

2014-01-05

# Principals Use of Power and Contribution to Teachers Work Motivation in Government Secondary Schools of North Shoa Zone

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**PRINCIPALS' USE OF POWER AND ITS'  
CONTRIBUTION TO TEACHERS' WORK  
MOTIVATION IN GOVERNMENT  
SECONDARY SCHOOLS OF  
NORTH SHOA ZONE**

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MANAGEMENT**

**SEPTEMBER 2014**

**PRINCIPALS' USE OF POWER AND ITS' CONTRIBUTION  
TO TEACHERS' WORK MOTIVATION IN GOVERNMENT  
SECONDARY SCHOOLS OF NORTH SHOA ZONE**

**A Thesis Presented in Partial Fulfillment of the Requirements for  
Degree of Master of Arts in Educational Leadership**

**By  
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FACULTY OF EDUCATION AND BEHAVIORAL SCIENCE  
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MANAGEMENT**

**SEPTEMBER 2014**

## DECLARATION

I the undersigned, declare the thesis comprised my own work. In compliance with internationally accepted practices, I have duly acknowledged and referenced all materials used in the work. I understand that non-adherence to principles of academic honesty and integrity, misrepresentation/fabrication of any idea/ideas/fact/source will constitute sufficient ground for disciplinary action by the university and can also evoke penal action from the sources which have not been properly cited or acknowledged.

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## **APPROVAL PAGE**

The thesis titled “Principals’ Use of Power and Its’ Contribution to Teachers’ Work Motivation in Government Secondary Schools of North Shoa Zone” by Mehari Hawaz is approved for the degree of Masters of Arts in Educational Leadership.

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## **ACKNOWLEDGMENT**

First and foremost I would like to thank my advisor Ato Adane Tessera (Asst.prof.) who provides technical assistance as well as constructive feedback through my work, from the very beginning to at hand. I am forever grateful with his expertise and wisdom. I am also deeply indebted my colleagues particularly to Ato Getu Tefera and Ato Simachew Tafere for their precious time, dedication, and expertise in facilitating my study in one way or another. My appreciation also goes to Ato Assefa Yihunie for the technical assistance he gave me on statistical procedures during the very end of this process.

I would like to extend a special thank you to Dr. Seid Mohammed for his invaluable comments throughout the completion of this research. I would like also to convey my sincere gratitude particularly to my wife Sara Kebed and my Son Amanuel Mehari for their precious support and encouragements in writing the research report.

Finally, I would like to thank all principals and teachers who helped me to conduct my surveys and were participants in this study at their respective schools.

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## ACRONYMS

- AREB: Amhara Regional Education Bureau
- EDPM: Educational Planning and Management
- ERG : Existence Relatedness Growth
- ESDP: Education Sector Development Program
- ETP : Education Training Policy
- SDT: Self Determination Theory

## ABSTRACT

*The major purpose of this study was to assess principals' use of power and to see if there is a significant relationship with teachers' work motivation in government secondary schools of North Shoa Zone. To attain this objective descriptive survey research design with quantitative and qualitative approach was employed. From the total population of the study, 1933 teachers and 56 principals in the 38 government secondary schools, by using simple random sampling technique 12 secondary schools were selected. Accordingly, from the determined sample size 250 teachers (187 male and 63 female) teachers and 21 principals with their respective vices were included through systematic and comprehensive sampling technique respectively. Consequently, data were collected through standardized questionnaires and were analyzed using mean values, standard deviations, t-test and correlation. In addition to these, in-depth interviews were held with purposively selected 12 teachers and 6 principals. Similarly, data gained from the open ended items and interviews were analyzed concurrently using narration and direct quotation. From the analysis of the data, it was identified that principals dominantly employed positional power and use less power which was not effective to influence teachers. The interviews result also confirmed as most principals lack the concept and application of power effectively. Moreover, principals and teachers perception was not congruent on the use of power by principals. Most teachers preferred a principal who uses more personal power than positional power. In addition to these, the Pearson product moment correlation scores revealed, teachers' work motivation had little positive relationships to legitimate, expert and reward power, whereas coercive and referent power bases had got little negative relationship to the aggregate mean score of teachers' work motivation. The results confirmed that principals' use of power had demonstrated little contribution to enhance teachers' work motivation. Finally, based on the findings, recommendations like: principals should be qualified, experienced and come to the position only with merit based competition and they should be trained before they assigned, principals should give emphasis to use more personal power ... were forwarded. Moreover, future research should be considered in the form of case studies, since power is a dynamic process which changes in time and situation.*

# CHAPTER ONE

## INTRODUCTION

This chapter addresses the introductory part of the research. It basically includes background of the study, statement of the problem, purpose and significance of the study, scope of the study, limitations of the study, and definition of terms.

### **1.1 Background of the Study**

Leadership is the most popular researched concept in organizational theories. It has been a common agenda and an increasing concern to many organizations, governments and societies. Every organization needs a leader at every level. There is now a widely spread recognition about that leadership is a key factor for organizational effectiveness. Bush (2008) has noted that effective leadership is widely acknowledged if schools and college to operate successfully in the twenty- first century. In now a day schools should adapt to the changing environment. Hence, principals as a leader are required to coordinate tasks and motivate teachers' in order to maintain their effort to achieve the schools' objectives.

Leadership effectiveness has been studied in different ways; one of the various ways could be evaluating leaders' use of power and influence. In this instance, different writers and researchers defined leadership differently. For instance, House (2013) defined leadership as the ability of an individual to influence, motivate, and enable others to contribute toward the effectiveness and success of the organization. Likewise, Bush (2008) noted that leadership is about influencing people to work cooperatively with mutual trust to achieve organizational goals. The source of influence could be the position a person has in a formal organizational structure "position power" or recognition and credibility attained to a person due to his or her professional expertise or social acceptance in a group "personal power". The implication of the above definitions is that leadership indicates the ability of an individual to influence others.

The concept of power and leadership are closely related. House (2013) argued that the power is related to leadership because it is the part of the influence process. Leadership indicates interpersonal relationship between leader and followers. To fully understand leadership, it is necessary to understand power. According to Yukl (2010) power involves the ability of a leader to influence others behavior and action. It is an important base for influence in organizations. Thus, principals as leaders can influence the behavior of teachers using power (Evans, 1995). They must therefore be able to use available powers to motivate teachers and the school community at large to exert their effort in their work.

The way principals' use of power has an impact for their effectiveness. Kouzes and Posner (2001) revealed that success in leadership is a function of how well the leader works with others. According to Bennis and Nanus (1985) the influence of leadership will depend on the type of power used by a leader over their subordinates. Hence, principals will be more effective when they know and understand appropriate use of power.

Although many theorists formulated different power classifications, the power classification proposed by (French and Raven, 1959) has still appeared to be widely accepted. They identified five common sources of power: legitimate, reward, coercive, referent and expert power. These power bases are usually classified into two categories. Position power includes potential influence derived from legitimate authority, control over resources, reward and punishment, and control over information. On the other hand, personal power includes potential influence derived from task expertise, and potential influence based on friendship and loyalty (Yukl, 2010).

There are also some other powers which can be categorized under the positional power sources like: information power which involves access to vital information and control over its distribution to others. Ecological power which holds control over physical environment, technology and organization of the work provides an opportunity for indirect influence over other people were also found to be other relevant source of power for leaders (Pettigrew, 1972; Yukl and Falbe, 1991). In this sense, power is obtained in many ways in an organization.

Among the five common bases of power, studies by Mc, Croskey, Richmond, Plax, and Kearney (1985) , Blase and Blase (2001) and Yukl (2010) suggested that relying on expert power, reward power and referent power appeared to enhance motivation, while reliance on coercive and legitimate power had inconsistent and negatively correlated with the criteria. it may create resistance and negative workplace relationships which erode the effectiveness of other sources of power. However, Arvey and Ivancevich (1980) suggested that contingent punishment can have a positive effect on subordinate performance when used in combination with rewards. Most effective leaders avoid the use of coercive power, but its exercise may be necessary in response to continual violation of rules, sabotage that could have harm on others.

Dubrin (2007) in his research on leadership provides insights in to the use of power and its outcomes and summarized that effective leaders should rely on more of personal power than position power. Leaders have to use power in a subtle, careful fashion that minimizes status differentials and avoids treats to the target person self-esteem. In contrast, leaders who exercise power in an arrogant and manipulative manner are likely to face resistance. Hence, principals as school leaders should rely more on expert and referent power to influence teachers. They will be effective when they know and understand the appropriate usage of power (Hersey and Blanchard, 1984).

Consequently, principals play a significant role in motivating teachers to be effective in their work. Steyn (2002) pointed out understanding the various theories of motivation and their application can help principals to use their power in a balanced way to motivate teachers at their work. There are many factors that determine the motivation of teachers like: salary, professional development, recognition and praise, interaction with principals are the common ones. Most factors are related with intrinsic motivation.

When teachers are being motivated, they can exert a greater effort to perform than those who are not motivated. Pinder (1987) described motivation as a set of internal and external forces that initiates work related behavior and determines its form, direction, intensity and duration. It is a combination of a person's internalized needs and external environment influences that determine behavior and provide the opportunity to satisfy needs. Ryan and Connell (1989) also revealed motivation is a process rather than a

product. As a process, we cannot observe directly rather we infer it from such behavior as a choice of tasks, effort, persistent and verbalization like “I really want to work in this school!” It is a goal directed activity instigated and sustained. Motivation is a force that energizes behavior and can be either intrinsic or extrinsic or both.

The theories as well as empirical evidences and studies have revealed that teacher motivation can be influenced by both intrinsic and extrinsic factors. Gagne and Deci, (2005) revealed intrinsic motivation is viewed as the motivation to engage in an activity primarily for its own sake, because the activity is perceived to be interesting, involving, satisfying and challenging. Intrinsic motivation in the work place is enhanced by psychological rewards which include meaningful and varied work, task autonomy, participatory decision making, positive feedback, collaboration, administrative support, adequate resource and sufficient payment. Extrinsic motivation by contrast, is viewed as motivation to engage in an activity primarily for the attainment of external goals such as praise, recognition, reward, salary increase and improvement in working condition (Ryan, 1995). Despite their extent both extrinsic and intrinsic factors can force teachers’ work motivation. It is related not only to behavior but also to performance.

Some studies have also shown that teachers are more motivated by intrinsic than extrinsic (rewards) factors. Pastor (1982) had conducted a survey which he found that teachers perceive their needs and measure their job satisfaction by factors such as participation in decision making, use of valued skills, freedom and independence, challenge and expression of creativity and opportunity of learning.

In modern society, teachers need to be professionally skilled, motivated and committed to their work. Motivated teachers are effective because they are always looking for better ways of doing their job; they continuously reinvent themselves and don’t need to be constantly supervised as they are committed, hardworking, and loyal to their school and satisfied with their job (Sergiovanni and Starratt, 1993). When principals use their power in an ethical way, they can arouse teachers’ work motivation and commitment to achieve high performance. Principal’s leadership power can have a significant effect on teachers’ beliefs and motivation.

The Ministry of Education in the Education Training Policy document specifies that in Ethiopia, educational management will be democratic, professional, coordinated, efficient, and effective (MoE, 1994). This implies that secondary school principals as head teachers of their schools should be professional leaders. For that reason, principals should be fully aware of the potential of their leadership power and use it effectively for the virtue of their school success.

The job descriptions issued by AREB (2001) indicated that secondary school principals should have second degree in school leadership and management including a sufficient work experience and should be assigned by merit based competition if they fulfill the pre-selection criteria. However, this trend may hinder competent teachers to come to the position.

Currently, the professional standard of school principals MoE (2012) reveals that the major role of principals is providing professional leadership and management for a school. As long as they are lead-professionals in schools, they are required to inspire students, teachers and members of the community. However, many teachers reported to have poor motivation in secondary schools of North Shoa Zone. Teachers with poor motivation are not expected to perform their task effectively. The dominant power base used by principals and its' relation to teachers' work motivation in secondary schools of North Shoa Zone was a key issue in this study.

## **1.2 Statement of the Problem**

The study assessed principals' power use and its relation to teachers' work motivation in secondary schools of North Shoa Zone Amhara Region. Power almost always exists in any organization. It is possible to see every interaction and every social relationship in any organization involves the use of power. Leaders use power to influence their subordinates and to get things happen. Cangemi (1992) asserted that power is an individual's capacity to move others, to persuade and encourage others to attain specific goals: it is the capacity to influence and motivate others. Successful leaders move and influence people through their power, toward a greater accomplishment for themselves and their organizations.



When we think of the term power usually the negative feeling comes to our mind. The term power is most commonly associated with the hierarchical order of an organization and with the giving of orders. According to Bennis and Nannus (1985) “historically, leaders have controlled rather than organized, administered repression rather than expression, and held their followers in arrestment rather than evolution”. They argue that the positive aspect of power often go as unnoticed due to two realities: the promotion of negative connotation of the term power and the neglect of issue of power within an organization.

Our leadership tradition used to be autocratic and directive not only at schools but also in all walks of social and political lives. According to Bennis (1989:194) “leadership is a wise use of power”, but as stated by Reitzung (1991) principals leadership has not demonstrated wise use of power. Principals often told their teachers how to act. Traditionally, Ethiopian schools were managed centrally, where almost everything was controlled by Ministry of Education. Principals were viewed as imposing power and control over their respective staff members. Unfortunately, this hierarchical leadership approach encouraged little teacher involvement in the teaching learning process. Principals usually focus on correcting mistakes rather than rewarding good performance. This trend has resulted in poor teacher motivation and commitment in achieving schools’ goals.

Despite the fact, the current government has tried to improve the education system for the past two decades beginning by enacting the Education and Training Policy (MoE, 2006). It was the one and the major reform that has resulted in the devolution of power from center to regional education bureaus, Woredas and schools which encouraged democratic leadership. Principals’ power is derive from the education policy document and the guide line of school administration, community participation and finance MoE (1994) with regard to duties and responsibilities of the school principals. Cartwright (1995) argues that power of one person to influence another depends upon the role he or she occupies. The AREB (1994) stipulates various duties and responsibilities of principals with limited power to increases teachers’ pay, to provide promotion and to hire teachers.

Similarly, the AREB (2001) depicted that principals should have second degree in EDPM and come to the position by merit based competition if they pass the pre selection criteria. In addition to this, MoE (2012) in the professional standards for school principals also stipulate the major role of principals is providing professional leadership and management to maintain quality education. Principals are required to inspire students, staff members and the community to improve the teaching and learning process.

Yet, the situation of secondary schools in North Shoa Zone is not good, teachers', absenteeism, turnover, denial to principal's order and dissatisfaction are some of the common problems observed in some secondary schools. Despite many other factors, the practice of secondary school principals had contributed to these problems. This might be happened with principals' poor understanding of the concept as well as application of their leadership power in the process of influencing teachers to get their commitment to achieve schools' goals. Kotter (2001) believes that using formal power as a soul of influencing behavior in now days is becoming out dated.

Principals' influencing attempt can affect the interpersonal relationship between teachers and principals. Some principals in secondary schools of North Shoa Zone often receive challenges, dissatisfaction and unwillingness from their teachers. Similarly, Blase (1990) has noted that some principals used harassment as a control tactic and emphasize the authority difference "I am the boss you are here to do a certain job", since the current schools in this time need both instructional and transformational leaders. Recent studies also showed that teachers suffer from lack of work motivation more than any other profession (Jesus and Lens, 2005). Teachers' motivation appears crucial because it predict not only teachers' engagement but also students' result.

Likewise, since the researcher had worked as secondary schools supervisor and had frequent contacts with principals and teachers; he observed the problems that some secondary school teachers complained: as they are not recognized, as they are treated unfairly, as they are inhibited to participate in decisions ...and as they are not trusted by their principals. They claimed that principals used the threats and burdened them with routine paper work. Principals, therefore, are required to use their leadership skill and power appropriately to motivate teachers and get their commitment in their duty.

Despite the various factors, the failure of principals in using their leadership power effectively affects the overall teaching learning process. It is also stated in MoE (1999) that principals should have a profile of possession of various trainings on school leadership and management. Likewise, the MoE (2010) document indicated that school leadership needs further improvement. Irrelevant and uncoordinated training courses for the school leaders had not succeeded in overcoming the challenges related to school leadership. Indeed, it remained still poor. However, many of school principals didn't have necessary skills required for their evolving responsibilities when they are appointed: the opportunity for training is limited, high turnover of principals is often reported and full management authority is not transferred to the school level (Rajendra and Adriaana, 2013).

School principals are very essential in leading rapid changes in their schools. The core problem of principals in secondary schools is getting teachers' commitment to achieve the school's goals. The success or failures of principals' leadership in secondary schools is depending on the type of power they use. Unless principals get teachers commitment and motivation, they cannot create a safe teaching learning environment.

Yukl (2010) draws the fact that studies had been carried out on leader power influence attempt and its outcomes and the results of power studies could be varied due to culture differences, attributions, social desirability, stereotypes, level of education and other related factors. As far as the researcher's span of assessment there is little or no local research that had been conducted on the issue of principals' use of power. Thus, it raises curiosity to assess which type of leader power is dominantly employed by principals. It is also timely to see its relation to teachers' work motivation in the context of the 12 selected government secondary schools, which are found in North Shoa Zone..

Based on this, the research tries to answer the following basic questions:

1. Which type of leader power is mostly employed by principals?
2. Which type of leader power do teachers prefer to be used by their principal?
3. Is there a significant relationship between principals' use of power and teachers' work motivation?

### **1.3 Purpose of the Study**

The main purpose of this study is to assess principals' power use and its contribution to teachers' work motivation in secondary school of North Shoa Zone.

More specifically, the research intends to:

- find out the most commonly leader power employed by principals.
- identify teachers' preference of leader power to be exercised by their principal.
- see if there is a significant relationship between principals' use of power and teachers' work motivation.

### **1.4. Significance of the Study**

Assessing secondary school principals' use of power and its' relation to teachers' work motivation could have significant contribution in the following ways:

- It would be helpful for the principals to be aware of the basic concepts and appropriate application of power to influence teachers in the process of achieving school's goals.
- Principals may work hard to be: qualified, role model, credible, fair and trusted by their teachers to get teachers' commitment and enhance the work motivation of teachers.
- Principals may also be aware of teachers' preference of power and may act in accordance to maintain good interpersonal relationship with teachers.
- It will be helpful for educational administrators to see the leadership gap and try to maintain effective leadership in secondary schools.
- Educational administrators at different level may realize how well teachers are being motivated in their work and take necessary measures to enhance the level of teachers' work motivation in secondary schools.
- It may also provide some insights for future researchers in the field of educational leadership and management.

## **1.5 Scope of the Study**

The researcher is working in North Shoa Zone and come across with many problems while working as secondary schools' supervisor. Therefore, the researcher delimited the study to the 12 government secondary schools which are found in North Shoa Zone, because he can easily access the necessary information and later he might have a stake in implementing the final recommendations.

Moreover, principals' use of power was based on French and Raven (1959) the five common bases of social power: legitimate, reward, coercive, referent and expert power which are widely applied in any organization. Teachers' work motivation was assessed in relation to intrinsic and extrinsic work motivation factors that are proposed by (Gagné and Deci, 2005). Beside this the private secondary school principals and others outside the zone were not the focus of this study.

## **1.6 Limitations of the Study**

It could be better to assess the power from teachers' side and to get much comprehensive result. This study was limited to assess only power use by principals to influence teachers and its' contribution to teachers' work motivation. The power from teachers' side was not assessed. Thus, it would have been possible to get a much comprehensive result. However, the researcher had exerted his effort to get better result. The above issue is vast which need more time and further study.

## 1.7 Operational Definitions of Terms

- **Authority:** Legitimacy, justification and right to exercise power.
- **Influence:** The effect of a principal's action on the attitudes, values, actions of teachers towards achieving school's goals.
- **Power:** The capacity of principals' to influence the behavior of teachers in secondary schools to bring the desired out comes.
- **Secondary schools:** refers to school level in the education system from grade 9-12.
- **Secondary school principals:** refers to principals and vice principals who are leading government secondary schools
- **Use of power:** The potential of principals to influence teachers' attitudes and behaviors using: Legitimate, Reward, Coercive, Referent and Expert power proposed by (French and Raven, 1959).
- **Work motivation:** is defined as how well a teacher perceives his or her job and shows commitment intrinsically or extrinsically motivational factors proposed by (Gagne and Deci, 2005).

# CHAPTER TWO

## REVIEW OF RELATED LITERATURE

This chapter encompasses the reviewed literatures written in the areas of leadership and power, power and authority, types and sources of power, some theories of motivation, teachers work motivation and principals use of power and its effect on teachers work motivation.

### 2.1 Leadership and Power

Power and authority are closely related but conceptually they are distinct constructs. Yukl (2010) revealed that many people use the term power and authority interchangeably. These concepts differ in both in functions and implications. Bass (1990) makes clear that authority is derived from real or implied perception of the leader's position in the organization or from the leader's knowledge and expertise. It involves the rights, obligations and duties related with a particular position in an organization. It usually includes the right to make particular decisions by the agent for the organization and a target group has the duty to obey. Petra and Richard (1998) defines authority is "power conferred" allowing an administrator the right to decide, direct or control. Teachers believe that they have control over children and classrooms where as principals believe that all the authority and control emanate from them in top down control.

On the other hand, power represents the capacity or potential for effecting desired result in one or more persons (House, 2013). It is the ability to maintain an individual control over another's behavior. Sometimes power comes from a person's position in the organization, while sources of power are based on personal characteristics. So, a leader's power exists in the form of position and personality. Power is not a static condition; it changes over times due to changing conditions and the actions of individuals and coalitions (Daft, 2005).

Power is a part of relationship among people within a social system. Power is used for influence and control of the behavior of others. It is the leader's potential influence over followers. Power becomes the result of reciprocal interaction between leader and follower. In order for leader to exert power followers must accept or comply. Thus, they play an active role, not passive role in relationship with the leader. Power relations are always dynamic (French and Raven, 1959). Moreover the greater the power potential of a person is the likelihood he or she utilizes power in a way that restricts others' action. This distinction is not adopted here. Instead the researcher uses the term power only when principals use it in a specific school context to influence teachers. According to Yukl, (2010) power of an agent without specifying the target person, the influence objective, and the time period will be difficult. An agent will have more power over some people than over others and more influence for some types of issues than for others.

## **2.2 Power and Authority**

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### **2.3 Power and Influences**

Influence is the essence of leadership, to be effective as a leader it is necessary to influence people to carry out their task. Leaders use power as a means of influencing their subordinates to attain organizational goals. Cohen and March (1974) asserted influence of a principal in one direction tends to enhance influence in teachers from other direction to have count with principal's or colleagues' gain or respect. A high performing teacher increases principal's power sideways and upwards because the principal can deliver obligation to teachers. The effectiveness of leaders can be determined on the followers' acceptance or reaction.

### **2.4 Types of Power**

Research by Yukl and Fable (1991) showed the classification between position power and personal power. These two types of power are relatively independent but partially overlapping component. They interact in a complex ways.

Positional power: (reward, coercive and legitimate) acquired when an individual is given the authority to exert influence over others. It is the right to issue rewards, punishment and to make legitimate request are common types of positional power that comes from holding a formal particular office position or rank in an organization (Daft, 2005).

On the other hand, House (2013) depicts that contrary to positional power personal power (expert and referent) comes from the followers. It is the capacity to influence that comes from followers viewing one as knowledgeable and likeable by followers or it comes from the willingness of subordinate to follow their leaders. It is the power that derives from the interpersonal relationships that leaders develop with followers. It exists in the form of referent and expert power. Hence, the various sources of power are described below.

## **2.5. Sources of Power**

Power is obtained in a variety of ways in an organization. Sometimes power comes from a person's position in the organization, while other sources of power are based on personal characteristics (Daft, 2005). French and Raven (1959) developed taxonomy to classify different power bases: reward, coercive and legitimate, expert and referent under positional power and personal power.

However, there are also some other sources of power like: the access to vital information and control over its dissemination to others in the organization network (Pettigrew, 1972). Ecological power control over the physical environment and technological power control provide opportunities for indirect influence over other people which emanates from modifying the design of jobs structures, control over the physical environment and cultural engendering (Yukl, 2010).

Research by Yukl and Fable (1991) showed the five sources of power are the most common and relative independently but partially possess overlapping components. Yet, sometimes it is difficult to distinguish between them (Yukl, 2010). Although many theorists have formulated different power classification model, the relationship among people within an organization with respect to power is best explained in the classification system devised by (French and Raven, 1959). This theory appears to be the most concise

and popular and is used in many studies. They identified five sources of social power: (reward, coercive and legitimate, expert and referent).

### **2.5.1. Legitimate Power**

French and Raven considered legitimate power as the most complex source of power. It is based on the authority individual to control the behavior of others for their own personal gain. This type of power is dependent upon the official position held by the person exerting it. It derived from internalized cultural values which dictate the right to influence another person.

While referent power is tied to the individual, legitimate power is tied to position. In this context the amount of legitimate power a leader might have is likely related to one's scope of authority (Yukl, 2010). Legitimate power can easily lead to tension because its close association with position frequently does not allow a leader to exert a great deal of legitimate power. The way in which legitimate power exercised affects its outcome. Andrew (2010) explains that authority is exercised by making a legitimate request either verbally or in written form. "A polite request is more effective than an arrogant demand, because it doesn't emphasize a status gap or imply target dependences on the agent".

Principals as leaders who have not effectively established positive relationship with teachers have a tendency to overuse legitimate power. An illegitimate request is likely to be ignored or resisted. This is disliked by teachers who are able to perform their duty independently are prevented from doing so due to principals who dominate teachers excessively. Yukl (2006) suggested that legitimate requests should be made in a clear, concise manner using the language that the target person can easily understand.

### **2.5.2. Reward Power**

Reward power is based on the belief that a leader controls important resources and rewards valued by others. Therefore, reward power gives the leader the opportunity to reward an individual in exchange for a desired behavior. Leaders should be aware of two types of rewards: intrinsic and extrinsic. Intrinsic rewards are natural rewards a person

receives by performing task or activity. Extrinsic rewards are provided or given by a person for completing activity; they are tangible and can be visible to others.

The work of French and Raven (1959) indicates that reward power not only depends on a leader's actual control over rewards, but also the followers' perceived value of those rewards. The strength of reward power increases with the magnitude of the reward which perceived by the followers. It is important for principals to become aware of the rewards that are most likely to be intrinsically motivating or valued by teachers in order to forward power to be effective. When principals offer the right rewards that are valued, fair and in line with what they can deliver; reward power will be effective.

### **2.5.3. Coercive Power**

Coercive power is the capacity to dispense punishment to those who do not comply with requests or demands. As with reward power, coercive power involves the ability to manipulate. It is force compliance by means of psychological or physical threat. Coercive power in work place includes verbal reprimands, written reprimands, disciplinary layoffs, demotion and termination. It often arouses anger or resentment and may result in revenges (Yukl, 2006).

Coercive power can be effective if used to eliminate inappropriate behavior. Yukl (2010) proves if over used, however, the leader's personal power eroded. It provokes anxiety, anger and hostility and leaders are less likely to be seen as a leader. For example, if principals make continual threats, yet never carry them out, they may soon lose credibility with their staff. However, Yukl (2010) recommended that in most situations coercive power should be used as a last resort to discourage illegal activities. Arvey and Ivancevich (1980) also suggested that dependent punishment can have a positive effect on subordinate performance when used in combination with rewards. It must therefore be recognized that even coercive power can be useful in some situations.

#### **2.5.4. Referent Power**

Referent power is derived from the desire of others to please an agent toward whom they have strong feelings of affection, admiration, and loyalty (French and Raven, 1959). It is the ability to get another person feeling of personal acceptance of a leader (Hinkin and Sherriesheim, 1989). It is based up on identification with attraction to, or respect for the leader. Group members gain a sense of intrinsic personal satisfaction from identification with a referent leader. This kind of power relationship is dependent up on the inclination to work harder for someone who is liked or admired. Yukl (2010) stated that to gain and maintain a leader's approval and acceptance, a follower is likely to do what the leader asks, develop a similar attitude and even imitate the leader's behavior.

If an order is inconsistent with the personal interest of teachers, it is not likely that the order will be followed. On the other hand, teachers will follow principal's orders most willingly and completely when they personally feel the orders are appropriate from the perspective of their personal value (Bleicher, 1988). This is much more likely to occur if referent power exists, since it develops out admiration of a principal and a desire to follow him or her.

Bass (1960) noted that referent power can be lost if one who seeks approval and fails to find it. Similarly, Yukl (2010) shows that referent power is increased by showing concern for the needs and feeling of others indicating trust and respect, and treating people fairly. It is developed and maintained through good interpersonal relation that encourages the admiration and respect of others.

### **2.5.5. Expert Power**

The work of French and Raven indicates that expert power is based on power derived from group members' assumptions that the leader possesses high skills, knowledge and abilities. Expertise derives from the possession of technical knowhow or information relevant to the issue at hand. This expertise enables leaders to perform tasks and provide them with better understanding. The strength of expert power is dependent on the level the leader is perceived to be an expert in that area, the greater power the leader will have. When a leader has a lot of expertise and is trusted by followers a leader can have influence over the long term.

Yukl (2010) draws attention to the fact that, it is not enough for the leader to possess expertise; the followers must recognize this expertise and perceive the leader to be a credible source of information and advice. Perceived expertise seem to be more important than real expertise in short run and a leader may be able to fake it for a time by acting by confident and pretend to be an expert. However, in longer time the leader's knowledge will be put to be tested and followers' checked the leader's expertise.

Warrn Bennis (1994) also points out that leaders of the 21<sup>st</sup> century will need very high IQ to deal with increasingly complex organizations. The bases of effective leadership in the future will need cognitive capacity to deal with complex issues. It is essential for leaders to develop and maintain technical expertise in their area of leadership. Followers are quick to grant power to those perceived as expertise (Bass, 1960).

There are also some other source of power. For example information power is another important source of power. This type of power involves both the access to vital information and a control over its dissemination to others (Pettigrew, 1972). Some access to information results from a person's position in the organization's communications network. Mintzberg (1983) states that a managerial position often provides an opportunity to obtain information that is not directly available to subordinates.

Control over information is a source of upward influence as well as down ward influence (Yukl, 2006). Kuhn (1963) makes clear that a leader who controls the flow of vital information about outside events has an opportunity to interpret there events for subordinates and influence their perception and attitudes.

On the other hand, ecological power is access to control over physical environment, technology and organization of the work which provides an opportunity for indirect influence over the people. Ecological power emanates from modifying the design of job, structure of the activities, control over the physical environments and cultural engineering which consists of establishing shared norms, values and beliefs (Yukl, 2010).

## **2.6 Theories of Motivation**

Researchers on motivation draw on several theoretical perspectives. Bassett and Lloyd (2005) make clear that motivational theories can be divided into two categories, content and process theories. These theories can bring about a better understanding of the behavior and attitudes of teachers in the school setting. The importance and basic concepts of these theories are discussed in detail below.

### **2.6.1 Content Theories of Motivation**

Content theories of motivation focus on the assumption that individuals are motivated by the desire to fulfill inner needs. Some of the most widely applied content theories of motivation include: need hierarchy theory, existence, relatedness, growth theory “ERG”, theory and Herzberg’s two factor theories are presented in terms of teachers’ motivation.

#### **2.6.1.1 Maslow’s Hierarchy of Needs Theory**

Maslow (1954) argued that human motivation is determined by a hierarchy of needs. These are in ascending order, physiological needs, safety and security needs, social or belonging needs, self-esteem needs and self-actualization. The first two of these are primary needs concerned with our basic physical desires and other three are secondary

learned or psychological needs. Maslow contended that lower order needs have to be satisfied first, before higher order needs can be satisfied (Steyn, 2002).

The categories of Maslow's hierarchy of needs are: Physiological needs which are related to basic survival e.g. hunger or thirst essential to the survival of a person. Teachers would satisfy these needs when they are employed and when they receive a reasonable salary (Steyn, 2002). Security and safety needs: it comprises the need for freedom and order, the need for removal of fear and anxiety gained by job security. Belonging needs: Feeling to become involved in groups wants to be accepted and appreciated with colleagues. Cohesive group or collaborative work is thus important for teachers in schools. Teachers seek relationship with their colleagues and supervisors. Self-esteem needs: These needs are the internal feelings of self-value. The need of esteem causes teachers to seek control, autonomy, respect from and for others, and professional competence. Self-actualization: It is the highest order need, which pushes a person striving towards the full development of his or her potential. Teachers need to that they are the best professionals.

There is some support for the hierarchical nature of needs by researches. The theory has been criticized for the five levels of need may not always present. Herzberg (1968) for instance, argues that the fulfillment of the second need in the hierarchy is not necessarily determined by fulfilling the first. It is difficult to establish a causal link between satisfying needs and achieving motivation.

Even though the theory has limitations it has still value. Teachers, like all other employees, have basic human needs that should be satisfied. Maslow's theory provides a conceptual frame work of human needs which enables school principals' to understand teachers' desires within the school context. The principal can then assist teachers in satisfying their needs and in so doing, enhance teachers' motivation for better work performance. Hence, principals as school leaders should identify the factors that influence teachers' motivation and gear them towards specific need level.



### **2.6.1.2 Alderfer's ERG Theory**

Alderfer's ERG theory is an expansion of Maslow's theory and is based on three needs existence, relatedness and growth needs. Existence is concerned with providing basic material survival requirements, relatedness is a desire for maintaining important interpersonal and social relationships and growth is related with intrinsic desire for personal development and is the highest level of need.

According to the ERG theory, more than one need can be in operation at a time and these needs do not occur in a hierarchy, but rather on a continuum (Spector, 2003). Maslow believed that people will perceive to satisfy a need. Alderfer (1972) on the other hand, suggested that a person will fore go such a need, impoverished and focus attention on a more basic need. He also suggested that all three levels can operate at the same time to a certain extent. If a higher-order need is not being met, the desire to satisfy a lower-level need increases. Yet, if a person want to satisfy a higher level need and fails to do so, he or she will try to get satisfaction in achievement of lower level needs. He or she will deal with frustration by substituting attainable needs. This theory tells us that achievers will be motivated by jobs that offer personal responsibility, feedback, and moderate risks.

### **2.6.1.3 Herzberg Two - Factor Theory**

Herzberg (1993) assumes a continuum for human motivation, with two basic groups of factors, job satisfaction factors (motivators) and job dissatisfaction factors (hygiene factors). It has been widely received and applied by managers (Szilagyi, 1981).

Motivational factors: achievement, recognition, work itself, responsibility, advancement and possibility of growth are the job components that can gratify employee's psychological growth that brings satisfaction when they are sufficiently available. Job aspects: organizational policy, supervision, salary, interpersonal relationship with supervisors, interpersonal relationship with subordinates, working conditions, status, job security and effect of personal life that can brings dissatisfaction when nonexistent are hygiene factors (Silver, 1983).

Herzberg places both sets at the same side of the continuum, not as opposites, because he views them as independent from each other rather than in a cause and effect relationship, as in Maslow's model. Although influenced by Maslow's theory, Herzberg in his "motivation-hygiene theory" argues that factors intrinsic to work, such as achievement and responsibility, have more potential for a positive effect on motivation, while extrinsic factors such as pay, managerial policy and working conditions have more potential for a negative effect if they are "sub-standard".

Herzberg's two factor theory states that motivation comes from the nature of the job itself and not from external reward or job condition (Spector, 2003). He constructed people's attitudes about their job. These factors are called "motivators" or "satisfiers" which drive people to achieve or to do well. According to Herzberg's two factor theory, motivators provide real motivation and when they are inadequate, teachers are not motivated. On the other hand the absence of hygiene factors can create job dissatisfaction, but their presence alone does not motivate or create satisfaction.

School principals in order to motivate teachers should involve them in decision making and giving teachers' recognition and responsibility. Moreover, the teaching task should be made more interesting, meaningful and challenging. Generally, Content theories of motivation suggest that a person's behavior is initiated and sustained by an unsatisfied need and that the behavior ends when the need is satisfied.

### **2.6.2 Process Theories of Motivation**

Process theories share an emphasis on the cognitive processes in determining the level of motivation (Bassett-Jones and Lloyd, 2005). The process approach emphasizes how and why people choose certain behaviors in order to meet their personal goals. Some of the most common process theories motivations are Adams Equity theory and Expectancy theory. These theories focus on external influences or behaviors that people choose to meet their needs.

### **2.6.2.1 Adams Equity Theory**

Adams (1965) reveals that motivation is influenced by the extent to which individuals perceive they are treated equitably when compared with others in the same domain. The theory proposes that, if two individuals in the same domain are doing equal work, they should be given equal pay, treatment and promotion. If not, one individual will experience distress and this distress will lead to efforts to restore equity in the relationship (Evans, 1998). Therefore it focuses on the concept of fairness.

In school context teachers whose expectation are not met tend to become dissatisfied, as they perceive that they are doing more work than is reflected by the pay they receive (Evans, 1998). This dissatisfaction leads to lower motivation. Adams (1965) maintains that if employees encounter inequity in the workplace, they may seek to change the inputs they are required to make (e.g. time, effort, hard work, commitment, etc.) or outcomes (benefits such as salary, recognition, job-security, etc.) or the basis of comparison (e.g. grade responsibility, position, etc.) or they may choose to leave the job, as a way of restoring balance between perceived inputs and outcomes.

According to Equity theory, good pay would be an effective motivator Evans (1998) but other researchers, for example Johnson (1986) and Chapman (1993) have found that recognition and approval are more powerful motivational factors.

Hence, principals should realize that each teacher has a different sense of what is considered as a reward. Therefore, they have to reward different teachers in different ways. Moreover, they should be very careful in rewarding teachers, so that teachers do not perceive any unfairness in the principal's method of rewarding. The reward should be perceived as just and equitable by teachers.

### **2.6.2.2 Expectancy Theory of Motivation**

Vroom postulated the expectancy theory of motivation in 1964. The basic principle of expectancy theory is that people base their behavior on their beliefs and expectation regarding future events. According to this model, the degree of motivation is affected by teachers' preference for intrinsic or extrinsic rewards and perception of equity.

From expectancy theory it is clear that teachers will be motivated to the extent that they expect high level of efforts to be reflected in high level of performance. Steyn (2002) indicates that if teachers do not believe that their performance will be rewarded then this will affect motivation negatively, but if they believe in the high valance of outcomes then they will be highly motivated. Pinder (1987) stressed performance, effort and goal attractiveness is essential to increase motivation. If one of these factors is absent, motivation will be decrease. Therefore, the higher these three factors are the more motivated teachers will be in schools.

We can perceive various personal rewards available to us. Some of them motivate behavior and others may not. According to expectancy theory it is necessary to examine three critical components: valance (goal attractiveness), expectancy (effort performance linkage) and instrumentality (performance reward linkage).

Generally, Process theories Vroom (1964) and Adams (1965) deal with the 'how' of the motivation process, i.e. how teachers perceives their action and relate to their expectations (expected outcomes). These theories all assume that motivation is influenced by the extent to which needs are followed for job satisfaction.

### **2.6.3 Self -Determination Theory**

Ryan and Deci (2000) proposed Self-Determination Theory of motivation in which they integrate two perspective of human motivation. They argued that people find out that maximum stimulation and challenging tasks and find these tasks intrinsically motivating.

Latham (2007) makes clear that giving people the freedom to make personal choices leads to personal empowerment, a higher sense of autonomy, and a higher level of

interest in a task. This in turn results people spending more time and effort on their task, engaging in more self-initiation of behavior, and taking greater responsibility for task accomplishment. Self-determination theory suggests three overarching types of types of motivation that vary along a self-determination continuum: these are intrinsic (identified regulations), extrinsic (introjected) and amotivation. Gagné and Deci (2005) argued external regulation occurs when behaviors are regulated to obtain a reward or in order to avoid a constraint. Intrinsic or identified regulation corresponds to the process where an external demand becomes an internal representation. Whereas, amotivation, refers to being not motivated. Generally; work motivation can be aggregate to autonomous or intrinsic and controlled or extrinsic factors.

## **I. Intrinsic Motivation**

Steyn (2002) defines intrinsic motivation as the internal subjective judgment that occurs within individual when it compete job related tasks. It is viewed as the motivation to engage in an activity primary for its own sake, because the activity is perceived to be interesting, involving, satisfying and challenging. The activities that satisfy curiosity or led to enhance the effectiveness are regarded as intrinsically motivated behaviors.

Similarly, Herzberg (1993) also distinguished between intrinsic and extrinsic motivation. Extrinsic rewards surrounding a job such as: salaries, fringe benefits and job secularism. On the other hand, intrinsic rewards of the job itself such as: self-respect sense of accomplishment and personal growth. Ololube (2006) maintains that intrinsic motivation at work place is enhanced by psychological rewards which include meaningful and varied work, task autonomy, participatory decision making positive feedback, collaboration, administrative support, reasonable work load, adequate resource and pay, learning opportunities and challenging task.

When teachers are intrinsically motivated, they do not need extrinsic motivation or incentives because teaching itself is rewarding. Competency and autonomy are the important issues on intrinsic motivation social contextual events such as feedback, communication, rewards which cause feelings of competency foster intrinsic motivation

(Ryan and Deci, 2000). While positive performance feedback increases intrinsic motivation, negative performance feedback decreases it. Intrinsic motivation is concerned with the quality of working life and has deeper and long lasting effect. Likewise, the work of Herzberg (1968) makes clear that intrinsic rewards are more satisfying and motivating and when they are inadequate teachers are not motivated. The absence of hygiene factors external factors to work can only create job dissatisfaction, their presence can decrease dissatisfaction. They alone don't motivate.

## **II. Extrinsic Motivation**

Extrinsic motivation as defined by Ryan and Deci (2000) is a performance of an activity for the attainment of external goals such as prize, recognition, reward, salary increase and improvement in working condition. In fact, extrinsically motivated teachers are teachers who are not really interested in the activity for its own sake, but they care only about the reward such as increased in salary promotion or praise that teaching will bring them.

Although extrinsic motivators can have immediate effect, they may not have long lasting effect. They have not been found to affect teachers' job satisfaction and effectiveness to the same extent like intrinsic factors. For teachers to be optimally motivated, they should be motivated by both internal and external factors which are consistent with the motivational theories. Hence, principals should enhance teachers' intrinsic motivation by giving greater opportunity, responsibility, and autonomy to teach effectively and provide some extrinsic rewards like pay increase and incentives for best achievements.

Leith wood (1994) reported that principals' leadership has a significant effect on teachers' beliefs and motivation. Positive context beliefs by teachers are associated with school leadership practice as discipline to clarify the reason for implementing the policy and empowering teachers.

### **2.7 Teachers' Work Motivation**

Pinder (1998) argued work motivation as the set of independent or dependent variable in which drives and sustains human behavior in working life. Hoy and Miskel (1991) also

define work motivation as a combination of factors that start and maintain work-related behaviors toward the achievement of personal goals. They describe teachers as being “well motivated” if they are striving for personal goals that correspond closely to the official goals of the school and the ideals of the profession. Poor motivation makes teachers little effort to achieving their school goals.

Teachers’ motivation appears to be crucial because it envisages not only teachers’ engagement but also students’ learning outcomes. Different approaches have been used in order to capture teachers’ motivation. They have their own unique and different needs. Consequently they have different levels and types of motivation. It is important to recognize the specific needs and motives of teachers to treat them in accordance within the school context. Smith (1990) gives two categories of teachers needs basic needs and motivational needs. Their basic needs include maintaining a reasonable standard of living. On the other hand motivational needs are related with achievement, friendship and power.

Even though there are many factors which influence teachers’ work motivation, Gedefaw (2012) revealed that the poor leadership practices at secondary schools were one factor viewed and perceived negatively and as most dissatisfying to decrease teacher commitment. In spite of many changes in the Ethiopian education system, teachers’ receive poor quality leadership that couldn’t enhance their level of work motivation and get their commitment. Likewise, a previous local survey by VSO (2008) also confirmed that teachers were demotivated by the authoritarian styles of leadership practices in their schools. This trend has resulted in poor teacher motivation and performance. Unless principals get teachers’ commitment and motivation they can’t create safe school climate.

## **2.8. Principals' Use of Power and Its' Effect on Teachers' Work Motivation**

When we think about leadership, we tend to focus almost entirely on the leader. Yet, without followers there is no leader. House (2013) remarked that one of the reasons to have leaders in organization is the need to motivate people and maintain their involvement in the organization. Thus leadership is an essential element of an effective organization.

Principals as school leaders have power or the ability to influence teachers. It is possible to possess all the five sources of power (legitimate, reward, coercive, referent and expert power). Principals without legitimate power they cannot influence teachers. When principals follow the guidelines, make polite request, follow proper channel of communication and do not exceed their scope of authority they can get teachers complains. If principals use unusual and unpleasant request they may be ignored by teachers (Yukl, 2010).

Reward power depend not only principals' control over resources but also teachers' willingness and feeling to the reward. When principals offer the type of rewards that are fair and ethical, desired by teachers and use praise and recognition as reward they can increase teachers' acceptance and motivation. Blase and Blase (1994) stated that praise by the principal provides teachers with an increased, self efficacy, self esteem and greater motivation. However, if the reward is not fair valued teachers feel dissatisfaction.

Coercive power is the ability to use punishment and withhold reward. When principals use verbal abuse and humiliation, giving undesirable work load they receive resistance and dissatisfaction from teachers. Yet, punishment can be appropriate when teachers are not willing to do in accordance with the schools' guidelines or when they do illegal activities that endanger others (Arvey and Ivancevich, 1980). Punishment should be used as a last resort and be administered in private.



Principal's knowledge and skill in the teaching learning process determines their expert power. When principals have high expertise in their profession and come to the position with merit based competition teachers are likely to accept their advice and their credibility will also increase. Unless principals perceived having an expertise by their teachers they cannot get teachers acceptance. However it is important to note principal's expertise if used to consider teachers as they are unaware and helpless cause dislike (Yukl, 2010).

Referent power is derived from the desire others towards a leader whom they have strong feeling admiration, acceptance and trust (French and Raven, 1959). When principals work in a good relationship with teachers they can increased teachers work motivation. Referent power depends on principal's behavior and integrity. Yukl (2010) revealed when relationship between principals and teachers is strong referent power will be increased and teachers invoked to this power. If principal is well liked and admired and be a role model he or she can have more influence on teachers to be motivated and committed to their work.

Generally, referent and expert power are the most effective and related with teachers' work motivation. When teachers perceive the way principals use the various source of power balanced and ethical, they feel satisfaction which leads to commitment and motivation to their work. In this sense motivated teachers are essential to achieve school's goals. It may not be possible to think one as a leader who does not motivate others. Principals as leaders should be very concerned about the needs of their teachers, which mean that getting teachers to work hard enjoy their work and make positive contribution to the teaching learning process.

## 2.9 Summary

Power is a part of relationship among people within a social system. Power is used to influence and control the behavior of others. It is the leader's potential to influence over followers. Power is a dynamic variable that changes as conditions change.

The concept of power and leadership are closely linked. Leadership can be put in to practice when leaders use power to get things done to attaining organizational goals. In any organizational setting there are different kinds of power. French and Raven (1959) identified five common and important bases of power. They developed taxonomy to classify different types of power in positional and personal power.

Positional power which includes: legitimate, reward and coercive power. It is gained from the formal official position in organization when an individual is given the authority to exert influence over others. Legitimate power is authority granted to someone stemming from a position in the group or organization. Personal power holds referent power: the desire for a feeling of ones and acceptance in a valued relationship. Expert power is the capacity to influence that comes from followers viewing one as knowledgeable and likeable by followers or it comes from the willingness of subordinate to follow their leaders. It is the power that derives from the interpersonal relationships that leaders develop with followers.

Researches on motivation draw several theoretical perspectives and can have practical application on teachers' work motivation. Motivational theories can be divided into two categories: content theories and process theories of motivation. Content theories of motivation: Maslow's need hierarchy. He argues that lower-order needs must be satisfied before one progress to higher-order needs. Herzberg two factor and Alderfer's ERG theories of motivation answer what motivates people. Herzberg believes that satisfiers (motivators) and dissatisfiers (hygiene factors) operate independently of each other. He further reveals that hygiene factors must be met if person is not to be dissatisfied. They will not lead to satisfaction; however, motivators lead to satisfaction. Yet, Alderfer claims that more than one need could be important at the same time. If a higher-order need is not being met, the desire to satisfy a lower-level need increases.

Likewise, process theories of motivation answer the question how individual behavior is energized and sustained. These theories stress the difference in people's need and focus on the cognitive process that creates this difference.

Gagné and Deci (2005) identified Self-determination Theory which suggests the existence of three basic types of motivation that vary along a self-determination continuum: these are intrinsic, extrinsic and amotivation which refers to being not motivated. These theories, as well as empirical evidence and studies, have revealed that teachers work motivation can be influenced by both intrinsic and extrinsic factors.

When principals follow the guidelines, and use their formal authority they can get teachers acceptance. When principals offer the type of rewards that are fair and valued, they can increase teachers' acceptance and motivation. On the other hand, when principals use verbal abuse and humiliation, giving undesirable work load they receive resistance and dissatisfaction from teachers (Arvey and Ivancevich, 1980).

When principals have high expertise in their profession and come to the position with merit based competition teachers are likely to accept their advice and their credibility will also increase. When principals work in a good relationship with teachers they can increased teachers work motivation. Generally, referent and expert power are the most effective and related with teachers' work motivation. Principals as leaders should be very concerned about the needs of their teachers, which mean that getting teachers to work hard enjoy their work and make positive contribution to the teaching learning process.

Many theories about leadership and motivation have been formulated and have many exceptions. Thus, we cannot find universally applicable theory of motivation. Yet, we can get insights from such theories to understand the relationship between principals' use of power and teachers' work motivation. To achieve this, based on the above frame work the next chapter presents the methodology to assess the five common principals' bases of power proposed by French and Raven (1959) and its' relation to teachers' intrinsic and extrinsic work motivation factors adapted from (Gagné and Deci, 2005).

# **CHAPTER THREE**

## **RESEARCH DESIGN AND METHODOLOGY**

This chapter deals with the research design, sampling and techniques, instruments of data collection, data collection procedures and data analysis methods.

### **3.1 Design of the Study**

Surveys are frequently used in educational researches for a variety of purposes: to describe attitudes, beliefs, and opinions and for its efficiency (Louis, Lawrence and Morris, 2000). In this study, both quantitative and qualitative research approach was used to explore the issue and to have a better understanding of it. Accordingly, a descriptive survey method of research design was used, to assess principals' use of power and its' contribution to teachers' motivation at their work in secondary schools of North Shoa Zone.

### **3.2 Population, Sample and Sampling Technique**

The general population of this research comprised 56 principals and of these 18 were vice principals and totally 1933 teachers that were found in government secondary schools in North Shoa Zone.

The researcher did his best to select research participants that could be representative of the total population. Hence, for this study, the sample size was determined to be nearly 30% (250 teachers and 21 principals) of the sample schools. Out of the 38 secondary schools, 12 were randomly selected. There were 608 male and 187 female totally 795 teachers in the sample schools. A complete list of teachers had been received from the North Shoa Zone Education Department. After ordering the selected 12 secondary schools' teachers' name in each department in their respective school, the researcher selected 187 male and 63 female totally 250 teachers from the sample schools by using systematic random sampling technique. Principals of the sample schools totally 21 principals and vice principals were directly included to the study through comprehensive sampling method.

### **3.3 Data Collection Instruments**

The study relied on the primary sources of data. To get relevant information from respondents' questionnaires and interviews were used as data gathering instruments.

The questionnaire consists of three parts: (1) demographic profile of respondents developed by the researcher which helped to identify their personal characteristics, (2) power bases measurement scale categorized under Legitimate, Coercive, Reward, Referent, and Expert power, (3) teachers' work motivation which was self-reported by teachers.

#### **1.6.1 Questionnaire**

Both open-ended and closed-ended questionnaires about principals' use of power were used as data collection instrument from 250 teachers and 21 principals. To assess the respondents' perceptions of leader power, Hinkin and Schriesheim's (1989) measures of the five bases of social power was adapted with minor modifications. This measure had twenty items distributed in each of the five power bases (i.e., Legitimate, Coercive, Reward, Referent, and Expert). It had also response format that represents principals use of power with a 5-point Likert scale ranged from (5 = strongly agree to 1 = strongly disagree). Regarding teachers' work motivation, 12 items were adapted from Gagné and Deci (2005) and self-reported by teachers. Teachers rated on each item why they engage in their work and indicate their level of agreement in the five point measurement scale: ranging from (5 = strongly agree to 1 = strongly disagree). In addition to this three open ended items were also included in each power and motivation measurement questionnaires.

### **3.3.1.1 Pilot Test**

To check the appropriateness and clarity of the questionnaires, content validity was checked and to see the reliability of the items, pilot testing was made before conducting the actual research.

#### **A. Validity of the instruments**

The researcher first tried to receive comments on the questionnaires from two experts who have Masters of Art in the area of leadership and management from Debre Birhan College of Teacher Education. They verified the face as well as content validity of the adapted questionnaires. Based on the feedback, some items were refined, vague terms were modified.

#### **B. Reliability**

The questionnaires were administered for two principals and 40 teachers who were randomly selected. The pilot test was done at Deber Birhan secondary school which was not included in the actual research. All respondents rated the 20 items on principals' power bases in a 5-point Likert scale format. Likewise, the 12 work motivational items were also self-reported by teachers. They also filled out their experience and feelings in the open ended items. The original reliability of the measurement scales of power bases which was developed and tested by Hinkin and Schriesheim (1998) provide support to its reliability having Cronbach's Alpha coefficient 0.88.

Moreover, pretesting of the questionnaire was helpful to ensure the, conciseness and understandability of the questions. The researcher wanted to see their reliability according to secondary schools context. Hence, Cronbah's Alpha was made to estimate the internal consistency and it was found to be reliable having (Cronbach's Alpha coefficient) of 0.78. Similarly, teachers' work motivation measurement scale was also pilot tested. Some vague words were modified and the Alpha score was 0.79.

### **3.3.2 Interview**

Interview was another means of data gathering instrument that was used in this study. Semi structured and unstructured interview guide of 5 questions were developed by the researcher and were used to get relevant and detailed information. Twelve experienced teachers and six principals were purposively selected for the interview from the sample schools. A semi structured questions were used to gather personal profile of the interviewees and unstructured interview guides were used to get information about principals' use of power by using an in-depth interview. It was used to assess how well principals understand the basic concepts and application of power. It also helped to triangulate the quantitative data which were obtained through questionnaires.

### **1.7 Data Collection Procedures**

The researcher first asked permission and received a letter of recommendation from the North Shoa Zone Education Department to get necessary cooperation from the sample schools. Printed instructions were provided for respondents on the questionnaires. The justification behind was that it reduces biased feedback. He informed the research participants in each school about the purpose of the study and told them their responses would only be used for the research purpose and be kept confidential.

After reaching a common understanding, the questionnaires were distributed by the researcher in each sample school for the research participants (teachers and principals) at the same time. Principals were asked to report on perceptions of their own behaviors on the five bases of power measurement scale. Teachers were also asked to report on the actual practice of their principals' based on the five bases of power measurement scale. They also rated their preference of the type of power to be employed by their principal and their level of work motivation. After all participants had completed the questionnaires individually, they were collected by the researcher after a day or two.

Interview was another data collecting instrument that was used. After receiving the completed questionnaires, in-depth interview was held in some selected schools with six principals and twelve teachers in order to get their feelings. The researcher did not use audio records since the interviewees felt uncomfortable with that. The interviews were transcribed by the researcher and used for triangulation.

### **3.5 Method of Data Analysis**

The collected data from respondents were coded and negatively worded items were reversed coded to be transferred in to software package of social science (SPSS version 20) Software for analysis. Depending on the nature of the basic research questions, different statistics procedures were performed on quantitative data that were gathered from the respondents.

Scores that were gained from the questionnaire were calculated by averaging the responses to the 20 questions in groups of five composite scales according to the sources of power: Legitimate, Reward, Coercive, Referent, and Expert power. The five bases of power were categorized under positional and personal power types.

In order to identify the most employed power by principals and teachers' own preference of power mean value and standard deviation analysis were used. Percentage was also used to measure the power used by principals. In addition to this, to see if there is a significant difference between the mean values of principals' and teachers' perception on the use of power, independent sample t-test was used. In order to see if there is a significant relationship between principals' use of power and teachers' work motivation, Pearson Product Moment correlation analysis was used. Teachers' level of motivation was also analyzed with mean values of each item and ranking order of the mean values.

On the other hand, the data obtained from open ended questionnaires were concurrently analyzed with the quantitative data as in narrative descriptions. Lastly, themes were drawn from interviews in the form of narrative descriptions and direct quotations and they were analyzed concurrently with quantitative data. They were helpful to



triangulation as they supplemented or cross-checked the results that were gained from the quantitative data.

# **CHAPTERFOUR**

## **DATA PRESENTATION, ANALYSIS, INTERPRETATION AND DISCUSSION**

This chapter has four sections. The first part demonstrates the demographic characteristics of the research participants in respect to (gender, length of service as a secondary school principal, level of education and upgrading qualification). The second one deals with presentation and analysis of data on principals' power use and teachers' work motivation. The third section deals with teachers' preference of power to be used by their principal. The fourth section deals with the statistical relationship between principals use of power and teachers work motivation. Accordingly, 250 copies of questionnaires were distributed and 95.2% was returned. Regarding the questionnaires that were provided to the 21 principals, the return rate was 100%.

### **4.1 Presentation and Analysis of Data**

Data obtained from questionnaires and interviews were concurrently analyzed thoroughly and presented underneath.

#### **4.1.1 Demographic Profile of Respondents**

The following table summarizes the demographic profile of the research participants in terms of their sex, level of education, and upgrading their qualification.

**Table 1** Respondents' Demography

No.	Characteristics	variables	Respondents			
			Teachers		Principals	
			N	%	N	%
1	Sex	Male	186	78.2	20	95.2
		Female	52	21.8	1	4.8
		Total	238	100	21	100
2	Level of Education	A. Diploma	8	3.4	-	-
		B. First Degree	226	95	17	81
		C. 2 <sup>nd</sup> Degree & above	4	1.7	-	-
		D. 2 <sup>nd</sup> Degree in EDPM	-	-	4	19
		A. 11 & above	92	38.7		
3	Upgrading qualification	A. Yes			2	9.5
		B. No			19	90.5

The total number of participants in the study was 250 teachers and 21 principals. Out of the 38 secondary schools, 12 secondary schools were randomly selected. Regarding teacher respondents' gender, Table 1 reveals that (186=78.2%) were males and (52=21.8%) were females. In Secondary schools the number of female teachers is still low below 50% from the total number of teachers. The number of female teachers should be increased by giving more chances and necessary affirmative action.

On the other hand, principal respondents almost all (20=95.2 %) were males and (1=4.8%) was the only female principal which shows almost all secondary schools are dominantly headed by males. There are some degree holder female teachers in each secondary school; hence they should be encouraged to come to the principal ship position. Female teachers' should get equal representation to the leadership position.

With regard to level of education, most teacher respondents (226= 95 %) were first degree holders and the rest (4=1.7%) and (8=3.4%) were second degree and diploma holders respectively. This shows that almost all secondary schools teachers are qualified for their subjects. Likewise, most principals (17=81%) were first degree holders and a few (4=19 %) have second degree in EDPM. Yet, no one is a diploma holder. Finally a few (2= 9.5 %) of them were upgrading their qualification while the rest had not got this chance. The leadership and management position of secondary schools is not possessed

by qualified professionals. This revealed that most principals didn't have necessary skills required to lead or influence teachers in order to achieve the schools' goals. Unless secondary schools are being lead by professionals it is unlikely to wish improving quality education. The regional education bureau should give emphasis to facilitate long-term and short-term in-service training program for secondary school principals.

#### 4.1.2 Principals' Use of Power

**Research question one:** Which type of power is most employed by secondary schools principals in North Shoa Zone?

Data collected with items 1-20 of the instrument, which dealt with power use by secondary schools principals were rated by principals themselves and teachers also reported their perception on how principals employed each power. Summary of the results is shown in Table 2 below.

**Table 2.** Mean and Standard Deviation Scores on Use of Power as Perceived by Teachers and Principals Themselves

Sources of Power	Bases of power	Teachers' perception			Principals' perception		
		N	Mean	SD	N	Mean	SD
Positional	Legitimate Items: 5,14,18,20	238	3.29	0.77	21	3.77	0.47
	Reward Items: 1,13,16,17	238	2.50	0.56	21	2.70	0.50
	Coercive Items: 3,9,11,12	238	2.90	0.72	21	1.96	0.40
Positional power		238	2.90	0.48	21	2.81	0.23
Personal	Referent Items: 2,4,6,7	238	2.35	0.80	21	3.78	0.40
	Expert Items: 8,10,15,19	238	2.56	0.66	21	3.88	0.39
Personal power		238	2.46	0.47	21	3.83	0.32

Table 2 above showed the five power bases employed by secondary school principals involved in the study. Principals perceived themselves using expert power with the highest (M=3.88) followed by referent power (M=3.78), legitimate power (M=3.77), and reward power (M=2.70) whereas the lowest is coercive power with a mean of (M=1.96). Principals reported as they use more personal power (M=3.83) than positional power (M=2.81).

On the other hand, teachers perceived their principals as they use legitimate power with the highest (M=3.29) followed by coercive power (M=2.90), expert power (M=2.56), reward power (M=2.50) and the lowest is referent power with a mean of (M=2.35). Teachers reported that principals use more positional power (M=2.90) than personal power (M=2.46).

In order to compare the perceptual differences between principals and teachers' in response to the sources of power measure, the subscale questions were compared in legitimate, reward coercive referent and expert powers and computed in to positional and personal power bases. The highest rating was legitimate power (M=3.29) as perceived by teachers and expert power (M=3.88) as perceived by principals which is followed by coercive power (M=2.90) as teachers perceived and referent power (M=3.78) as reported by principals.

Expert power (M=2.56) and legitimate power (M=3.77) are rated third as perceived by teachers and principals respectively. Reward power (M=2.5) and (M=2.7) was rated fourth as perceived by principals and teachers respectively. Referent power is the least employed power with (M=2.35) as perceived by teachers whereas coercive power (M=1.96) was the least power as reported by principals.

It is also reflected that teachers perceived principals as using more positional power (M=2.90) whereas principals reported as they use more personal power (M=3.38). Principals rated themselves higher in both of the personal interaction base of power referent (M=3.78) and expert power (M=3.88) when compared to teachers assumption referent power (M=2.35) and expert power (M =2.56). This reveals that principals rated

themselves having used more personal power than teachers had reported. Lyons (1994) had reached a similar conclusion that the perceptions of school principals of their use of power were not congruent with the perception of their teachers. Principals perceived to use more personal power than positional power whereas teachers perceived the exact opposite. To support the above idea, most interviewed principals agreed as they successfully use their power.

One principal said: *“Although I take the lead, I observed that my staff respects me, we made decisions in group and I respect them.”* This reveals that principals perceive as they use more personal power intentionally or unintentionally.

The differences in response reflect on how accurately principals perceive their own power use in the eyes of their teachers. Since accuracy depends on the power holder, the responses by teachers are most relatively reflecting the reality.

The result of the data showed that principals dominantly employed more of positional power: legitimate, reward and coercive powers. The data that were gained from open ended items also suggested that most principals revealed that some teachers are not willing to accept rules and directives sooner; they are reluctant. They also expressed the view that they possess power which originates from their position as a principal. Most principals were unaware of their personal power. They dominantly used their positional power.

A conclusion made by Yukl (2006) showed that positional power is a less effective means of influencing attempt. Since effectiveness of a power use is determined by the receiving agent, it is critical for principals to understand if their power uses are being understood by their teachers. Lyons (1992) reached a similar conclusion that principals' efficacy was positively related to expert and referent power and negatively related to legitimate, reward and coercive powers. This reveals that most secondary school principals appeared to be ineffective in leading their schools as they rely more on positional power bases.

Principals have a unique role in creating a healthy and working school environment. How they use their positional and personal power will have a strong effect on the improvement of the teaching and learning process and for both teachers and students. Krausz (1986) makes clear that effective leaders rely more on personal power than on position of power. Yet, position power is also still important, and it interacts in complex ways with personal power. He also suggested that effective leaders probably use a mix of different types of power.

Similarly, it is important to assess how much power do secondary school principals possess. According to Andrew (2010) to calculate the score of use of power, it can be made by adding the circled or reported numbers in each power category and when the result become 90% and above indicate high power, 70-89 % moderate power, and below 70% is assumed to be low power.

**Table 3.** Principals’ Use of Power

Bases of power	No. of Items	Teachers’ perception of their principals’ use of power					
		N	Mini	Max	Reported score	Out of 20%	Score out of 100%
Legitimate Items: 5,14,18,20	4	238	238	5,950	3,153	13.2	55.44%
Reward Items: 1,13,16,17	4	238	238	5,950	2,763	11.6	
Coercive Items: 3,9,11,12	4	238	238	5,950	2,389	10.03	
Referent Items: 2,4,6,7	4	238	238	5,950	2,246	9.43	
Expert Items: 8,10,15,19	4	238	238	5,950	2,444	10.26	
Aggregate mean	20	238	4,760	59,5000	13,195	55.44%	

In Table 3, the data revealed that the total sum score of power that secondary school principals use is (55.44%). A higher score on an individual subscale indicates that the principal has a strong power base associated with the sub scales. The principals' power lies in the power range below 70%, which is assumed to be low power. From the five bases of power, legitimate power is reported to be the highest whereas referent power is the lowest and the rest ranges in between. From the aggregate mean score, it can be clearly observed that principals use low power (55.44%) to influence teachers.

Lyons and Murphy (1994) suggested that it is obvious that leaders need some power to be effective but it doesn't mean that more power is always better. The amount of power will depend on what needs to be accomplished. When major changes are required more power is necessary and when leaders have skill to use power effectively less power is needed. They also summarized that in general leaders should have only a moderate amount of position power: (legitimate, reward and coercive powers).

However, personal power is fewer suspects to misuse because it erodes quickly when leaders act contrary to the interest of followers. Leaders in effective organizations create relationship with subordinates and receptive to influence from them. This proves that principals in this study were not using a balanced power in their schools and were not also efficient to get teachers commitment in power use to attain the schools' goals.

The other objective of the study was identifying how principals view their own power use and how teachers perceive their principal. In order to see if there is a significant difference between teachers and principals, mean analysis was conducted with independent sample t-tests. The independent variables were principals or teachers while the dependent variables include the bases of power in response to the subscale questions to compare positional power: (legitimate, reward and coercive) and personal power: (referent and expert). When the variance of the two samples are different or the number of sample cases involved in each sample vary, the result of t-value will be misleading to fake conclusion. Hence, instead of taking the independent sample t-test value directly, the researcher applied the (Welsh and Satterthwaite solution) mentioned in Yalew, (2005) as they advised to take the average degree of freedom in order to solve the problem.



**Table 4.** Independent Sample t- test of Principals' Use of Power as Reported by Principals Themselves and as Perceived by Teachers

Bases of power	Independent variables	M	Std.	S <sup>2</sup>	t-observed	Df.	t-value	Sig.2-tailed
Legitimate Items 5,14,18,20	Teachers N=238	3.29	.770	0.594	-4.206	30	2.045	.000
	Principals N=21	3.77	.473	0.224				
Reward Items 1,13,16,17	Teachers N=238	2.50	.566	0.321	-1.509	25	2.060	.109
	Principals N=21	2.70	.503	0.254				
Coercive Items: 3,9,11,12	Teachers N=238	2.90	.724	0.524	9.368	33	2.034	.000
	Principals N=21	1.96	.405	0.161				
Positional power	Teachers N=238	2.90	.484	0.234	1.445	37	2.026	.157
	Principals N=21	2.81	.237	0.056				
Referent Items; 2,4,6,7	Teachers N=238	2.90	.724	0.640	-8.822	33	2.034	.000
	Principals N=21	3.78	.405	0.164				
Expert Items; 8,10,15,19	Teachers N=238	2.56	.665	0.443	-13.704	31	2.039	.000
	Principals N=21	3.88	.392	0.154				
Personal power	Teachers N=238	2.46	.475	0.226	-17.531	28	2.048	.000
	Principals N=21	3.83	.329	0.108				

\*P<0.05

An independent sample t-test was conducted to compare if there is a significant difference on principals' use of power as perceived by teachers and self-reported by principals. Table 4, clearly shows that there is a significant variation between principals and teachers score on the use of some power.

The independent sample t-test revealed that principals self-rated higher in the use of expert power (M=3.88, SD=.392) than teachers (M= 2.56, SD= .665; t(31) = 2.039, p= .000). They also reported more referent power (M=3.78, SD=.405) than perceived by teachers (M=2.90, SD=.724; t(33)= 2.034, p=.000 ). Likewise, teachers reported more coercive power (M=2.90, SD=.724) than perceived by principals (M=1.96, SD=.405; t(33) =2.034, p= .000) and more legitimate power (M=3.29, SD=.770) as perceived by teachers than principals (M=3.77, SD=.473; t(30)= 2.045, p= .000). The observed t-values exceed the critical values. Thus, there was a significant difference between principals and teachers perception in the use of these power.

The result in table 4 showed that there was no significant differences observed in the use of reward power as perceived by teachers ( $M=2.50$ ,  $SD= .566$ ) and principals ( $M=2.70$ ,  $SD= .503$ ;  $t(25)= 2.06$ ,  $p= .109$ ). Similarly, there was no significant difference in the aggregate mean score of positional power: legitimate, reward and coercive power scores as perceived by teachers ( $M= 2.90$ ,  $SD= .484$ ) and principals ( $M= 2.81$ ,  $SD= .237$ ;  $t(37) =2.026$ ,  $p= .157$ ). However, both respondents proved that the use of this power is not at appropriate level, which is below the expected average mean ( $M=3.00$ ). The observed  $t$ -value for reward power base ( $t= 1.51$ ) and positional power ( $t= 1.44$ ) are less than the critical values ( $t= 2.06$ ). Thus, there was no statistically significant difference between principals and teachers perception in the use of reward power and in the aggregate mean score of positional power.

Principals can influence teachers' behavior by administering reward and punishment. To most effectively influence behavior, reward and punishment should be administered contingent to specific behavior (Hinkin and Schreishem, 1989). Reward power does not depend on only principals' control over rewards but also on teachers' willingness to follow. It is the degree to which principals can give or withhold a valued reward, such as benefit, desired gift, promotion or increased pay. In application of this power, both principals and teachers perceive almost the same but the perceived mean is below average which seems inefficient. Bennis (1989) also makes clear that using reward in a mechanical impersonal way resulted resistance and resentment among people. If it is used in a more symbolic manner to recognize accomplishment, it can be a source of increased referent power. Yet, as reported by teachers when principals use more coercive power, it can create tension in the school community.

Accordingly, as we observe in the above table, the aggregate mean values indicated that principals self-rated as they use more personal power than teachers' perception. Finally, principals reported more significantly with mean score ( $M=3.83$ ,  $SD= .329$ ) on the personal power: than teachers score ( $M= 2.46$ ,  $SD= .475$ ;  $t(28) = 2.048$ ,  $p=.000$ ). Yukl (2010) makes clear that this power is most effective soft base of power for more social interaction which is preferred more by teachers. Yet, this result revealed that principals overestimate their effectiveness in the use of personal power.

Research by Yukl and Fable (1991) showed that, positional and personal types of power are relatively independent and each includes several distinct but partially overlapping components. The mix of power for leaders can be complicated by the interdependences among different source of power. The distinction between position and personal power is somewhat convenient.

Principals play an important role in integrating and coordinating the efforts of teachers, staff members, students and parents to achieve the desired objectives of their school and facilitate the over all aspects of the teaching-learning process. However, they expressed a varied view about the concept and use of power. Interview with principals proved this.

*One principal interviewee compares power with authority, to order someone to do his or her duty. Another principal has a different understanding of the concept of power. He suggested that "I am not in favor of power. I would rather see myself as supervisor". Another argues that, "I have no experience in using power on teachers and it is not advisable to use power on teachers." He connotes power only negatively. Some other principals expressed a view that as they use power reasonably and when they use power fairly, teachers perform their job properly and become motivated.*

It is evident from the interview that principals lack a clear understanding about their power use. They can't distinguish the different bases of power and how to use them effectively. Most principals demonstrated a very limited understanding of power.

The study also indicated that principals have different understanding of power. Despite a varied view on power, most principals agreed that the best principals should share power for teachers and be fair to be effective. They should be motivators of teachers at their work. They also agreed that teachers need democratic leader who uses his or her power fairly and ethically. Yet, when principals lack the concept and effective application of power, they face difficulty to use power effectively.

### 4.1.3 Teachers' preference of power to be employed by their principals

**Research question two:** which type of power is preferred by teachers to be employed by principals? Teachers were asked to rate to what extent they preferred each bases of power to be employed by their principals. The data below in Table 5 showed the mean values of teachers' preference of power in rank order.

**Table 5.** Mean Values of Teachers' Preference of Power

Types of Power	Bases of power	N	Min	Max	Sum	Mean	Std.	Rank
Positional Power	Legitimate Items: 1-4	238	1.50	5.00	796.25	3.34	.70	3
	Reward Items: 5-8	238	1.25	5.00	702.50	2.95	.78	4
	Coercive Items: 9-12	238	1.00	3.00	422.50	1.77	.56	5
Positional power		238	1.58	3.83	665.58	2.79	.48	
Personal power	Referent Items: 13-16	238	1.50	5.00	832.00	3.49	.89	2
	Expert Items: 17-20	238	1.25	5.00	871.75	3.66	.94	1
Personal power		238	1.38	4.88	851.88	3.57	.82	

As indicated in Table 5, expert power ( $M=3.66$ ,  $SD=.94$ ) was the most preferred power followed by referent power ( $M= 3.49$ ,  $SD .89$ ). Legitimate power ( $M=3.34$ ,  $SD= .70$ ) was the third while reward power ( $M= 2.95$ ,  $SD .78$ ) was the fourth, and coercive power ( $M=1.77$ ,  $SD= .56$ ) was the least preferred power base. Teachers prefer more a principal who uses his or her personal power ( $M= 3.57$ ,  $SD= .82$ ) than positional power ( $M=2.79$ ,  $SD= .48$ ). Referent and expert power were the most preferred while coercive power was the least preferred by teachers. Overall, personal power ( $M= 3.57$ ) was the most preferred power by teachers than positional power ( $M= 2.79$ ). This power comes from the willingness of teachers to follow their principal. It is dependent on how the leader can received. However, most teacher respondents had reported their principals were using more positional power than personal power in practice.

Findings from Porter and Lemon (1988) are also coincided with this study that teachers prefer a principal who uses personal power than positional power.

*The interviews with teachers also proved that most teachers prefer a principal to use power in a balanced way, to be honest and treat them fairly. However, they revealed that, sometimes principal threat teachers unfairly, they are rigid, they make teachers to be burdened with paper work, and discourage them from investing their effort in the teaching learning process.*

It is likely to say that principals should rely on more personal power which maintains good relationship with teachers.

#### **4.1.4 The Relationship Between Principals' Use of Power with Teachers' Work Motivation**

Before assessing the relationship between principals' use of power and teachers' work motivation, it is likely to see the level of teachers' work motivation. Teachers in this study were asked why they are presently involved in their work. The motivation scale was adapted from the self-determination theory of work motivation which categorized under intrinsic and extrinsic motivation factors. The level of teachers, work motivation men values were rank ordered in Table 6 below.

**Table 6.** Mean Values to the Level of Teachers' Work Motivation

Items	N	Mini	Max	Mean	Std.	Rank
Int 1	238	1.00	4.00	2.33	.90	10
Int 2	238	1.00	4.00	2.42	.94	7
Int 3	238	1.00	4.00	2.37	1.03	9
Int 4	238	1.00	4.00	2.38	.90	8
Int 5	238	1.00	5.00	3.03	1.30	3
Int 6	238	1.00	4.00	2.60	1.01	5
Intrinsic Motivation	238	1.50	4.17	2.52	.63	
Ext.7	238	1.00	5.00	2.98	1.15	4
Ext.8	238	1.00	5.00	2.45	1.10	6
Ext.9	238	1.00	4.00	2.30	.88	11
Ext.10	238	1.00	4.00	1.80	.87	12
Ext.11	238	1.00	5.00	3.44	1.27	2
Ext.12	238	1.00	5.00	3.56	1.19	1
Extrinsic Motivation	238	1.83	4.33	2.76	.54	
Aggregate mean	238	1.75	3.92	2.64	.48	

As clearly seen in Table 6, the result revealed that teachers reported relatively high motivation in doing their job to the income it provides them ( $M= 3.56$ ), while the job covers the cost of average standard of living achieve the second score with a mean ( $M= 3.44$ ), staying in their work to fulfill their career goals took the third score with mean ( $M= 3.03$ ), while to be a “winner” or best in their job hold the fourth stand ( $M=2.98$ ). The rest motivation items range from the mean ( $M=2.60$ ) doing this job as a part of their personal values, their job is part of the way in which they have chosen to live their life ( $M= 2.45$ ), they are satisfied and successful in doing their job ( $M=2.42$ ), they do this job as a part of their life ( $M= 2.38$ ), choose this job to attain a positive life ( $M= 2.37$ ), enjoy this job very much ( $M=2.33$ ), the job has become a fundamental part of who they are ( $M=2.30$ ), to the least item that they can make more money in their job ( $M= 1.80$ ).

The aggregate mean score of teachers' intrinsic work motivation was ( $M=2.52$ ) and the extrinsic work motivation items mean score was ( $M= 2.76$ ). Teachers' work motivation level was lower in both measurement scales, ( $M=2.64$ ,  $SD= .48$ ) which is below the expected average mean ( $M=3.00$ ) score, which ranged from 1 to 5 measurement scale.

The aggregate mean score indicated that, teachers' intrinsic work motivation was relatively less than extrinsic work motivation. However, Gagné and Deci (2005) argue that when people are intrinsically motivated at work they tend to experience their job as interesting or personally important, self-initiated and endorsed by others. Similarly, this study proved that teachers reported less motivation in intrinsic motivational factors. Furthermore, when they are forced by external forces to do boring tasks, effective performance is likely to result in poor satisfaction.

Ryan and Deci (2000) distinguished intrinsic motivation and self determination in human behavior and draws the fact that, intrinsic motivation refers to doing an activity for its own sake, behavior is autonomously regulated. In contrast, extrinsic motivation refers to doing an activity for an instrumental reason, doing an activity to obtain rewards or to avoid punishment. Behavior is externally regulated.

In contrast, they suggested that contextual factors would affect intrinsic motivation because they influence the extent to which people experience autonomy. Intrinsic motivation is expected to be facilitated by conditions that move toward psychological need satisfaction, whereas any condition that frustrates need satisfaction will cause intrinsic motivation to decrease (Ryan and Deci, 2000).

Herzberg's two factor theory states that motivation comes from the nature of the job itself and not from external reward or job condition (Spector, 2003). The researcher identified the common themes from teachers' response, which most teachers dissatisfied with their current salary; they seriously concerned for their salary increment. They complained to get house allowance and additional benefits. These dissatisfactions lead to lower motivation. Although the Ethiopian Education Training Policy MoE, (1994) stated that steps would be taken to motivate teachers, it is evident that this research found out teachers' motivation level is lower as the aggregate mean score of motivation ( $M=2.64$ ,  $SD=.48$ ) indicates below average mean score ( $M= 3.00$ ).

Power could be used positively when a principal uses power as a motivator. McClland and Burhaman (2003) argued that power can have effect on the motivation and performance of followers (teachers).

**Research question three:** Is there a significant relationship between principals’ use of power and teachers’ work motivation?

**Table 7.** Pearson Product Moment Correlation Between principals’ Use of Power and Teachers’ Work Motivation

Bases of power	Intrinsic motivation		Extrinsic motivation		Aggregate motivation	
	Pearson Correlation	Sig. (2-tailed) N=238	Pearson Correlation	Sig. (2-tailed) N=238	Pearson Correlation	Sig. (2-tailed) N=238
Legitimate	.039	.548	.150*	.021	.109	.093
Reward	-.048	.458	.095	.146	.022	.739
Coercive	-.062	.343	-.005	.944	-.043	.514
Positional power	-.029	.658	.114	.079	.045	.487
Referent	.044	.495	-.056	.389	-.003	.967
Expert	.065	.316	.146*	.024	.124*	.056
Personal power	.083	.201	.055	.399	.085	.193
Aggregate mean	.002	.982	.126	.051	.072	.269

Correlation is significant at the 0.05 level (2-tailed).\*

The primary focus of this research was to explore the relationship between principals’ use of power and teachers’ intrinsic and extrinsic work motivation. The above data in Table 7 revealed that Pearson product moment correlation explored the possible relationships between principals’ use of power and teachers’ work motivation. For this reason, teachers’ data was analyzed separated from principals’ data because teachers’ response in terms of how they perceived their principals’ power use reveals the reality. Hence, Pearson product moment correlation was explored with bivariate correlation analysis to explore if there is a significant relationship in between.

In Table 7 above, the result indicated that there was slightly significant positive correlation between principals’ power use and teachers ‘extrinsic work motivation: legitimate power,  $r (.150)$ ,  $p=.021$ , expert power  $r (.146)$ ,  $p =.024$ . The positive relationship observed in the analysis of legitimate power relatively showed better motivation, which suggests that teachers perceive that following directives from their principals, make them recognized as they have tasks to accomplish, should have responsibilities to fulfill and have commitments to meet.



Of the five bases of power, legitimate, expert and referent power bases were positively associated with teachers' intrinsic work motivation. Whereas, reward power  $r (-.048)$   $p=.458$  and coercive power,  $r (-.062)$   $p=.343$  were demonstrated little negative correlation to teachers' intrinsic work motivation and with the teachers' aggregate work motivation mean score  $r (-.043)$ ,  $p= .514$  of work motivation. Similarly, it was correlated negatively to extrinsic teachers' work motivation  $r (-.005)$ ,  $p= .943$ . The positional power correlated negatively with teachers' intrinsic work motivation  $r(-.029)$ ,  $P= .658$  whereas personal power correlated positively  $r(.083)$ , $p= .201$  with it. However, both personal and positional power had demonstrated little positive correlation to extrinsic motivation.

The study indicated that the amount of coercive power held by a principal was associated to have negative relation with teachers work motivation which is nearly similar with (Hinkin and Schriesheim's, 1989) findings.

Principals power use in its fairness and ethicalness can affect teachers' work motivation.

The evidence that was gained from open ended items revealed that:-

*Most teachers suggested their principals should treat teachers fairly as much as possible; provide fair reward for best achievements and should not focus on punishment rather give advice, should share equal work load for teachers and avoid favoring some teachers and should not burden teachers with lot of paper work.*

Similarly, Adams (1965) in his Equity theory makes clear that motivation is influenced by the extent to which individuals perceive they are treated equitably when compared with others in the same domain. It must, therefore, be recognized that principals should be very careful in rewarding teachers, so that teachers do not perceive any unfairness in the principal's method of rewarding. The reward should be perceived as just and equitable by teachers. The above findings are similar to Yukl, (2006) findings that expert and referent power bases were positively related; while (reward and coercive power) base showed no significant relationship to satisfaction.

In this study as it can be seen in Table 7, the mean score of teachers' perception of their principals' position power use with mean score (M= 2.90) was found at lower level in relation to the aggregate mean score of teachers' work motivation  $r (.045)$ ,  $p=.487$ . Similarly, personal power (M=2.46) score was correlated at  $r (.085)$ ,  $p= .193$ . Likewise, McClland and Burhaman (2003) findings which suggested that those leaders who display greater performance for efficient and fair use of power in work place were most effective and the followers had the highest level of motivation and performance. When principals use positional power in unethical or unfair way, it usually results in lower motivation. However, the result of the quantitative data as well as the evidences gained from interview with teachers indicated that principals were not effectively use reward power. They were unable to provide valued and fair rewards and they also rely more on positional power.

In conclusion, this study proved that secondary school teachers were neither intrinsically nor extrinsically well motivated in their work. Most principals rely on positional power and apply less power which could not have brought a significant relationship with teachers work motivation.

# **CHAPTER FIVE**

## **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

This chapter deals with a brief summary of the major findings, conclusion and recommendations of the study.

### **5.1 Summary**

The purpose of the study was to explore the most common power employed by secondary school principals in the sample schools. Second, it was intended to identify teachers' preference of power to be used by their principals. Moreover, it tried to assess if there is a significant relationship between principals' use of power and teachers' work motivation.

On the bases of this, the following basic questions were raised and addressed.

1. Which type of leader power is mostly employed by principals?
2. Which type of leader power do teachers prefer to be used by their principals?
3. Is there a significant relationship between principals' use of power and teachers' work motivation?

In order to deal with these basic questions standardized questionnaires were adapted. The five bases of social power were also correlated with teachers' intrinsic and extrinsic work motivation measurement scales. Furthermore, interviews were held with some selected teachers and principals.

Therefore, based on the data analysis, the major findings were summarized as follows.

1. This study proved that, most principals in the study area dominantly used their positional power to influence teachers and get them involved in their task. This power is acquired from the position the principals hold in their school. The result showed that they did not use a balanced power as they rely more on positional power bases. The interview with principals also confirmed that most principals lack the basic concept of power and how to exercise it effectively. On the other hand,

principals' and teachers perception on the actual use of power was not congruent. While principals reported as they use more of personal power (M= 3.83), teachers perceived less (M= 2.46). While principals reported as they use less positional power (M= 2.81) teachers perceived more positional power (M= 2.90) is being used by their principals. The idea that was emerged from the open ended questionnaire was also showed that, most principals seemed rated what should be in power use rather than what they are currently practiced. Interview with teachers confirmed that teachers' perceptions revealed the reality. This study showed that principals use low power 55.44% and dominantly rely on positional power which is less effective to maintain good relationship with teachers in the process of achieving the school's goals.

2. The likely explanation for the other finding of the study was that, most teachers preferred more a principal who uses personal power: referent power score (M= 3.36) and expert power score (M=3.49), while coercive power was the least preferred scored (M=1.77). Personal power is the most successful type of power to maintain good relationship between principals and teachers. Principals should use a balanced and mix power to influence teachers and get their commitment.
  
3. The third finding of this study was that, there was slightly significant positive correlation between principals' use of power: legitimate power,  $r (.150^*)$ ,  $p=.021$ , expert power  $r (.146^*)$   $P=.024$  with extrinsic work motivation whereas Coercive power was negatively correlated with intrinsic and extrinsic work motivation. However, the relationship was not statistically significant. Most teachers were neither intrinsically with mean score (M=2.52) nor extrinsically (M= 2.76) well motivated in their work which is below average mean (M= 3.00) score. Despite many other factors, the root cause of teachers' dissatisfaction needs further investigation.

Finally, this study proved that predominantly position power and less power was used and had predicted little contribution to enhance teachers' motivation at their work. Hence principals should work hard to be: qualified, role model, credible, fair, ethical and affiliated by their teachers.

## 5.2 Conclusion

In view of the major findings most principals in the study area dominantly employed positional power than personal power. They might believe relying to this type of power is always right. In fact they have to use it in an ethical way. Principals should give valued and fair rewards. If they use more punishment they tend to face resistance from teachers. Using coercive power is the primitive way of influencing attempt and become outdated in nowadays. However, this type of power alone does not maintain good relationship between principals and teachers. In addition to this, principals use low power which is assumed to be less effective to get teachers commitment and motivation. Likewise, interview with principals confirmed that they lack the basic concept and proper application of power. In contrast, most teachers in the study area preferred a principal who uses more personal power. It is the most successful type of power which fosters good relationship between principals and teachers. Principals should work hard to be role model, qualified, credible, honest and fair in order to be trusted, respected and followed or affiliated by their teachers. In this way they can get teachers' commitment in the process of achieving school's goals and they can increase teachers' level of work motivation. The other thing identified by this study was that most teachers were neither intrinsically nor extrinsically well motivated. The Pearson product moment correlation result revealed that, there was a slight positive relationship of legitimate, referent and expert power bases with teachers' intrinsic and extrinsic work motivation, whereas reward and coercive power were demonstrated negative correlation with intrinsic work motivation. However, the relationship was not statistically significant. Furthermore, it is interesting to note that position power was dominantly employed and less power use was reported the correlation with teachers' work motivation was not statistically significant. It had demonstrated little contribution to enhance the level of teachers' work motivation in secondary schools of North Shoa Zone. Lastly, despite many other factors, the root cause of teachers' dissatisfactions needs further investigation.

### 5.3 Recommendations

Based on the findings and conclusions of the study, the following possible suggestions are recommended.

1. The AREB makes sure that secondary schools' principals should be qualified, experienced and come to the position only with merit based competition, in order to achieve the desired learning outcomes in secondary schools. Principals should get pre trainings before they assigned and begin their work.

The AREB should facilitate various short term and long term in-service trainings for principals on leadership skill improvement. The training courses should be reevaluated regularly that assure the basic concepts of “power” are being properly and sufficiently addressed. It should address the various types of power available to principals.

The roles and responsibilities of principals should be revisited by the REB to ensure if they go in line with the current demand. Principals need more empowerment to perform their duties and responsibilities effectively. They should be more empowered in making decisions, in managing the schools' budget, in promoting teachers ... without direct or indirect imposition of other officials.

2. The North Shoa Zone Education Department should facilitate and allow formal scheduled forums for experience sharing programs on leadership practice among the secondary school principals.
3. The Woreda Education Offices should monitor and evaluate regularly whether principals' implemented the knowledge they gained from the trainings in their respective schools. Program should be arranged by the Woreda Education Officers for teachers to evaluate and reflect on how well their principals' use their power in secondary schools.
4. In secondary schools' context, principals must recognize the power they have and use it in a balanced and an ethical way to get better teachers' involvement and commitment in their work. Since some power bases interacts each other, principals should take in to consideration on how to use their position and personal power bases

in combination. Effective utilization of personal and positional power is crucial to create effective working climate within the school community.

Most teachers prefer their principals to use personal power: expert and referent powers that will have a strong impact in creating a positive relation and develop mutual trust between principals and teachers to achieve the schools objectives. Hence, principals should understand teachers' concern and work in accordance with to be: qualified, role model, ethical, credible, fair, trusted and affiliated by their teachers by relying more on personal (relational) power.

Principals should use their power as a motivator in order to build loyalty and mutual trust among the school community which foster democratic leadership style.

- 5 It is recommended that future research should be considered on case studies, since power is a dynamic process which changes in time and situations.

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## APPEDICES

### Appendix 1. Questionnaire for Principals

**BAHIR DAR UNIVERSITY**  
**FACULTY OF EDUCATION AND BEHAVIORAL SCIENCES DEPARTMENT**  
**OF EDUCATIONAL PLANNING AND MANAGEMENT**

Dear respondent,

The purpose of this questionnaire is to collect data that can serve as inputs to a thesis prepared for the partial fulfillment of master's degree in Bahir Dar University. This research aimed at assessing the principals' power use and its contribution to teachers' work motivation in secondary schools of North Shoa Zone.

Note that there is no right or wrong answer to the items in the questionnaire. The best response to any item is simply the answer which best reflects your feeling.

I also assure you that the collected data will be used only for the aforementioned educational purpose and will be kept confidential. Your genuine responses are vital for the success and reliability of the study. Please, note the following points before you start filling out the questionnaire.

1. You should not write your name.
2. Fill the questionnaire without consulting others.
3. Please, read the instructions and questions carefully.

Thus, you are kindly requested to fill out the questionnaire very carefully and honestly (genuinely) according to the given instruction for each part.

Finally, I would like to thank you in advance for your devotion in filling this questionnaire.

Mehari Hawaz, the researcher

#### **Part One: General Information**

**Instruction:** Circle the letter that you feel is the best answer.

1. Sex     1. Male     2. Female
2. Qualification     A. Diploma     B. 1<sup>st</sup> Degree     C. 2<sup>nd</sup> Degree in EDPM
3. Are you currently upgrading your qualification?     A. yes     B. No

**Part Two: Principals' use of power**

1. Which bases of power is most employed by secondary school principals?

**Instruction:** First, read carefully each descriptive statement; think in terms of how you currently influence teachers with your power. Circle one of the five numbers that most closely represents how you currently practiced it. (Select one scale for each item)

**Scale:** 5. Strongly agree 4. Agree 3. Undecided 2. Disagree 1. Strongly disagree

No.	power bases	Scale				
		5	4	3	2	1
1	I offer the type of reward that teacher's desire.	5	4	3	2	1
2	I make them feel valued.	5	4	3	2	1
3	I give undesirable job assignments.	5	4	3	2	1
4	I make them feel like I approve of them.	5	4	3	2	1
5	I make them feel they have commitments to meet.	5	4	3	2	1
6	I make them feel personally accepted.	5	4	3	2	1
7	I make them feel important.	5	4	3	2	1
8	I give them good technical suggestions.	5	4	3	2	1
9	I make the work difficult for them.	5	4	3	2	1
10	I share my experience and/or trainings.	5	4	3	2	1
11	I make things unpleasant here.	5	4	3	2	1
12	I make being at work distasteful.	5	4	3	2	1
13	I influence their getting a pay raise.	5	4	3	2	1
14	I make them feel like they should satisfy their job requirements.	5	4	3	2	1
15	I provide them with sound job-related advice.	5	4	3	2	1
16	I provide them with specific benefits.	5	4	3	2	1
17	I influence their getting a promotion.	5	4	3	2	1
18	I give them the feel that they have responsibilities to fulfill.	5	4	3	2	1
19	I provide them with needed technical knowledge.	5	4	3	2	1
20	I make them recognize that they have tasks to accomplish.	5	4	3	2	1

**Instruction:** please write your experience and feelings to the following questions.

1. What positive affects you observe from your use of power on teachers?

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-----  
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2. What negative effects do you observe on teachers related to your use of power?

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3. How a best principal would use his or her power to enhance teachers' motivation at work?

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## **Appendix 2. Interview Questions for principals**

Dear respondent, your responses will be used only for research purpose and will be kept confidential. Since your cooperation is highly valuable for the study, you are kindly requested to give your genuine response.

Thank you in advance!

### **Part I: General information**

1. Sex      1. Male      2. Female
2. Your qualification -----

### **Interview Guides**

1. What do you know about the various types of leader power?
2. Which power you most employed?
3. Are you successful in exercising your power?
4. How does your power enhance teachers' motivation at work?
5. Do you think you have enough power as a principal to influence teachers?

### Appendix 3. Questionnaire for Teachers

#### BAHIR DAR UNIVERSITY

#### FACULTY OF EDUCATION AND BEHAVIORAL SCIENCES DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Dear respondent,

The purpose of this questionnaire is to collect data that can serve as inputs to a thesis prepared for the partial fulfillment of master's degree in Bahir Dar University. This research aimed at assessing the principals' power use and its contribution to teachers' work motivation in secondary schools of North Shoa Zone.

Note that there is no right or wrong answer to the items in the questionnaire. The best response to any item is simply the answer which best reflects your feeling.

I also assure you that the collected data will to be used only for the aforementioned educational purpose and will be kept confidential. Your genuine responses are vital for the success and reliability of the study. Please note the following points before you start filling out the questionnaires.

1. You shouldn't write your name.
2. Fill the questionnaire without consulting others.
3. Please, read the instructions and questions carefully.

Thus, you are kindly requested to fill out the questionnaire very carefully and honestly (genuinely) according to the given instruction for each part.

Finally, I would like to thank you in advance for your devotion infilling this questionnaire.

Mehari Hawaz, The researcher

#### **Part One:** General Information

**Instruction:** Circle the letter that you feel is the best answer.

1. Sex    1. Male    2. Female
2. Qualification    A. Diploma    B. 1<sup>st</sup> Degree    C. 2<sup>nd</sup> Degree in EDPM
3. Are you currently upgrading your qualification?    A. yes    B. No



2. To what extent you would prefer each power bases to be used by your principal?

**Instruction:** Rate each power base to what extent you would prefer to be used by your principal or vice principal. Circle one of the five numbers to indicate your level of preference. (Select one scale for each item)

**Scale:** 5. Highly      4. Moderately      3. Undecided      2. Low      1. Not at all

No.	<i>I would prefer my principal or vice principal to -----</i>	Scale				
		5	4	3	2	1
1	make me I have commitments to meet.	5	4	3	2	1
2	make me I should satisfy my job requirements.	5	4	3	2	1
3	make me I have responsibilities to fulfill.	5	4	3	2	1
4	make me recognize that I have tasks to accomplish.	5	4	3	2	1
5	offer the type of reward that teachers desire.	5	4	3	2	1
6	influence my getting a pay raise.	5	4	3	2	1
7	provide me specific benefits.	5	4	3	2	1
8	influence my getting promotion.	5	4	3	2	1
9	make work difficult for me.	5	4	3	2	1
10	make things unpleasant here.	5	4	3	2	1
11	make me to be distasteful at work.	5	4	3	2	1
12	give me undesirable job assignments.	5	4	3	2	1
13	make me feel valued.	5	4	3	2	1
14	make me feel like he or she approves of me.	5	4	3	2	1
15	make me to feel personally accepted.	5	4	3	2	1
16	make me feel important.	5	4	3	2	1
17	give me good technical suggestions.	5	4	3	2	1
18	share his or her experience.	5	4	3	2	1
19	provide sound job-related advice.	5	4	3	2	1
20	provide me with needed technical knowledge.	5	4	3	2	1

**Instruction:** provide your personal feelings or experience to the following questions

1. What positive effects you observe of your principal use of power?

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2. What negative effects you observe of your principal use of power?

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-----

3. What do you suggest to your principal in using his or her power?

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**Part Three: Teachers' work motivation**

1. To what extent principal's power use has relation with teachers' motivation at work?

**Instruction:** Please, indicate to what extent each of the following items corresponds to the reasons why you are presently involved in your work. Circle one of the five numbers to indicate your level of agreement.  
(Select one scale for each item)

- Scale:** 5. Strongly agree                      4. Agree                      3. Neither agree nor disagree  
                    2. Disagree                      1. Strongly disagree

Items	<i>I do this job, because:</i> -----	Scale				
		5	4	3	2	1
1	I enjoy this job very much.	5	4	3	2	1
2	I am satisfied and successful in doing my job.	5	4	3	2	1
3	I choose this job to attain a positive life.	5	4	3	2	1
4	I do this job as a part of my life.	5	4	3	2	1
5	I stay in my work to fulfill my career goals.	5	4	3	2	1
6	It makes me do this job to be part of my personal values.	5	4	3	2	1
7	I want to be a "winner" or best in my job.	5	4	3	2	1
8	It is part of the way in which I have chosen to live my life.	5	4	3	2	1
9	I feel my job has become a fundamental part of who I am.	5	4	3	2	1
10	It allows me to make more money in my job.	5	4	3	2	1
11	It covers the cost of average standard of living.	5	4	3	2	1
12	The income it provides me.	5	4	3	2	1

**Instruction:** provide your personal feelings and experience to the following questions.

1. Mention some factors related with your principal that demotivate teachers in their work.

-----  
-----

2. What attempts should be made by your principal to motivate teachers in their work?

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-----  
-----

3. How a best principal would use his or her power to enhance teachers' motivation at work?

-----  
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## **Appendix 4.** Interview Questions to Teachers

Dear respondent, your responses will be used only for research purpose and will be kept confidential. Since your cooperation is highly valued for the study, you are kindly requested to give your genuine response.

Thank you in advance!

### **Part I:** General information

1. Sex 1. Male                      2. Female
2. Your qualification -----

### **Interview Guides**

1. Are you interested with your current job? ----- How?
2. Do you know your principal has different power? Can you mention some?
3. Which power is most employed by your principal?
4. How well your principal is effective in using his leader power?
5. How does your principal power enhance teachers' motivation at work?

**Appendix 5.** Item-Total Reliability Statistics on principals, use of power

Items	N	Mean	Std. Deviation	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Legitimate 1	40	3.57	.87	57.97	91.66	.311	.777
Legitimate 2	40	3.50	.96	58.05	86.61	.565	.763
Legitimate 3	40	3.40	1.03	58.15	90.64	.301	.778
Legitimate 4	40	3.27	1.17	58.27	85.79	.480	.766
Reward 1	40	3.15	1.05	58.40	88.19	.422	.770
Reward 2	40	2.87	1.18	58.67	90.73	.245	.782
Reward 3	40	3.30	1.06	58.25	87.52	.450	.769
Reward 4	40	2.70	1.01	58.85	88.59	.418	.771
coercive1	40	2.37	1.16	59.17	97.27	-.044	.800
Coercive 2	40	2.50	1.13	59.05	94.04	.105	.790
Coercive 3	40	2.75	1.19	58.80	94.57	.071	.793
Coercive 4	40	2.27	1.13	59.27	93.02	.153	.787
Referent 1	40	3.25	1.08	58.30	89.65	.333	.776
Referent 2	40	3.17	.95	58.37	91.06	.310	.777
Referent 3	40	3.35	1.18	58.20	89.90	.280	.779
Referent 4	40	3.42	1.19	58.12	86.21	.450	.768
Expert 1	40	3.27	1.15	58.27	85.79	.492	.765
Expert 2	40	3.25	1.37	58.30	79.49	.664	.750
Expert 3	40	2.87	1.13	58.67	85.81	.500	.765
Expert 4	40	3.27	1.15	58.27	85.79	.492	.765
<b>Cronbah's Alpha</b>							<b>.784</b>

**Appendi**

Items	N	Mean	Std. Deviation	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Int1	40	2.30	.939	24.72	34.61	.382	.784
Int2	40	2.37	.978	24.65	32.79	.532	.769
Int3	40	2.32	.997	24.70	32.62	.535	.768
Int4	40	2.32	.888	24.70	33.54	.523	.771
Int5	40	2.27	.960	24.75	33.57	.469	.775
Int6	40	2.62	1.00	24.40	32.29	.561	.765
Ext7	40	2.47	1.06	24.55	34.51	.327	.791
<b>Cronbach's Alp</b>							<b>.793</b>