facilitate works at school. The use of legitimate power in some way strengthens the idea that school headteachers act a managers rather than leaders at school. Headteacher who used legitimate power was viewed as taking strong initiatives in identifying and articulating goals and priorities for the school. Teachers also viewed the headteacher as being alert to understand educational programs inside and out.



The headteacher was also viewed to be that one with good communication skills and implementer of the school action plans. One teacher from School B stated:

*Our headteacher relinquishes power to teachers to carry out certain responsibilities to prepare them for future endeavors.*

In order for the headteacher to capture the potential of teacher leaders, he usually encourages teachers to invent, expand and honor a variety of opportunities for teacher leadership. By so doing, teachers may either come closer to the school activities or distance themselves. This study revealed that the headteacher tried by all means to bring the teachers closer to the school activities. For instance, at one school, one teacher said:

*Our school headteacher appoints different secretaries in every staff meeting to write minutes. This is done in order for each teacher to have a feel and to enable them to be able to write proper reports.*

#### 4.4.3. Senior teachers' knowledge of their head teacher's organizational power

**Table 6: Views of senior teachers about their headteacher's organizational power**

	<b>Knowledge of senior teachers about headteachers' organizational power</b>
1.	Helps to direct behavior and attitude
2.	Is extremely important in terms of providing direction and assisting in the management process.
3.	Power helps to give structure to an organization
4.	Assist employees in performing better
5.	Allows short and long term goals to be articulated and reached.
6.	Helps to accomplish one's objectives.
7.	Power is an individual's capacity to influence decisions.

Source: Fieldwork, 2018

The table above shows the senior teacher's knowledge about their headteacher's organizational power. Senior teachers view their headteachers as having power that helps to direct behavior and attitude.

They also said that headteachers have the power which is extremely important in terms of providing direction and assisting in the management process. Also power assist employees in performing better and allow short and long term goals to be articulated and reached.

#### **4.4.4 Deputy Headteacher's responses**

Deputy Headteachers were also asked about their knowledge of headteachers' organizational power and the responses are presented under legitimate and expert powers.

##### **4.4.4.1 Legitimate power**

The deputy headteacher had their own views on the headteacher's knowledge of organizational power. One deputy said:

*Our headteacher communicates to us effectively and he is able to influence the decisions of senior leadership.*

A deputy headteacher in School B said that:

*A headteacher should focus the attention of staff on what is important and do not get diverted and sidetracked with initiative that will have little impact on the work.*

##### **4.4.4.2 Expert power**

The study indicates that the school that used expert power viewed the headteachers as using expert power because of his expert knowledge, skill expertise and his character as a person.

The deputy head said:

*Our head teacher thinks that he is an expert because he does not consult, he mainly uses his power based on his experience as headteacher.*

On the other hand the deputy head said the head teacher thinks he does not need help from other teachers including the deputy head. Often times he is suspicious, thinking that he is being talked about. He thinks that the managing of the school might be taken over by the deputy head

#### **4.5 Types of power that works best in the management of schools?**

Organizational power is a tool of influencing others. It helps to direct behavior and attitude. Power is a tool that depending on how it is used can lead to either positive or negative outcomes in an organization. It has a massive impact on the decisions which an organization makes. The more power one has, the more likely they are able to realize their objectives.

Power, according to literature is the capacity to make others do what they would not otherwise do or the ability to overcome resistance. It refers to the ability to control behaviors of others. When power is used effectively, leaders are able to accomplish tasks in the organization without relying on their job title. According to Kavanagh (1993), organizational power entails the ample use of rewards, praise and appreciation are associated with favorable outcomes. The type of power that works best in the management of schools is the one which combines the various bases and sources of power. Krausz (1896), said usually power structures within an organization emerge as a result of strategy, performance, environment and ambition.

The efficacy of organizational power in the management of schools entails that effective headteachers provide a clear vision and sense of direction for the school.

#### **4.6 Summary**

The chapter has presented the findings of the research on the efficacy of organizational power in the management of two selected primary schools in Lusaka District. The study revealed that the types of power used by the two schools is legitimate and expert power. Headteachers use power intentionally and unintentionally. When headteachers are promoted to those positions, they perceive power as the authority to order their subordinates to exercise duties and threaten them with sanctions. This showed that the headteachers lacked the understanding of the concept of power and this poses difficulties to use power effectively.

The next chapter, 'discussion of findings' will be further analysis of the findings. Findings will be discussed in line with the goal setting theory by Edwin, Locke and Gary which is widely applied in educational management since education is a highly result oriented discipline.

## CHAPTER FIVE

### DISCUSSION OF FINDINGS

#### Overview

This chapter discusses the findings of the study. The purpose of the study was to show the efficacy of organizational power in the management of two primary schools in Lusaka District, Zambia. The discussion is presented in accordance with the research objectives which were as follows:

1. To establish the efficacy of organizational power in the management of schools.
2. To determine the effects of efficacy of organizational power in the management of two selected primary schools in Lusaka District.
3. To identify the type of power that works best to run a school.

#### 5.1 Efficacy of organizational power in the management of schools.

To establish the efficacy of organizational power in the management of schools, the study revealed that headteachers are successful in producing the desired results depending on the fact that they need to combine various bases and sources of power. Power can be used positively or negatively. It can be used positively to motivate, uplift, empower or bring justice to the powerless. On the other hand, power can be used negatively in a “telling” or autocratic style of leadership. Headteachers may use strategies like making threats, promises, or suggestions, offering rewards or setting aspirations.

Headteachers use various sources of power depending on the specific circumstances at the school. In a school organization, the headteacher need to exercise authority over others with sensitivity, should avoid dominating or threatening members, also headteachers should rely on their expertise and personality to influence their members. As was discovered in this study, power in an organization is important because it helps to accomplish one’s objectives. It is also one’s ability to mobilize both human and material resources to attain set goals. When power is used in an acceptable manner, leaders have the ability, through interpersonal influence, to cause their subordinates to attain specific

personal, as well as organizational goals. This implies that headteachers understood how using various bases and sources of power can move and influence members towards greater accomplishments for themselves and their organization.

These findings are in line with Young (2008) who said that principals use a combination of positional and personal power and they predominantly rely on positional power.

## **5.2. Effects of efficacy of organizational power in the management of two selected primary schools in Lusaka district**

Power is important in the effective management of an organization like a school, despite it having effects on the teacher's performance. The type of power used depends on the character of the headteacher. Each character has its own style, so that the power used can be described as "the kind of behavior and abilities which the manager has and which enables him or her to interact with the employees to achieve goals" (Hesham, 2012: 39). The effects can be both positive and negative.

The study discovered that the power used to manage the school had effects on the teacher's and headteachers' performance. The more power the headteacher wields, the more influence it will have and the more it will achieve. Power has ability to affect outcomes. The more power an individual secures, the more likely he or she will achieve his or her objectives.

Organizational power helps a leader to exhibit an attitude of trust in other organizational members. At the same time developing a high degree of expertise within the organization increases a leader's personal power. Subordinates gain respect for leader's when expertise increases and subordinates develop an attitude of trust toward the leader.

The effects of legitimate power as the study indicates, are that teachers viewed their headteacher to use this kind of power not as means of pressure, but as a fair means to carry out and facilitate works at school. Teachers also revealed the headteacher as being alert to understand educational programs inside and out. The headteacher was also viewed to be that one with good communication skills implementer of the school action plans.

Headteacher relinquishes power to teachers to carry out certain responsibilities to prepare them for future endeavors. In order for the headteacher to capture the potential of teacher leaders, he or she usually encourages teachers to event, expand and honor a variety of opportunities for teacher leadership. By so doing, teachers may either come closer to the school activities or distance themselves. This study revealed that the headteacher tried by all means to bring the teachers closer to the school activities.

Most primary school teachers in Zambia rely on legitimate power because they do things according to policies and agreements with the government. The headteacher who used legitimate power mainly used positional power as can be seen in his desire to act according to policy. Power in organizational life is a critical aspect of relationships between administration and their followers (Ward, 1998). The use of legitimate power revealed that it is not possible to ensure loyalty by the members (Katz and Kahn, 1977). A headteacher in an educational organization has more chance of influencing subordinates to get them to do what he want them to do. He has the ability to make things happen. It is not just about authority. Organizational power is essential for smooth functioning of any organization. To do this, most important, is the power exercised by managers over their subordinates, to direct and control their activities.

Headteachers, as the study has revealed are to be strategic in the way they manage schools. Krausz (1986), usually power structures within an organization emerge as a result of strategy, performance, environment and ambition. The study indicated that, headteachers used different forms of power for effective implementation of their duties. Trying to control others solely by directing them on the basis of authority associated with one's position rarely works. The headteacher who used legitimate power, involved the deputy head, senior teachers and the class teachers in decision making. The study revealed that the involvement of deputy head in decision making and teachers in drawing up school guidelines was associated with exciting and stimulating teaching in classrooms.

The results of the study of the efficacy of organizational power revealed that the proper use of power helps the headteachers to gain and use power in ethical ways within the context of an organization. Jamieson and O'mara (1991) argued: "As a manager who empowers

others, you will act as a colleague more than a boss, relying on influence, respect and relationships to work with employees". Empowering managers seek to share power, to give it away, and then hold those to whom they give it accountable. Headteachers who desire to produce results successfully do not engage in unethical conduct nor display the characteristics associated with an abrasive personality, which could cause them to underutilize the talents of their subordinates. To be effective, leaders increase their personal power by empowering others in the organization. Steward (1997), said, what matters most in the effective use of power at the top is accessibility, networking, listening and people skills. It was revealed that the headteacher, deputy head, senior teachers and class teachers are supposed to network by working together. Create conducive environment which will enable subordinates to communicate honestly. Subordinates in many organizations seek decision making power, or power to gain the ear of their superiors over issues that affect their daily work lives. Rahim (1989), found legitimate power useful in gaining compliance and satisfaction. Power is legitimate if and only if it is carried out in order to create something good or to prevent something bad.

Headteachers with the right character will take responsibility and exercise their power wisely, adequately, but nevertheless, use their power, if they love their members. Legitimate power, means that the headteacher has the right to prescribe behavior for teachers or subordinates. If the leader in an organization refers too often to his or her formal power, he or she is probably lacking personal authority.

The study also revealed the effects of expert power and established that the headteacher who used expert power drew his power from his expertise and charisma and contributed to members working harmoniously and cooperatively by endeavoring to develop a strong culture and environment. Expert power is best known for maintaining order and discipline in a school, but if not well handled, it can bring about tension due to imposed decisions on members. This kind of power revealed that the headteacher was not consulting, he mainly used his power based on his experienced. In trying to build loyalty and harmony in the institution the headteacher was perceived difficult because he could not delegate activities to teachers. The headteacher using this type of power could not accept criticisms from teachers unless from his favorites. With this kind of power, the headteacher was viewed to

be issuing a constant stream of commands and was considered to be playing the role of boss. Expert leaders gain respect from subordinates who also in return develop an attitude of trust towards their leader. Kotter (1977), increasing one's own achievements and making them known establishes a higher organizational standard which subordinates can look up to and respect. As respect increases among the subordinates through a track record of accomplishments, the leader's personal power increases in the organization. The headteacher with expert power should recognize the need for the development and the importance of personal power because failure to do so will most likely increase subordinates' resistance to change or direction.

The headteacher who used expert power was viewed to be after showing off their expertise and was also viewed to be after fulfilling his own desires unlike making teachers feel comfortable in school in line with the Human Relation Theory which recommend the involvement of employees in the smooth running of the schools. In line with this, Hardman (2011) adds that teachers who are left alone to teach independently without knowledge or accountability to the school's mission, experience a negative perception of their leader. It is important for headteachers to strengthen the policy of monitoring teacher's performance regularly. Headteachers in the two primary schools developed the skills and competences of subordinates through Teacher Group Meetings (TGM) to improve performance of staff.

This research also reviewed that headteachers need to have a clear view of their leadership role. Headteacher who used expert power was prepared to lead rather than be led and as result, they were high in initiative and resourcefulness. The headteacher because of his expert power is not flexible on staff time and they do not have the ability to let teachers emerge as leaders. The study revealed that headteachers with expert power are highly valued by organizations for their problem solving skills. People with expert power perform critical tasks and are therefore deemed indispensable. The study on the contrary, revealed that the headteacher who used expert power never utilized the subordinates effectively unless they were their favorites and never delegated effectively. Headteacher was also perceived not to be good listeners and did not want help from other teachers for fear of being undermined. These are the kind of people who never understood themselves and that their presence intimidated the teachers. They were perceived as not being confident enough



and were suspicious and avoided to be criticized. The findings are further supported by Mgbodile (2004), who states that, expert power generally appears to be self-centered and allows minimum participation of subordinates in decision making. The use of expert power can negatively shape the personality development of a teacher in a school. The study showed that the behavior of teachers is faked to please the headteacher. It was evidenced in the type of communication which was exhibited in the school. The headteacher was perceived to be bad at communication. The study revealed that teachers, senior teacher and the deputy head sometimes got important information through other schools and they did not like this because it showed that the headteacher did not know his job.

The study revealed that headteachers are character builders and are directly in charge of teachers in school. Expert power is the headteacher's influence over subordinates based solely upon the headteacher's superior knowledge, expertise and proven ability to perform. This makes them to have more power on the teacher and find it easy to control them. Furthermore, headteachers are supposed to lead by example so that teachers follow suit. However, headteachers are expected to create a conducive environment for teachers to work. The psychology both administrators and teachers undergo is enough to set a conducive environment for working unlike intimidating the teachers.

### **5.3 Types of power that works best to manage a school**

Power is extremely important in terms of providing direction and assisting in the management process. It is a tool of influencing others, and depending on how it is used, can lead to either positive or negative outcomes in an organization. Power has a massive impact on the decision which an organization makes. The more power one has, the more likely they are to be able to realize their objectives. Power works best if the leaders use it with sensitivity without hurting the organization and its members. (Rahim, 1989), effective leaders combine the various bases and sources of power, selecting to use them in appropriate situations. An effective leader rarely depends on only one source or base of power.

To successfully produce desired results headteachers need to recognize the importance of developing their own personal power. Kotter (1977) asserted the importance of planning,

organizing, budgeting, staffing, controlling and evaluating the people whom the leader depends. Trying to control subordinates solely by directing them on the basis of authority associated with one's position rarely works. The study shows that in this modern age, few employees passively accept and obey authorities who issue a constant stream of commands simply because they play the role of boss.

Headteachers should inspire the teachers to make them a success by using power effectively. It was accepted by both deputy heads and senior teachers the fact that a conducive environment was good for better performance in any school. They said that, headteachers are to be strategic in the way they manage schools. Thus, understanding what stimulates teachers to work hard and to be interested in their work is possible to create an efficient workplace. It also ensures that teachers enjoy to be at the workplace. This in turn will create satisfied teachers, who will work more enthusiastic and focus on achieving the goals of the school.

Results of this study showed that there is usually an exchange of good treatment for positive attitude. When an employer or employee relationship is perceived as unrewarding, inequitable or parasitic in nature, there may tend to be an attendant negative work attitude from the employee. The unethical use of power may help a headteacher achieve a short-term effect, but over the long run this behavior will cause the leader to become a detriment to the organization and force the organization to move against him or her.

The study indicated that the use of legitimate powers encourages delegation in which delegated tasks were set within the scope of subordinates' job description which later maximized staff ability and potential. This is in line with Kochhar (2011), who states that headteachers must have passionate approach and must allow his/her personal prejudices, likes and dislikes to cloud his/her judgment. However, the study identifies bad effect of positional power (legitimate) which include delay of decision making through long processes of channel of communication. The feedback delays due to consultations in trying to get people's views about the decision about to be made. This is in line with Webb (2005) who states that leaders should let employees get involved in the decision making process and often do not make major decisions without the consensus of the staff.

## **5.5 Summary**

This chapter discussed the findings on the efficacy of organizational power in the management of primary schools in Lusaka District. The discussion was done according to the themes derived from the objectives of the study. Furthermore, the themes which emerged in between objectives were clearly stated. References were made in support to other studies in line with the topic. Necessary arguments were put forward. The next chapter will present the conclusion of the study and recommendations to other academics.

## **CHAPTER SIX**

### **CONCLUSION AND RECOMMENDATIONS**

#### **Overview**

The study aimed at finding out the efficacy of organizational power in the management of primary schools of Lusaka District. The powers considered in the study were: the legitimate power which are the positional power and expert power which are mainly used based on the experience of the headteacher. Having discussed the findings of the study, this chapter presents conclusions and recommendations for further considerations.

#### **6.1 Conclusion**

The following were the conclusions with regard to the objectives and the themes that emerged from the study.

The study discovered that headteachers in the two primary schools used two different types of organizational powers. The two types of powers showed how successful headteachers are in producing the desired results. Headteachers in the two schools involved in the study practiced the two different types of powers, the legitimate and expert powers. The study revealed that the power helped the headteachers to gain and use power in ethical ways within the context of the two schools: the headteachers understood that by using various bases and sources of power can move and influence members towards greater accomplishments for themselves and their organizations.

Teachers had various perceptions towards their headteachers' type of power used depending on the dominance of the power used at the school. The study discovered that class teachers, senior teachers and deputy headteachers had various ways in which they perceived their headteachers. The perceptions were dependent on the domination of the type of power used in a particular school.

The outcome was associated with exciting and stimulating teaching in classrooms. This was for the school which used legitimate power. Legitimate power was useful in gaining compliance and satisfaction.

The schools where the headteacher used expert power, revealed that it brought tension in the school due to imposed decisions on the members. The study revealed that the headteacher never consulted, he mainly used his power based on his experiences. Teachers said that expert power made teachers to perceive the headteachers as difficult, not accepting criticism from subordinates and was considered to be playing the role of boss.

Teachers said for headteachers to be effective in providing desired results; they need to combine the various bases and sources of power. They further discovered that experience, influence and personality of the head were the best tools which enabled teachers to be excited and be motivated to work hard. However, most primary schools in Zambia rely on legitimate power because they do things according to policies and agreements with the government. It is about in accordance with the powers invested in the headteachers by the government of the Republic of Zambia.

## **6.2 Recommendations**

From the conclusions provides the study, the researcher came up with the following recommendations:

- Headteachers to continuously be involved in capacity building workshops in order to ensure proper management by the use of acceptable powers of headteachers.
- The roles and responsibilities of the headteachers should be revisited frequently in order to ensure they execute their responsibilities with diligence that is needed.
- Headteachers to use power in accordance with the policies and agreement of the government.
- Headteachers to have a specific number of years at a school.
- Headteachers should be willing and be able to share power and control with their subordinates.

- The Ministry of General Education (MOGE) to promote headteachers who have undergone courses about leadership and management or are with the knowledge of the use of power.
- Finally, headteachers need more empowerment to perform their duties and responsibilities well.

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## APPENDICES

### APPENDIX A: QUESTIONNAIRE TO BE FILLED BY HEADTEACHERS

**ZIMBABWE OPEN UNIVERSITY**  
*IN COLLABORATION WITH*  
**THE UNIVERSITY OF ZAMBIA**

THIS STUDY IS LOOKING AT THE EFFICACY OF ORGANIZATIONAL POWER IN THE MANAGEMENT OF TWO SELECTED SCHOOLS IN LUSAKA PROVINCE IN ZAMBIA

#### INSTRUCTIONS

1. Do not write your name on the questionnaire
2. Use a tick to show your response of each closed ended questionnaire
3. Write your response for open ended questionnaire
4. Give appropriate response based on your school experience /context

#### PART 1 PERSONAL INFORMATION

##### 1. AGE

- A. 35 – 44 Years
- B. 45 – 50 Years
- C. 50 – 55 years
- D. 55 – 65 years

##### 2. MARITAL STATUS

- A. Single
- B. Married
- C. Widowed
- D. Divorced

3. SEX

A. Male

B. Female

4. SERVICE YEARS IN TEACHING

A. 5 – 10 years

B. 10 – 15 years

C. 15 – 20 years

D. 20 – 30 and above

5. LEVEL OF EDUCATION

(a) Secondary

(b) Tertiary

6. PROFESSIONAL LEVEL

(a) Certificate

(b) Diploma

(c) First degree

(d) masters

**PART 2: GUIDING QUESTIONS**

7. When did you start heading?

.....

8. How many schools have you headed so far?

.....

9. What challenges do you encounter as you deliberate your duties?

.....

10. Do you get support from the deputy headteacher?

If yes, how?

.....

If No, explain

.....  
.....

11. How do senior teachers support your office?

.....

12. How do you get your subordinates to do their tasks?

.....

13. Do your subordinates respect your authority?

If yes, how?

.....  
.....

If No, explain

.....  
.....

14. What is the significance of involving and consulting the deputy headteacher and teachers in decision making in the school?

.....

**APPENDIX B: QUESTIONNAIRE TO BE FILLED IN BY DEPUTY HEADTEACHERS  
AND SENIOR TEACHERS.**

**ZIMBABWE OPEN UNIVERSITY**  
*IN COLLABORATION WITH*  
**THE UNIVERSITY OF ZAMBIA**

THIS STUDY IS LOOKING AT THE EFFICACY OF ORGANIZATIONAL POWER IN THE  
MANAGEMENT OF TWO SELECTED SCHOOLS IN LUSAKA PROVINCE IN ZAMBIA

**INSTRUCTIONS: ANSWER ALL QUESTIONS**

1. Do not write your name on the questionnaire
2. Use tick to show your response of each closed questions.
3. Write your response for open ended questions.
4. Give appropriate response based on your school experience / context.

**BIO DATA**

**PART 1. PERSONAL INFORMATION**

5. AGE

E. 25 – 30 Years

F. 30 – 40 Years

G. 40 – 50 years

H. 50 – 65 years

6. SEX

C. Male

D. Female

7. MARITAL STATUS

- E. Single
- F. Married
- G. Widowed
- H. Divorced

8. SERVICE YEARS IN TEACHING

- (a) 5 - 10
- (b) 10 – 15 years
- (c) 15 – 20 years
- (d) 20 - 30 years

9. LEVEL OF EDUCATION

- (a) Secondary
- (b) Tertiary

10. PROFESSIONAL LEVEL

- (a) Certificate
- (b) Diploma
- (c) Degree
- (d) Masters

**PART 2: GUIDING QUESTIONS**

- 1. When did you start working as a Deputy Headteacher?  
.....
- 2. How many schools have you deputized so far?  
.....
- 3. How do you manage working alongside your headteacher?  
.....
- 4. Do you feel threatened or intimidated by your head teacher’s authority?

YES

NO



5. Do your headteacher communicate to you in a friendly manner?

YES  NO

6. Is your headteacher fully aware of what goes on in the school?

YES  NO

7. What do you understand by the term legitimate power and expert power?

.....  
.....  
.....

8. Does your headteacher involve you in decision making?

YES  NO

9. Does your headteacher use of power stimulate your hard work?

YES  NO

10. Do you feel your headteacher favour some teachers?

YES  NO

11. Do you feel your headteacher has respect for his subordinates?

**APPENDIX C: QUESTIONNAIRE TO BE FILLED BY TEACHERS.**

**ZIMBABWE OPEN UNIVERSITY**  
*IN COLLABORATION WITH*  
**THE UNIVERSITY OF ZAMBIA**

THIS STUDY IS LOOKING AT THE EFFICACY OF ORGANIZATIONAL POWER IN THE MANAGEMENT OF TWO SELECTED SCHOOLS IN LUSAKA PROVINCE IN ZAMBIA

Dear respondent,

The purpose of this questionnaire is to gather relevant data examine the efficacy of organizational power in the Management of two selected Lusaka District Primary Schools in Kaunda Square Zone in Zambia. The response you provide will have a constructive and paramount importance for the successful accomplishment of this study. Hence you are kindly requested to give your genuine response. Your response will be used only for academic purpose and will remain confidential.

**INSTRUCTIONS**

1. Do not write your name on the questionnaire
2. Use a tick to show your response of each closed ended question.
3. Write your response for open ended questions.
4. Give appropriate response based on your school experience / context.

**PART 1. PERSONAL INFORMATION**

1. AGE

I. 25 – 30 Years

J. 30 – 40 Years

K. 40 – 50 years

L. 50 – 65 years

2. SEX

E. Male

F. Female

3, MARITAL STATUS

I. Single

J. Married

K. Widowed

L. Divorced

4. SERVICE YEARS IN TEACHING

(e) 5 - 10

(f) 10 – 15 years

(g) 15 – 20 years

(h) 20 - 30 years

5. LEVEL OF EDUCATION

(c) Secondary

(d) Tertiary

6. PROFESSIONAL LEVEL

(e) Certificate

(f) Diploma

(g) Degree

(h) Masters

**PART 2 GUIDING QUESTIONS**

1. For how long have you been working at this schools?

.....

2. As a teacher are you involved and consulted in the decisions making of the intuitions?

YES

NO

If NO, explain why you are not consulted and involved.

.....

3. Does your Headteacher or Deputy Head delegate some work to you?

YES

NO

4. Do you feel you have the respect for your leaders in authority?

YES

NO

5. Does your Headteacher or Deputy Head communicate to you in a proper channel?

YES

NO

6. Are you aware that there are different type of powers used when managing a school?

7. What type of power does your Headteacher use in managing the school?

.....

8. How do you feel when the Headteacher shouts at you in the presence of other teachers?

.....

9. Do you think your Headteacher is secure with his position or does he feel threatened by his subordinates?

.....

10. Have you ever heard of legitimate and expert power?

YES

NO

If yes, explain .....

.....

## **APPENDIX D: INTERVIEW GUIDE QUESTIONS FOR HEADTEACHERS**

**ZIMBABWE OPEN UNIVERSITY**  
*IN COLLABORATION WITH*  
**THE UNIVERSITY OF ZAMBIA**

**To determine the effectiveness of organizational power in the management of primary schools.**

1. Do you feel you are able to cause your subordinates to do their tasks?
2. Are you an authoritarian or democratic leader?
3. Are you able to delegate work to the deputy head teacher without feeling threatened?
4. To establish the significance of involving and consulting the deputy head and the teachers in the decision making.  
Do you involve members of staff in the planning and management of the school?
5. Do you consult your deputy headteacher and teachers in decision making and more especially in the spending of finances?

**To ascertain how the head teacher's personality affects the managing of a school**

6. As a leader, do you feel that you are there just to issue a constant stream of commands?
7. Are you to play the role of a boss?
8. As headteacher do you create and maintain an environment of information sharing, open communications, integrity and trust?
9. As headteacher how do you create a spirit of cooperation within an organization?
10. Are you aware that school rules should be achieved through consensus?

## **APPENDIX E: FOCUSED GROUP DISCUSSION GUIDE FOR TEACHERS**

**ZIMBABWE OPEN UNIVERSITY**  
*IN COLLABORATION WITH*  
**THE UNIVERSITY OF ZAMBIA**

**TITLE:** THE EFFICACY OF ORGANIZATIONAL POWER IN THE MANAGEMENT OF TWO SELECTED SCHOOLS IN LUSAKA DISTRICT OF ZAMBIA

I am a postgraduate student in the school of Educational Administration and Management. I am conducting a research on the efficacy of organizational power in the management of primary schools in Lusaka District.

Your cooperation is highly appreciated.

Gladys Kaluba

### **QUESTIONS**

1. Do you think headteachers gave you chance to ask critical questions?
2. What type of power do you know which is used by your headteacher?
3. Which power is used by the headteacher at your schools?
4. Are you comfortable with such type of power?
5. Does your headteacher delegate work effectively in your school?
6. Does your headteacher show favoritism to some teachers?
7. Does your headteacher empower and encourage you through your talent for you to be effective?