



**ASSESSING POWER RELATIONS BETWEEN SCHOOL MANAGERS AND
TEACHERS AS A BASIS FOR CONFLICT IN SELECTED SECONDARY SCHOOLS
OF RUFUNSA DISTRICT**

BY

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DECLARATION

I, **Chilima Phillip**, do hereby declare that this dissertation is a product of my own effort, and that it has never been done before. The sources of all materials referred to in this report have been acknowledged. Any misrepresentation of information that would arise from this report is purely my responsibility.

Signed:

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APPROVAL

This dissertation of Chilima Phillip is approved as partial fulfilment of the requirements for the award of the degree of Master of Science in Peace, Leadership and Conflict Resolution, of the University of Zambia and Zimbabwe Open University.

Examiners' Signatures

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DEDICATIONS

To my caring mother Mrs ANNAH NJOBVU who laid the foundation for my education and ever prayed for my success. I also wish to dedicate this work to my siblings whom I deprived quality time and attention during the course of my study. I thank you for your unrivalled understanding. God bless you all.

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I take responsibility of this entire work, from the start to completion. It is a product of my own making.

ACRONYMS AND ABBREVIATIONS

AGM	Annual General Meetings
DEBS	District Education Board Secretary
DESO	District Education Standard Officer
EA	Education Act
EOF	Educating Our Future
ESO	Education Standard Officer
HOD	Head of Department
MOGE	Ministry of General Education
PEO	Provincial Education Officer
PTC	Parent Teacher Committee
SM	School Managers
TCZ	Teaching Council of Zambia
TIC	Teacher in Charge
TSC	Teaching Service Commission

ABSTRACT

The purpose of this study was to assess power relations between school managers and teachers as a basis for conflict in three (3) selected secondary schools of Rufunsa district in Lusaka Province of Zambia. This research study was guided by Michael Foucault's Power relations theory.

The sample size comprised thirty four (34) respondents segmented as: 1 DEBS, 3 Head teachers, 9 Head of Departments (HODs) and 21 Teachers distributed equally in the three (3) secondary schools. Criterion and homogeneous Purposive sampling was used on respondents like DEBS, Headteachers, HoDs and teachers as well as on secondary schools selected for the study. This study adopted an explanatory qualitative case study research design. The researcher specifically used semi-structured interviews to collect data from the DEBS and Headteachers while open-ended questionnaires were administered to HoDs and teachers. Thematic analysis with verbatims was used, where data analysis starts with the categorization of themes from the semi-structured interviews and open-ended questionnaires.

The study found, to a greater extent, that negative power relations between school managers and teachers were a basis for conflict in selected secondary schools of Rufunsa district in Lusaka Province. While both positive and negative power relations existed in schools, negative power relations were identified to be common because both school managers and teachers admitted the existence of power related conflicts and stressed their desire to have the status quo changed through their submission of suggestions for enhancing positive power relations in schools. Negative power relations led to conflicts, non-cordial relations, team fragmentation and lack of collaboration, among others, between school managers and teachers. The ripple effect to such conflicts was lack of school improvement and poor performance among learners. Further, the study found that imposed decision-making styles were rampant as opposed to collective decision-making styles since most teachers and some HoDs respectively attested to the fact that they were side-lined. Other findings were that negative power relations were responsible for stifled schools' success and progress, in addition to teacher low morale, motivation and skills' development. Furthermore, the study established suggestions, based on the findings, for enhancing positive power relations in schools like upholding professionalism, inclusive decision-making as well as accountability and transparency, among others. The researcher not only proposed seven recommendations that would help restore positive power relations in schools but also future research area involving power related conflicts in schools.

Key words: *Power, Power relations, Conflict, teacher, school and School Manager.*

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CHAPTER ONE

INTRODUCTION

1.0 Overview

This chapter provides a background to the study, the problem of the study investigated by clearly asserting the motivation for embarking on it, the objectives and research questions of the study. A brief summary of both the conceptual and theoretical frameworks are also presented, with the aim of ensuring that the reader gets a clearer picture on the thinking behind the study. The limitations of the study will also be looked at, the definitions of operational terms and finally, the summary will conclude the first chapter

1.1 Background of the study

Power relations involving school managers and teachers are among the sources of conflict in schools. Power relations can either be positive or negative. While positive power relations are characterized by mutual respect, collaboration, collegiality, trust and a common goal; negative power relations are characterized by the inequitable treatment of staff, imposed leadership styles and poor communication which lead to conflicts in learning institutions. Studies have shown that the drive for the acquisition of power often cause conflicts in schools. According to Bennett, Crawford and Cartwright (2003), power is a crucial resource in different organizations because individuals compete for jobs, titles and prestige. Hord and Sommers (2008) further explain that power differentials often cause conflicts in schools because those in power may push for more attention and struggle for higher social positions.

If individuals are not treated with respect, equality and dignity, conflict may arise. Through a lack of participation by all staff members in decision making and if meetings are not managed properly, the one who is assertive may often make decisions that could lead to conflict (Hord & Sommers, 2008). According to Mullins (1999), inequitable treatment in school practices such as allocation of reward and punishment often cause conflict between school managers and teachers.

The desire of nations globally is to seek peaceful approaches in managing, resolving and transforming conflict in schools. According to Rahim (2000), researchers have designed

effective strategies to minimize the dysfunctions of conflict and maximize the constructive functions of conflict, and enhance good relationship and communication in schools.

Commitment to the above is in line to what Obondoh, Nandago, and Otiende (2005) expressed as the necessity to have standard guidelines focusing primarily on good governance of most schools today. The stress on school management is to adopt a highly participatory governance system in schools. Some guidelines requiring participation in schools include: empowering stakeholders to influence school policies, plans and budgets and decision making. The mentioned categories of guidelines included issues which once overlooked could lead to power related conflicts in schools. Furthermore, issues of transparency and accountability in management of the school are of great importance. According to Drucker (1945), if employees help determine the standards; they will have more incentive to fulfil them. In the school setup, if teachers determine decision-making, they will have the moral obligation to fulfil the tasks at hand. Teachers must feel the ownership of school projects and this can only come through capacity empowerment and the right environment resulting from cordial power relations between themselves and school managers.

There have been several incidences of conflicts arising from power relations in schools both reported and unreported since power related conflicts in the workplace like a school are a common occurrence, resulting from the nature of interactions and leadership styles adopted by schools. According to Rau-Foster (2000), the workplace setting could be a fertile breeding ground for conflicts because of the dynamics and interdependency of manager-to-employee relationship, among many others.

In contemporary education systems, there is a need for all stakeholders in primary and secondary schools to work in harmony in order to propel the aspirations of the school to greater heights. The school must have the commitment and responsibility to develop favorable attitudes towards positive relationships between school managers and teachers. This may reduce conflict incidences to minimum (Mullins, 1999), This is important because it is in the schools that teachers and school managers engage each other for not only the teaching and learning activities but also decision-making that is critical in affecting learner performance and school improvement. Poor power relations in secondary schools demand moral authority and leadership

integrity to resolve them. If not resolved on time, they could have a destabilizing effect on the institution's performance and learning processes.

Paechter (2003) in Laluvein (2010) points out that the relative lack of exploration into the power relations in schools, is casting a blind eye to reality because their nature can have both positive and negative effects. Hence the need for academic inquiry on power relations specifically involving school managers and teachers. School managers and teachers are especially susceptible to engage into conflict as their role is mostly on the grass-root as an adage goes: "*Trees that are close to each other cannot stand without causing friction against each other.*" While school managers and teachers engage in conflicts, pupils remain affected in their education pursuits. Since 1991 and the re-introduction of Multiparty politics and democracy in Zambia, major institutions have undergone reform and transformation in line with democratic tenets. Thus, leadership styles in school must oscillate towards the values of democracy and democratization. This is true in as far as the 1996 educational policy document entitled *Educating Our Future* (EOF) is concerned. The *Education Act (EA) of 2011* holds similar sentiments of democratizing educational institutions. However, practice and policy have taken different paths. Many schools seem to have lagged behind in securing positive power relations among school managers and teachers.

The effects of power relations in schools, exercised through human networks between school managers and teachers, may be unpredictable. In some instance, being a panacea and in another, being a menace to the school organization itself. It is imperative however that power relations in schools should contribute to the greater good of organizational goals and aims. Therefore, there is need to assess power relations between school managers and teachers as a basis for conflict in schools in three (3) selected secondary schools in Rufunsa district of Lusaka province since little is known with regards to this aspect.

1.2 Statement of the problem

Zambia's liberal democracy partly entails power sharing across human networks in all spheres of human engagements, interactions and relationships. Despite the country embracing democratic principles, there is still a high concentration of power among those wielding executive and bureaucratic authority. Power has not been diffused equitably among school managers and

teachers causing unrestraint domination of school managers in decision-making. This contributes to poor school manager-teacher relations and in turn dysfunctional conflicts to the school organization itself. Reports of bad administration-workforce cohesion are prevalent in the Zambian media with a propensity to affect the peaceful, smooth functioning of schools and improvement in learner outcomes. The negative impact of conflicts between school managers and teachers may otherwise be precarious leading to counterproductive behaviour, such as a lack of communication, stress, regular absences, among others. This harms human relations and jeopardizes the educational process because it may decrease the levels of motivation and performance of staff and, subsequently, of pupils.

Several studies have been conducted elsewhere and internationally on power relations involving school managers and teachers. In Zambia, inadequate studies have been carried out on conflict involving power relations, particularly on school manager-teacher relations. To the author's knowledge, there is no literature on assessing power relations between school managers and teachers as a basis for conflicts in secondary schools, particularly in Rufunsa district of Lusaka Province. Therefore, this research is conducted to assess the power relations between school managers and teachers as a basis for conflict in three (3) selected secondary schools in Rufunsa district of Lusaka Province.

1.3 Purpose of the research

The motivation of this study is the desire to assess power relations between school managers and teachers as a basis for conflict in three (3) selected secondary schools in Rufunsa district of Lusaka Province. In view of this, it is hoped that this study will help in establishing cordial power relations between school managers and teachers. By doing so, the study will add to the scholarly body of knowledge and will provide suggestions and recommendations that constitute a paradigm shift towards alternative leadership styles in line with democratic principles and are essential for school improvement.

1.4 Research objectives

The study is guided by the following General and specific research Objectives.

1.4.1 General research objective

To assess the extent to which power relations between school managers and teachers are a basis for conflict in selected secondary schools of Rufunsa district in Lusaka Province.

1.4.2. Specific research objectives

The study is guided by the following specific research objectives:

1. To examine the nature of power relations between school managers and teachers in selected secondary schools of Rufunsa district in Lusaka Province.
2. To determine how decisions are made in selected secondary schools of Rufunsa district in Lusaka Province.
3. To evaluate the implications of the current power relations between school managers and teachers on the performance of selected secondary schools of Rufunsa district in Lusaka Province.
4. To ascertain what can be done to improve power relations between school managers and teachers in selected secondary schools of Rufunsa district in Lusaka Province.

1.5 Research Questions

1.5.1 General research question

To what extent are power relations between school managers and teachers a basis for conflict in selected secondary schools in Rufunsa district of Lusaka Province?

1.5.2 Specific research questions

1. What is the nature of power relations between school managers and teachers in selected secondary schools of Rufunsa district in Lusaka Province?
2. How are decisions made in selected secondary schools of Rufunsa district in Lusaka Province?
3. What are the implications of the current power relations between school managers and teachers on the performance of selected secondary schools of Rufunsa district in Lusaka Province?

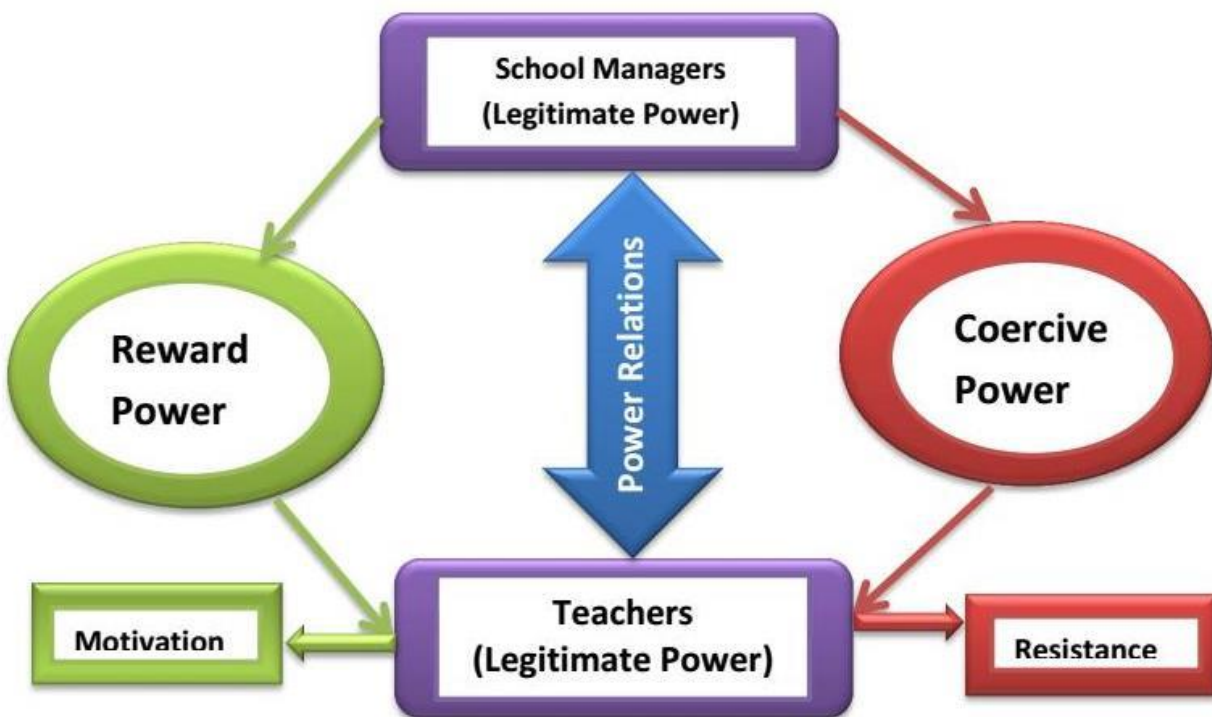
4. What can be done to improve power relations between school managers and teachers in selected secondary schools of Rufunsa district in Lusaka Province?

1.6. Conceptual Framework

The concept of power can be explained as the ability to have control over the behavior of others (Schermerhorn et al., 2000). Robbins and Coulter (2003) define *power* as the skill an administrator, a school manager in this case, possesses to influence organizational actions and decisions. According to Horner (1997), power is the capability to do something and obtain a result. Clegg, Courpasson, and Phillips (2006), describe power as the oxygen needed for breathing in organizations.

Research has classified five popular power styles in the field of educational administration: legitimate power, coercive power, reward power, charisma power, and expert power (French & Raven, 1959). These five power styles have been shown to be used to purposely change employee beliefs, attitudes, and behavior (Munduate & Gravenhorst, 2003). In assessing power relations between school managers and teachers in selected secondary schools in Rufunsa district of Lusaka Province, three power styles have been adopted and these include: legitimate power, coercive power and reward power. These three types of power are sufficient to explain power relations in schools for varied outcomes depending on which power type is emphasized. Thus, school managers, teachers and power styles are the variables for this study. Based on the interpretation of the three power interchanges among school managers and teachers and by scholars like Schermerhorn et al. (2000), this research comes up with the figure 1 below:

Figure 1: Power relations in Schools as Affected by Legitimate, Reward and Coercive Power



Source: Researcher's own framing

Due to their position within an organization, school managers hold three distinct types of power style which are legitimate power, reward power, and coercive power (Munduate, & Guerra, 2008). *Legitimate power* is the official authority granted respectively to school managers and teachers through their job title and description. Teachers are expected to respect school managers as their superiors (Hitt et al., 2005). *Coercive power* is the degree to which school managers deprive their subordinates or teachers of desired rewards or the degree to which they use punishment to control other people (Schermerhorn et al., 2000). Since this power type is based on disciplining others, it can be used by both school managers and teachers (Karaman, 1999).

Teachers may resist or use coercive power by slowing down the work flow, by not carefully following the orders from school managers and by hiding vital information from superiors. The influence of this power emanates from certain habits of school managers, such as scare tactics, threats and the penalization of teachers (Hellriegel, Jackson, & Slocum, 2002). *Reward power* is defined as the capability to re-numerate and refers to the degree to which school managers

employ an external and internal incentive system to control other people. Money, professional development support, recommendation for promotion, praise, and attractive works are examples of these compensations (Schermerhorn et al., 2000). Reward power is one of the strongest styles of position power for school managers (Hitt et al., 2005). School managers are more likely to use reward power to motivate teachers to focus on organizational purposes thereby improving school and learner performance.

1.6.1 Theoretical Framework

1.6.1.1 The Power Relations Theory

The research adopted the power relations theory by Michel Foucault (1926-1984), a philosopher, psychologist and a historian. The theory is based on the idea that power is in human relations and interactions and not in a single person or individual. Individuals in organisations and institutions such as schools form a social network in which their power for getting things done flows or oscillate from one end to another like a pendulum. The theory opines that power is not a repository of one individual or entity (Foucault, 1980). These power relations are between leaders (school managers) and the led (teachers); superiors and subordinates. In schools, power relations may be between School managers (Head teachers, Head of Departments) and teachers or between teachers and pupils. For this research, the application of the theory is only on the relationship involving school managers and teachers. Foucault views power relations as dissipating through all relational structures of the society. Individuals in an organisation, like a school institution in this case, form particular power network in decision-making and in carrying out institutional or organisational goals and functions. He is concerned less with the oppressive aspect of power, but more with the resistance of those the power is exerted upon.

In this way the power relations theory is carefully selected for this research to fully understand the level of interaction between school managers and teachers in carrying out specific educational decisions, functions, tasks, aims and goals. Power relations if not well managed may become a source of serious conflicts in schools like in any other organisation.

Michel Foucault built a model of the daily and mundane manners in which power is exerted and contested, as well as an analysis centered on the human individual as an active subject, not as a simple object for the power.

The power problem is central to Foucault's thinking regarding the relations between society, individuals, groups and institutions. He investigated this problem from a critical and historical viewpoint in his books, many articles, studies and interviews. The fundamental idea emerging from all his works is that the privileged place to observe the power in action is the relations between the individual and the society, especially its institutions. Consequently, Foucault studies – in what he calls “the analysis of power” (Foucault, 1980:104), how various institutions exert their power on groups and individuals, and how the latter affirm their own identity and resistance to the effects of power.

Foucault (1980) thinks that it is wrong to consider power as something that the institutions possess and use oppressively against individuals and groups, so he tries to move the analysis one step beyond viewing power as the plain oppression of the powerless by the powerful, aiming to examine how it operates in day to day interactions between people and institutions. In the first volume of *Histoire de la sexualité* he argues that we must overcome the idea that power is oppression, because even in their most radical form oppressive measures are not just repression and censorship, but they are also productive, causing new behaviours to emerge. As opposed to most Marxist thinkers, Foucault is concerned less with the oppressive aspect of power, but more with the resistance of those the power is exerted upon.

Foucault proposes an alternative model in which power relations dissipate through all relational structures of the society. This enables him to build a model of the daily and mundane manners in which power is exerted and contested, as well as an analysis centered on the human individual as an active subject, not as a simple object for the power (Foucault, 1980). Usually, power is understood as the capacity of an agent to impose his will over the will of the powerless, or the ability to force them to do things they do not wish to do. In this sense, power is understood as possession, as something owned by those in power. But in Foucault's opinion, power is not something that can be owned, but rather

something that acts and manifests itself in a certain way; it is more a strategy than a possession: Power must be analyzed as something which circulates, or as something which only functions in the form of a chain. Power is employed and exercised through a netlike organization (Foucault, 1980). Individuals are the vehicles of power, not its points of application.

This way of understanding power has two key features: a) power is a system, a network of relations encompassing the whole society, rather than a relation between the oppressed and the oppressor; b) individuals are not just the objects of power, but they are the *locus* where the power and the resistance to it are exerted. Foucault's view of power, as presented in *Surveiller et punir. Naissance de la prison*, involves the following features:

1. “The impersonality, or subjectlessness, of power, meaning that it is not guided by the will of individual subjects;
2. The relationality of power, meaning that power is always a case of power *relations* between people, as opposed to a quantum possessed by people;
3. The decentredness of power, meaning that it is not concentrated on a single individual or class;
4. The multidirectionality of power, meaning that it does not flow only from the more to the less powerful, but rather “comes from below,” even if it is nevertheless “nonegalitarian”
5. The *strategic* nature of power, meaning that it has a dynamic of its own, is intentional”.

Conceiving power as strategy and not as possession means to think of it as something that has to be exerted and not something that can simply be acquired. It is not localized exclusively in certain institutions or individuals, but it is rather a set of relations dispersed throughout society (Foucault, 1980). In fact, there are power relations. They are multiple; they have different forms, they can be in play in family relations, or within an institution, or an administration”. Relations between parents and children, between lovers, between employers and employees, all are power relations. In every human interaction, power is

subject to negotiation, each individual having his place in the hierarchy, no matter how flexible it would be.

Foucault does not assume that the individual is powerless compared to institutions, groups or the state neither does he minimize the restrictions imposed to individuals, but thinks that power is not concentrated, but diffuse throughout the whole society (Foucault, 1980). This allows us to see it at work in each human interaction and thus to see how resistance always shows up. Power is seen as a more volatile, unstable element, which can be always contested, so power relations must be permanently renewed and reaffirmed.

1.6.1.2 Relation of Foucault Power Relations Theory to the Current Study

The link of Foucault's power relations theory to the current study is that school managers and teachers are active participants in a school organisation or institution. They are stakeholders in the school locality system and they compete, bargain and negotiate for an equal benefit of the power resource. However, the power interaction and contest at a school unit may result into unpredictable and turbulent outcomes since those who feel taking a raw deal, in this case teachers, may resist instructions, commands and orders of school managers (Headteachers, Deputies and HoDs). Additionally, teachers who may be perceived restricted and in some cases side-lined in the distribution of power, may exercise their 'powerfulness' by engaging in resistance. That way the school system becomes a place of constant conflict capable of frustrating school goals and aims. Therefore, this research is an attempt to assess, for problem-solving, the real power relations existing in three selected secondary schools of Rufunsa district in Zambia's Lusaka Province.

1.7 Limitations of the research

Limitations are conditions beyond the ability of the researcher that may place restriction on the conclusions of the study and their application to other situations (Best and Khan: 1993 in Mega: 2014). The researcher experienced constraints in the course of the research. During interviews and in answering questionnaires, some participants did not disclose adequate information for fear of exposing themselves. Regardless of the limitation, the findings were comprehensive.

1.8 Definition of operational terms

The following terms are defined within the context of this study.

Key words: *Power, Power relations, Conflict, teacher, school and School Manager.*

Power is typically defined as the capacity to make others do what they would not otherwise do or the ability to overcome resistance (Dahl, 1957 in Tjosvold 2001).

Foucault (1993) argues that power is the “multiplicity” of force relations immanent in the sphere in which people operate (Levitt, 2008).

Power relations: this is a network or channel of power among individuals in an organisation in this case a school. For example, school managers and teachers are in a kind of social relationship as they go about teaching and decision-making involving the school. They form a network of commands and actions. Power in relationship has a spiral effect on both leader and follower. It can lead to resistance as those for which it is directed upon can contest it and reaffirm their behaviour and attitudes.

Conflict:

According to Kreps (1990), conflict is a process by which individuals express and negotiate their differences. Coser (1956) defined conflict as a struggle over values and claims to scarce status, power, and resources in which the aims of the opponents are to neutralise, injure, or eliminate their rivals.

Teacher:

A teacher (also called a school teacher or, in some contexts, an educator) is a person who helps learners to acquire knowledge, competences or values. He or she is employed, for the main role, to teach learners in a formal education context, such as at a school or other place of initial formal education or training.

School:

A school is an institution designed to provide learning spaces and learning environments for the teaching of students (or "pupils") under the direction of teachers. For the purposes of this research, Schools can be generally be categorised as primary school for young children and secondary school for teenagers who have completed primary education.

School Manager:

School managers are school principals, Headteachers, Deputy-Headteachers and Head of Departments. School managers are charged with the responsibility of ensuring that they effectively use the vested power to stir school-staff and teachers towards school improvement and good learner performance.

1.9 Summary

This chapter has introduced the study on assessing power relations between school managers and teachers in selected secondary schools in Rufunsa District of Lusaka Province. It started with the background of the study, where it showed that school managers and teachers are engaged in power relations, either positive or negative. Positive power relations are characterized by mutual respect, collaboration, collegiality, trust and a common goal. As an adage goes: *"Trees that are close to each other cannot stand without causing friction against each other"*, so do School managers and teachers susceptiblely engage into conflict as their role is mostly on the grass-root. The conflicts between these school stakeholders have the capacity to prevaricate school aims and pupils' performance. It also gave the statement of the problem in which it stated that despite the country embracing democratic principles, there is still a high concentration of power among those wielding executive and bureaucratic functions leading to poor power relations. Power has not been diffused equitably among school managers and teachers causing unrestraint domination of school managers in decision-making. The objectives of the study and the research questions have also been given. The conceptual and theoretical frameworks of the investigation have also been given; as based on *Power* and *Power Relations* respectively. The chapter concludes by looking at the assumption of the study, giving out some of the limitations and defining the terms

used in the dissertation. The next chapter looks at some of the available literature which is deemed to be directly significant to the current research.

CHAPTER TWO

LITERATURE REVIEW

2.0 Overview

In an attempt to strengthen arguments and prove the validity of conclusions drawn from the case study, the researcher made use of the available literature on the subject of Power relations in school management. The research focuses on assessing power relations as a basis for conflict in secondary schools in a case of Rufunsa district of Lusaka Province. In building a logical framework for this research topic, this chapter is divided into eleven sections lined up as follows: General Perspective on School manager-Teacher Power Relations, Power Relations in Greek Schools; and Power Relations Affected by School Managers' Power Styles. Other sections are: Good relationships between Head teachers and Teachers; School manager-Teacher Relationship in a Leading School, and School Leadership and Positive Power Relations.

Lastly, the following sections follow each other: Power Relations between Headteachers and Teachers in Zimbabwe, Power Relations in Enhancing Peace in Schools; and Some Situations of Negative Power Relations in Zambian Schools. The chapter ends with the identification of the research gap on the reviewed literature and the summary.

2.1 Related Studies on Power Relations

The review of the studies on power relations is intended to create a backup and to show research interest in power relations' study. Literature review is drawn from Greece, Turkey, and Saudi Arabia; Ghana, South Africa, and Zimbabwe as well as the Republic of Zambia.

2.1.1. General Perspective on School Manager-Teacher Power Relations

Conflicts in schools can be perceived as inevitable part of life. Kerzner (1998) captured the inevitability and significance of conflict when he observed that it is an essential part of social change in the society, institutions, and organisations without which they may become redundant, dictatorial, and monotonous. There can be conflicts about (a) the perception of how things are (conflict of facts); (b) how things should or ought to be (conflict of values); and (c) who is entitled to have what (conflict of interests) (Heirich, 2006). It is therefore not an aberration to

expect conflicts in school management systems. However, these conflicts and crisis sometimes grow to enormous proportions where they become detrimental to the involved parties and the organisations as their regular occurrences largely affect effective management and productivity.

Power relations study is particularly relevant at a time when conflicts and crisis pervade and tend to mar the management of school systems against the realisation of stated educational goals and objectives. Observably, those who bear the blame of the conflicts and crisis in school management and in lack of skills in the creation of good work relationships critical for enhanced productivity and school performance are the “Head-Teachers, Deputy Heads, Heads of Department” otherwise addressed as “school managers”.

Teachers and school managers play an imperative role in upholding and improving education standards in learning institutions. Head teachers are charged with the responsibility of overseeing the day-to-day operations of a school (Thoonen et al., 2012). Teachers on the other hand are very instrumental when it comes to imparting knowledge, discipline, beliefs and values to students. Over the years, a number of research studies have established a connection between high education performance among students and good relationship between head teachers and teachers. Thus it is evident that a good relationship between head teachers and teachers promotes a conducive learning environment that can lead to good performance amongst students. Basically, a healthy relationship between teachers and head teachers is one that is characterized by mutual respect, collaboration, trust and a common goal. In order for this to be actualized, it is important for head teachers to build a platform whereby teachers can learn new skills, communicate about issue that affect them and eventually get motivation to perform their duties unreservedly (Leithwood and Jantzi, 2000). In the event of conflicts and crisis, School managers are crucified for their presumed incompetence in school management and poor power relations and negative work attitudes among the working staff. In order to handle conflict and crisis situations effectively and efficiently, Ekundayo (2010), submitted that school managers should be knowledgeable, professionally competent and resourceful and that this could be done by sponsoring them in trainings in order to enhance their professional growth and development.

Despite the increased interest in social relationships among educators, there is less focused attention to the relationships between school managers and teachers (Barnett and McCormick,

2004). Teachers, whether they are traditional classroom teachers, school management team members, or district colleagues, form an important part of the social context of schools within which school managers administrate (Day, 2009). School managers are greatly dependent on their teachers to reach school goals, as teachers form the bridge from administration to classroom. Indeed, research has time and again suggested that leadership affects student learning indirectly, through school conditions such as school structure, school culture, and teacher collaboration (Hallinger and Heck, 1998). However, while current work on educational leadership and its connection to capacity building and system-wide reform suggests the importance of this social context for successful leadership, there is limited understanding of the nature, quality, and importance of principal-teacher relationships for successful school learning climates. It is proposed that the principals' influence on the students' learning works through the principals' influence on the teachers and the learning climate (Hallinger, 2005).

In order to better understand power and social relationships among principals and teachers, there is need to conduct several studies. The studies on how principals' social relationships foster or constrain the quality of school learning climates in schools among a variety of school settings around the world need to be sought to foster good practice in school manager-teacher relationship resulting from the use of power in schools.

It is therefore pertinent that the managers of schools should know the causes of conflicts and crisis in school management so that they can address them properly and explore the positive effects adequately.

According to Mulkeen (2010:108), head teachers are the senior leaders and managers of schools and thus they play an imperative role in the functioning of schools. Head teachers are expected to take responsibility in the overall management of the school this includes, managing teachers. Mulkeen notes that, too often head teachers tend to focus on external matters such as the schools communications with the education ministry instead of managing the operations of the school. This in turn cause them to be absent from school and as result certain issues affecting teachers are left unaddressed (Finnigan et al., 2013). Recent studies show that the rate of absentness amongst head teachers is relatively high as compared to that of teachers. The effective leadership of a headmaster positively influences the performance of both the teachers and students. On the

other hand, ineffective leadership on the part of a head teacher can bring about disarray in educational goals and poor performance for both teachers and students (Mulkeen 108).

The form of leadership style that they exercise in their daily running of schools directly determines whether they will have good or bad relationships with teachers (Finnigan et al., 2013). Studies show that teachers who are mistreated or bullied in their workplaces tend to lack motivation to do their work and as a result their level of productivity is wanting, this in turn affects the performance of students in their academic work.

Recent research studies have shown that good relationship between teachers and head teachers is an imperative aspect when it comes to determining the effectiveness and success of schools. Researchers have identified that in successful school, teachers have a positive professional and personal relationship with head teachers. Moreover, in high performing and successful schools head teachers provide teachers with a platform to communicate on issues that affect them and opportunities to develop their careers as teachers (Harris, 2011).

2.2 Power Relations in Greek Schools

A study carried out by Saiti in 2015 with particular reference to the Greek school environment, quotes Androulakis and Stamatis (2009), that the school principal or school manager is the main agent of the school culture and dynamic and should therefore adopt a balanced role in order to achieve a positive system of communication. In particular, Androulakis and Stamatis (2009) found that one of the main problems in communication relations among Greek educators was the lack of cohesion in the school team (that is, the Teachers' Council), which was attributed to differences in values and to problems in communication. However, the development of work commitment and motivation among school staff depended heavily on the maturity, ability and flexibility of the school manager because that person was the main networking agent and carried the ultimate responsibility for developing fruitful open communication with all school members, understanding their roles and contributing willingly and effectively to the achievement of educational aims (Glatter, 2003).

The research agreed with Hoy and Sweetland (2001), that greater flexibility in the school leader (school manager) is crucial, not only because of the unpredictable nature of the work but also,

most of all, because they facilitate the school's adaptability to change, balancing relations within the school units and managing different social cultures so as to "enable participants to do their jobs more creatively and professionally" (Hoy and Sweetland, 2001: 319).

It was found that the negative impact of power relations among educators could otherwise become critical, leading to counterproductive behaviour, such as a lack of communication, stress, regular absences, and so on, that harms human relations and jeopardizes the educational process because it would decrease the levels of motivation and performance of staff and, subsequently, of pupils (Rahim, 2001). Equally, there was to be a resistance to new initiatives, inflexibility or a lack of cooperation among school members, any of which would reduce the team's effectiveness (Somech, 2008).

The results of this study suggested further that school conflict is a significant problem that often arose in Greek schools and had both interpersonal and organizational attributes. Accordingly, when the conflicts were attributed to interpersonal relations, factor analysis indicated 'a lack of capable school leadership' as the most common cause of conflict. The results indicated the major cause of conflicts within Greek schools as the lack of cohesion among teaching staff and the ineffectiveness of the school leadership. In all this, school managers were identified as being core to stirring positive relations through good leadership style they adopted.

Indeed, a lack of openness and a non-responsive policy to the needs of others cannot sustain effective dialogue and, as a result, there may be disruptive effects on the communication process (Tourish and Robson, 2006).

According to Kabanoff (1985), it is the unity of the group and the mutual approach to a problem that determines the closeness of relations and the level of coherence in any organization. Only in this way can school members develop the dynamics necessary for staying together and for mutual consideration in resolving any conflict – a positive aspect of team development which should receive due attention (Somech, 2008: 382). For a group such as school teachers, therefore, high levels of cohesion are required to diminish disruptive conflicts and secure better communication channels whereby all the rules can be applied more easily and in a constructive manner. It was identified by the study that a collaborative school culture is important for Greek

schools because without harmonious cooperation and genuine relationships among educators, the promotion of efficient school performance would not be achieved.

Lastly, the study shared similar views with Williams and Garza (2006), that a ‘creative’ leadership style, with an emphasis on the enhancement of teamwork, efficient communication channels with school members, an understanding of the needs of others, the development of trust and a participative decision-making process, would secure the foundations for improved school efficiency. All of these factors can facilitate the constructive management of conflict, despite the fact that there is no single ‘right process’ for choosing the appropriate conflict handling style, the development and stimulation of a collegial and intellectual school’s climate is certainly not an easy process because it takes time to establish trust, security and respect among school members. However, a spirit of cooperation and the fair treatment of all educators (school managers and teachers) can produce mutual gains for all those involved, ensure better school conditions and increase the prospects for improved school efficiency.

2.3 Power Relations Affected by School Managers’ Power Styles

The study was conducted by Koşar & Er in 2014 in Kastamonu, Turkey. Its purpose was to examine the relationship between primary school managers’ power styles and teacher professionalism. A total of 264 teachers employed in 10 primary schools in Kastamonu, Turkey, participated in this study.

The results revealed that teacher professionalism was positively and significantly related to personality and reward power, while being negatively and significantly correlated with and coercive power. The findings also showed that the power styles of school managers significantly predicted teacher professionalism. School managers are integral in determining how teachers perceive professionalism, which Boyt, Lusch and Naylor (2001) define as the attitude and behavior teachers have towards their job. The power styles used by principals could be significant due to this, as they have the potential to affect the relationship between the school managers and their teachers. There has been increased academic interest in how power affects organizations with a focus on power relationships and effective administration (Koşar & Çalık, 2011).

This study showed that the power styles used by school administrators are an important variable in predicting teacher professionalism. From these results, it is recommended that principals consider teacher professionalism as an important variable when using certain power styles.

This study used school managers' power styles as predictors for teacher professionalism and supports the notion that power styles are a significant social construct needed to better understand and explain teacher professionalism. According to the research findings, teachers' perceptions regarding their professionalism were at a medium-level. Schermerhorn (2005) argues that administrators using mainly expert power in the organization are more likely to influence the behaviors of others. According to Hitt et al. (2005), reward power is one of the strongest styles of position power for an administrator. Hitt et al. (2005) also observed that there is a more positive atmosphere in schools where personality power and reward power are dominant, while there is a less positive atmosphere in schools where legitimate power and coercive power are prevalent. Kilavuz (2002) determined that the employees of administrators who used reward power had higher satisfaction levels, and that this reward power was followed by expert power. Thus, it is not surprising that the support provided by principals is crucial for the motivation of school members to increase student success and make more contributions to school improvement.

Decker (1989) found that there was a relationship between the power styles employed by administrators and the organizational climate perceived by teachers. According to Elliott (2000), personality power is quite important for decision-makers. In addition, this power type can affect the behavior of people, depending on the knowledge and skills of administrators (Schermerhorn, 2005). As a matter of fact, it seems plausible that the use of legitimate power or coercive power may hinder the professional behaviours of teachers by decreasing the authority that teachers have to make decisions about instructional issues or to take an active part in the management of scholarly issues.

Organizations using coercive power styles have bureaucratic characteristics, and transfer little authority to those they view as subordinates. If there is no transfer of authority, it is impossible for employees to try new things. Therefore, a bureaucratic school culture hinders the behavior

needed for teachers to use their initiative and to collaborate with each other effectively. In addition, Handy (1981) states that personal power is not welcomed in organizations with dominant bureaucratic structures. According to Uğuz (1999), it is difficult for new and creative ideas to be considered in these organizations because of the many bureaucratic formalities that exist. Coercive power in administrators involves the seeking of compliance through scared tactics and punishment (Hellriegel et al., 2002). When principals support collegial and congenial relationships among school members and build a positive learning and teaching environment within school, teachers feel committed to the school and have the tendency to exert more effort. Principals play a key role in the communication between teachers, parents, and students, and in promoting improvement in the school's commitment climate (Tarter, Hoy & Kottkamp, 1990). Accordingly, teachers should work collaboratively and willingly so that there is a positive working and learning environment in the school.

2.4 Good Relationships between Head teachers and Teachers

The study carried out in Dharan City, Saudi Arabia in 2013 was meant to establish how good relationships between head teachers and teachers can lead to success and better performance amongst students. Through a review of several relevant literatures, this study established that the form of leadership style that head teachers exercise in their daily running of schools directly determines whether they will have good or bad relationships with teachers. Furthermore, most of the reviewed literatures recommended that head teachers should prioritize on forming good relationships with teachers as this would inevitably contribute to success and better performance amongst students. The conceptual framework of this study was based on the assumption that the kind of leadership and motivation strategy employed by school head teachers determines whether or not they have good relationships with teachers. Consequently, the relationship between head teachers and teachers influences the performance of students in schools.

In this study, questionnaires were used as the main methods of collecting data. These questionnaires were distributed to two head teachers and four teachers in two primary schools in Dharan City, Saudi Arabia. The findings of these questionnaires depicted that in the two schools where the study was conducted the relationship between the head teachers and teachers was relatively good. However, there was still room for improvement for instance in order to establish

better relationships with teachers, the head teachers in these schools needed to create a conducive work environment that would enable teachers to be involved in the decision making process, develop in their careers and also a work environment that enable teachers to communicate freely about their opinions and ideas.

Good relationship between head teachers and teachers is imperative since it determines whether a school system experiences success on its educational goals. Among the key elements that contribute to good relationships between head teachers and teachers include the leadership style that a head teacher uses in the school environment or the motivational strategies that the head teacher employs so as to motivate the teaching staff. The kind of leadership exercised by school head teachers is reflected on how they communicate with teachers, how they exercise their authority and power, this in turn affects teachers and students (Finnigan et al., 2013). Moreover, the leadership styles articulated by school head teachers influences the way in which they command and motivate teachers to realize the set academic goals. The manner in which school head teachers lead determines if they can effectively motivate teachers and maintain positive relationships with them. The main indicator of effective leadership is the level of motivation that teachers have to diligently have to carry out their duties (Finnigan et al., 2013). In order for teachers to feel motivated to carry out their duties, head teachers have to maintain good relationships with teachers.

The findings of the issued questionnaires depict that in the two schools where the study was conducted, the relationship between the head teachers and teachers was relatively good. This is mainly because based on the findings, it is evident that the head teachers employed leadership styles that to some extent enabled teachers to develop in the careers and also take part in the decision making process. Moreover, these finds depict that to some extent the head teachers employed motivational strategies that aim at motivating the teaching staff. For instance, With regards to the question on whether the head teachers helped teachers to take advantage of opportunities to learn new skills, all the four teachers issued with questionnaires, responded that "sometimes" the head teachers helped then to take advantage of the opportunities to learn new skills. In addition the finding of this study established that the head teachers in these schools to a certain extent used motivational strategies in order to motivate staff. This shows that the head

teachers in these schools employ certain strategies that promote good relationships between them and teachers.

The case examples of the two primary schools in Dharan City, Saudi Arabia provide a good example of the nature of relationships between head teachers and teachers and how these relationships can be improved. For instance based on the finding of this study, in order for good relationships to be fostered between head teachers and teachers, it is essential for head teachers to help teachers take advantage of opportunities for new experiences and opportunities to learn new skills. Harris, Day & Hadfield (2003) observe that a healthy work relationship between teachers and head teachers is one that enables and promotes the development of the teacher's career. The development of the teacher's career may sometimes change the type of relationship between head teachers and the teachers. As teachers gain more experience and skill in their career they become more confident in the execution of their duties (Finnigan et al., 2013).

Moreover, in order for head teachers to establish good relationships with teachers, it is essential for head teachers to create a conducive work environment that allows teachers to be involved in the decision making process and also a work environment that enable teachers to communicate freely about their opinions and ideas. Additionally, head teachers should employ motivational strategies such as creating social activities for the teaching staff, with the aim of motivating the teaching so that they can enhance their performance.

2.5 School Manager-Teacher Relationship in a Leading School

The study explored principal-teacher relationships in four Junior High schools in the Sekyere South District of Ashanti in Ghana in 2013. The focus of the study was to uncover the significance of developing and sustaining a high-quality relationship between principals and teachers for effective leadership and performance. Again, the study projects a broader conception of leadership, one that shifts away from the traditional thinking approach where the figure-head is seen as ultimately responsible for the school outcomes, to involve all staff members as a collective responsibility process.

The qualitative case study adopted semi-structured one-to-one interviews to collect data from one principal and a teacher from each of the four schools selected. The data was analyzed

through a content analysis approach. The results revealed that a quality exchange relationship between principals and teachers has a significant influence on cooperation, commitment and performance to both principals and teachers. The results also showed that working together in a cordial relationship and in a more democratic environment brings long-lasting dividend for the school and the learners. But these vital elements are mostly hampered by the mundane procedures, dictatorial decisions, strict supervision of the directorate of education and some principals. This had not only negatively affected the principals' and teachers' work roles and exchange relationship, but teaching and learning as well. These traditional behaviors have also created fear, pressure and resentment in teachers, and prevent them from sharing innovative ideas and being committed to school activities.

The interpretation of this study was purely engrained in the respondents' context. The study recommends a further study in a larger scale to ascertain the affect and effect of the results or the hypothesis revealed. The conclusion was that effective leadership occurs as a result of building a quality relationship with the leader and the led.

2.6 School Leadership and Positive Power Relations

School-based conflict can be ignited by a number of aspects. Yet school principals as managers, are expected to be able to creatively address conflicts in their schools. A study was carried out in 2012 in South Africa by Vuyisile Msila. This was a qualitative study that included eight school principals from four primary and four secondary schools in two historically black African areas (townships) in the Gauteng Province, South Africa. The participants were interviewed and their schools were observed as well. The study found out that few principals were prepared adequately for conflict management. The "right" school culture is crucial in any school if it was to deal with conflict effectively. Effective school principals would set an atmosphere of collegiality where conflict is managed to the benefit of all in the organisation. According to the research, school principals and their management teams should foster a culture that would be receptive to change. Usually it is change initiatives that are a source of many conflicts in schools. Many school principals who are attempting to change the culture in their schools do so by instilling a culture of collegiality and collaboration.

The participants highlighted that conflicts created cliques in the staffroom, suspicion, breakdown in communication as well as low teacher morale. Furthermore, the participants agreed that conflict impacted badly on teaching and learning in their schools. All of them also stated that their teacher training never prepared them for conflict management in the schools. Yet they have learnt that conflict becomes a daily occurrence in their schools from two learners fighting for a pen, to a staff member shouting the school principal in her/his office. All the participants stressed the need for the holistic preparation of school principals in school management and leadership. One of the participants had been a school principal for close to two decades but he stated that he could have done better as a school principal had he been mentored before assuming the position.

Participants agreed that as one of the possible solutions that can enable school managers to be generally effective managers and specifically efficient conflict managers. The participants also concurred that conflict appears to be ongoing in many schools and that “successful principals will be able to avoid it.”

The participants illustrated a number of examples where they felt that conflict could be totally avoided. It came out from the interviews that conflicts at personal level affected and usually strained personal relationships.

The research made further recommendations based on school collegiality. Sergiovanni (1991) defines collegiality as the responsibility given to teachers to become an integral part of the management and leadership processes of the school. A number of ways to achieve this school collegiality were outlined as:

- i. Developing people-enabling teachers to do their jobs effectively, offering intellectual support and stimulation to improve the work and providing models of practice and support;
- ii. Setting directions for the organisation developing shared goals, monitoring organisational performance and promoting effective communication;
- iii. Redesigning the organisation-creating a productive school culture, modifying organisational structures that undermine the work, and building collaborative processes (Leithwood et al. 2004).

The study indicated that the more autocratic the school leader becomes, the poorer the performance of the school and the contrary is also true. School leaders who use the authoritarian leadership style lead to poor academic performance, because they adopt harsh leadership styles, which are highly resented by their subordinates (Ochieng, 2001). The greater the use of autocratic principles, the poorer the learners' academic performance will be. The coercive style leader often creates a reign of terror, bullying and demeaning his subordinates, roaring with displeasure at the slightest problem. Subordinates get intimidated and stop bringing bad news or any news in fear of getting bashed or blamed for it, and the morale of the workers plummets. This in turn leads to resentment, frustration, power resistance and conflicts in schools, the exact representation of negative power relations.

2.7 Power Relations between Headteachers and Teachers in Zimbabwe

The study sought to establish causes of conflict amongst primary school heads and teachers and how such conflicts could be resolved in Masvingo, Zimbabwe in 2012 by Makaye and Ndofirepi. The study also sought to establish teachers' perceptions of conflict, and their preference of conflict arbitrators.

The majority of the teacher respondents (69%) indicated in affirmation that school heads are the sources of conflict and only thirty one percent said no. This was however contrary to the Heads' who view teachers as the major source of conflict. Respondents who indicated that they had at times disagreed with the head cited various issues over they had been at loggerheads with the Head. The majority of the respondents cited the unequal allocation of resources as the major source of conflict. The resources range from classrooms, accommodation and stationery. A few respondents (13%) cited other sources such as gossips and grapevine whilst only one indicated class allocation. This implies that most teachers conflict with school heads over issues which matter in their day to day execution of duty particularly when fairness and equity in terms of distribution are overridden.

On who usually causes conflict, sixty two percent indicated school administrators as conflict causers with only forty percent indicating teachers as the culprit. The school administrators range from the teacher in charge (T.I.C), senior teacher, deputy head and school head. This implies that every person at a school has the potential of causing conflict and that most conflicts in an

organization emanate from power struggles or role conflict. Respondents were also asked to indicate the frequency of these conflicts. One respondent indicated that Heads and teachers conflict daily, Twenty five percent indicated that they conflict weekly and thirty seven percent indicated that barely a month passes without conflict. In general the data indicate that conflicts are rampant at schools. However, the frequency varies from school to school.

The Head as school administrator was seen as perpetrating conflict amongst teachers when he/she exercises unfairness in the allocation/distribution of these resources which in most cases are scarce. This supports Whitaker(1996) who asserts that 30-40% of the School Head 's time is spent on preventing or resolving conflict ,however, many conflicts find their sources in the Head's leadership style as the major source of conflict.

On the other hand, Adhiambo &Samatwa (2011) in a similar study established that causes of conflict between teachers and administration were: academic performance, difference in opinion, negative attitude towards each other, disciplining of students, intimate relationship between teachers and administration, irresponsibility on the part of all the parties, lack of time management and improper lesson planning by teachers.

Recommendations

From the aforementioned findings and conclusions, the study recommended that:

- Heads and teachers should ensure that there is equity and transparency in the distribution of resources in schools.
- Heads should ensure that there is justice and fairness in resolving conflicts at the school.
- Workshops on conflict resolutions should be mounted for teachers and school administrators.
- School authorities should ensure that their institutions have adequate teaching and learning resources.
- The School Heads should enhance effective communication with all stakeholders in the school to minimize causes of conflict.

Sagimo (2002) revealed that most school managers used the democratic style of leadership. Schools are composed of intelligent people whose ideas are crucial in the day-to-day running of the same schools. Teachers, students and prefects, for example, have the capacity to advice effectively on academic matters in the school. Their ideas and contributions cannot be ignored. This approach to management has led many school managers to rely on participatory governance mechanisms or the democratic leadership style. The leader in the school uses the democratic leadership style to build trust, respect and commitment because the style allows people to have a say in decisions that affect their goals and how they do their work. Students in schools need to be involved in the school's administration and in the implementation of decisions because they affect them directly. School head teachers contended that democracy was the best leadership strategy for school environments because schools are systems with parts that are interrelated.

2.8 Power Relations in Enhancing Peace in Schools

The purpose of this study carried out in 2016 by Aubrey Kasuba was to analyse power relations among Headteachers, P T A Chairpersons and teachers in enhancing peace in selected primary and secondary schools in Mwanabombwe district of Luapula province, Zambia.

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

This research by Kasuba, Aubrey (2016), perceived power relations from the interplay of not only the internal and external players but also and most importantly on how conflict was resolved and by whom. It provided and added an empirical and substantial Zambian literature for the topic under consideration by this researcher. The study by this researcher looks primarily and essentially at power relations from the school unit specifically on internal school politics involving school managers and teachers and their implication on the school organization itself.

2.8.1 Some Situations of Negative Power Relations in Zambian Schools

The adoption of highly inclusive management styles that promote positive power relations between school managers and teachers is one of the ways to foster positive power relations in Zambian schools. Schools have for many years experienced predicaments arising from totalitarian styles of leadership in which there is unrestraint domination of school managers in decision-making. The state of affairs contributes to poor school manager-teacher relations and in turn dysfunctional conflicts to the school organization itself. Reports of bad administration-member of staff cohesion are prevalent on the Zambian media. Some incidents go unnoticed yet they have a propensity to affect the peaceful, smooth function of schools and improvement in learner outcomes.

For instance, a 53 year old teacher, Daswell Sichilongo, of Roma Girls Secondary School in Lusaka beat up his head teacher, Sister Chakupalesa, a Catholic nun, for locking up his house, over unpaid rentals. The Catholic Church owns houses at the school and teachers pay subsidised rentals of K300 per month, but some teachers including Sichilongo had been defaulting (Sichikwenkwe, 2014). This particular incident could have been an administrative issue that required an all-inclusive, amicable and harmonious decision-making among stakeholders at the school. Another incidence is one in which teachers at Kabulonga Boys Secondary School in Lusaka were given forced transfers by the Ministry of General Education (MOGE) due to non-cordial relations with their Head teacher or school manager in early January of 2018.

The negative impact of conflicts among school managers and teachers may otherwise become critical, leading to counterproductive behavior, such as a lack of communication, stress, regular absences, among others, that harm human relations and jeopardize the educational process because it may decrease the levels of motivation and performance of staff and, subsequently, of

pupils (Rahim, 2001). Equally, there may be resistance to new initiatives, inflexibility or a lack of cooperation among school members, any of which would reduce the team's effectiveness.

2.8.2 The Identified Research Gap

Several studies on power relations have portrayed school managers negatively and as being responsible for negative power relations in schools. Teachers are similarly depicted as operating only and merely on mechanical conditioning through the activities of school managers. Teachers can equally be formidable and instrumental in school power diffusion by taking a decisive and active role in school activities. School managers must not be too weak so as to be undermined by teachers; neither should they be too strong such that their authority becomes rigid, uncontested, unchallenged or not bargained for. Likewise, teachers must not be too docile to restrain undemocratic tendencies by school managers. Teachers must not be too strong so as to overrule the powers of their superiors, school managers. Therefore, this research wishes to bridge the gap by looking on both school managers and teachers as fully responsible parties for the kind of power relations obtaining in their respective schools.

2.9 Summary

In this chapter various forms of international and local literature were discussed. Literature on assessing power relations between school managers (Head teachers, School principals, Deputy-Head and HODs) and teachers and a review of other researches done in comparison to this study were done to show the uniqueness of this study. The next chapter focuses on the methodological approaches to the study. Special attention was granted to description of the methods or approaches used in the study and justification for their usage in the study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0. Overview

The previous chapter reviewed the global, African and Zambian literature related to the topic of study. This chapter discusses the methodology employed in the study. It starts with the description of the research design employed, then the target population, the sample size, the sampling procedures and the research instruments used. Furthermore, it describes the data collection procedures and how the data was analyzed in order to answer the research questions. In addition, it explains the ethical considerations made during the process of data collection. It then ends with a summary.

3.1. Research Design

This study adopted an explanatory qualitative case study research design which is a non-experimental research method that is eligible when the research intends to collect data on occurrences such as opinions, attitudes, feelings, and habits. Cresswell (2009) states that qualitative research is a means of exploring and understanding the individual or group as attributed to a social human problem. This entails that an individual or group becomes the focal point of the study. Additionally, Ndhlovu (2012) remarks that qualitative research is a systematic collection, analysis and interpretation of data in order to provide descriptions and accounts of social events and objectives of research in their natural settings. Such a study does not interfere with the respondent's environment but undertakes the study right in its natural state. The characteristic of a qualitative case study research design implies that the researcher adopted an explanatory nature of data collection other than dwelling much on figure description. The direct quotations of the participants were used so as to stick as close as possible to the participants' point of view. In this regard, the researcher tried as much as possible to understand the phenomenon of power relations from the perceptions and opinions of the participants.

3.2. Target Population

Population refers to a set of entities for which all the measurements of interest to the practitioner or researcher are represented (Powers, Meenghan and Tooney, 1985). In other words, population is the group of individuals or units where the sample for the study can be chosen or picked. Target population refers to the total number of subjects or all the people under consideration in any field of inquiry (Smith, 2013). Therefore, the target population for this study consisted of the DEBS (clarification sake only), Head teachers, Head of Departments and Teachers.

3.3. Sample Size and Sampling Procedure

The sample size, as postulated by (Kothari, 2011), refers to the number of items to be selected from the universe. In this research the researcher targeted the sample size of thirty four (34) respondents in total and segmented as: 1 DEBS/DESO, 3 Head teachers, 9 Head of Departments (HODs) and 21 Teachers, which was appropriate for a qualitative research and distributed equally in the three (3) secondary schools of Rufunsa district. The secondary schools are Mpanshya Secondary, Chinyunyu Secondary and Rufunsa Girls Technical School. And for the purpose of anonymity, the schools were presented by letters of the Alphabet, School A, B and C in the order that remains undisclosed to the public. The researcher selected a sample size of thirty three (34) because the sample was deemed to contain a sufficient number of respondents to provide the needed qualitative information on the research. This is in line with (Rwegoshora's 2006) assertion that "the researcher can decide the sufficient number of respondents to form a sample in a research". The information can be represented in table 1 below:

Table 1: Details of the Sample Composition

PARTICIPATING SCHOOLS	HEAD TEACHER S	HODs	TEACHERS	RESPONDENT TOTAL BY SEC. SCHOOL/STA
RUFUNSA DEBS/DESO (DISTRICT EDUCATION	-	-	-	01

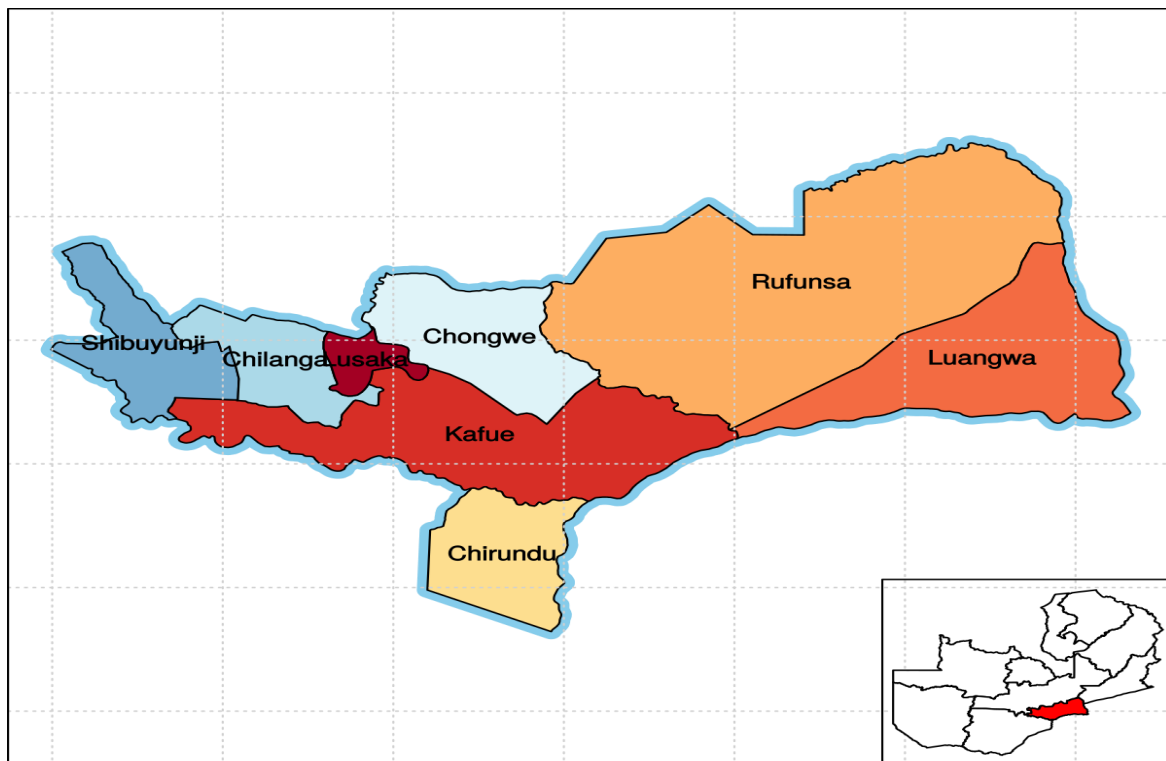
BOARD OFFICE)				
RUFUNSA GIRLS' TECHNICAL SECONDARY	1	3	7	11
MPANSHYA SECONDARY	1	3	7	11
CHINYUNYU SECONDARY	1	3	7	11
CATEGORY TOTAL	3	9	21	
				<u>GRAND TOTAL:34</u>

The respondents were drawn from the three (3) secondary schools of Rufunsa district and from the DEBS office. The researcher used a criterion and homogeneous purposive sampling in coming up with the three (3) secondary schools, namely Rufunsa Girls Technical, Mpanshya secondary and Chinyunyu secondary school since other schools like Lukwipa, Chimusanya and Luangwa Bridge had not attained the full status of secondary schools. They had just been upgraded from primary to secondary schools. Criterion and homogeneous Purposive sampling was used on respondents like DEBS, school managers (Headteachers and HoDs) and teachers as well as on secondary schools selected for the study. Purposive sampling method refers to a type of non-probability sampling in which the units to be observed are selected on the basis of the researcher's judgment about which ones will be the most useful or representative (De Vos, 2005). This researcher underscored that not everyone was a school manager; hence school managers were purposively selected as important participants in this research. Their perspective of how their power, directives and commands are resisted and undermined by their subordinates was paramount in this study. Teachers too were selected purposively as they were affected by the power styles of their immediate supervisors, the school managers. By virtual of their position, teachers have individual stories to tell in reference to their perception of the use of power by their superiors, school managers.

3.4 Geographical Location of the Study

Rufunsa District is a district of Zambia, located in Lusaka Province. The district capital is Rufunsa. The district was declared by President Sata in 2012. As of the 2001 Zambian Census, the district was not yet in place as it was still part of Chongwe District. It is estimated to have a population of about 45.000 people. Following the presidential declaration of Rufunsa becoming a district, 2 primary schools like Mpanshya and Chinyunyu were upgraded into secondary schools as Rufunsa Girls' Technical school was constructed from the onset. Other primary schools that were also upgraded included: Lukwipa, Chimusanya and Luangwa Bridge. The schools selected for the study were, according to the researcher, sufficient to provide the needed information on assessing power relations between school managers and teachers. The geographical scope of the research is Rufunsa District (see Figure 2 & 3 below):

Figure 2: A map of Lusaka Province Zambia showing the area covered by Rufunsa District



(Map courtesy of google map, 2018)

Figure 3: A map of Lusaka Province bordered by other Provinces showing Rufunsa District



(Map courtesy of google map, 2018)

3.5 Research Instruments

Questionnaires and Interviews as research instruments were employed in the study. The researcher specifically used semi-structured interviews to collect data from school managers while semi-structured questionnaires were administered to teachers. The semi-structured interviews schedules and open-ended questionnaires contain both open ended and closed ended questions, allowing informants the freedom to express their views in their own terms. These elicit and probe detailed, elaborate and explanatory information. They are critical in providing reliable and comparable qualitative data.

Interviews provide flexibility and the ability to probe and clarify responses, they take note of verbal as well as non-verbal behaviour, and they provided high response rates and are adaptable (Macmillan & Schumacher, 2001). Even though the interviews are costly, time consuming and led to interview bias, they were used in the study because they allowed direct interaction with the

respondents and the collection of in-depth information considering the very fact that the DEBS, Head teachers and HODs are very busy staff, attending to their daily administrative work.

3.6. Validity of Research Instruments

According to Brynard and Hanekom (2006), validity refers to the potential of a design or an instrument to achieve or measure what it is supposed to achieve or measure, and reliability pertains to the accuracy and consistency of measures. It is also known to be the degree to which results obtained from the analysis of the data actually represents the phenomenon under study (Mugenda and Mugenda, 1999). For instruments to be valid the content selected and included in the semi-structured interview guides and open-ended questionnaires were relevant to the variables of investigation so as to ascertain the effectiveness of the instruments in soliciting information regarding the topic. This study ensured that the instruments used (semi-structured interview guides and open-ended questionnaires) were in line with the variables that were being investigated in the study.

3.7. Data Analysis

Data analysis is a practice in which raw data is ordered and organised so that useful information can be extracted from it (Smith, 2003). The process of organising and thinking about data is crucial to understanding what the data does and does not contain. In this research, data will be analysed qualitatively as the semi-structured interviews and questionnaires were used as data collection instruments. Thematic analysis with verbatims was used, where data analysis starts with the categorization of themes from the semi-structured interviews and questionnaires. Processing of data required that each question was answered correctly and accurately, so that there was uniformity in the manner in which data was interpreted. The information was gathered and transformed into tables or figures and percentages as responses from respondents were given. Thus, Taylor-Powell & Renner (2003) argue that good data analysis in a qualitative research depends on the researcher's understanding of the data collected.

Accordingly, the researcher will read the interview manuscript in order to obtain a thorough understanding of the responses from the participants. This is an important stage of the research process. According to White (2002), qualitative research requires logical reasoning and it makes

considerable use of inductive reasoning, organising the data into categories and identifying patterns among such categories. The processing of data in this research was done by developing the code book from the raw information, a table was made to account for the number of people who will say 'yes' and 'no' to the questions. The other responses were developed in the graph form. Charts and graphs were used to analyse data. The data gathered was analyzed according to the themes of the study, the order of the research objectives and questions. These processes emerged from listening to the interviews and from the questionnaire responses in deciding how to organize them, in an ongoing cycle (Morrill, LeGrande, Renssen, Bakker, and Otto-Bliesner, 2013) in (Hakalo, 2014). Wholly, the interview and questionnaire respondents remained anonymous as their names were not mentioned in the resultant qualitative data.

3.8 Ethical Considerations of the Study

This researcher avoided pressuring respondents to take part in the research. Alternatively, permission, consents and assents were sought from respondents involved in the research. Henceforth, the respondents participated in the research out of their own will. Consequently, there was a high degree of independence on the part of those who individuals participated in this research because they were free to either agree either to take part or decline.

There was no harm experienced by the respondents attributed to their participation in the research. This is because the researcher ensured them that such a thing would not happen in the research and also because the research topic was strategically selected to ensure that there was no harm whatsoever to the research respondents.

In this research, the researcher was fully conscious of the need to abide by the ethical rule of respecting the privacy of individuals who took part in the research. In relation to this aspect, all thoughts associated with the research were treated by the researcher as totally private and not a matter of public affair. This was meant to respect the privacy of all individuals that took part in the research. This is also linked to matters of anonymity of the respondents involved in the research.

In the same way, all the respondents of the research remained unidentified to the public as all their valuable views, opinions and perceptions were only known by the researcher for use only in

the research and participant's identities forever remained hidden to the public eye. All the information provided by the respondents remained confidential and was used only for research purposes and nothing else. The researcher also guaranteed complete non-betrayal of the suppliers of information in this research as the names of the respondents involved in the research were concealed from the public and their views, opinions and perceptions on the research topic were totally private and as already mentioned above were only for research purposes. Additionally, their views, opinions and perceptions on the research topic were stored with serious care in a password-locked computer for a period of five years after which they would be permanently destroyed.

It is worth mentioning that the researcher ensured that information on 'what the research was about' and 'why it was being conducted' was provided to the research respondents at all times. This enabled the respondents to fully understand the purpose of the research. Furthermore and at all times, the researcher also ensured that his own contact details were given to all the research respondents. This was meant to help the respondents contact the researcher for any matters of clarity on the research.

3.9 Summary

This chapter outlined the research design and methods that were adopted in the study. The chapter clarified research design and methods that were used to collect data in three (3) secondary schools of Rufunsa district. In the next chapter the study focused on the research findings that were obtained from the study.

CHAPTER FOUR

PRESENTATION OF FINDINGS

4.0. Overview

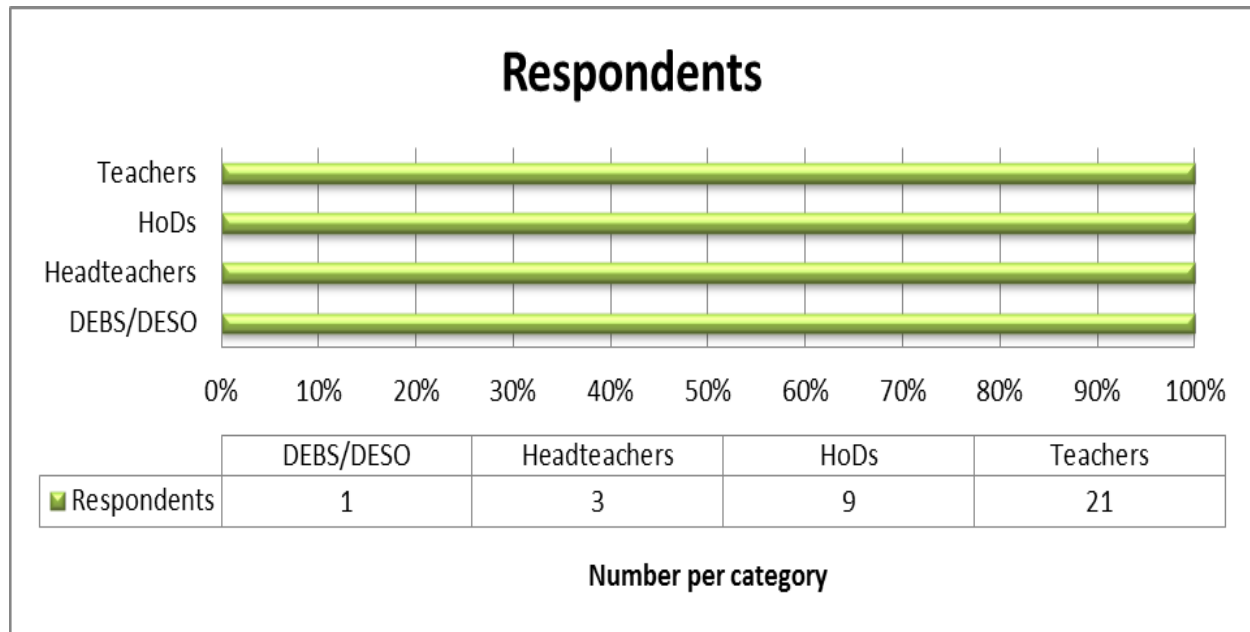
The prior chapter looked at all research methodologies employed in this study. This chapter presents the findings of the study. The intent of the study was to assess the respondents' views on power relations as a basis for conflict between school managers and teachers in Rufunsa district of Lusaka Province. To guarantee the anonymity of the identities of the schools and the participants, the schools were identified as school A, school B and school C. While the participants were identified by their positions, namely DEBS/DESO, Head teacher, Head of Department, and Teacher. The findings are presented in the following manner: demographic information of the participants, the nature of power relations in schools and work relationship among school managers, i.e. the Head teacher, the Deputy and HODs. Some findings were presented as: Characteristics of Conflicts involving Power Relations, nature of decision making between teachers and school managers and effects of decision-making type on power relations between school managers and teachers in schools. Other findings were presented as: implications of power relations on teachers, implications of power relations on pupils' performance, and recommendations on positive power relations enhancement in schools. In short, the findings were presented according to the requirement of the research objectives as:

1. To examine the nature of power relations between school managers and teachers in selected secondary schools of Rufunsa district in Lusaka Province.
2. To determine how decisions are made in selected secondary schools of Rufunsa district in Lusaka Province.
3. To evaluate the implications of the current power relations between school managers and teachers on the performance of selected secondary schools of Rufunsa district in Lusaka Province.
4. To ascertain what can be done to improve power relations between school managers and teachers in selected secondary schools of Rufunsa district in Lusaka Province.

4.1 Demographic Information of Participants

This section gives a presentation on the demographic information of all the participants who took part in the study.

Figure 4: Demographic Information of Respondents

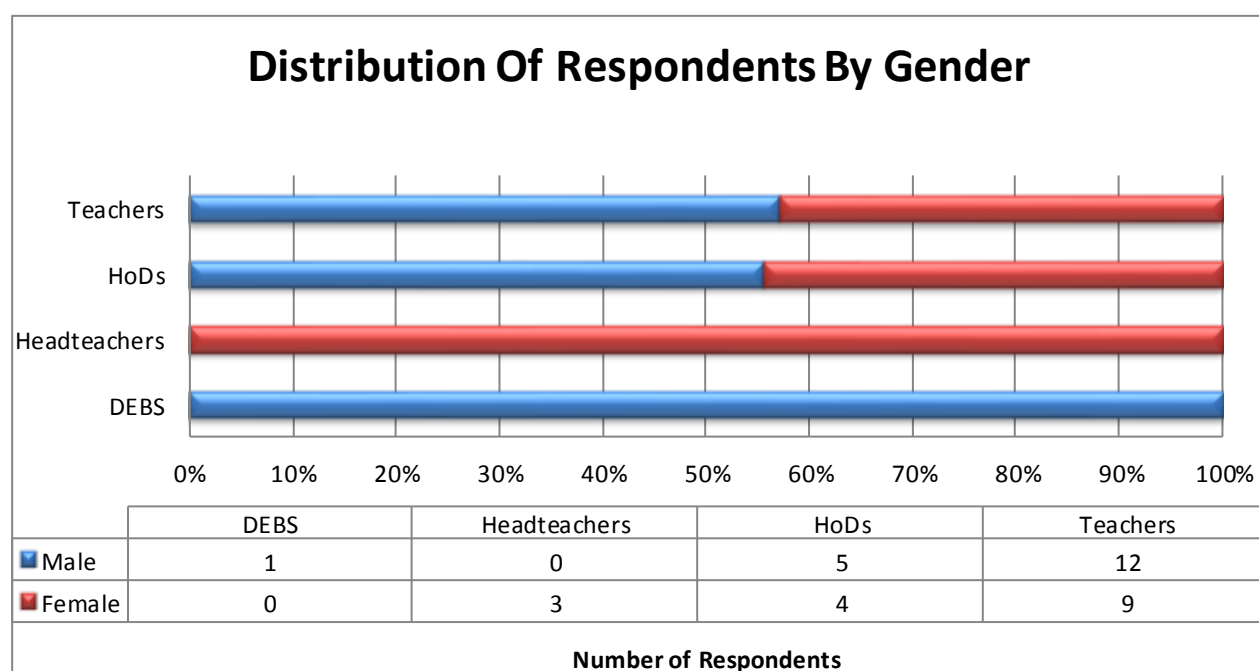


The demography of participants refers to the statistics relating to the research participants/respondents who took part in this study. This includes all the background information of the research participants deemed necessary and relevant to the study by the researcher. A research participant, informant or respondent is someone who is well versed in the social phenomenon being studied and who is willing to provide information on it (Babbie, 2007: 186). On the demographic information of the respondents, one (1) was number that represented the DEBS/DESO, three (3) were Headteachers. Nine (9) were the Head of Departments, and twenty-one (21) respondents were Teachers.

It is of necessity to note that due to the busy schedule of the DEBS and Headteachers, interviews were deemed as the most appropriate data collection method. Further, the DEBS and Headteachers are a critical group in providing leadership and in presiding over many issues involving their subordinates. Interviews allow them to be as elaborate as possible. Additionally,

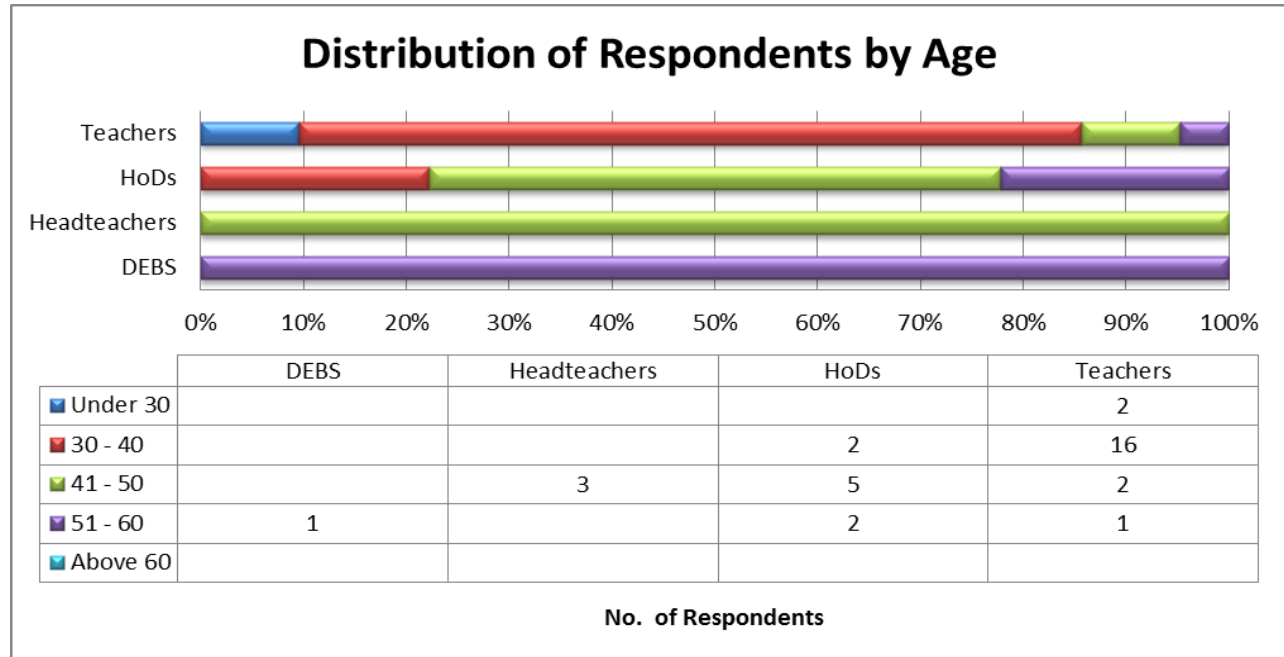
the DEBS is a central figure for the provision of reliable information on power relations between school managers (Headteachers and HoDs) and teachers in a Rufunsa district, as can be the case elsewhere. HoDs and teachers responded to open-ended questionnaires on their perception and experiences of power relations obtaining in their schools. HoDs were targeted respondents because of their many years of experience and hence they understood many issues of school leadership, teacher engagement and conflict resolution procedures. They were also chosen by virtue of their positions as content instructional leaders and managers of teachers in departments under their charge as well as being assistants to school Headteachers. Teachers were targeted for their day to day engagements with their immediate supervisors (Headteachers and HoDs) and in executing the delivery of academic and other school activities in the provision of quality education. It is also important to note that the researcher also ensured a gender balance of the participants involved in the study especially among teachers.

Figure 5: Distribution of Respondents by Gender



The overall respondents' gender was at 53% males and 47% females. The DEBS translated for 100% male as there can only be 1 position holder at a time and in this case a male occupied the position. For Headteachers too, the percentage was 100% female. This implied that in three

selected secondary schools of Rufunsa district and according to the study, appointment to the position of Headteacher was biased towards the female gender. Females dominated the position of Headteacher. For the Heads of Department (HoDs), the respondent percentage stood at 56%



male and 44% female. Finally, Teachers' respondent percentage was 57% male and 43% female.

Figure 6: Distribution of Respondents by Age

The research findings in terms of age were that the DEBS occupied a very critical position of presiding over schools of Rufunsa district and well fit for the task of managing schools, human resource, ensuring quality assurance and conflict management, he belonged to the age group between 51 to 60 years. His contribution to this research as a key informant is highly valued since he manages everyone and everything in the delivery of quality education in Rufunsa district. School managers like the Headteachers and the Heads of Department (HoDs) accounted for 67% in the age group of between 41 to 50 years. Only 33% of school managers, the entire count being HoDs, belonged to the age group between 30 to 40 years. Most importantly, all the 3 Headteachers in three selected secondary schools of Rufunsa district were above 40 but less than 60 years. This means that they were well able and mature to manage school affairs and teachers not only with knowledge but also wisdom. On the other hand, teachers accounted for 86% in the youthful category of the age group between 30 to 40 years against 14% who were above the youth group. This implied that teachers in the selected schools had the impetus and energy to

diligently execute the demands of their professional mandate as well as creating positive work relations in their respective schools.

4.1.1 Demographic Information of Participants by Highest Education level attained

This section gives a presentation of findings on the demographic information of the participants by highest level of education attained as shown in table 2 below:

Table 2: Demographic Information of Participants by Highest Education level attained

Respondents	Certificate	Diploma	Degree	Masters	Doctorate
DEBS				1	
Headteachers			3		
HoDs		2	7		
Teachers		9	12		
Total:	0	11	22	1	0

The research findings revealed that the DEBS was the highest qualified official with a Masters' degree. While the least qualified among the respondents were the Diploma holder Teachers who accounted for 43% of the teacher category. Other Teachers who represented 57% were Degree holders. The HoDs with Degrees represented 78% against 22% of the same category who mostly occupied the position for administrative convenience in the selected secondary schools of Rufunsa district. According to the research, the Diploma holder HoDs only acted in those positions due to the absence of the payroll establishment for substantive HoDs. The state of affairs for those who acted in those positions created anxiety, desparation, demotivation and frustration since they could not get necessary the benefits out of their service. Making it worse for them, the Teaching Council of Zambia (TCZ), the Teaching Service Commission (TSC) and indeed the Ministry of General Education (MOGE) were on record that such teachers were

under-qualified and hence could not be appointed substantively as HoDs. The situation was a source of controversy and conflict among educators.

Table 3: Frequency distribution of the Participants by Employment status

Respondents	Employment status				
	Formal	Informal	Contract	Temporal	Retired
DEBS	1				
Headteachers	3				
HoDs	9				
Teachers	21				
Total:	34				

According to the research findings, all the respondents representing 100% were in formal employment status in selected secondary schools of Rufunsa district. This made the researcher to deduce that they understood their contractual obligations and terms as well as conditions of service not only as a means of incentive acquisition but also for redress on any grievances. Terms and conditions of service have the capacity to transform power relations since every stakeholder is aware of the opportunities that accrue to them.

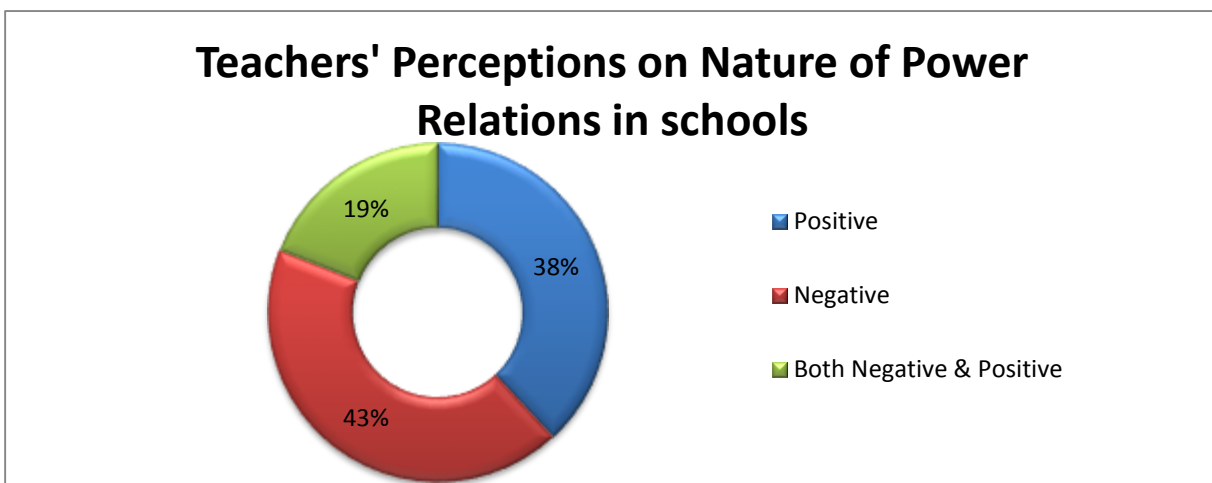
4.2 Perceptions on Nature of Power Relations Existing in selected Schools

This section gives a presentation of the findings on the nature of power relations that existed in the three selected secondary schools of Rufunsa district using the views given by all the participants in this research.

4.2.1 Teachers' Perception on Nature of Power Relations in selected Schools

The research findings in terms of the nature of power relations existing in selected secondary schools of Rufunsa district revealed that there were both positive and negative power relations. The 9 teacher respondents representing 43% responded that *Negative power relations* existed in their schools and 8 teacher respondents representing 38% responded that there were *Positive power relations* in their schools to a question that sought to identify the nature of power relations in their respective schools. While 4 teacher respondents translating into 19% specified that *Both Negative and Positive power relations* existed in their schools. This indicated that both positive and negative power relations existed in selected secondary schools of Rufunsa district. The findings are presented below:

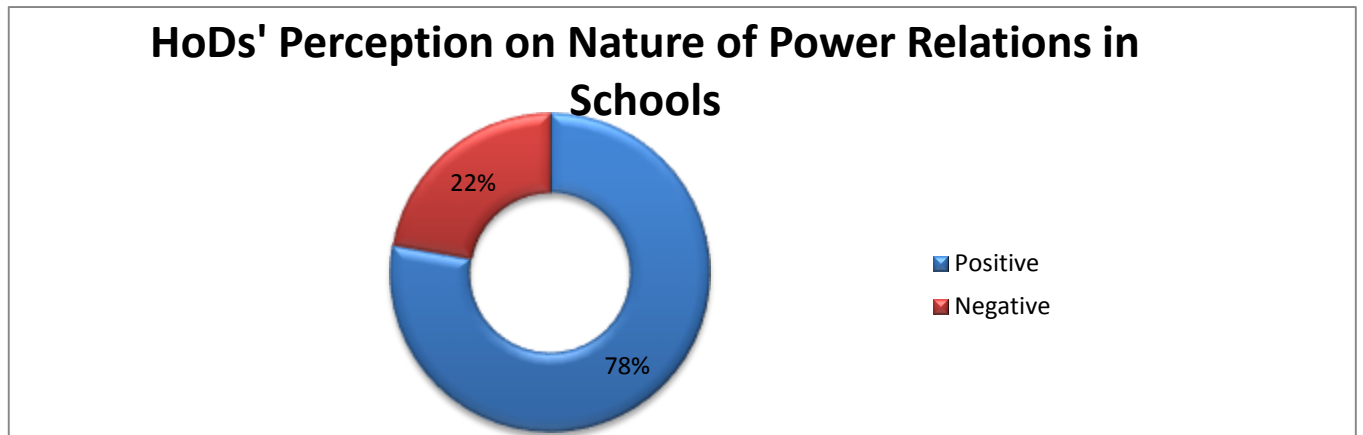
Figure 7: Teachers' Perceptions on Nature of Power Relations in Schools



4.2.2 Head of Departments (HoDs) Perception on Nature of Power Relations

According to the research findings, 7 HoDs representing 78% in the three selected secondary schools (A, B and C), responded that there were *Positive power relations* in schools against 2 HoDs representing 22% who indicated that there were *Negative power relations* in their respective schools. Still the indication is that both positive and negative power relations existed in schools. The findings can be presented as below:

Figure 8: HoDs' Perceptions on Nature of Power Relations in Schools



4.2.3 Headteachers' Perception on Nature of Power Relations

The indication of the research findings concerning Headteachers' perceptions of the nature of power relations in schools were that there were only ***Positive power relations*** in the schools they were in-charge of. All the 3 Headteachers representing 100% of the sample category in the three (3) selected secondary schools (A, B and C) of Rufunsa district, indicated the aforementioned perception.

4.2.4 DEBS Perception on Nature of Power Relations

The research finding was that the DEBS' response was that both Positive and Negative power relations existed in schools as his office at least received reports and cases of non-cordial relations involving teachers and their school managers (Headteachers and HoDs).

4.2.5 Teachers' Perception of their Treatment by School Managers in Selected Schools

The research findings of the teacher respondents in which 13 teachers representing 62% indicated that they were treated *poorly*, 5 teachers representing 24% responded that they were treated *fairly* and 3 teachers representing 14% responded that they were treated in a *good manner*. This implies that most teachers feel poorly treated in their working environment by their superiors. Further, this is critical for the kind of power relations existing in three selected secondary schools.

Table 4: Teachers' Perception of their Treatment by School Managers in Selected Schools

	Teachers' Perception of their Treatment by School Managers		
	Poorly	Fair	Good
Number of Teacher Respondents	13	5	3

4.2.6 HoDs' Perception on their Relations of Teachers in Departments

According to the research findings, 6 HoDs representing 67% indicated that their relations with teachers were *good*. While 3 HoDs representing 33% responded that their work relations with teachers were *fair* as sometimes relations could deteriorate due to teacher insubordination and failure by teachers to execute their tasks. Thus, one can conclude that both *cordial* and *non-cordial relations* existed in three selected secondary schools of Rufunsa district.

Table 5: HoDs' Perception on their Relations of Teachers in Departments

	HoDs' Perception on their Relations of Teachers in Departments	
	Fair	Good
Number of Teacher Respondents	6	3

4.2.7 Teachers' Description of Work Relationship among School Managers in schools

The research findings revealed that 18 teachers representing 85% indicated that the work relations among school managers (Headteacher and HoDs) in selected schools were *collaborative*. While 2 teachers representing 10% concluded that school managers' worked in a more *divided* manner. 1 teacher respondent representing 5% *exhibited ignorance* of work relations among school managers. Thus, one would deduce that there is a higher degree of in-

group solidarity among school managers in three selected secondary schools of Rufunsa district in Lusaka Province according to the findings.

Further, this is critical to explain the concept of *us versus them* (in-group solidarity and out-group hostility) since groups form a social harmony network basing on their commonalities, goals, aims, objectives and aspirations. School managers may seek domination and higher status to even get and reward each other with lucrative incentives and opportunities for self-grandeur. At least it is expected that group cohesion takes precedence where there is success and accomplishment of goals.

Table 6: Teachers' Description of Work Relationship among School Managers in schools

	Teachers' Perception of Work Relations Among School Managers		
	Collaborative	Divided	Uncertain/Ignorance
No. of Teacher respondents	18	2	1

4.2.8 HoDs' Description of Work Relationship among School Managers in schools

According to research findings, 7 HoDs representing 78% indicated that work relations among school managers were *collaborative* while 2 HoDs representing 22% concluded that school managers' work was *divided*.

Like Teachers, HoDs who believe that their work among themselves is *collaborative* exceed in number and percentage than those who think it is *divided*. One can deduce that *in-group solidarity* seems to be at play and as an adage goes: "*Birds of the same feathers flock together.*"

Table 7: HoDs’ Description of Work Relationship among School Managers in schools

	HoDs’ Description of Work Relations Among School Managers	
	Collaborative	Divided
No. of HoD Respondents	7	2

4.2.9 Headteachers’ Description of Work Relationship among School Managers in schools

The research findings revealed that all the 3 Headteachers representing 100% indicated that their work relations with other school managers like Deputies and HoDs were *collaborative*. It can be assumed that Headteachers would require the collaborative work of other school managers like HoDs in order to carry out their mandate satisfactorily. Headteachers further feel that HoDs are their ‘eyes’ since they cannot be everywhere at any given time. This is in view of the fact that HoDs are equally instructional leaders in schools, assisting Headteachers, in terms of checking on Teacher preparedness, lesson planning and lesson and content scheming, among other areas of school management critical for the delivery of quality education. Thus, at all cost and by all means, Headteachers must elicit HoDs compliance for *collaboration, cohesion and team work*.

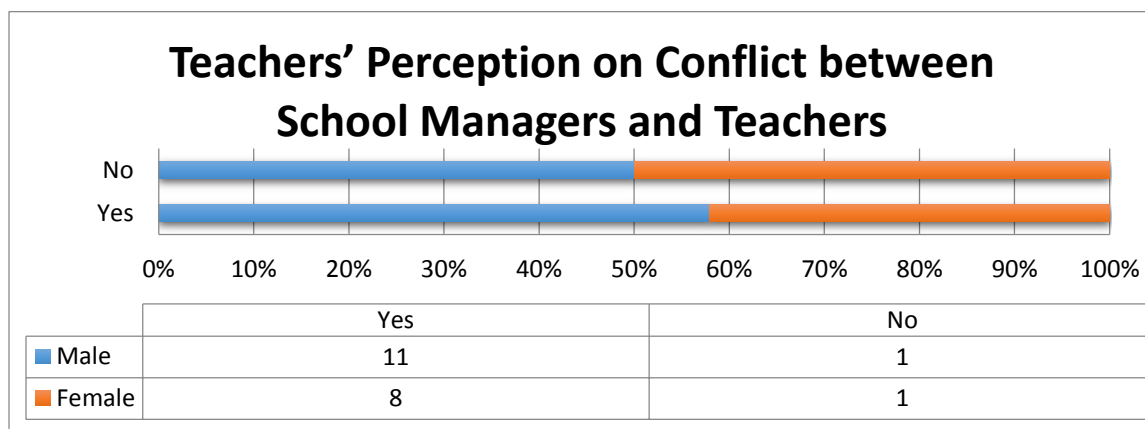
4.2.10 DEBS Description of Work Relationship among School Managers in schools

The research findings indicated that the DEBS, as the overall instructional leader of all schools in Rufunsa district, was of the view that work relations among School managers such as Headteachers, Deputies and Head of Departments (HoDs) at secondary school level as well as Headteachers, Deputies and Senior Teachers at primary school level were marred by both *collaboration* and *division* and so his office existed to ensure team work and collaboration for proper management of schools in achieving schools’ primary objective of delivering quality education and for school improvement.

4.3 Teachers' Perception on Conflict between School Managers and Teachers

According to the research findings, 19 teachers representing 90%, agreed by indicating *YES* to a question that sought to find out on whether they witnessed or experienced conflicts in their respective schools. While 2 teachers representing 10% indicated *NO* to the same question, meaning that according to their perception there was no school based conflict. It can still be assumed that school based conflict was on the higher side and prevalent in schools owing to the huge percentage of those who said it was present in juxtapose to those who said it was absent. The figure 9 below presents the findings:

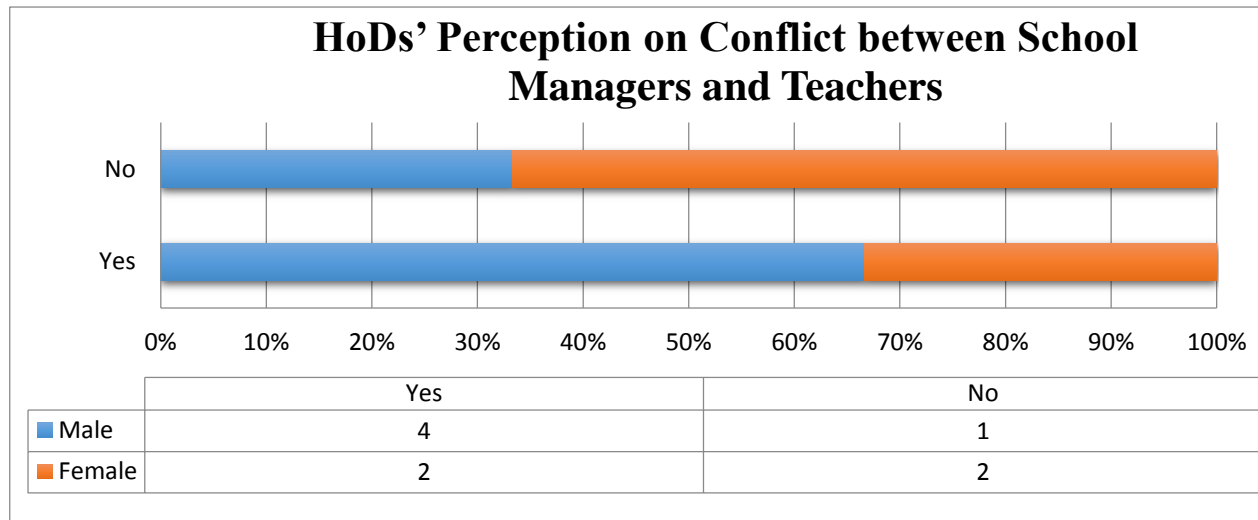
Figure 9: Teachers' Perception on Conflict between School Managers and Teachers



4.3.1. HoDs' Perception on Conflict between School Managers and Teachers

The research findings revealed that 6 HoDs representing 67% indicated *NO* to a question on whether there was school based conflict in their respective schools. While 3 HoDs representing 33% indicated *YES* that school based conflict was present. The Bar-chart below demonstrates the findings:

Figure 10: HoDs' Perception on Conflict between School Managers and Teachers



Further, a follow-up question was asked to rate the type of conflicts experienced in schools for those who answered *YES* to the existent of school based conflict. They needed to rate the extent they agreed or disagreed to identified characteristics of conflicts below. The findings were as given in the table.

4.3.2 Teachers' Agreement or Disagreement to Characteristics of Power Related Conflict

Table 8: Teachers' Agreement or Disagreement to Characteristics of Power Related Conflict

N/S	Characteristics of Conflicts involving Power Relations	SA	A	D	SD
i.	Lack of clear roles	0	19	2	0
ii.	Teachers' resistance to superiors' commands and orders	0	4	17	0
iii.	Distrust among school managers and teachers	0	15	6	0
iv.	Lack of collaboration/Teamwork	0	12	9	0
v.	Lack of mutual respect	0	14	7	0

vi.	Higher use of coercive power (Dictatorial)		0	18	3	0
vii.	Lack of delegation of duties by superiors		2	10	9	0
viii.	Poor communication/use of bad language		2	12	7	0
ix.	Lack of Appreciation and Reward of staff		4	12	5	0
x.	Uneven distribution of school resources & materials		0	2	10	9
xi.	Rigidness in disbursement of funds for school programs		0	14	6	1
xii.	Non-existent of School Financial Reporting		21	0	0	0
		AVERAGE NUMBER OF RESPONDENTS:	2.42	9.16	6.75	0.83
			SA	A	D	SD
			13%	48%	35%	4%
			Agree		Disagree	
			61%		39%	

According to the overall percentage of Teachers who *strongly agreed* to the identified characteristics of school based conflict were represented by 13%, while 48% *agreed* to the same. Those who *disagreed* to the identified characteristics of conflicts accounted for 35% and those who *strongly disagreed* to the characteristics of conflict were represented by 4%. The grand percentage of those who agreed (irrespective of the ratings) were represented by 61% against 39% who disagreed (irrespective of the ratings).

4.3.3 HoDs' Extent of Agreement or Disagreement to Characteristics of Power Related Conflict

Table 9: HoDs' Extent of Agreement or Disagreement to Characteristics of Power Related Conflict

n/s	Characteristics of Conflicts involving Power Relations	SA	A	D	SD
i	Lack of clear roles	0	1	4	1
ii	Failure by teachers to understand clear roles	1	0	1	4
iii	Teachers' undermining commands and orders	0	4	1	1
iv	Teachers' non-attendance to allocated classes	2	2	3	0
v	Failure to comply with teaching requirements	2	2	0	2
vi	Failure to follow the right channel of communication by Tr.	0	2	2	2
vii	Departmental members working in isolation	1	2	2	1
viii	Lack of collaboration/Teamwork	2	2	1	1
ix	Laissez faire attitude among teachers (laziness)	2	1	2	1
Average Number of Respondents:		1.11	1.78	1.78	1.44
		Strongly Agree	Agree	Disagree	Strongly Disagree
Percentage		18%	29%	29%	24%
Total Percentage		47%		53%	

According to the overall percentage of HoDs who *strongly agreed* to the identified characteristics of school based conflict were represented by 18%, while 29% *agreed* to the same. Those who *disagreed* to the identified characteristics of conflicts accounted for 29% and those who *strongly disagreed* to the characteristics of conflict were represented by 24%. The grand percentage of those who agreed (irrespective of the ratings) were represented by 47% against 53% who disagreed (irrespective of the ratings).

4.3.4 Headteachers' Extent of Agreement or Disagreement to Characteristics of Power Relations Conflict

Table 10: Headteachers' Extent of Agreement or Disagreement to Power Related Conflict in schools

n/s	Characteristics of Conflicts involving Power Relations	SA	A	D	SD
I.	Lack of clear roles	1	2	0	0
II.	Failure by teachers to understand clear roles	2	1	0	0
III.	Teachers' resistance to superiors' commands and orders	0	1	1	1
IV.	Distrust among school managers and teachers	0	0	2	1
V.	Indiscipline and insubordination to authority	1	2	0	0
VI.	Failure to comply with teaching requirements	1	2	0	0
VII.	Failure to follow the right channel of communication by Tr.	0	3	0	0
VIII.	False accusations by teachers	0	0	1	2
IX.	Disinterest of teachers in school activities and projects	0	1	2	0
X.	Lack of collaboration/Teamwork	1	1	1	0
XI.	Laissez faire attitude among teachers (laziness)	1	2	0	0

	Average Number of Respondents	0.64	1.36	0.64	0.36
	Percentage	21%	46%	21%	12%
		Agree		Disagree	
	Total Percentage:	67%		33%	

According to the findings, the percentage of Headteachers who *strongly agreed* to the identified characteristics of power related conflicts were represented by 21%, while 33% just *agreed* to the presence of power related conflicts in 3 selected secondary schools of Rufunsa district. Those who *disagreed* to the identified characteristics of power related conflicts accounted for 21% and those who *strongly disagreed* to the characteristics of power related conflicts were represented by 12%. The grand percentage of those who agreed (irrespective of the ratings) were represented by 67% against 33% who disagreed (irrespective of the ratings).

4.3.4 DEBS' Agreement or Disagreement to Characteristics of Power Related Conflicts

Table 11: DEBS' Extent of Agreement or Disagreement to Power Related Conflict in schools

n/s	Characteristics of Conflicts involving Power Relations	SA	A	D	SD
i.	Poor conflict management skills by school managers	0	1	0	0
ii.	Failure by school staff to understand clear roles	0	1	0	0
iii.	Teachers' failure to execute commands and orders	0	0	0	1
iv.	Misappropriation and embezzlement of school Funds	0	0	1	0
v.	Indiscipline and insubordination to authority	1	0	0	0
vi.	Failure to comply with teaching requirements	0	1	0	0

vii.	Failure to follow the right channel of communication	0	1	0	0
viii.	Laissez faire attitude in schools	0	1	0	0
		Average Totals:	0.125	0.625	0.125
		Percentage:	12%	62%	13%
		Grand Percentage:	74%		26%

The findings on the District Education Board Secretary (DEBS) revealed that in a marked 12% he *strongly agreed* to the identified characteristics of power related conflicts and by 62% he just *agreed* to the characteristics of power related conflicts in 3 selected secondary schools of Rufunsa district. The DEBS *disagreed* by 13% to the identified characteristics of power related conflicts. He further *strongly disagreed* to the identified characteristics of power related conflicts by 13%. By the grand percentage of 74% against 26% (irrespective of the ratings), the DEBS *agreed* and *disagreed* as indicated to the identified characteristics of power related conflicts in schools.

4.3.5 Respondents Perception on the Nature of Decision-making in schools

Table 12: Respondents' Perception on the Nature of Decision-making in schools

Respondents	Nature of Decision-making		Percentages	
	In Schools			
	COLLECTIVE	IMPOSED	COLLECTIVE	IMPOSED
Teachers	7	14	33%	67%
HoDs	6	3	67%	33%
Headteacher	3	0	100%	0%

DEBS	1	0	100%	0%
Total:	17 (50%)	17 (50%)		

The research findings on the nature of decision-making revealed that among the teacher respondents 7 teachers representing 33% indicated that decision-making was *Collective* and 14 teachers representing 67% indicated that decision-making in schools was *Imposed*. HoD respondents who concluded that decision-making was *Collective* were 6 representing 67% while those who indicated that it was *Imposed* were 3 representing 33%. All the 3 Headteachers in selected secondary schools of Rufunsa district indicated that decision-making was *Collective*. The DEBS response was that decision-making was *Collective* since schools followed a clearly marked Strategic Plan, a five year plan, and that every school submitted the plan to the DEB office. His stress was on the drafting, formulation and implementation of the school strategic plan and its implementation was done by school staff, school managers and teachers, because it was, according to him, one way of actualising and realising collective planning and decision-making in schools. Decision-making has a bearing on power relations obtaining in schools since decisions are about power exercise in reality.

4.3.6 Financial Accountability and Power Relations in Schools

The findings from the DEBS point of view of how financial accountability was ensured in selected secondary schools of Rufunsa district revealed that the district education office relied on audits to schools' financial reports and the adherence to the outline of the Government of the Republic of Zambia (GRZ) on Procurement Procedures. According to the DEBS, the procedures stipulates that before any purchase of school item or expenditure of school funds on any undertaking is done, at least three quotations are collected and then the best supplier or service provider is chosen and whose payment of the service rendered to the public institution is done by cheque of any amount exceeding K500.00. Further, the District Education Board Secretary (DEBS) said that:

“Amounts above a threshold of anything in excess of K5, 000.00 Zambian currency need an authorization of my (DEB) office while an amount of anything in excess of K10, 000.00 needs an authorization of the Provincial Education

Officer (PEO). While amounts above K50, 000.00 requires authorization by the Permanent Secretary at the Ministry of Education in Lusaka.”

According to the interview of the DEBS, the above was the means of ensuring public funds’ safeguard, accountability, and transparency in public secondary schools. The DEBS stated that compliance to the procurement procedures was critical and his office took it as a duty to achieve through monitoring and supervision. The DEBS stated that failure to account and follow laid down procurement procedures by school managers, especially Headteachers, would result into power related conflicts not only in the school unit itself but also the higher hierarchy of the school system. He stated that it constituted a criminal offence and a reprimand or criminal proceedings of the erring officers would not be hesitated.

4.3.7 Implications of existing Power Relations in schools

The table below shows the research findings on the implications forwarded by respondents, Teachers, HoDs, Headteachers and DEBS, who either indicated, in binary, that schools practised *Imposed decision-making leading to negative power relations* or *Collective decision-making leading to positive power relations* respectively.

Table 13: Implications of existing power relations in schools

IMPLICATIONS OF EXISTING POWER RELATIONS IN SCHOOLS	
IMPLICATIONS OF NEGATIVE POWER RELATIONS	IMPLICATIONS OF POSITIVE POWER RELATIONS
<ul style="list-style-type: none"> ⇒ Team fragmentation ⇒ Lack of shared vision ⇒ Lack of collaboration ⇒ Lack of goal attainment ⇒ Conflicts ⇒ Bad work relations ⇒ Frustrations ⇒ Lack of pro-activeness among teachers ⇒ Poor learner performance, indiscipline, absenteeism, and disinterest in school activities ⇒ Demotivation ⇒ Inefficiency and ineffectiveness ⇒ Stagnated teacher skills’ development ⇒ Poor work execution among teachers 	<ul style="list-style-type: none"> ⇒ Team work ⇒ Shared vision ⇒ Collaboration ⇒ Goal attainment and achievement ⇒ Peaceful co-existence ⇒ Good work relations ⇒ Motivation ⇒ Pro-activeness among teachers ⇒ Good learner performance, discipline, good attendance, and interest in school activities ⇒ Efficiency and effectiveness ⇒ Enhanced teacher skills’ development ⇒ Proper work execution among teachers

4.3.8 Enhancement of Positive Power Relations in Schools

According to the research findings, Teachers, HoDs, Headteachers and DEBS suggested the following ways as the means of enhancing and promoting positive power relations between school managers and teachers in selected secondary schools in Rufunsa district of Lusaka Province:

(i) Teachers' Submission:

- ❖ School managers should uphold professionalism at all times by putting aside personal differences and issues with teachers.
- ❖ School managers should not be bosses but leaders
- ❖ Equal and Impartial treatment of all teachers by school managers
- ❖ Providing incentives and awards in order to motivate teachers
- ❖ School managers should stop fault finding in their subordinates, the teachers
- ❖ School managers should not override decision-making in school affairs, they must be consultative, open to criticism, and embrace teachers' contributions and suggestions in decision-making. The "know-it-all" syndrome by school managers needed to change.
- ❖ There should be inclusiveness in the school budget formulation and equal disbursement of funds to all deserving school departments
- ❖ Mutual respect should prevail among school managers and teachers
- ❖ Avoidance on the use of unpalatable and abusive language among school managers
- ❖ School managers should handle teachers' grievances with confidentiality
- ❖ School managers must be accountable and transparent in school affairs especially on the financial status of schools.
- ❖ School managers should ensure equal distribution of allowances especially during school workshops
- ❖ School managers should ensure timely teacher access to teaching and learning materials as well as important information necessary for standard work among teachers.

(II) HoDs' Submission:

- ❖ School managers and teachers should engage in open and sustained dialogue process on pertinent and pressing issues
- ❖ Teachers should participate in both departmental and administrative decision-making

- ❖ Task delegations to teachers can improve power relations in schools because teachers feel the ownership of school programs at the expense of working out of obligation and compulsion.
- ❖ Teachers should be given clear roles for standard work
- ❖ Teachers should follow right channels of communication
- ❖ HoDs should be respected by both teachers and the Headteachers or Deputy Headteachers
- ❖ There should be mutual respect between school managers and teachers
- ❖ Implement all good suggestions and views of teachers' contribution and involvement.

(III) Headteachers' Submission:

- ❖ School managers should continue to encourage teachers to develop positive work attitudes
- ❖ School managers should award best performing teachers
- ❖ Schools should provide incentives to teachers like free tea during break time
- ❖ School managers should commend and encourage good work habits and performance by teachers
- ❖ School managers should explain their decisions to their subordinates, the teachers
- ❖ Teachers should be willing to carry out their duty with minimum supervision
- ❖ Teachers should be hardworking, intrinsically and self-motivated and sober minded

(IV) DEBS Submission:

- ❖ School managers and teachers must work as a well-coordinated and organized team
- ❖ Schools should be run in accordance with the shared vision enshrined in each school's strategic plan.
- ❖ There should be financial prudence, accountability and transparency
- ❖ There should be mutual respect among school staff
- ❖ School managers and teachers should be hardworking and disciplined as role models
- ❖ Schools should concentrate on the school vision and core-business of providing quality education
- ❖ Schools should aim at resolving school based conflicts by engaging in dialogue

- ❖ Schools should follow the right channel of communication in addressing their grievances or issues
- ❖ Schools should exhaust all possible avenues in conflict management and resolution
- ❖ There should be continuous orientation and re-orientation of all school staff, new and old school staff respectively
- ❖ School practice must embrace the tenets of democratic governance

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.0 Overview

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

- 1) To examine the nature of power relations between school managers and teachers in selected secondary schools of Rufunsa district in Lusaka Province.
- 2) To determine how decisions are made in selected secondary schools of Rufunsa district in Lusaka Province.
- 3) To evaluate the implications of the current power relations between school managers and teachers on the performance of selected secondary schools of Rufunsa district in Lusaka Province.
- 4) To ascertain what can be done to improve power relations between school managers and teachers in selected secondary schools of Rufunsa district in Lusaka Province.

5.1 Nature of Power Relations in Selected Schools

The first objective of the study was meant to examine the nature of power relations that existed in the selected secondary schools of Rufunsa district. The findings, clustered as being either *positive* or *negative power relations*, on the nature of power relations that existed in schools were based on the responses by Teachers, HoDs, Headteachers and the DEBS in chapter four. Power relations which contribute to the greater good of an institution or organization are considered positive. Positive power relations as depicted in the research findings are based on collectivity, mutuality, teamwork and shared vision. Positive power relations have the capacity to empower the led with necessary skills for standard work while negative power relations are based on team fragmentation, domination, suppression and imposition. Negative power relations are especially infamous for stalling and stifling organizational progress and success. The power nexus in schools can be uneven, with power tilting towards the most powerful groups like the school managers or administrators. Such power exercise may be met by resistance by subordinates, the teachers. Consequentially, there would be conflicts notorious for eroding and corroding schools'

primary goal achievement of quality education delivery. This is similar with the findings by Msila (2012) who stressed that the “right” school culture is crucial in any school if it was to deal with conflict effectively. According to the teacher respondents in figure 7, on the perception of the nature of power relations existing in schools, 9 teacher respondents representing 43% responded that *Negative power relations* existed in their schools and 8 teacher respondents representing 38% responded that there were *Positive power relations*. While 4 teacher respondents translating into 19% specified that *Both Negative and Positive power relations* existed in their schools. The scenario is consistent with the findings in the reviewed study done by Kasuba (2016) who pointed out that both positive and negative power relations existed in schools. This indicated that both positive and negative power relations existed in selected secondary schools of Rufunsa district. This is true as peoples’ perceptions of prevailing conflict situations may not be the same just like how conflict affects individuals may not be the same. Conflict experiences may not be the same to different individuals or social groups. Thus among teacher respondents are those who feel that power relations in their schools are negative, positive or simply a mixture of negative and positive power relations. Further, such a situation is consistent with Michael Foucault’s power relations theory in his study, “the analysis of power” (Foucault, 1980:104) in which he viewed how various institutions exert their power on groups and individuals, and how the latter affirm their own identity and resistance to the effects of power. Power is seen as a more volatile, and unstable element which can be always contested, renewed and reaffirmed. Perceptions cannot be permanent as individuals always strive for better things and comfortable positions as active subjects in seeking their well-being.

Additionally, the research findings on Heads of Department revealed that 7 HoDs representing 78% in the three selected secondary schools (A, B and C), responded that there were *Positive power relations* in schools against 2 HoDs representing 22% who indicated that there were *Negative power relations* in their respective schools. Still the indication is that both positive and negative power relations existed in schools. The findings were presented in figure 8 in chapter four. However and importantly, those who indicated that power relations in schools were positive occupied a huge part of 78% obviously because they comprised school management group. As school managers, HoDs are assistants to the Deputy Headteachers and Headteachers. It is therefore expected that they are at the helm of authority and siding with those holding a higher power status who are the Headteachers as the chief executives of schools. HoDs as part of

administration enjoy higher status of power exercise than teachers as they sit in management meetings together with Headteachers and Deputies, making decisions that affect teachers and the entire school populous. In this way, HoDs by virtue of their positions are bound by management collective agreements. This state of affairs creates an in-group solidarity nexus among Headteachers, Deputy Headteachers and HoDs. The findings are consistent with the review of the work by Makaye and Ndofirepi (2012) who found that Heads' view teachers as the major source of conflict. Only a handful percentage of 22% divulged their collective agreement oath by being sincere by stating otherwise. This is an indication that achieving complete unity and cohesion may prove futile, even among in-group members. According to *Lalonde (1994)*, unity in diversity is a concept of unity without uniformity and diversity without fragmentation. It is an expression of harmony and unity between dissimilar individuals or groups. Though belonging to the managerial group, HoDs may have individual differences with other school managers such as the Deputy Headteachers and Headteachers. Arguably, this can affect their perception of the nature of power relations obtaining and existing in their schools and that perception can lead to precarious relationships and conflicts with their immediate supervisors, Deputy Headteachers and Headteachers. Further, this allows one to deduce that there can be unity in diversity in which individuals of different persuasions and convictions can come together in agreement but soon after mutuality is breached and betrayed, they cannot hold group beliefs and commitments. This said, it is important in group life to always stand for what is right and motivate, in every way possible, group members for organizational goal attainment. The foregoing discussion is consistent with what House et al, (2004:30) asserted in their definition of in-group collectivism as "the degree to which individuals express pride, loyalty, and cohesiveness in their organizations or families. Furthermore, HoDs who indicated that there were negative power relations in schools felt sidelined and not favoured by other school managers like the Headteachers and Deputy Headteachers as well as having their authority undermined and challenged by teachers.

The indication of the research findings concerning Headteachers' perceptions of the nature of power relations in schools were that there were only *Positive power relations* in schools that Headteacher respondents were in-charge of. All the 3 Headteachers representing 100% of the sample category in the three (3) selected secondary schools (A, B and C) of Rufunsa district indicated the aforementioned nature of power relations. The findings could imply that since

Headteachers are “Chief Executive Officers” of schools, they are at the summit of decision-making on the hierarchical organizational school leadership structure. They command a lot of prestige, status and respect. In Zambia, secondary school Headteachers under the full-fledged and operationalized school boards of the decentralized education system, are the secretaries of both the school board and the Parent-Teacher Committee (PTC) which may report directly to the Provincial Education office or Permanent Secretary without oversight of the District Education Board office (Education Act, 2011). Thus, Headteachers are the overall instructional leaders of schools with responsibilities ranging from monitoring, supervising, directing, and coordinating to managing schools and staff as well as learners for the delivery of quality education. They are central in the resourcing of extra school funds, disbursement and management of school finances. They are the number one teacher before every other teacher at the school. However, the findings could mean that Headteachers can through power abuse wield extreme powers and run schools in a more dictatorial manner and this is inconsistent with the findings by Adhiambo & Samatwa (2011) that the leader in the school should use the democratic leadership style to build trust, respect and commitment because the style allows people to have a say in decisions that affect their goals and how they do their work. It is without a doubt that all the 3 Headteachers of selected secondary schools, A, B and C of Rufunsa district settled for *positive power relations* as obtaining in their schools. Stating contrariwise and otherwise could imply reporting their failure and lack of leadership in the schools they headed.

The research findings on the DEBS revealed that both *Positive* and *Negative power relations* existed in the selected schools as his office at least received reports and cases of non-cordial relations involving teachers and their school managers (Headteachers and HoDs). The DEBS, according to the interviews, manages schools in the district and he handles and settles disputes and conflicts involving schools, school managers and teachers.

5.1.1. Treatment of Teachers by School Managers in Selected Schools

According to the findings, 13 teacher respondents representing 62% indicated that they were treated *poorly*, 5 teachers representing 24% responded that they were treated *fairly* and 3 teachers representing 14% responded that their treatment was *good*. This implies that teachers are highly concerned on how they are treated. Still teachers' perceptions are different and it can

be a basis for one to conclude that those in authority may have preference of some teachers due to factors known to themselves. This further indicates that those teachers who feel favoured may take sides with those in authority to avoid victimization as the saying goes: “*If you can’t beat them, join them.*” The bigger percentage responded that their treatment by their immediate supervisors, the school managers was poor. Such sentiments are an indication of the presence of conflicts in the school work environment. The feeling by the teachers affects their relationship with school managers and makes them establish an identity and attitude in the school workplace. The findings are similar with those by Finnigan et al., (2013) that the form of leadership style that school managers or administrators exercise in their daily running of schools directly determines whether they will have good or bad relationships with teachers. Teachers who are mistreated or bullied in their workplaces tend to lack motivation to do their work and as a result their level of productivity is wanting, this in turn affects the performance of students in their academic work. Depending on how teachers feel treated either poorly, fairly or in a good way, they can either react with resistance or reaffirmation to their superiors’ commands as in the notion of Michael Foucault (1980) that power is more volatile, and an unstable element which can always be contested, renewed and reaffirmed.

5.1.2. HoDs’ Perception of their Relations with Teachers in Departments

The findings reveal that 6 HoDs representing 67% indicated that their relations with teachers were *cordial*. While 3 HoDs representing 33% responded that their work relations with teachers were *fair* as sometimes, according to 1 HoD respondent from School B, *relations could deteriorate due to teacher insubordination and failure to execute tasks*. Thus, one can conclude that both *cordial* and *non-cordial relations* existed in three selected secondary schools of Rufunsa district. This also implies that HoDs as assistants to Headteachers are at the midpoint of the school power structure and find themselves in a dilemma to balance relationships by either aligning themselves fully to the needs of teachers in their departments or carrying out the instructional functions as mandated by school management. Teachers too may not fulfill their work obligations and tasks thereby getting into trouble with HoDs, who equally need to score success and obtain praise from the Deputy Headteachers and Headteachers. It is thus likely that work relations between HoDs and teachers can be described both cordial and fair though the huge percentage of HoDs would want to be seen siding with teachers. The foregone is especially

critical with what Koşar & Er (2014) found that when principals support collegial and congenial relationships among school members and build a positive learning and teaching environment within school, teachers feel committed to the school and have the tendency to exert more effort. Teachers are the means for which HoDs' work can be successful and praise worthy. HoDs' undermine of teachers can be detrimental to their own success but as 'eyes' of Headteachers and school management, they must ensure teacher efficiency. In ensuring teacher efficiency, HoDs might get into unnecessary conflicts with teachers infamous for eroding human relations.

5.1.3. Work Relationship among School Managers in schools

The research findings revealed that 18 teachers representing 85% indicated that the work relations among school managers (Headteacher and HoDs) in selected schools were *collaborative*. While 2 teachers representing 10% concluded that school managers' worked in a more *divided* manner. 1 teacher respondent representing 5% *exhibited ignorance* of work relations among school managers. Thus, one would deduce that there is a higher degree of in-group solidarity among school managers in three selected secondary schools of Rufunsa district in Lusaka Province according to the findings.

Further, this is critical to explain the concept of *us versus them* (in-group solidarity and out-group hostility) since groups form a social harmony network basing on their commonalities, goals, aims, objectives and aspirations. School managers may seek domination and higher status but at the same time create cliques to even get and reward group members with lucrative incentives and opportunities for self-grandeur and result execution. At least it is expected that group cohesion takes precedence where there is success and accomplishment of goals. 7 HoDs representing 78% indicated that work relations among school managers were *collaborative* while 2 HoDs representing 22% concluded that school managers' work was *divided*. The findings are in tandem with the discussion by Williams and Garza (2006) that a 'creative' leadership style, with an emphasis on the enhancement of teamwork, efficient communication channels with school members, an understanding of the needs of others, the development of trust and a participative decision-making process, would secure the foundations for improved school efficiency.

Like Teachers, HoDs who believe that their work among themselves is *collaborative* exceed in number and percentage than those who think it is *divided*. One can deduce that *in-group solidarity* seems to be at play and as an adage goes: “*Birds of the same feathers flock together.*” All the 3 Headteachers representing 100% indicated that their work relations with other school managers like Deputies and HoDs were *collaborative*. It can be assumed that Headteachers would require the collaborative work of other school managers like HoDs in order to carry out their mandate satisfactorily (Williams & Garza, 2006). Headteachers further feel that HoDs are their ‘eyes’ since they cannot be everywhere at any given time. This is in view of the fact that HoDs are equally instructional leaders in schools, assisting Headteachers, in terms of checking on Teacher preparedness, lesson planning and lesson and content scheming, among other areas of school management critical for the delivery of quality education. Thus, at all cost and by all means, Headteachers must elicit HoDs’ compliance for *collaboration*, *cohesion* and *team work*.

The DEBS, as the overall instructional leader of all schools in Rufunsa district, was of the view that work relations among School managers such as Headteachers, Deputies and Head of Departments (HoDs) at secondary school level as well as Headteachers, Deputies and Senior Teachers at primary school level were marred by both *collaboration* and *division* and so his office existed to ensure team work and collaboration for proper management of schools in achieving schools’ primary objective of delivering quality education and for school improvement.

5.1.4. Power related Conflict between School Managers and Teachers

The research findings indicated that 19 teachers representing 90%, agreed by indicating *YES* to a question that sought to find out whether they witnessed or experienced conflicts in their respective schools against school managers. While 2 teachers representing 10% indicated *NO* to the same question, meaning that according to their perception school based conflict between teachers and school managers was absent. It can be assumed that school based conflict was on the higher side and prevalent in schools owing to the huge percentage of those who said it was present in juxtapose to those who said it was absent. In any group life, it is expected that individuals would differ over several issues and a myriad of factors could be responsible. This situation is true in as far as Kreps (1990:1) definition of conflict is concerned “as a process by

which individuals express and negotiate their differences and struggles over values and claims to scarce status, power, and resources.” In the school organization like in any other, the subordinates and superiors are likely to engage in some kind of struggle and conflict arising from their power differentials and power exercise styles as well as perceptions, identities, and personalities. The findings are supported by the view by Leithwood and Jantzi (2000) that a healthy relationship between teachers and head teachers is one that is characterized by mutual respect, collaboration, trust and a common goal. Some school leaders may seek higher power status for imposition and domination but there can be resistance from those who are led, the teachers. It is equally true that some individuals could not perceive conflict in their schools because conflict can be at different levels either at early, latent or late stage. At early stage conflict cannot be easily detected and individuals or groups can interact in relatively peaceful terms.

The findings among HoDs revealed that 6 HoDs representing 67% indicated *NO* to a question on whether there was school based conflict in their respective schools. While 3 HoDs representing 33% indicated *YES* that school based conflict was present. HoDs as managers and administrators seem to be on the reserved side with the bigger percentage of respondents declining the existence of conflict between school managers and teachers. The reason for such a view could be due to the very fact that they are responsible for ensuring that the school environment is not only peaceful but also conducive for the delivery of quality education. They are responsible for the creation of an enabling learning and teaching environment together with school Headteachers. Stating otherwise would mean reporting themselves on failure to maintain a peaceful atmosphere in schools. Only 3 HoDs indicated that conflict was present between school managers and teachers. 2 from School C, and 1 from School A, shared a sentiment and stated that *there were conflicts between school managers and teachers* and blamed *teachers for not taking responsibility and not executing their tasks and hence conflicts*. They stressed that teachers could in some instance become *ungovernable*. Notwithstanding, the findings were unfailing with what Saiti (2015) reviewed when he quoted Androulakis and Stamatis (2009), that the school principal or school manager was the main agent of the school culture and dynamic and needed to adopt a balanced role in order to achieve a positive system of communication.

5.1.5. Extent of Agreement or Disagreement to Characteristics of Power Related Conflicts

The research findings contain the characteristics of conflicts involving Power Relations which teacher respondents agreed or disagreed to and rated their existence extent in the selected schools. These characteristics include *lack of clear roles, teachers' resistance to superiors' commands and orders* and *distrust among school managers and teachers*. Others included: *lack of collaboration/Teamwork, lack of mutual respect* and *higher use of coercive power (Dictatorial)*. The list continued with *lack of delegation of duties by superiors, poor communication/use of bad language* and *lack of appreciation and reward of staff*. It ended with *uneven distribution of school resources and teaching materials, rigidity in disbursement of funds for school programs* and *Non-existent of School financial reporting*. Teacher respondents rated their agreement or disagreements as Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). Teacher respondents who Strongly Agreed (SD) accounted for 13%, those who just Agreed (A) translated to 48% and those who Disagreed (D) were represented by 35%, while those who Strongly Disagreed (SD) took 4% of the teacher category. The overall percentage of those who agreed to the identified characteristics of power related conflicts in schools was 61% against 39% of those who disagreed to those power related conflicts in their schools.

The huge percentage of 61% of those who agreed is a demonstration that power related conflicts are a reality in schools and unless school managers and teachers addressed them, the school environment is likely to be turned into a battle front in which school members and staff look at each other with suspicion and fear. Such findings are related to those in the study by Kasuba (2016). The situation at stake may erode the primary objective of schools in providing quality education to learners. The struggle and contest between school managers and teachers explains the poor performance of pupils during examinations. Teachers harboring such emotions may not be committed to standard of work. Further, the findings are consistent with the discovery by Sekyere (2013) that working together in a cordial relationship and in a more democratic environment between school administrators and teachers brings long-lasting dividend for the school and the learners. However, 39% of teacher respondents disagree to those identified characteristics of power related conflicts even if they affirm the existence of conflicts in schools. They nonetheless attribute conflicts to personal differences in schools. Suffice to say, unless

something is done, teachers will continue to work inefficiently and ineffectively to the detriment of school aims, objectives and goals. They may not share the school vision. All that this causes in teachers is frustration which in turn results in stalled school improvement and progress. This is in line with what Rahim (2001) stressed that the negative impact of power relations among educators could otherwise become critical, leading to counterproductive behaviour, such as a lack of communication, stress, regular absences, and so on, that harms human relations and jeopardizes the educational process because it would decrease the levels of motivation and performance of staff and, subsequently, of pupils.

The HoDs who *strongly agreed* to the identified characteristics of power related conflicts were represented by 18%, while 29% *agreed* to the same. Those who *disagreed* to the identified characteristics of conflicts accounted for 29% and those who *strongly disagreed* to the characteristics of power related conflicts were represented by 24%. The grand percentage of those who agreed (irrespective of the ratings) were represented by 47% against 53% who disagreed (irrespective of the ratings). The identified characteristics of power related conflicts include: *lack of clear roles, failure by teachers to understand clear roles and teachers' undermining commands and orders*. Others were: *teachers' non-attendance to allocated classes, failure to comply with teaching requirements, and failure to follow the right channel of communication by Teachers*. The list end with: *Departmental members working in isolation, lack of collaboration/Teamwork and laissez faire attitude among teachers*. It can be noted from the findings that HoDs' commitment is almost evenly balanced among those who agree and those who disagree to the identified characteristics of power related conflicts in schools, particularly among their departmental membership. It is equally important that the issues raised by HoDs are addressed in order to foster cohesion between and among school managers and teachers in school. This is similar to the review of Sekyere (2013) that revealed that a quality exchange relationship between principals and teachers has a significant influence on cooperation, commitment and performance to both principals and teachers. This would contribute to academic excellence and improve results in schools. The above are power related characteristics of conflicts because they imply insubordination on the part of teachers to constituted authority of school managers, firstly the HoDs and lastly the Deputy Headteachers and Headteachers.

When teachers belittle their immediate supervisors, the HoDs, Deputy Headteachers and Headteachers, conflict is present. This is because the schools' stagnation or lack of improvement is firstly blamed on the school managers. Thus, to avoid being blamed school managers would opt at ensuring that teachers execute their duty for the attainment of results. All the pressure on school managers from their supervisors from the district, provincial or national education office is finally weighed on teachers who may already be overwhelmed and overburdened by other need areas of attention or frustrated on how they think they are viewed by school managers. Teachers' frustration may be relieved on the pupils. This equally affects the relations, engagements and interactions between teachers and pupils with the resultant of poor academic performance and misbehavior among pupils. Therefore, there is need to pacify school relations for better academic practice and excellence. This is concomitant to the assertion by Msila (2012) that the "right" school culture is crucial in any school if it was to deal with conflict effectively. Effective school managers would set an atmosphere of collegiality where conflict is managed to the benefit of all in the organisation.

Headteachers who *strongly agreed* to the identified characteristics of power related conflicts were represented by 21%, while 46% just *agreed* to the presence of power related conflicts in 3 selected secondary schools of Rufunsa district. Those who *disagreed* to the identified characteristics of power related conflicts accounted for 21% and those who *strongly disagreed* to the characteristics of power related conflicts were represented by 12%. The grand percentage of those who agreed (irrespective of the ratings) were represented by 67% against 33% who disagreed (irrespective of the ratings). The characteristics of power related conflicts that Headteachers responded to, included the following: *lack of clear roles, failure by teachers to understand clear roles, and teachers' resistance to superiors' commands and orders*. Other ones are *distrust among school managers and teachers, indiscipline and insubordination to authority, and failure to comply with teaching requirements*. The list continued with: *failure to follow the right channel of communication by teachers, false accusations by teachers, and disinterest of teachers in school activities and projects*. It ended with *lack of collaboration/Teamwork, and laissez faire attitude among teachers*. The huge percentage of Headteachers agreed to the above related power related conflicts and as such it is imperative to note that Headteachers encounter problems with the teachers they lead and most importantly that power related conflicts were prevalent in selected schools of Rufunsa district. Headteachers because they are instructional

leaders of schools ensuring that quality education for all learners is the primary objective of school activity and interaction. This notion is also shared by Thoonen et al., (2012) that Headteachers are charged with the responsibility of overseeing the day-to-day operations of a school. Also cardinal is that Teachers are very instrumental in imparting knowledge, skills, discipline, beliefs and values to pupils. As the experience of HoDs is, so is it with Headteachers. Hence it is critical that issues advanced by Headteachers are addressed with due respect they deserve as they may help to quell conflict in the school environment and bring about school improvement as well as good learner performance. This is in line with the review of Koşar & Er (2014) that teachers should work collaboratively and willingly so that there is a positive working and learning environment in the school.

The District Education Board Secretary (DEBS) revealed that he *strongly agreed* by 12% to the identified characteristics of power related conflicts and by 62% he just *agreed*. The DEBS *disagreed* by 13% and *strongly disagreed* by 13%. By the grand percentage of 74% against 26% (irrespective of the ratings), the DEBS *agreed* to the indicated and identified characteristics of power related conflicts in schools such as *poor conflict management skills by school managers, failure by school staff to understand clear roles and teachers' failure to execute commands and orders*. The list continued with *misappropriation and embezzlement of school funds, indiscipline and insubordination to authority and failure to comply with teaching requirements*. Others were *failure to follow the right channel of communication and laissez faire attitude in schools*. The DEBS stated that such problem characteristics of conflict led to *disputes and misunderstandings* among teachers and school managers, Headteachers, Deputy Headteachers and HoDs. The DEBS emphasized that schools were characterized by *in-fights among school staff and sometimes unnecessary which his office had to deal with in providing solutions*. One is able to deduce that schools are locked in power related conflicts between school managers and teachers. The DEBS sits in a very essential position to fully understand conflicts experienced by schools as he comprises the district education conflict and dispute management team together with the District Education Standard Officer (DESO) and Education Standard Officers (ESOs) based at the district education board office.

5.1.6. Power Relations Theory and the Nature of Power Relations in Schools

From the findings of the study, power relations in schools take a dual nature of being both positive and negative. This is true in as far as the power relations theory by Michael Foucault (1980) is concerned since School Managers and Teachers interact in the power exchange that may culminate into either positive outcomes or negative ones. Thus, depending on the power exercise by school managers, there can be either resistance or reaffirmation from the teachers since Michael Foucault does not view subordinates as merely the power focus but also the power locus. Resistance to superiors' commands and orders results into conflict in the school organisation as reaffirmation to superiors' commands and orders results into peaceful co-existence. Further conflicts are responsible for stifling and stalling work and school performance.

5.2. Nature of Decision-making in Selected Secondary Schools

The nature of decision-making revealed that among the teacher respondents 7 teachers representing 33% indicated that decision-making was *Collective* and 14 teachers representing 67% indicated that decision-making in schools was *Imposed*. HoD respondents who concluded that decision-making was *Collective* were 6 representing 67% while those who indicated that it was *Imposed* were 3 representing 33%. All the 3 Headteachers in selected secondary schools of Rufunsa district indicated that decision-making was *Collective*. The DEBS response was that decision-making was *Collective* since schools followed a clearly marked Strategic Plan, a five year plan, and that every school submitted the plan to the DEB office. His stress was on the drafting, formulation and implementation of the school strategic plan and its implementation was done by school staff, school managers and teachers, because it was, according to him, one way of actualising and realising collective planning and decision-making in schools. This is in line with the review of Finnigan et al., (2013) that in order for head teachers to establish good relationships with teachers, it is essential for head teachers to create a conducive work environment that allows teachers to be involved in the decision making process and also a work environment that enable teachers to communicate freely about their opinions and ideas.

From the findings it can be noted that a huge number and percentage of school managers, Headteachers and HoDs, including the DEBS indicated that decision-making in schools was *Collective* while the higher and huge number and percentage of teachers indicated that decision-

making in schools was by *Imposition*. it is expected for this kind of a finding as each group member seem to side or offer solidarity with the group they belong to (67% of *HoDs* stated that *decision-making was collective*, while 67% *Teachers* stated that *decision-making was by imposition*). Only 33% in the HoD category stated otherwise and contrary that it was by imposition. 33% Teacher respondents also had sentiments contrary to the entire category membership and stated that decision-making was collective. This in itself is a portrayal that regardless of the group subscription of respondents, there was a way in which respondents perceived decision-making and how it affected them as individuals. Quite different and stunning was the response by not only the 3 Headteachers but the DEBS who stressed that decision-making was collective. The Headteachers are at the pinnacle of decision-making in schools and hence the position they took was expected since stating otherwise would amount to reporting their bad leadership tact. The DEBS' response was based on the presence of schools' Strategic Plans and minutes of staff meetings since his attendance of school meetings cannot be established as schools only report to him on school important information, activities and decisions. However, the review of Sekyere (2013) reveal that a broader conception of leadership is one that shifts away from the traditional thinking approach where the figure-head is seen as ultimately responsible for the school outcomes, to one that involves all staff members as having collective responsibility process.

There is need for the school leaders like the DEBS to have interest in the schools' real decision-making structures to really understand how decisions are made. They need to know how decisions were arrived at, than simply knowing the decisions themselves. This way, they would be able to understand the sources of conflicts involving power relations between school managers and teachers. Since the most aspect of power exercise is in many a decision. Collective decision-making means power sharing and power with while imposed decision-making means domination and power over others. This is consistent with the notion by Decker (1989) that there was a relationship between the power styles employed by administrators and the organizational climate perceived by teachers and that the use of legitimate power or coercive power may hinder the professional behaviours of teachers by decreasing the authority that teachers have to make decisions about instructional issues or to take an active part in the management of scholarly issues.

5.2.1. Financial Accountability and Power Relations in Schools

The DEBS point of view of financial accountability in schools revealed that the district education office relied on audits to schools' financial reports and the adherence to the outline of the Government of the Republic of Zambia (GRZ) Procurement Procedures. According to the DEBS, the procedures stipulated that before any purchase of school item or expenditure of school funds on any undertaking was done, at least three quotations needed to be collected and the best supplier or service provider was chosen and whose payment of the purchased item or service rendered to the public institution (school) was done by cheque of any amount exceeding K500.00, Zambian Currency. Further, the District Education Board Secretary (DEBS) said that:

“Amounts above a threshold of anything in excess of K5, 000.00 Zambian currency needs an authorization of my (DEB) office while an amount of anything in excess of K10, 000.00 needs an authorization of the Provincial Education Officer (PEO). While amounts above K50, 000.00 require the authorization of the Permanent Secretary at the Ministry of General Education Headquarters in Lusaka.”

According to the interview of the DEBS, the above was the means of ensuring public funds' safeguard, accountability, and transparency in public secondary schools. The findings are consistent with the review of Adhiambo & Samatwa (2011) who recommended that Headteachers and teachers should ensure that there is equity and transparency in the distribution of resources in schools. The DEBS stated that compliance to the procurement procedures was critical and his office took it as a duty to achieve through monitoring and supervision. The DEBS stated that failure to account and follow laid down procurement procedures by school managers, especially Headteachers, resulted into power related conflicts not only in the school unit itself but also the higher hierarchy of the school system. He stated that it constituted a criminal offence and a reprimand or criminal proceedings of the erring officers would not be hesitated. He also hinted that schools had Financial Committees in place that sat to approve transactions and expenditure the schools intended to make. The Finance Committees were mandated, according to the DEBS to provide minutes of their sittings and resolutions. The minutes were a requirement, together with receipts, payment vouchers, delivery notes and quotations for financial retirement and reports. However, the composition of financial committees was fluid as one Headteacher from School B indicated that it comprised the Deputy Headteacher, HoDs and a teacher from the

procurement committee. One can deduce that the financial committee of School B, was not representative as it tilted more towards the school managers than teachers. Further, another Headteacher from School C, indicated that it was not always that all transaction needed to pass through the financial committee but could be done by administration alone depending on the urgency. This was equally questionable as it did not provide for ethics of accountability and transparency.

The Headteacher from School A, indicated that it was not necessary for school management to give or present financial reports to teachers during school staff meetings, except during Parent-Teacher Committees (PTC) in which teachers would be careful and reserved members siding themselves with school management, since there was no law that compelled school managers to do so. This scenario is left for analysis whether there can be a shared vision without financial openness, knowledge sharing, transparency and accountability. Teachers, in the absence of knowledge, would be left with speculations and suspicions which are infamous for rumour mongering and jeopardizing human and power relations in schools. For as long as this status quo continues, teachers would feel unconsidered and mere 'rubber stamps' only approving the interest and agenda of others, the school managers. This is consistent with Obondoh, Nandago, and Otiende (2005) that school management should adopt a highly participatory governance system in schools aiming at empowering stakeholders to influence school policies, plans, budgets and decision-making. According to Drucker (1945), if employees help determine the standards; they will have more incentive to fulfill them. Financial management issues constitute power exercise as one who controls finances controls everyone and therefore conflicts linked to finances constitute power relations. The empowerment of teachers through work delegation and participative decision-making cannot be overemphasized in establishing positive power relations between school managers and teachers.

5.2.2. Power Relations Theory and the Nature of Decision-Making in Schools

From the findings of the study, decision-making in schools take a dual nature of being collective and by Imposition. The implication of the power relations theory by Michael Foucault (1980) is that School Managers and Teachers interact in the power struggle to influence and counteract decisions made in schools. Schools make various decisions ranging from pedagogical methods,

procurement, workshops, special day and event organising to general and routine duties of staff, among many others. These decisions can be a source of school conflict if they are done by imposition since those who feel excluded from school programmes may not have the will to fulfil and carry out those ends. Imposed decisions are likely to be met by resistance. Likewise, collective decision-making is likely to receive acceptance and reaffirmation of subordinates. Thus, depending on the how decisions are done in schools by staff, there can be either resistance or reaffirmation from the teachers since Michael Foucault does not view subordinates as merely the power focus but also the power locus. Resistance to superiors' decisions result into conflict in the school organisation as reaffirmation to superiors' decisions result into peaceful co-existence. Further collective decision-making is especially famous for standard work, team work and goal attainment. This said, schools should strive for collective decision-making if school improvement is to be achieved.

5.3. Implications of Power Relations between School Managers and Teachers in Schools

The implications (contained in table 13) advanced and forwarded by respondents, Teachers, HoDs, Headteachers and DEBS, who either indicated that schools were marred by *negative* or *positive* power relations respectively were, for negative power relations: *team fragmentation, lack of shared vision and lack of collaboration*. Some were: *lack of goal attainment, conflicts and bad work relations*. Others included: *frustrations, lack of pro-activeness among teachers* as well as lack of *poor learner performance, pupil indiscipline, pupil absenteeism, and pupil disinterest in school activities*. The list ended with: *demotivation, resistance, inefficiency and ineffectiveness* as well as *poor work execution among teachers*. Those who indicated that their schools experienced positive power relations gave the implications as *team work, shared vision, and collaboration*. Some were *goal attainment, peaceful co-existence, and good work relations*. Others included: *motivation, teacher pro-activeness, good learner performance, pupil discipline, pupil school attendance, and pupil interest in school activities*. The list ended with: *efficiency and effectiveness* as well as *good work execution among teachers*. Those who witnessed negative power relations in schools were mostly teachers while those who experienced positive power relations were mostly school managers. Negative power relations are responsible for retrogressing schools' quest to achieving quality education and positive power relations enhance school progress and improvement.

Power relations can have ripple effect on all school stakeholders, including the pupils or learners. Since decision-making involves the actual power exercise, it is a crucial factor in determining the nature of power relations between school managers and teachers. Positive power relations unify the school for educational goals and its negative use can hinder and hamper educational goals. Any jostling for power blinds the school of its primary objective in providing quality education. Thus, school management as well as staff should be committed to collectivity. The school management should stir teachers for collective decision-making and at the same time teachers should take every opportunity possible to engage management on viable and good ideas that contribute to the improvement and betterment of the school. Regardless whether school managers occupy the higher position of power and influence in decision-making, teachers should participate by contributing their brilliant and best ideas. A participative school environment is essential for not only capacity building but also empowerment of teachers. Clearly, teachers should provide checks and balances to school managers to avoid being used as ‘rubber stamps.’ Overriding and domination in decision-making is ‘recipe’ for power related conflicts and school managers should not fall victim of this vice and trap. According to Koşar and Çalık (2011), there has been increased academic interest in how power affects organizations with a focus on power relationships and effective administration.

5.3.1. Power Relations Theory on the Implications of power relations in Schools

From the findings of the study, power relations in schools take a dual nature of being positive and negative. The implication of the power relations theory by Michael Foucault (1980) is that School Managers and Teachers interact in the power struggle to influence and counteract decisions made in schools. Superior coercive and dictatorial power exercise is likely to be met by resistance from subordinates. Likewise, democratic power exercise by school managers is likely to receive acceptance and reaffirmation of teachers. Thus, depending on the nature of power relations are done in among staff, there can be either resistance or reaffirmation from the teachers since Michael Foucault does not view subordinates as merely the power focus but also the power locus. Resistance to superiors’ decisions, orders and commands result into conflict in the school organisation as reaffirmation to collective decisions and team-work results into peaceful co-existence. Further, positive power relations are critical for standard work, team-work, goal

attainment and school improvement. This said, schools should strive for an atmosphere of positive power relations if school improvement is to be realized.

5.4. Enhancement of Positive Power Relations in Schools

The research respondents, Teachers, HoDs, Headteachers and DEBS made suggestions on ways of enhancing and promoting positive power relations between school managers and teachers in selected secondary schools in Rufunsa district of Lusaka Province. These were clustered according to each participant category's submission of ways that enhances and promotes positive power relations between school managers and teachers. Below are the submissions:

(i) Teachers' Submission

- ❖ *School managers should uphold professionalism at all times by putting aside personal differences and issues with teachers.*
- ❖ *School managers should not be bosses but leaders*
- ❖ *Equal and Impartial treatment of all teachers by school managers*
- ❖ *Providing incentives and awards in order to motivate teachers*
- ❖ *School managers should stop fault finding in their subordinates, the teachers*
- ❖ *School managers should not override decision-making in school affairs, they must be consultative, open to criticism, and embrace teachers' contributions and suggestions. The "know-it-all" syndrome by school managers should be avoided.*
- ❖ *There should be inclusiveness in the school budget formulation and equal disbursement of funds to all deserving school departments*
- ❖ *Mutual respect should prevail among school managers and teachers*
- ❖ *Avoidance on the use of unpalatable and abusive language among school managers*
- ❖ *School managers should handle teachers' grievances with confidentiality*
- ❖ *School managers must be accountable and transparent in school affairs especially on the financial status of schools.*
- ❖ *School managers should ensure equal distribution of allowances especially during school workshops*
- ❖ *School managers should ensure timely teacher access to teaching and learning materials as well as important information necessary for standard work among teachers.*

(ii) **HoDs' Submission:**

- ❖ *School managers and teachers should engage in open and sustained dialogue process on pertinent and pressing issues*
- ❖ *Teachers should participate in both departmental and administrative decision-making*
- ❖ *Task delegations to teachers can improve power relations in schools because teachers feel the ownership of school programs at the expense of working out of obligation and compulsion.*
- ❖ *Teachers should be given clear roles for standard work*
- ❖ *Teachers should follow right channels of communication*
- ❖ *HoDs should be respected by both teachers and the Headteachers or Deputy Headteachers*
- ❖ *There should be mutual respect between school managers and teachers*
- ❖ *Implement all good suggestions and views of teachers' contribution and involvement.*

(iii) **Headteachers' Submission:**

- ❖ *School managers should continue to encourage teachers to develop positive work attitudes*
- ❖ *School managers should award best performing teachers*
- ❖ *Schools should provide incentives to teachers like free tea during break time*
- ❖ *School managers should commend and encourage good work habits and performance by teachers*
- ❖ *School managers should explain their decisions to their subordinates, the teachers*
- ❖ *Teachers should be willing to carry out their duty with minimum supervision*
- ❖ *Teachers should be hardworking, intrinsically and self-motivated and sober minded*

(iv) **DEBS Submission:**

- ❖ *School managers and teachers must work as a well-coordinated and organized team*
- ❖ *Schools should be run in accordance with the shared vision enshrined in each school's strategic plan.*
- ❖ *There should be financial prudence, accountability and transparency*
- ❖ *There should be mutual respect among school staff*
- ❖ *School managers and teachers should be hardworking and disciplined as role models*

- ❖ *Schools should concentrate on the school vision and core-business of providing quality education*
- ❖ *Schools should aim at resolving school based conflicts by engaging in dialogue*
- ❖ *Schools should follow the right channel of communication in addressing their grievances or issues*
- ❖ *Schools should exhaust all possible avenues in conflict management and resolution*
- ❖ *There should be continuous orientation and re-orientation of all school staff, new and old school staff respectively*
- ❖ *Embracing the tenets of democratic governance in the run of schools*

The above submitted suggestions of enhancing and promoting positive power relations in schools can help schools venture into more meaningful pursuits of educational aims, goals and objectives. They would lead to cordial relations, collegiality, and trust that spur the renewed commitment to duty not only for school improvement but also good learner performance. The findings share similar views with the assertion by Williams and Garza (2006) that a ‘creative’ leadership style, with an emphasis on the enhancement of teamwork, efficient communication channels with school members, an understanding of the needs of others, the development of trust and a participative decision-making process, would secure the foundations for improved school efficiency and peaceful co-existence.

The most striking thing about the given suggestions or submissions is that they are coming from the very people who are active participants in schools. This means that the will to manage conflicts as caused by negative or poor power relations can be self-generated by the parties involved themselves since they know the best way of engagement and interaction that spar out power related conflicts in their respective schools. Further, the suggestions are an indication of solutions that are indigenous to specific and local schools and if originating with the affected parties themselves, they are likely to be fulfilled. According to Drucker (1945), if employees help determine the standards; they will have more incentive to fulfil them. The fulfilment of the respondents’ submission spells a glimpse of hope to schools marred and ravaged by power related conflicts. The implementation of the above submissions would act as a self-regulation and conflict prevention measure, without seeking for a robust and complicated conflict resolution technique. And as a saying goes: *“Prevention is better than cure”*, meaning it is uncertain

whether healing may fully come after straining and betraying both power and human relations. Collaboration, teamwork, trust and collegiality are famous for positive school transformation. This resonates well with what Msila (2012) asserts that effective school principals would set an atmosphere of collegiality where conflict is managed to the benefit of all in the organization.

5.4.1. Power Relations Theory on Enhancing/Improving Power Relations in Schools

From the findings of the study, power relations in schools are both positive and negative. The implication of the power relations theory by Michael Foucault (1980) is that there is need among school stakeholders to engage into more democratic means of power exercise and interaction in the day-to-day running of schools. Working in that manner would lessen on the levels of resistance and conflicts in schools. An atmosphere of collegiality, mutuality, team-work shared-vision and reaffirmed trust among school managers and teachers would enhance positive power relations essential for school improvement, goal attainment and good performance. The submissions given by research participants on how power relations could be improved are indispensable in pacifying school life and ensuring schools' commitments to educational aims, objective and goals.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.0. Overview

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

6.1. The Main Research Findings

This study sought to assess power relations between school managers and teachers as a basis for conflict in selected secondary schools of Rufunsa district in Lusaka Province. Thus, the study was aimed at examining the nature of power relations, determining how decisions are made, evaluating the implications of the existing power relations on the performance of selected secondary schools and ascertaining what was to be done to improve power relations between school managers and teachers in selected secondary schools of Rufunsa district in Lusaka Province. The following were the main research findings:

On the first research question, this study found that the nature of power relations that existed in schools were both *positive* and *negative*. *Negative power relations* were identified to be common because both school managers and teachers to a larger extent admitted the existence of power related conflicts and the desire to have the status quo changed. Negative power relations led to non-cordial relations, team fragmentation and lack of collaboration, among others, between school managers and teachers. The spiral effect to this was lack of school improvement and poor performance among learners.

On the second research question, the study found that *imposed decision-making styles* were rampant as opposed to *collective decision-making styles* since most teachers and some school managers respectively attested to the fact that they were sidelined by not being involved in decision-making of the school and that teachers did not come on board to make their positive contribution of their best and brilliant ideas. Further, it was discovered that the composition of the Finance Committee in schools was unevenly represented, biased towards school managers than teachers and that school managers were not under obligation to give timely school financial

reports to teachers, except during AGM of the Parent-Teacher Committees (PTCs) which did not accord teachers time to provide checks and balances to school managers as they were interest-holders, siding with school managers on all matters involving the school during PTC meetings. This said, teachers were merely used as ‘rubber stamps’, validating a system they were not part and clear of. This indicated in itself that the presence of a Strategic Plan in schools did not translate into a shared vision. A shared vision was more in words than practice in selected schools.

On the third research question, the study found that both *positive* and *negative* implications and effects of power relations respectively affected the performance of selected secondary schools. *Positive power relations* inspired schools to success and progress as *negative power relations* were noticed to spar schools’ success and progress. The findings were in line with the nature of power relations that existed in schools. While most teachers were of the view that the power relations in schools affected schools negatively with the effects they advanced, most school managers hinted that schools were affected by positive power relations and highlighted such positive implications to the performance of schools.

On the fourth and last research objective, the study established suggestions for enhancing positive power relations in selected schools. All the study respondents: Teachers, HoDs, Headteachers and DEBS gave their submissions that would, if implemented, spur and enhance positive power relations in schools. Some suggestions included: *upholding of professionalism at all times by putting aside personal differences and issues among school managers and teachers, equal and impartial treatment of all teachers and providing incentives and awards in order to motivate teachers*. Some were: *non-override of decision-making, consultation and Inclusive school budgeting system*. Also comprising the submissions were *accountability and transparency, sustained dialogue process and task delegation*. Similarly, *willingness to carry out duty with minimum supervision, working as a well-coordinated and organized team, mutual respect, and concentration on the school vision of providing quality education* consisted the progressive but in-exhaustive list.

6.2. Conclusion

Based on the findings of this study, it can be concluded that, to a greater extent, power relations but precisely negative power relations, between school managers and teachers were a basis for conflict in selected secondary schools of Rufunsa district in Lusaka Province. While both positive and negative power relations existed in schools, negative power relations were identified to be common because both school managers and teachers admitted the existence of power related conflicts and stressed their desire to have the status quo changed through their submission of suggestions for enhancing positive power relations in schools. Negative power relations led to conflicts, non-cordial relations, team fragmentation and lack of collaboration, among others, between school managers and teachers. The ripple effect to this was lack of school improvement and poor performance among learners. Unless school managers and teachers rise to the occasion and take up their rightful position for peaceful co-existence, no external effort or initiative will guarantee as in a Bemba dialect of Zambia: *“Mwikala patalala, mwine apatalalika”*, meaning *“The one who desires peace, seeks peace himself.”*

6.3. Recommendations

Based on the findings, the study considered to make the following recommendations:

- The Ministry of General Education (MOGE) should review and make an assessment of the powers and authority wielded by secondary school Headteachers in order to establish whether or not they promote the tenets of good governance and peaceful co-existence among stakeholders in schools. More research is needed to be conducted in this area.
- The Ministry of General Education (MOGE) should promote Financial Accountability and Transparency by establishing procedures in schools that would compel school management to give quarterly financial reports to the teaching staff in addition to other measures that can make schools' finance committees as representative as possible. Further, Bank signatories should also include school management neutral persons, at least even the PTC chairperson or member.
- The Districts Education Board (DEB) office should make it a mandate to carry out routine sensitizations through workshops on code of ethics, conditions of service and on

matters of school management to empower all stakeholders with knowledge that can contribute to positive power relations in schools.

- School authorities should promote principles of democracy in schools by considering training and retraining of school managers in leadership and in ethics of chairmanship in order to help them be as inclusive as possible not only in staff meeting deliberations but also in entire decision-making process. This would solve the problem of imposition and domination.
- Teachers, while committed to hard-work and duty, should take advantage of their numbers to speak with a unified voice in seeking to be heard for the enhancement of their participation in all school activities. They should never fall prey of ‘divide and rule’ tricks from school managers. This will equitably diffuse power across school staff and improve power relations in schools. Unless teachers rise to the occasion and take up their rightful position, no external effort or initiative will suffice.
- School managers should commit themselves to means that would elicit the involvement and interest of teachers in all school activities. They must stir staff to team-work and hard-work through variety forms of motivation. This would improve school performance and results.
- There is need by school authorities to consider raising the capacity of other school committees like the 7 man committee, comprising union representatives, to exercise checks and balances on any injustice among school managers and teachers as well as on any unfair treatment of teachers in schools. This would provide mechanisms for sustained dialogue among grieved parties in the school.

6.4. Suggestions for Further Research

This study was concerned with the topic of assessing power relations between school managers as a basis for conflict in schools. The study was limited in scope and was by no means exhaustive. Therefore, it is hoped that this study will help to stimulate interest for further study among readers and researchers. In this regard, the following are some of the suggestions for future research:

1. A similar study could be done in an urban area so as to compare and contrast the experiences of power related conflicts in urban and rural areas.
2. A similar study can be done using a large-scale sample so as to obtain more information which could not have been obtained from this study due to a small sample used.
3. A study can be done to examine how the human element is responsible for all school based conflicts.

6.4. Summary

Conclusions and recommendations of the study had been done according to the research findings. The chapter was closed with suggestions for future research.

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APPENDICES

Appendix 1: Teachers' Questionnaire

This study, in which you are being requested to participate is undertaken “**to assess power relations between school managers and teachers as a basis of conflict in selected secondary schools of Rufunsa District in Lusaka Province.**”

The information gathered will be treated as confidential and will be used for academic purposes only. For more information on the study feel free to contact me on **0967 229726** or email: chilimaphillip@yahoo.com. You are kindly requested to answer the questions by either putting a tick in the box [✓] provided next to the answer of your choice, or by writing your views in the spaces provided.

SECTION A: Demographic Information:

1. Your gender: Male [] Female []
2. Age bracket. Under 30 [] 31-40 [] 41-50 [] 51-60 [] Above 60 []
3. What is your highest professional level attained?
 - a. Diploma []
 - b. Bachelor's Degree []
 - c. Master's Degree []
 - d. Doctorate []
 - e. Any other (specify) _____
4. State your employment status
 - a. Formal []
 - b. Informal []
 - c. Contract []
 - d. Temporal []
 - e. Retired []
 - f. Others (specify) _____

5. Position (place a tick [$\sqrt{}$])			
Head teacher	[]	HOD	[]
Deputy-Head	[]	Class Teacher	[]

SECTION B: Nature of power relations' conflicts in secondary schools

6. What is the nature of power/work relations at your school? Please place a tick [$\sqrt{}$] in a box below.

- a. Positive []
- b. Negative []
- c. Other (specify)_____

7. How is the treatment of teachers by school managers at your school?

8. Describe the work relationship of your school managers, i.e. the Head teacher, the Deputy and HODs? State by placing a tick in the box below.

- a. Collaborative []
- b. Divided []
- c. Other (specify)

9. Do you witness conflict involving school managers and teachers at your school?

- a. Yes []
- b. No []

10. If your answer is yes above, mention the characteristics of conflicts involving school managers and teachers at your school. Tick [$\sqrt{}$] in the box to what extent you agree or disagree with the characteristics of power related conflicts existing at your school. You can tick on all the options.

(Tick [✓] the applicable ones) (Key: **SA**: Strongly agree; **A**: Agree; **D**: Disagree; **SD**: Strongly Disagree)

n/s	Characteristics of Conflicts involving Power Relations	SA	A	D	SD
i.	Lack of clear roles				
ii.	Teachers' resistance to superiors' commands and orders				
iii.	Distrust among school managers and teachers				
iv.	Lack of collaboration/Teamwork				
v.	Lack of mutual respect				
vi.	Higher use of coercive power (Dictatorial)				
vii.	Lack of delegation of duties by superiors				
viii.	Poor communication/use of bad language				
ix.	Lack of Appreciation and Reward of staff				
x.	Uneven distribution of school resources & teaching materials				
xi.	Rigidity in disbursement of funds for school programs				
xii.	Non-existent of School Financial Reporting				
xiii.	Other (specify)				

11. What is the nature of decision making at your school between teachers and school managers?

- a. Collective []
- b. Imposition/ Personalized []

12. Explain how that nature of decision making in question 11, affect the work relations between school managers and teachers at your school?_____
- _____
- _____
13. What do you think are the implications or effects/results of power relations existing at your school on teachers? Write more than one effect where possible.
- _____
- _____
- _____
- _____
14. What do you think are the implications or effects of power relations existing at your school on pupils' performance? You can state more than once.
- _____
- _____
- _____
- _____
15. Suggest ways in which positive power relations/good work relations between school managers and teachers can be promoted at your school.

Thank you for your Time and Participation in this Research!

Appendix 2: Head of Department Questionnaire

This study, in which you are being requested to participate is undertaken “**to assess power relations between school managers and teachers as a basis of conflict in selected secondary schools of Rufunsa District in Lusaka Province.**”

The information gathered will be treated as confidential and will be used for academic purposes only. For more information on the study feel free to contact me on **0967 229726** or email: chilimaphillip@yahoo.com. You are kindly requested to answer the questions by either putting a tick in the box [✓] provided next to the answer of your choice, or by writing your views in the spaces provided.

SECTION A: Demographic Information:

1. Your gender: Male [] Female []
2. Age bracket. Under 30 [] 31-40 [] 41-50 [] 51-60 [] Above 60 []
3. What is your highest professional level attained?
 - a. Diploma []
 - b. Bachelor's Degree []
 - c. Master's Degree []
 - d. Doctorate []
 - e. Any other (specify) _____
4. State your employment status
 - a. Formal []
 - b. Informal []
 - c. Contract []
 - d. Temporal []
 - e. Retired []
 - f. Others (specify) _____

5. Position (place a tick [$\sqrt{}$])			
Head teacher	[]	HOD	[]
Deputy-Head	[]	Class Teacher	[]

SECTION B: Nature of power relations' conflicts in secondary schools

4. What is the nature of power relations at your school? Please place a tick [$\sqrt{}$] in a box below.

d. Positive []

e. Negative []

f. Other (specify)_____

5. State the name of your department:_____

6. How do teachers in your department relate to you as HOD?

7. Describe your work relationship with other administrators like the Deputy and Head teacher? State by placing a tick in the box below.

a. Collaborative []

b. Divided []

c. Other (specify)_____

8. Do you sometimes witness or experience conflict with your subordinates, teachers in the department you head?

c. Yes []

d. No []

9. If your answer is yes above, mention the characteristics of conflicts experienced by you as an HOD and teachers in your department. Tick [$\sqrt{}$] in the box to what extent you agree or disagree with the characteristics of power related conflicts existing in your department. You can tick more on than one option.

(Tick [√] the applicable ones) (Key: **SA**: Strongly agree; **A**: Agree; **D**: Disagree; **SD**: Strongly Disagree)

n/s	Characteristics of Conflicts involving Power Relations	SA	A	D	SD
i	Lack of clear roles				
ii	Failure by teachers to understand clear roles				
iii	Teachers' undermining your commands and orders				
iv	Teachers' non-attendance to allocated classes				
v	Failure to comply with teaching requirements				
vi	Failure to follow the right channel of communication by Tr.				
vii	Departmental members working in isolation				
viii	Lack of collaboration/Teamwork				
ix	Laissez faire attitude among teachers (laziness)				
x	Other (specify)				

10. How is teachers' willingness to participate in decision making in your department?

c. Good []

d. Poor []

11. If your answer is "Poor" in question 11, mention what you are, as HOD, doing to improve teachers' participation in decision-making in your department.

12. What do you think are the implications or effects/results of work relations existing in your department on school pupils' performance? You can state more than once.

13. Suggest ways in which positive power relations/good work relations between you as HOD and your teachers can be improved in your department. You can state more than once.

Thank you for your Time and Participation in this Research!

Appendix 3: Head Teachers' /Deputy Head Teachers' Interview Guide

This study, in which you are being requested to participate is undertaken “**to assess power relations between school managers and teachers as a basis of conflict in selected secondary schools of Rufunsa District in Lusaka Province.**”

The information gathered will be treated as confidential and will be used for academic purposes only. For more information on the study feel free to contact me on **0967 229726** or email: chilimaphillip@yahoo.com. You are kindly requested to answer the questions by either putting a tick in the box [✓] provided next to the answer of your choice, or by writing your views in the spaces provided.

SECTION A: Demographic Information:

14. Your gender: Male [] Female []

15. Age bracket. Under 30 [] 31-40 [] 41-50 [] 51-60 [] Above 60 []

16. What is your highest professional level attained?

f. Diploma []

g. Bachelor's Degree []

h. Master's Degree []

i. Doctorate []

j. Any other (specify)_____

4. State your employment status

g. Formal []

h. Informal []

i. Contract []

j. Temporal []

k. Retired []

l. Others (specify)_____

5. Position (place a tick [$\sqrt{}$])			
Head teacher	[]	HOD	[]
Deputy-Head	[]	Class Teacher	[]

SECTION B: Nature of power relations' conflicts in secondary schools

17. What is the nature of power/work relations at your school? Please place a tick [$\sqrt{}$] in a box below.

g. Positive []

h. Negative []

i. Other (specify) _____

18. Describe the work relationship existing between you as a school manager and teachers at your school?

19. How can you describe your work relationship with other administrators like HODs or Deputy-Head teacher? State by placing a tick in the box below.

d. Collaborative []

e. Divided []

f. Other (specify) _____

20. Do you sometimes witness or experience conflict with your subordinates, teachers at your school?

e. Yes []

f. No []

21. If your answer is yes above, mention the characteristics of conflicts involving school managers and teachers at your school. Tick [$\sqrt{}$] in the box to what extent you agree or disagree with the characteristics of power related conflicts existing at your school. You can tick more on than one option.

(Tick [☐] the applicable ones) (Key: **SA**: Strongly agree; **A**: Agree; **D**: Disagree; **SD**: Strongly Disagree)

n/s	Characteristics of Conflicts involving Power Relations	SA	A	D	SD
I.	Lack of clear roles				
II.	Failure by teachers to understand clear roles				
III.	Teachers' resistance to superiors' commands and orders				
IV.	Distrust among school managers and teachers				
V.	Indiscipline and insubordination to authority				
VI.	Failure to comply with teaching requirements				
VII.	Failure to follow the right channel of communication by Tr.				
VIII.	False accusations by teachers				
IX.	Disinterest of teachers in school activities and projects				
X.	Lack of collaboration/Teamwork				
XI.	Laissez faire attitude among teachers (laziness)				
XII.	Other (specify)				

22. How is teachers' willingness to participate in decision making at your school?

e. Good [☐]

f. Poor [☐]

23. If your answer is “Poor” in question 11, mention what your administration is doing to improve teachers’ participation in decision-making.

24. What do you think are the implications or effects of work relations existing at your school on school improvement and pupils’ performance? You can state more than once.

25. Suggest ways in which positive power relations/good work relations between school managers and teachers can be improved at your school. You can state more than once.

Thank you for your Time and Participation in this Research!

Appendix 4: DEBS/DESO's Interview Guide

This study, in which you are being requested to participate is undertaken **to assess power relations between school managers and teachers as a basis of conflict in selected secondary schools of Rufunsa District in Lusaka Province.**

The information gathered will be treated as confidential and will be used for academic purposes only. For more information on the study feel free to contact me on **0967 229726** or email: chilimaphillip@yahoo.com. You are kindly requested to answer the questions by either putting a tick in the box [✓] provided next to the answer of your choice, or by writing your views in the spaces provided.

SECTION A: Demographic Information:

1. Your gender: Male [] Female []
2. Age bracket. Under 30 [] 31-40 [] 41-50 [] 51-60 [] Above 60 []
3. What is your highest professional level attained?
 - a. Diploma []
 - b. Bachelor's Degree []
 - c. Master's Degree []
 - d. Doctorate []
 - e. Any other (specify)_____
4. State your employment status
 - a. Formal []
 - b. Informal []
 - c. Contract []
 - d. Temporal []
 - e. Retired []
 - f. Others (specify)_____

5. Position (place a tick [√])			
Head teacher	[]	HOD	[]
Deputy-Head	[]	Class Teacher	[]
DEBS	[]	DESO	[]

SECTION B: Nature of power relations' conflicts in secondary schools

6. How often do you handle conflicts or settle disputes on power/work relations involving school managers and teachers in schools?

- a. Very []
- b. Rarely []
- c. Other (specify)_____

7. Mention the characteristics of conflicts involving school managers and teachers in schools. Tick [√] in the box to what extent you agree or disagree with the characteristics of power related conflicts existing in schools. Tick on all the options.

(Tick [√] the applicable ones) (Key: **SA**: Strongly agree; **A**: Agree; **D**: Disagree; **SD**: Strongly Disagree)

n/s	Characteristics of Conflicts involving Power Relations	SA	A	D	SD
I.	Poor conflict management skills by school managers				
II.	Failure by school staff to understand clear roles				
III.	Teachers' failure to execute commands and orders				
IV.	Misappropriation and embezzlement of school Funds				
V.	Indiscipline and insubordination to authority				

VI.	Failure to comply with teaching requirements				
VII.	Failure to follow the right channel of communication				
VIII.	Laissez faire attitude in schools				
IX.	Other (specify)				

8. How would you describe the nature of power/work relations in schools? Please place a tick [✓] in a box below.

- a. Positive []
- b. Negative []
- c. Other (specific)_____

9. If your answer is “negative” above, what is your administration doing to bring about positive power relations in schools of Rufunsa district?

10. Do you think there is collective decision making among teachers and school managers in schools?

- a. Yes []
- b. No []

11. If your answer is “No” in question 10, mention what your administration is doing to improve collective participation in decision-making in schools.

12. State how the District Education office is promoting financial accountability since secondary schools do not have proper financial reporting systems to their members of staff, teachers.

13. What do you think are the implications or effects of power/work relations existing in schools on school improvement and pupils’ performance? You can state more than once.

14. Suggest ways in which positive power relations/good work relations between school managers and teachers in schools can be improved. You can state more than once.

Thank you for your Time and Participation in this Research!