

**INFLUENCE OF PRINCIPALS' POWER UTILIZATION ON TEACHERS'  
EMPOWERMENT IN PUBLIC SECONDARY SCHOOLS**

**IN GARISSA COUNTY, KENYA**

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**A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF  
THE REQUIREMENTS FOR THE AWARD OF DOCTOR OF  
PHILOSOPHY DEGREE IN EDUCATIONAL MANAGEMENT  
LEADERSHIP AND ADMINISTRATION OF  
MOUNT KENYA UNIVERSITY**

APRIL 2024



DECLARATION AND APPROVAL

**Declaration by the Student**

This thesis is my original work and has not been presented for an award of degree in any other University or for any other award.

**Signature:**



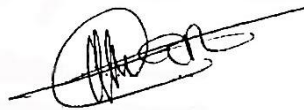
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## DEDICATION

This work is devoted to my father, the late Hassan, mother, the late Halima. It is also dedicated to my wife, Zahara, my sons and daughters and to all my siblings for giving me support and courage during the writing of this thesis.



## ACKNOWLEDGEMENTS

I feel greatly indebted to Mount Kenya University for the opportunity to pursue my studies. My insightful and heartfelt gratitude goes to my research supervisors, Prof. Wanjiru Mugai and Dr. Ganatusanga Haroon Sinan for their professional guidance at all stages of this work, as well as inspirational and healthy criticisms with love and creative ideas. I thank you dear professional friends, for your kind-heartedness, and for brainstorming and nurturing my ideas. I appreciate Mr. John Njogu and Mr. James Tetu for the efforts they put in typing and organising my work, and Mr. Njue Paul for proof reading this work. Many thanks go to my colleagues and other individuals who actively got involved in putting this work together, and in various other stages that have culminated into the development of this proposal. I acknowledge authors of works cited in this thesis.

## ABSTRACT

There is a global concern on the principals' power utilization. The aim of this study was to investigate the impact of principals' power utilization on teachers' empowerment. The objectives were: to establish the effect of principals' legitimate power utilization on teachers' empowerment, to determine the influence of principals' expertise power utilization on teachers' empowerment, to ascertain the influence of principals' reward power utilization on teachers' empowerment and to establish the influence of principals' referent power utilization on teachers' empowerment. The study utilized mixed method and the simultaneous triangulating model with descriptive survey design. Targeted populace was 14,184 which included 41 principals, 780 teachers, 13,339 students and 24 MoE/TSC officers. The sample was 760 which included 33 stratified randomly sampled, 330 teachers and 384 students sampled using Fisher formula. The 13 MoE/TSC officers were purposively sampled. Questionnaires for learners and teachers were used while interviewing schedule was for MoE/TSC officers and the principals. Piloting was done in Wajir County using a sample of 76 participants which is 10 % of the total sample. The pilot sample included: 4 principals, 36 teachers and 36 students purposively sampled from the same schools. These piloting participants were not included in the final sampling. The investigator requested specialists to analyze the validity of tools. As for reliability there was test-retest technique employed. Cronbach's Alpha was utilized to find the reliability of the instruments. Alpha worth of 0.700 was attained and the instruments termed consistent. Triangulating was used to assure credibility. In-depth interviewing was embraced to examine dependability of non-numerical tools. Numerical facts were scrutinized in descriptive and inferential (linear regression) statistics by means of tables, occurrences and percent rates. Qualitative data was offered by thematic scrutiny in narrative form and verbatim citing. The study established that problem solving skills were not used, expertise training was not seen and celebration of achievements was missing. The study concluded that legitimate, expertise, reward and referent powers influenced teacher empowerment positively. It was recommended that principals should utilize all these powers and should beef up the use of these powers in schools. Further research was recommended to be done on these powers elsewhere with different participants.

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## LIST OF ABBREVIATIONS AND ACRONYMS

**AASA:** American Association of School Administrators

**ANOVA:** Analysis of Variance

**ASDC:** Association for Supervision and Curriculum Development

**BOM:** Board of Management

**CM:** Classroom Management

**CRC:** Convention on the Rights of the Child

**MoEST:** Ministry of Education Science and Technology

**OCB:** Organizational Citizenship Behaviors

**OECD:** Organization for Economic Cooperation and Development

**SPSS:** Statistical Package for Social Sciences

**TALIS:** Teaching and Learning International Survey

**TET:** Teacher Effectiveness Training

**UNESCO:** United Nations Educational, Scientific and Cultural Organization

**UNICEF:** The United Nations Children's Fund

**WHO:** World Health Organization

## CHAPTER ONE

### INTRODUCTION

#### 1.0 INTRODUCTION

In this segment, the foundation of the study was highlighted including statement problem. There was the aim and goals of the thesis as well as hypotheses, questions, limits and delimitations among other areas in this part of the thesis.

#### 1.1 BACKGROUND TO THE STUDY

Origin of the types of power dates back to the times of social psychologists John R. P. French and Bertram H. Raven who conducted a distinguished survey about power in 1959. It was stated that power was had five distinct and dissimilar forms. The concept indicated how those forms of power affected peoples' leadership as well as success. The researchers analyzed the complications of power and determined that there were five dynamics of power: referent, expert, legitimate, reward and coercive. They gave definition of power as the key foundation in attaining outcomes or submission from another person. It was said that social power and social influence were found in psychology, sociology and political science. The first theory that French and Raven talked about was Psychological Change. They defined change at a level of generality, which included changes in behavior, opinions, attitudes, goals, needs and values (Kovach, 2020). That being the case, this thesis intended to examine the use of various types of powers by the school principals to empower teachers in the effort of better performance in schools in Garissa County.

Power as a dispositional word is a capacity, a concept, but it is also hierarchical and that indicates that people are arranged in a certain order where power is not equally distributed. One of the

downsides about power is that the term has been applied often times by many scholars in reference to diverse concepts that are not easily understood and may bring confusions amongst people (Lukes, 1974, 2005; French & Raven, 1959). In addressing the controversy of the faces of power, Lukes (1974) provided a philosophical analysis of power as can be seen from the principals' power utilization point of view. Foucault (2014) theorized that the concept of power is highly controversial particularly due to its unpredictability, omnipresent nature, instability and reversibility. Power, however, cannot exist solitarily notwithstanding its changeable characteristics. It is neither a self-sufficient nor a self-reliant entity (Baille & Cervero, 2016). Thus, better use of power would improve teachers' empowerment in terms of positive interactions as well as better teacher adherence to rules and authority. Teacher motivation would be enhanced as well as problem solving and time management skills. Improved also would be subject scores and general performance in the schools in the study county of Garissa.

Research exploring the existence of power relations in the broader social context is expressed in educational dynamics including managers' utilization, teaching and learning. Instruction and learning progressions in the classroom demonstrate that existence of power is distinguished through the manner in which it is dynamically exercised, such that the boundaries of power relations between the powerless and the powerful are not expressly defined but demonstrated in a delicate and sophisticated manner. Indeed, Bailey and Cervero (2016) at University of Georgia explored how power plays out among the managers with the aim of helping teachers gain empowerment about the manner in which learners perceive their instructive styles. It is important for principals to note that in their everyday activities dealing with teachers and students, both at a personal level and group level keep interacting in various ways and hence the need to propel the teachers' empowerment. Those interactions may bring in power struggles. Osher, Cantor and Berg (2018) in an analysis

carried out at the American Institutes for Research argue that teachers act differently in regard to the way they foment supportive and responsive relationship with the students at classroom level, where power is said to play part in the relationships. It can be understood differently by various teachers and stakeholders of education.

Modelling of power relations by the principals at the learning environment is a core component in classroom management processes and it can either bring about positive outcomes or negative outcomes depending on the way it is understood and utilized by various managers. As demonstrated by Approach Inhibition Theory, power possess capacity to influence and alter a person's psychological state. Thus, principals' power may be exercised through activities such as regulating, invoking and controlling knowledge. Principals can exercise this mode of control by sanctioning or making decisions in regard to the type of information to provide to teachers' classroom management requisites and empowerment, teaching and management of the knowledge creation process (Shindler, 2015 & Weimer, 2014). Numerous studies emphasize on the importance of power utilization in making good teachers in classroom learning situation and where power is regarded to be in circulation. Empowering teachers can be done by the principals through various activities and practices in the schools. The power brings about better results in the performance in the schools. Different countries such as America and Europe have designed policies to promote principal quality in teacher management requisites and empowerment as a result of power utilization by the school managers. Studies further indicated that teachers' empowerment was more important to learners' outcomes compared to other factors of education and that the best aspect of identifying effective teachers is through their performance, not by their background or experience which requires the principals to utilize their powers properly. The Association for Supervision and Curriculum Development – ASCD (2014) reported that power manifestation in the schools was one of the most

implicit factors about the reality of the learning situation. Studies have supported the fact that teachers have power to manage their classroom in any direction of learning so long as the managers utilize powers in the right direction. Principals' power utilization is seen a lot during the act of the teacher-student communication. The principals possess power that can change the attitude of the teachers to make them more effective in their duties especially the classroom teaching activities among others. This can be measured by the academic performance among the students in examinations.

**Teacher empowerment for classroom management**, just like power is one of those tricky terms as it means many different things to many people. McCreary (2017), Robert (2017) and Eisenman et al (2017) term in their views and connote the strategies and processes utilized by a teacher for the purpose of controlling the classroom as a conducive learning environment for quality instructional processes and student success. Known as one of the earliest activities that teachers acquire at the beginning of their profession, classroom management as a result of teacher empowerment is one of the most difficult things that a student teacher faces during the first days of his or her teaching career (Zabalza & Marcelo, 2014). There is a huge amount of research indicating that teacher empowerment is a daunting task even for the most instructors (Pozo, 2016).

Despite the existence of various educational strategies that can be applied in classroom outcomes, the converging factor in every strategy out there is to provide a learning environment that students find conducive for improved academic achievement. According to Pozo (2016) at University of the Balearic Islands in Spain, the commonest requisites for effective leaning are consistency, trial and error, proximity, seating arrangements, routines classroom rules and discipline among others. Effective teachers are said to possess

empowerment with which they apply to devise strategies that promote enhanced learning in the classroom. Various types of powers utilized by the school managers can help attain these goals among the teachers (Marzano, & Marzano, 2013; Shellard & Protheroe, 2013; McLeod, et al. 2015).

Principals may influence any style or strategy intended for teacher empowerment and is likely to involve making errors here and there until what works best in supporting safe and secure learning environment is established. Nevertheless, if the teacher is empowered, his/her ability to employ balanced power in classroom management is one of the best approaches towards making students identify with the classroom rules and to appreciate them as part of the aspects for facilitating their success in learning. Irrespective of the time that teachers may spend in good lesson planning, this would not achieve anything is such as lessons are delivered in unsafe or chaotic environment so long as they are not empowered by their seniors (Baer, 2015).

Özer, Gelen and Alkan (2016) in a study carried out at Ondokuz Mayıs University in Turkey, power utilization characterized the mistakes that were commonly made by teachers during classroom organization as major hindrances affecting quality of teaching and learning. This included inability to establish authority and trying to compensate such deficit through being harsh to students, applying authoritarian tendencies and seeing oneself as the source of authority. More than 45 percent of those sampled reported to have at one point planned to desert the profession due to student behavioral problems and the mounting challenges of classroom management. There is convergence on the views of many principals regarding the importance of teacher classroom management. However, from the findings of the survey just an insignificant figure of teachers had received empowerment beyond the common traditional standards, which can have counter effects in dealing with student behavior. Properly used, powers can impact performance of teachers in

Garissa County. Nevertheless, this seemed to have been not the case in this study. This study aimed at reassessing principals' power utilization on teachers' empowerment to improve performance of teachers. There is need to probe the effect of teachers' empowerment and by understanding that as classroom managers, they ought to be the ones leading and guiding the students for better performance.

This introductory base of argument infers that there is a basic need for teachers as human beings to be empowered fully for better outcomes. However, the fact that a teacher in this instance assumes the role of a manager in classroom interactions, he or she has a genuine need to hold or possess empowerment for the purpose of influencing the behavior of the students under his or her charge (Weimer, 2014). The most influential framework of the bases of power was derived from the proposition of French and Raven (1959; & Vliet, 2016) which accounted for the five power foundations which were legitimate, coercive, reward, expert, and referent power. These, among others form part of social powers in the communities.

In their distinctive nature, each of these powers has its uniqueness in terms of effectiveness depending on the influence of the individual holding them and the specific task at hand. According to Mohammed (2016) in Saudi Arabia, beginner teacher experienced problems due to lack of knowledge and professionalism empowerment. The study established that lack of intensive training courses and lack of empowerment resulted in problematic classroom management for beginner language teachers. One basic outlook about power in controlling the learning environment looks at the ability of a teacher to being in a somewhat position to shape the wellbeing of a student beyond the control of such student (McCroskey & Richmond, 2017). Despite this being the case generally in many situations, it is the students who on the other hand accept the teachers' social powers to affect their behavior in the classroom without coercion. (Sedova, Sedlacek & Svaricek, 2016).

McCroskey, and Richmond, (2017) in their work *Nonverbal Behavior in Interpersonal Relations* averred that a certain level of social power is ever present in a teacher during his or her interactions with learners. The authors further, argued that the capacity of empowerment that the teacher applies in classroom control is directly comparative to the capacity of power needed for classroom control. Empowered teachers therefore, have the best opportunity to produce the best results as a result of their high sense of motivation.

According to Teoh, Cheong and Stuart (2018) in a qualitative study carried out in Chennai, India, on teacher training in managing behaviors of male students, challenging behavior was reported to be a common problem owing to nonexistence of empowerment. That work clarified that teachers received inadequate training and empowerment and that the then existing national training programme did not prioritize on this area. The existing literature illuminated on the problem of student behaviour management and the form of skills that teachers require for the purpose of fostering in their students' positive behavior and subsequent effectiveness in classroom control. Irwin, Anamuah-Mensah and Aboagye (2015) study conducted in Ghana explored about teachers' views about classroom behavior and the part played by culture in building learners' behavior. Teachers having been poorly empowered; they could produce up to the minimum but not up to the maximum as it should have been the case. The authors further explored on the preferred strategies applied by teachers as interventions in controlling misbehavior in the learning environment.

In Senegal, Ndour, Diop and Ndiaye (2014) survey of school principals' knowledge power and behaviour in coping with teachers' behaviour problems in the classroom demonstrated encouraging knowledge of teachers about common disorders. UNESCO and the Regional Office for Education in Africa – BREDA (2017) conducted a comparative study in Sub-Sahara Africa thus, in Lesotho, Liberia, the Gambia, Zanzibar, Tanzania and Uganda on teachers' power of motivation and

classroom activities and found that teachers in many of those countries were highly demotivated, which significantly affected teachers' classroom performance. The demotivation of teachers could have been known by them or they could have not been aware of it. It was the duty of the heads to make sure that they recognized the work done by their teachers. They should have utilized their different powers to empower those teachers if they expected better results.

In this country, Ouma et al (2013) did a study in Kisumu City on the managing of students' outcomes. These researchers established that students' unruliness was too much and that teachers did not have satisfactory skills in social empowerment for behaviour control. Use of mentoring programmes as strategies for improving discipline in schools in the Municipality of Eldoret, Uasin Gishu County and established that there were challenges, like lack of policy implementation framework, funding problems and shortage of time for teachers due to increased volume of workload, hence lacking time to address issues of discipline and challenging behaviours in students. Each of these were parts of school administrators' personal power for addressing behaviour in classroom management by the teachers.

Regarding Garissa, where this study was done, Hassan (2018) in a Nairobi University investigation done among public institutions established that owing to the absence of teacher empowerment, the teachers lacked class strategies to manage outcomes. This led to poor performance from the students. It was implied, based on the findings, that there was poor performance academically and this had been the trend for many years down the line. Unfortunately, that research failed to indicate any results on teachers' empowerment and performance outcomes. This work had the duty to establish and confirm if principals' power utilization had any effect on the empowerment of teachers in public schools in the county of Garissa, in the Republic of Kenya. Looking at the statistics in terms of performance score, there was no score reaching five point zero. Taking an

example of the year in 2016, the score was a meagre 3.02, in the year 2017 the schools scored 3.59, in the year 2018 the score was 4.5, in the year 2019 the schools scored 2.55, and in the year 2020 the score was 4.31 (Garissa County Education Office, 2021). Thus, the question of principals' power utilization on the teachers' empowerment was not tackled significantly which must have caused a calamity if not addressed fully, for instance, unceasing fading outcomes.

## 1.2 STATEMENT OF THE PROBLEM

Ideally, the principals' power utilization should be seen empowering secondary school teachers in the study county. However, Garissa has been faced with the challenges of numerous teachers showing lack of empowerment. The problem was evident for example, poor performance in teachers' empowerment in scores and grades in subjects taught as well as poor performance contract scores including lack of problem-solving skills and time management. This had been the situation that has called for the study. There was likewise, poor teacher motivation and poor adhering to rules and authority. Statistically, the performance score has never reached 5.0 for instance, in 2016 it was 3.02, 2017 it was 3.59, 2018 it was 4.5, 2019 it was 2.55 and 2020 it was 4.31 (Garissa County Education Office, 2021). The issue of principals' power utilization on teachers' empowerment may not have been addressed seriously which may have caused a catastrophe if not addressed fully, for instance, continuous diminishing of performance. In the face of enormous involvement and influences that teacher empowerment can have in terms of influence to social, academic and personality development as well as learners' behavioural difficulties, it seemed not to feature as a key aspect during teachers' empowerment requisites in Garissa secondary schools. The county has continued to experience cases of poor academic successes.

The justification for choosing Garissa County lies in the fact that according to the facts obtained from officers managing education County Education, out of 41 public schools whose candidates sat

for KCSE in 2017, only a few of them scored significant grades above 5.0 and only a few attained a similar level in 2018. The data likewise revealed that out of all 41 schools in the county, only a few managed to attain good and meaningful grades in 2019. The study problem exists in terms of poor performance in teacher empowerment in scores and grades in subjects taught as well as poor performance contract scores including lack of problem-solving skills and time management. There is also poor teacher motivation and poor adherence to rules and authority. Poor positive interactions and relationships are witnessed. Thus, the researcher embarked on this issue in this thesis and various outcomes were reviewed.

### 1.3 PURPOSE OF THE STUDY

The purpose of this study was to examine the influence of principals' power utilization on teachers' empowerment in public secondary schools in Garissa County, Kenya.

### 1.4 OBJECTIVES OF THE STUDY

These specified goals steered research activities.

- i. To establish the influence of principals' legitimate power utilization on teachers' empowerment
- ii. To determine the influence of principals' expertise power utilization on teachers' empowerment
- iii. To ascertain the influence of principals' reward power utilization on teachers' empowerment
- iv. To establish the influence of principals' referent power utilization on teachers' empowerment

## 1.5 RESEARCH QUESTIONS

The research answered questions as follows: -

- i. What is the influence of principals' legitimate power utilization on teachers' empowerment?
- ii. How does principals' expertise power utilization influence teachers' empowerment?
- iii. How does principals' reward power utilization influence teachers' empowerment?
- iv. What influence does principals' referent power utilization have on teachers' empowerment?

## 1.6 HYPOTHESES OF THE STUDY

The research addressed the following hypotheses: -

1.  *$H_0$  There is no influence in principals' legitimate power utilization on teachers' empowerment*
2.  *$H_0$  There is no influence in principals' expertise power utilization on teachers' empowerment*
3.  *$H_0$  There is no influence in principals' reward power utilization on teachers' empowerment*
4.  *$H_0$  There is no influence in principals' referent power utilization on teachers' empowerment*

## 1.7 RATIONALE OF THE STUDY

Investigation in the field of principals' power utilization is justified as it may help the teachers and students on their performance hence help solve the research problem. This thesis sought to find out how principals utilized different types of powers to enable teachers' empowerment and how institutions were ready for empowering teachers in general. This assisted in sealing the gap in knowledge as it gave additional data to the now present body of knowledge hence offering scholarly influence as well as contributing to the same on the vital subject of teacher empowerment.

This study on the principals' power utilization on teachers' empowerment findings might have added to the current literature on the area of specialization. It scored value by utilizing mixed methods whereby both quantitative and qualitative data were collected. Studies directed in the field of empowerment of teachers were convincing since they gave knowledge to the teachers and students including the principals on their performance. The investigation wanted to find out how principals and schools were prepared for better empowerment hence better results in Garissa and had additional significance into power utilization among the principals.

To empower principals to handle power and empowerment outcomes matters in the schools, a decent understanding of what contains suitable power use and empowerment practices and management is vital. The work, consequently, had target on reducing the gaps presently seen on empowerment, power and management and similarly address the power use gaps that hamper principals, teachers, students and the school at large in management of power use conditions. The study revealed the that there was lack of principals' power utilization on teachers' empowerment in Garissa County.

Garissa had faced challenges of many teachers showing lack of empowerment. The study problem existed in terms of poor performance in teacher empowerment in scores and grades in subjects taught as well as poor performance contract scores including lack of problem-solving skills and time management. There is likewise poor teacher motivation and poor adhering to rules and authority. Poor positive communications and relationships were evident form the statement of the problem. Such factors can be tackled through effective power utilization and empowerment strategies and techniques. Principals in their role as managers need to empower teachers in different forms to influence students' learning and transform the academic performance. If teachers are empowered, they have the right in their roles as managers in the classroom to demand that students do different things in class. Principals need to use their power and have the ability to balance different forms of

power in order to achieve effective teachers' empowerment and management and the required learning outcomes. While principals have at their disposal different strategies, they can utilize them to enable teachers achieve the learning objectives and affect classroom management and the expected learning outcomes. This seems not to be the case in Garissa County, where learners' manifest various psychosocial disorders impacting on learning and teaching processes and ultimately outcomes in performing. However, influence of principals' power utilization on teacher empowerment strategies still remains unexplored and more needs to be undertaken to look into and evaluate the underlying relationship between principals' bases of empowerment and teachers' outcomes in regard to the form of practices and strategies employed by teachers to boost order and control in teaching and better outcomes.

#### 1.8 JUSTIFICATION OF THE STUDY

There is a knowledge gap filled by this study between principals' power utilization and the teachers' empowerment. The present body of knowledge about principals' power utilization and teachers' empowerment in schools requires extra new additions especially to the persons who do research in this area of study. Consequently, this examination significantly may subsidize to the area of study. The investigator may gather dynamic truths to handle the matter of power use in schools and may enhance worth to the present data. Investigators in power use may obtain treasured information to use in their examination. The research was expected to produce critical information about principals' power utilization and teachers' empowerment that may particularly be of interest to relevant beneficiaries. Institutions, such as Kenya Educational Management Institute (KEMI) which is principally charged with the responsibility of identifying teachers' training needs, hence incorporating aspects that could address student discipline and make other necessary policies in the schools. The Schools Boards of Management may have insight on how to support principals in

improving teachers' empowerment for effective learning. Stakeholders in educational management, such as families and the community may become more conscious on how to best get involved in complementing school-based efforts to enhance discipline of their children. Their contribution following the findings and themes highlighted in the study may promote mutual partnership in tackling issues of indiscipline due to increased collaboration and monitoring. The scholarly writing filled the knowledge gap that existed in the research. The mixed research methodology and the design used in the study enabled outcomes that may enable better management of teachers in terms of empowerment. Theoretical justification was addressed in Approach Inhibition of Power and the Empowerment theory which helped tackle the study problem.

#### 1.9 SCOPE OF THE STUDY

The researcher in this section dealt with the area, participants, tools, period, method, content, design and theories. This present study focused on principals' power utilization in public secondary schools in Garissa County, this being the scope in terms of the content. Principals' power utilization such as legitimate, expertise, reward and referent powers and their influence on teachers' empowerment were investigated. The interest of the investigate centered on the state of schools in Garissa focusing on the nature of influence of principals' power utilization, in terms of legitimate power, expertise power, and reward as well as referent power and teachers' empowerment to manage outcomes in the category of the aforementioned institutions. A mixed methodology approach utilizing both numerical and non-numerical data was employed. Data collection tools used in the thesis were questionnaires and interview schedules. Principals, teachers, and students provided numerical statistics through questionnaires, while interview guides are going to be used to gather qualitative data from MoE/TSC officers. The investigate was done between the month of January and the month of June 2023 and the month of June 2023. Mixed methodology and

concurrent triangulation design were used. The theories which were used to manage this study were: Approach Inhibition Theory of Power and the Empowerment Theory.

#### 1.10 LIMITATIONS OF THE STUDY

The following were the limitations that the researcher anticipated to encounter in the study: -

- i. A study of this nature requires a lengthy period to fully understand and interpret actions and experiences of communities, which the researcher did not have. To counter this, the results were generalized to enable the coverage
- ii. The area of study was also expansive with schools located far apart in largely inaccessible topography. In this case the researcher tried to make sure that all schools in the study were covered by proper scheduling and timing during the visitations
- iii. There was the issue of accessing relevant literature on principals' power utilization and teachers' empowerment as it was a constraint due to the fact that this area of study was gaining momentum now in the field of power utilization and teacher empowerment

#### 1.11 DELIMITATIONS OF THE STUDY

This thesis was delimited to various issues: -

- i. The coverage of the current study was restricted to principals' power utilization and as those factors that influence teacher empowerment in the school setting
- ii. The factors that were beyond social power beyond the learning atmosphere were not be factored and any other related factor beyond the parameters of the study may inform the basis for necessity for conducting further investigations

- iii. Only principals, teachers, students and MoE/TSC officers were involved as the participants

#### 1.12 ASSUMPTIONS OF THE STUDY

Suppositions explained were as follows: -

- i. That the principals' power utilization influenced teachers' empowerment in schools in Garissa County
- ii. That principals' various powers such as legitimate, expert, reward and referent power utilization influenced teachers' empowerment in schools in Garissa County
- iii. That all participants freely volunteered and responded with accuracy to all research questions
- iv. That all respondents gave honest and objective information

### 1.13 OPERATIONAL DEFINITION OF KEY TERMS

**Attractiveness:** it was meant the dressing and total appearances of the principals to be able to attract teachers and students

**Authority and control:** this referred to the power of the principals in schools being obeyed by the teachers and the students. The principals had powers that needed to be obeyed in order to run the schools

**Better teacher adherence to rules and authority:** this terminology referred to healthier devotion shown by the teachers in obeying all regulations and powers of the principals

**Celebrating achievements:** this was about giving parties to teachers and students once there was for example improved performance in the schools to motivate them

**Communication:** this had reference to the way principals passed information to teachers and students and the way it was received and understood

**Decision-making:** this meant the process of deciding on school issues involving all the participants

**Education:** this was meant to show how principals and teachers could increase their learning by enrolling in higher degrees

**Encouraging and praising:** this meant the art of giving hope and verbal reinforcement among the principals

**Enhanced positive interactions and relationship:** this was about improved connections and healthy associations among the principals and teachers and also including the teachers

**Expert power:** refers to the principals' possession facts, skills, data, information, and how they interplay to produce power and understanding which may influence teachers' activities

**Expertise and training:** the principals had to increase their knowledge in management and also in higher education

**Improved performance contract scores:** it dealt with evaluation of teachers and the way they could improve their performance

**Improved performance in subjects taught:** this was enhanced work of the teachers in showing that they were motivated

**Improved problem-solving and time management skills:** this meant enhanced ways and means of dealing with issues in the schools and the way time was taken care of by the principals

**Incentives and rewards:** this referred to inducements meant to please teachers and students for better performance

**Increased teacher motivation:** this was enhanced inspiration among the teachers so that they could do better

**Influence:** term used to refer to principals' ability to persuade teachers and empower them, cause actions or changes in their work

**Information sharing:** this meant to pass news and progress to the teachers as they happened without delay

**Knowledge power:** refers to the principals' possession facts, skills, data, information and understanding has and how they interplay to produce power which may influence teachers

**Leadership skills:** this refers to modalities of management in schools which indicate that the principals are qualified leaders

**Legitimate power:** this is legal power, position power designated to a principal in a position of responsibility like empowering teachers for classroom management in schools

**Likeability:** this indicated that the principals were admired and had that capacity to be admired by their teachers and students

**Personality:** this had to do with the total person in terms of all aspects of character and mannerism

**Positive feedback:** this referred to optimistic comments and responses which the principals could give to teachers to make them better performers

**Power:** refers to influence, or force, or control or reward a principal can have and use while dealing with teachers so as to bring in effective classroom outcomes

**Principals' power utilization:** this is the ability principals have to use power so that they can influence teachers and empower them

**Principals' powers:** refers to types of forces, or aspects a principal may possess to influence to influence teachers and empower them

**Problem solving skills:** these are tactics used by the principals to iron out issues that schools face in day to running of the institutions

**Referent power:** is the capability of a principal to impact his or her followers, based on such followers' loyalty, admiration or respect or likings or charisma

**Respect:** this meant if teachers were admired revered by the teachers and if they had this capacity

**Reward power:** used in reference to principals' ability to issue gifts, offer recognition or a form of reward to his/her teachers in many forms for influence or empowerment

**Teachers' empowerment:** this means the power teachers may receive from their principals so that they bring out better outcomes



## CHAPTER TWO

### LITERATURE REVIEW

#### 2.0 INTRODUCTION

The segment started by looking at the empirical literature. This began with the principals' power utilization information as the independent variable and the teachers' empowerment as the dependent variable. Literature was scrutinized to cover the four thesis objectives. Conceptual and theoretical frameworks were scrutinized here similarly. There was identifying of study gaps. The section ended in summarizing the items handled in it.

#### 2.1 EMPIRICAL LITERATURE

An empirical literature is said to be a review process that involves the evaluation of previous empirical studies so as to bring to rest a specific research issue. The national events regarding the study issue came third position followed by happenings taking place in the local area where this investigation took place. This, actually followed the research technic referred to as the funnel approach. In this method, the investigator begins from the wide to the narrow. Additionally, there was coverage of the study independent variable. The dependent variable was also analyzed in this segment of the investigation. The four objectives formulated to guide the investigation were covered. The thesis questions intended to be answered were likewise covered. The theoretical and the conceptual frameworks were similarly dealt with here. Finally, the gaps found in the study and consequently the summarization closed the segment.

##### **2.1.1 THE CONCEPT OF PRINCIPALS' POWER UTILIZATION**

Effective principals' power utilization entails applying various strategies in power that provide a practical and rule-based learning environment for meaningful learning and contributing to learners' social development as well as teacher empowerment (Ministry of Education, Guyana, 2013).

Principals have substantial influence on teachers and pupils' learning based on the manner in which they exercise their power bases. In United States, Stronge, Grant and Ward (2015) found that the manner in which principals applied their power, personal qualities and characteristics as well as the manner in which they related with teachers were key for effective learning. In essence, the researchers made a compelling case that the most important factor for successful learning was how well teachers were empowered and able to use their empowerment from the principals. The teachers were found to be performing well upon being empowered by their principals.

There is empirical evidence to the effect that principals' utilizing of different procedures of power in teacher empowerment influenced learning and student development. Nordenbo, Larsen and Tiftikci (2018) in analytical research in Denmark indicated that principals' referent power as demonstrated through their personality and relational competencies enhance teacher empowerment and hence student learning progress. They established that this kind of charismatic power was used properly by the principals to gain better outcomes among the teachers in the study country. The findings agreed with Hawamdeh (2013) at Mutah University in Jordan in a study that showed that 76 % of the students sampled preferred referent power while the remaining 24 % felt more comfortable with their principals relying on expert or knowledge power. However, this study only sought students' views and further research is required as to why students preferred such power bases, and to establish the views of other stakeholders including teachers and school principals.

In support of these findings, Hattie (2014) in a synthesis of various meta-analyses emphasized that the relationships between principals and teachers were critical for classroom management and learning success. Other studies have also supported the importance of principal-teacher relationship in enhancing order in the classroom (Haliza & Samuel, 2013; Burke, 2016). In all these studies, the principals' power utilization seemed to have had magnetic power in influencing the teachers who

performed well as a result of the empowerment they received from the principals. Various types of powers seemed to yield admirable results among the school and students. However, other researchers such as Arnold (2014) have criticized the quality of Hattie (2014) research, pointing out on conspicuous lack of validity and use of unweighted averages. Nonetheless, Hawamdeh (2013) established that principals were perceived as role models for teachers and that the form of power they used played a major role in teacher empowerment and ultimately students' achievement. Research indicated that principals had relied on their ability to use various power bases to enhance teacher empowerment. According to Pane, Rocco and Miller, (2014) in Florida International University, it was established that principals relied on power relations to use or avoid exclusionary disciplinary practices. The use of power in these cases seemed to yield good fruits and there was less work on the principals in managing the schools.

Other studies showed that use of principals' social power in the empowerment of teachers could differ based on the power holder and the target. However, even though social power was important in the empowerment, the arrangement was different from a more conventional taxonomy involving a power holder, his or her target (Elias & Mace, 2015). Nevertheless, these findings were based on college level interactions of students and instructors, and further research was required to assess principals' power utilization in empowering teachers. According to Stoyanova and Ivantchev (2016) in work done in Bulgaria, it was clarified that teachers and principals-teachers relation for teaching profession were more syncretic, blending various power bases rather than depending on one form of power. The respondents also felt that principals were mostly a regulating figure, mostly relying on reward or coercive power as well as legitimate power. The powers in this study were found to be working well.

Researchers describe power as most critical yet controversial concept of social sciences. French and Raven illustrated various origins of power through which they endeavoured to explain the way power worked or did not work in particular situations such as client and counsellor relationship. Power is used as an influence of prompting others to take action given the fact that it was derived from the positional power. Influence on the other hand derived from building of relations (Kelly, 2017). French and Raven (2004) averred that power ought not to be confused with influence, given that power in itself typifies the situation that stands out in a particular interaction, albeit with controls and authority, while on the other hand, influence entails the capacity to alter the behaviour, development or thinking of an individual owing to prevalent persuasions and established relationships and the ensuing respect in such relationships (McIntosh, & Luecke, 2012).

Power and influence denoted had traits that followed as a result of authority and power could be distorted or misused by the ones who possessed it very easily. Numerous studies have been conducted on principals' power utilization on teachers' empowerment and the findings indicated that power in among the principals has been abused or there existed power imbalances between principals and teachers. Allen (2020) argues that despite the fairness that many principals conduct themselves in efforts to empower their teachers, many others were fond of abusing their power through taking advantage of teachers through misconducts such as sexual harassment, or exploitation as well as other malpractices causing physical or emotional harm on the teachers. There was no room for power abuse. The principals' proper usage of power was quite fruitful. There were rare cases of power abuse and where it occurred, there were always negative results.

Otherwise, principals may abuse their powers in the schools through causing of psychological abuse and torture, especially through damaging words and comments, humiliations and misuse of principal-teacher relationships, bad communication indicating verbal bullying, ignoring, and

disrespect among others. Such types of abuse are often associated with situations of power imbalance, and power differentials (Dutton, Goodman, Bennett, 2013). Principals' greatest responsibilities were educating and preparing young and growing young teachers to what awaited them in professional maturity and should not have been expected to engage in inappropriate relationships as taking advantage of the teachers, young and innocent persons is tantamount to abuse of power.

A study by Eriyanti (2018) from the University of Muhammadiyah, which endeavored to look into various verbal abuses directed on teachers by their principals as a result of power imbalances between them in a work setting. The author reported that principal-teacher power imbalances spanned from defiance of teachers to heed to principals' opinions, despising the teachers' dignity, various forms of allegations, threats and coercion, insults and outbursts of anger. Many principal-teacher relationships had power imbalances. If teachers were denied their power of expression, they did not express themselves freely and this affected learning outcomes.

According to Wahyu (2018) the relationship between the principal and teachers invoked certain dynamics during learning processes in teacher empowerment setting, some of which included the function of social power in exerting influence on others. Principals should empower teachers for better productivity in the academic performance of students. This had been a problem in Garissa County resulting into poor performance in the national exams. Principals and teachers held various forms of social power and it was quite important for them to know how such powers operated so that they could make use of them for the benefit and wellbeing of the teachers' and the students' productivity.

Expertise power, for instance, denotes the accumulation of knowledge, expertise and experiences that the principals and teachers held in the school environment. Understanding how these forms of

social power influenced the classroom environment was important for principals to empower teachers as they sought to support and help their teachers and students for good productivity. This implied that a chief power disproportion occurred between a principal and a teacher and ostensibly, the powerless situation of the teacher could easily be exploited by someone with predatory inclinations. It is imperative for principals and teachers to know how they can best share power with learners so as to get good productivity for both teachers and students (Wahyu, 2018). This was a joint activity spearheaded by the principals as key persons in the management of public secondary schools.

Weimer (2014) looking at the nature of power utilization, described it as widely used term in various academic fields. This may indeed might have informed the reason why the definitions of the term were not inconsistent across various disciplines. The interest of this study was not to try and review the usage of the term power in various published works but rather looked into the concepts that apply to the current inquiry. Amongst the most basic principle about power came from Hurt et al. (2014) who equated power to the effect that a principal is able to cause in the teachers' wellbeing beyond such teachers' own control. Essentially, this implied that a teacher can inculcate change without the logical compliance of the learner. Despite this being common and indeed true in various instances, there may be many other situations where teachers got to self-willed compliance with the principals' ability to effect change in their behaviour.

It was a principle that was also instituted on the concept of Keltner's theory of power, approach inhibition, which infers that, a leader, such as a principal or a teacher, has the capacity to influence those whom he leads, in this case the students, through his or her actions. Luthans and Kyle (2015) view power as the manner in which an individual or a team is able to get hold of others to do their

will. Also referred to as social power, this form of power has been great interest to many social educationists.

Much of human interaction like in the principal-teacher relationship involved trying to modify another person's beliefs, behaviors or attitudes. French and Raven (2013) from their France based study found that power utilization had both negative and positive outcomes. However, properly used, power had more advantages than disadvantages.

Knight (2016) on the same note argued that power, as a means that is able to give an individual whatever he or she wanted, was seductive. The author further described power as a rush and intimates that it felt awesome to hold it. Inversely, the author also found that power was corruptible and could equally build or destroy. The manner in which power was applied in the classroom for enhancing orderliness and management of classroom activities could have an enormous impact on how much learners changed for more achieving life. As stated by Schie (2016) and Shindler (2015) even their own powers if they are allowed to exercise during class time land which may greatly influence counselling outcomes if not positively controlled by the principal and the teacher.

In an explorative study in America by Charles (2014) on power utilization, the findings were that teachers perceived pedagogical styles utilized by them to have both negative and positive effects on principal-teacher relations. Charles and Botas (2014) further expound that, teachers viewed the powers that principals exercised as having the ability to instill in them significant knowledge and the right to be heard, or on the flipside restriction, reducing their knowledge and the right to be heard, thus resulting to calmness and productivity in class. In addition, Chuck (2017) asserts that the presence empowered teachers in class is power by itself.

Similarly, teacher's empowerment activities for expected productivity are associated with the power of influence and persuasion from the principals. Nemeth and Goncalo (2015) argue that

persuasion is a method empowered teachers can use to change learners' behaviours, cognitions, feelings, general knowledge and perceptions about certain objects, or subjects' issue, or persons. However, teacher's power and learners' power are highly unbalanced in nature, position, and in information. Thomas (2014) emphasizes that the interaction of principals and teachers in the schools during teaching and learning processes, various social dynamics come into play, including the role played by social power in influencing others. In this case both principals and teachers have the ability to influence one another.

Based on their obligations and the roles they play in the classroom, empowered teachers perform various functions like instructional, supervisory practices as well as guiding students on the future career, all which put them in an advantaged position to exercise power of their students. Credibility is one of the best ways that principals get to influence their teachers and therefore, it is incumbent upon them to refrain from misuse of their power. Principals should refrain from misuse of their power. Indeed, mastering the potency of credibility in power relations is one way that can help teachers in positively influencing their students and contributing to their progress. A study conducted in English speaking countries by Hattie (2014) found that credible ethos conveyed by principals contributed to increased respect from teachers and greater academic success and productivity was achieved.

Webb (2012) in a case study focusing pupils aged below the age of thirteen in the state of Washington, United States, in which teachers were evaluated in regard to their logic on the manner that they exercised their autonomy, found that those who were sampled exercised the autonomy to modify teaching programmes and evaluation policies as a form of principals' power and this gave them credibility. Principals' power can be a frustrating issue in the classroom especially to teachers or instructors who perceive the profession as a passive practice. Issues such as defiance, resistance

or challenging curricular policy may be interpreted as defiance (Berends, 2013). This view can be similar to Kenyan teachers including those in Garissa County paradigms. This is because even when the curriculum is being changed or policies modified, rarely are teachers given a first priority to comment or give their views, yet they are the implementers of the same policies in the classroom management activities.

### 2.1.2 THE CONCEPT OF TEACHERS' EMPOWERMENT

König (2016) Quantitative Methods of study findings from the University of Cologne in Germany contend that the most essential task that an empowered teacher has to master is the practice of managing his/her classroom for better productivity. The author asserted that having a good mastery in classroom control determined the academic success of learners. Equally, failure to have excellent skills and strategies of managing the classroom can lead to frustrations and eventual burnout in a teacher. Teacher empowerment forms a core component of teaching quality, in the sense that understanding clearly how to manage the classroom passes as part of teachers' competency as a professional.

From a theoretical perspective, researchers (Marzano & Pickering, 2015) König (2016) noted that the requisites of teacher empowerment entailed typical aspects of the learning environment, such as dealing with student behaviour, teaching time and feedback and managing classroom routines as well as skill-based dispensation of comprehending, interpreting and conceptualization of classroom instruction. The role of a teacher as a classroom manager exposes him or her to wide-ranging demands that require a certain level of proficiency. On the same vein, The Illinois Board of Education (2016) characterized teacher empowerment as a central aspect in determining the direction of learning outcomes. It basically entailed the ability of a teacher to successfully manage

and organize curriculum content variables and delivery, time, space, and interactions with students and assessment.

These and many others are described as classroom management requisites as an outcome of teacher empowerment. A meta-analysis research by Korpershoe and de Boer (2016) in France examined the strategies of teacher empowerment to find which among them contributed to classroom outcomes, including learning, social emotional processes, and behavioral development domains. Findings were that social-emotional development contributed the most to the effectiveness of intervention strategies especially on social emotional development outcomes. Moreover, findings were again that a tentative result that improved learning outcomes were influenced by empowered teacher-focused classroom strategies.

Effective teacher empowerment and discipline procedures assessed from a balanced power interplay should comprise teaching of social skills and emotional skills, understanding appropriate social and behavioral skills, instruction about the guidelines and procedures in time management as well as proper organization of learning materials among others (Korpershoe & de Boer, 2016).

**Catapano (2016) in her study findings in Chicago contend that what a well-managed teacher empowerment does is not as a result of teachers attempt to regularly act on student behaviors but rather the ability to manage such behaviors and fashioning them towards student learning.**

Being a powerful principal does not mean spending time formulating strict code of regulation or issuing threats to the erring teachers and students. Principals only have to create favourable environments in the course of classroom interactions with teachers and students in order to

encourage positive behaviours that support success. In addition, to the explanation of what entails teacher empowerment, Kelly (2017) and Child (2017) agreed that for a teacher to be a good empowered manager, he or she needs to put in place procedures, practical teaching techniques and skills that bolster safety and favorable environment for learning and above all, be empowered by the principal.

In regard to teachers at elementary school levels, behavioral expectations and disciplinary strategies are critical components for this system. With time, and as pupils grow up, empowered teachers' managerial styles in the classroom may change depending on the necessity to promote learners self-directed learning. Teachers' disciplinary method and behavioral expectations are central to this system.

Schwartz (2014) pointed to a number of elements required for effective teacher empowerment which a powerful teacher should do. He opines that, teachers need skills to be good managers and perform better, which can be acquired by learning. To be successful in managing or controlling the classroom encompasses a wide-ranging aspect, spanning from school year preparations to addressing behaviours of learners for forging relationships with administrators. Teacher's empowerment in the classroom covers even establishes a positive relationship with the class, creating a safe learning environment, establishing the expectation that everyone must participate in class every day, getting welcome feedback from the students among other elements, as explained by Pane et al (2014).

The Glossary of Education Reform (2014) states that the terminology classroom management is utilized by educators to illustrate the processes of controlling misbehavior and the ability to address it at a later stage if it arises again. Stated differently, this entails they are the strategies applied by

teachers for the purpose of promoting control in the learning environment such as a classroom. Thus, control to a teacher, in itself is an element of power.

The process of ensuring teacher empowerment, so that lessons are undertaken in a quiet environment has been among the most dreaded aspect in teaching profession especially by principals who are new to the profession. While lack of efficiency in the eyes of a student means reduced learning, to a teacher this can spell doom to a teacher's profession since, he or she can sink into a state of distress and unhappiness and even possibly quit the profession out of frustrations. About the perception of empowered teachers in the class, John (2013) argued that what made power as a concept difficult, was the possibility of it overlapping subordination and domination, especially if a principal exercises coercive authority and applying force when directing the teacher. Such state of use of power can impact on the individuals, resulting to injustices oppressive tendencies and less or deficiency of accomplishment of objectives of the lesson consequently, resulting to unfortunate learning results. This also affected effective teacher empowerment requisites (Fairclough, 2014).

Catapano (2016) additionally added that unsuccessful or principals without experience may find themselves falling to the snare of overemphasizing rules and regulations, issuing threats, pronouncing consequences and penalties. These are part of forced power which results in terror and coercion to teachers who in turn fail to do their duties effectively and hence demonstrate lack of empowerment. This further disfranchises the students of the precious time for learning and creates a negative climate of student behavior that focuses on what they are not supposed to do instead of what they need to do. It may appear to be an easy means for a principal to manage teachers who control the classroom activities by setting "dos" and "don'ts".

While there is nothing wrong really for a principal to let the teachers know beforehand about the rules they must not break, the downside about this approach is that relying on threats and intimidations make teachers feel as if there is no justifiable reason to be compliant with classroom activities other than being apprehensive of the consequences of failing to obey the set rules. That is the reason Bratan and Foulcote (2014) couldn't endorse the application of coercive power neither among the teachers nor in the class. This similar condition could be suggested for institutions in this country and further in Garissa as it may lessen the impact of teacher empowerment.

In alike declarations, Wyrick (2017) asserted that there were certain necessities that an operative principal ought to possess so as to succeed in teachers' classroom happenings efficiently. These prerequisites included the principals' qualities which include character, features, trustworthiness, applying appropriate language, morality, accountability to his teachers, competence, management of school and class ethos, organized and structured, show fairness and treat with dignity, practice fairness, immediacy; a teacher who is empowered and has genuine passion for a subject and his learners, has time management skills has the of power and communication at his/her disposal.

McCroskey and Richmond (2017) in their studies regarding the significance of good communication and control of the classroom opined that good communication is of great importance during teaching and learning processes. Communication is so important in teaching and learning processes that it has been termed as the instructive process. That is why empowered teachers can communicate better than the less empowered teachers.

Robert (2017) described teacher empowerment as a key aspect in classroom interactions due to the fact that it encouraged good implementation in education programmes, designing and delivering quality instructional practices. The process may also be illustrated as the directions or procedures

utilized by teachers or instructors to devise a meaningful learning environment for successful teaching and learning experience. To make sure that all students have equal access to quality learning, teacher programmes should be more focused on empowering and training teachers on the best strategies for managing the classroom (Groningen, 2014).

One of the reasons why principals with personal power often fail to have their training centered on teacher empowerment is due to the fact that the training programmes for higher education lay less emphasis on teacher empowerment as a prerequisite. The focus of training is placed more on providing a conducive environment for learning (Eisenman, Cushman, Edwards & Thomas, 2017). These are critical tools for helping teachers towards accessing the available resources required for the purpose of providing effective and quality education to future generations for prosperous and successful nation.

Teacher empowerment is an important component in teacher management and once a principal has lost it, he/she may not easily regain it, meaning that they lose the influence on teachers since such control is a form of power for influence (Robert, 2017; Bear et al., 2017). Principals are well recognized in educational institutions as those with greatest influence in determining learners' success despite the unprecedented challenges that confront them in their roles (Hattie, 2014).

Doyle (2017) stated that there were two important goals of teacher empowerment, which included establishing a serene environment for meaningful and effective learning and promoting moral and social development of teachers and learners, essentially implying that the main aim is to help pupils grow both socially and academically. Stronge et al (2015) in their American based research stated that pupils' learning is highly influenced by teacher's practices such as empowerment by the principals. The researchers reported in the study that directly linked the mode of teaching to the

extent of learning, that the principals' individual characteristics and the style of management were the most fundamental components of learning in a school setting.

Their inference was that the key aspect for school improvement and ultimate learner achievement was the principals' empowering teachers which had a major influence on pupils' learning.

The results in the investigate, which likewise related the principals empowering teachers to teach and improve their work, is that the manner in which the teacher succeeded and related to the students, were the greatest vital aspects in outcomes in the institutions. The vital aspect for enhancement in school outcomes and for students' achievement was the educator. Their findings corroborated the work of other researchers (Hattie, 2014; Nordenbo et al, 2018) who found out that so as the teachers to thrive in their work, there was the necessity to for them to be empowered by their principals.

Research indicated that the ability of an empowered teacher to control the classroom effectively and caring for his/her pupils yielded greater cognitive abilities in pupils in addition to improving their attitude towards the lessons compared to teachers who did not have access to such caring and empowering principals (Brok et al, 2014; Brekelmans et al, 2014). On their part, Evertsen and Weinstein (2016) apply the term "warm demanders" in reference to supportive, warm, attentive, and caring and empowering principals, who also know how to positively set demands that they want their teachers and students to fulfill. This category of teachers understands how to balance between making demands from the learners while at the same time supporting them. All this is viewed by (WEBB, 2014), Weimer (2014) and Thomas (2014) principals' power in empowering teachers or the power of the teacher and credibility, or the power of an effective teacher. Teacher empowerment became a necessity and a practice by the principals that actually produced positive results.

In his sentiments, Schwartz (2014) observed that teacher's power in the classroom management activities for expected outcomes was associated with the power of influence and persuasion from the principals. Nemeth and Goncalo (2015) argued that persuasion of teacher's method, principals could easily use to change general evaluations of learners' feelings and perceptions, behaviors and the manner in which they responded to or felt, and think about certain individuals or issues. While typically any form of technique for change may be termed as persuasion despite where or who it is aimed at influencing, the term is used to denote a change technique bearing specific information deliberately presented to a teacher with the intent of modifying his or her capability to make decisions.

Self-efficacy (SE) in regard to the capabilities of teachers to control classrooms is seen as a key factor in their general evaluation about their teaching. Teachers found to have low SE have been associated with poor outcomes in classroom management, often suffering burnout, attrition and subsequently having classrooms with poor success in student learning outcomes. This study was set to find out whether the principals' power utilization on teachers' empowerment has influence on classroom management and students' learning outcomes. Max Weber's views on power explain that nobody can hold power in isolation. This is a very broad explanation of power in the classroom since it enters into every aspect of social life of learners.

Principals cannot hold power in isolation in schools and classrooms and amongst the teachers. Max Weber's argument is that power extends from parents to their children then to teachers enforcing discipline in the classroom. Wise application of power leads to teachers' self-awareness of the diverse responsibilities and functions in hand for their success. In addition to the power basis identified by French and Raven (1968) a sixth source referred to as informational power was later included to the list by Raven (1965). This demonstrates that by teachers giving information to their

learners influences their thoughts and actions. Thus, a teacher who is constantly aware of his or her power is likely to be more successful in teaching. Research needed to be conducted in Garissa to see whether it can yield similar views that empowerment of teachers was necessary for better performance in the county.

### **2. 1.3 LEGITIMATE POWER UTILIZATION ON TEACHERS' EMPOWERMENT**

Referenced in Raven (1965) as “legal” or “assigned” power, this power base is derived from the role that teachers are legally given in classroom and in school in general and is also the power principals get on appointment to that post. In the learning environment, the power is founded on the teachers' appreciation about the right their principal possesses based on their position or function, to make demands about various issues in class learning activities. Largely, in class, this power base is associated with those everyday teacher's responsibilities, such as time and routine control, control of social interactions, making decisions on what subject to be studied, and so on. However, this kind of principal power may not necessarily be applicable at any other time such as when teachers and students are not in school. Based on their perception about the principals' roles, teachers anticipate that principals commanded a certain level of authority over their lives in the school environment. The principals exercise their authority over the teachers even in their classrooms in controlling the learning environment, making decisions on lesson and subject priority, assignments to be completed and the standards to be upheld for improved academic performance.

Teachers easily comply with the principals' decision if they are in agreement with descriptions about functions or roles that the principal is legitimately, based on his/her position is supposed to play. According to Raven and Bertram (2013), Zur (2013) and Prescott (2015) legitimate power or legal power denotes the personal power held by an individual over other people, owing to the

positions designated to such an individual through a formal or legitimate process. Essentially, it is a form of power deriving from an individual's legal or elected position. The manager was supposed to possess leadership skills to maintain this type of power. In Kenyan situation and in Garissa County in particular, principals are amongst other leaders who have legitimate power since it has been conferred to them either by the employer and legally given them to conduct teachers' leadership and manage the teachers' activities in schools by empowering them to share their power especially in problem solving skills.

It is agreed that the principals have the power to empower teachers using this legitimate power as they are already given powers to do so by the legal bodies such as the Teachers' Service Commission. They may extend the same power through delegation. They may give teachers some of their powers legally without any question. Once this is done, teachers may feel part and parcel of the school system hence feel that they should work hard in producing better academic outcomes. The principals, in virtue of their positions, they were supposed to possess authority and control over their institutions. It is the work of the principals to note that they are legally owners of the schools and they should utilize this power wisely to enable teachers' motivation hence good performance. They were supposed to be the key decision makers in the schools and they could care to delegate some of these powers to the teachers to empower them and in turn, get better academic outcomes.

Shindler (2015) argued that principals have a certain level of power by virtue of the positions they have as principals. In school governance, principals are placed in positions of power through their roles and functions for the purpose of managing teachers in their teaching work. So, this power is ostensibly just there by virtue of the principals' responsibility and is not necessarily earned. Instead, it is just given to them irrespective of whether they asked for it or no. Principals have this power

based on their roles since no one else can perform a principal's responsibility in the school. In addition to their roles as leaders, principals are the authority sanctioned for teacher empowerment and control. Conversely, position power, unlike other forms, exists by default based on one's responsibilities and is not necessarily earned or worked for. The principals should take advantage of this power and use it to motivate teachers and empower them likewise by sharing the same power with the juniors. They may delegate some of this power to teachers thus, empowering them.

However, individuals can succeed or fail in projecting how much they deserve their roles. Such is common with substitute or newly assigned principals, who may expect and even demand to be respected, which they usually achieve. Positional power may as a matter of fact be derived from a contract, but it can be anticipated through portrayal of confidence and in a legitimate environment. Otherwise, expecting results when one is full of feelings of illegitimacy and doubtfulness about the position they hold can only result to limitation of their positional power. In the same vein, use of legitimate power has also been associated with better teachers' empowerment management and learners' conflicts in school which is imperative in the context of good learning in secondary schools. This is reaffirmed in the approach inhibition theory that power transforms peoples' behavior and that perceived power results in diverse positive outcomes.

Similarly, Riasi (2016) in Iran established that use of legitimate power by principals has positive effect on accommodating and collaborating strategies of teachers' conflict management. This concurs with the education ministry Guyana (2013) that effective teacher empowerment entails approach that offer practical and rule-based learning environment for successful learning. However, studies have also shown that overuse of legitimate power by the principals can result to negative effects on the teachers' empowerment. According to Aslanargun (2014) in a Turkish

investigation, it was found that while legitimate power is seen to be the most preferred, overusing it can result to resistance and dissatisfaction, unless it is supported by expertise.

On the same view, Bayrak, Altinkurt and Yilmaz (2017) in an investigation done in Kutahya, Turkey suggested that to realize a more encouraging classroom climate, principals should empower teachers who should rely more on reward, expert and referent power bases and less on positional powers such as coercive and legitimate power.

Principals can apply various types of power in teacher empowerment. According to Tauber (2016) on power bases, principals as managers of their schools can apply any of the forms of power, as presented by French and Raven (1959). This corroborates Stoyanova and Ivantchev (2016) in Bulgaria where principals and instructional specialty students were found to be more syncretic and to combine various bases of power as opposed to applying a solitary base of power.

In legitimate power, teachers have expectations that principals have authority over them and they can share with them the same. This is due to the fact that it is the principal who determines what teachers could do, the type of duties they have to complete and the standards they are supposed to attain after empowering them. By accepting these definitions of principals' roles, the teachers get to comply with the principals' guidance even without choice. Tauber (2016) also noted that classroom discipline was a necessity for quality teaching and learning and teacher's effectiveness was determined by students' perception if teachers were well empowered by their principals. The review also divulged that mostly principals tended to overlook conscious use of legitimate power and the relative advantages associated with it.

Johnson (2016) notes that in order to effectively manage teachers' teaching process, principals needed to first establish relationships, set behavioral standards and influence on time without misusing the power they had as legal leaders because this could negatively influence teaching and learning. Thus, more research is necessary to establish how exercising authority, teacher empowerment and maintaining orderliness would impact on adhering to classroom rules and routines, or pupils' behavior in secondary schools in Garissa County. Legitimate power is sometimes associated with coercive power which gives a teacher the ability to have control over activities that take place in classroom teaching times as viewed by (Weimer, 2014). While principals' legitimate power can be an effective tool of maintaining discipline among the teachers and students in the class, its use should be limited to only serious cases of insubordination due to the intimidation factor associated with it (George, 2018). Behavioural theorists have emphasized on lack of use of force or coercion, intimidation and other negative actions from the teachers to learners during classroom management times. Once teachers have been empowered by their principals, they should avoid using force or dictatorship among the students (McLeod, 2015).

Conversely Reid and Kawash (2017) at University of Calgary in Canada, established that excessive use of anti-social powers, such as coercive and legitimate, negatively impacted on the requisites of teacher empowerment and expected outcomes such as influencing student behavior, interactions and learning performance. This is in line with Bayrak et al (2107) that principals rely less on legitimate power and coercive power compared to other bases like reward and referent power to create better teacher empowerment climate. However, Reid and Kawash (2017) study having been carried out in post-secondary settings the results may not be generalized for a secondary school setting in a county such as Garissa without caution. There was, however, need to replicate such studies in Garissa County with an anticipation of the same outcomes. The principals in the study

county could have used legitimate power to empower their teachers who, in turn, would improve on the performance in the national exam. The type of power is readily available from the principals' letters of appointment by the Teachers Service Commission. In this thesis, it was believed that the principals could share their legitimate power with the teachers. This could be done through a thorough delegation of duties. By so doing, teachers would feel part and parcel of the school administration and thus be motivated to produce better results.

#### **2.1.4 EXPERTISE POWER ON TEACHERS' EMPOWERMENT IN SCHOOLS**

Heizmann (2015) and Olsson (2015) observe that French theorist by the name Michel Foucault (2014) is the one who coined the phrase 'power-knowledge'. Knowledge and high education formed part of power and power sharing of a principal in teacher empowerment activities and is seen as the practice of sharing of knowledge between the person who holds it with others in one's group of principal-teacher relationship management (Ryu, Ho & Han, 2013). The quality of the relationship between principals and the teachers is what matters most in terms of empowerment of the teachers.

Foucault (2014) observed that power is derived from knowledge and thrives from knowledge. Power, on the other hand, regenerates knowledge through modifying it according to its anonymous plan. By virtue of being principals, principals are appreciated for being well-informed, knowledgeable, and possessing knowledge especially on how to guide and empower the teachers for better productivity in the classroom work. They are also perceived to be intelligent and well-prepared thus, meeting the criteria of possessing expertise power. Cognizant of this factor, knowledge is a symbol of power, also known as expert power (Zur, 2013). In this context, Adler (2014) viewed knowledge as psychological knowledge. Zur (2013) supports that the knowledge that a principal possesses and the resultant abilities of being an influencing figure can be essential for

empowering teachers, developing them while increasing their ability to be in control, dominate and manipulate. This could be seen in the information sharing capabilities.

Thomas (2014) in a qualitative study asserted that knowledge power, in reference to a teacher, epitomizes experiences and knowledge that a teacher commands in the classroom if the teacher has been empowered for better productivity. This refers to principals who are knowledgeable, well acquainted and highly conversant with their “stuff” but who are at the same time well able to clearly express that knowledge to their teachers and empower them to be more productive. This category of principals, who possess knowledge power based on their knowledge and expertise, are uncommonly at ease when interacting with teachers and are able to invigorate the teaching environment by infusing invariable delight. If a principal or a leader in a different profession realizes that his or her students or followers are enthusiastic of what they do, then that affirms in such a teacher or leader the right of being a leader to his followers, or in this case the students.

On the flipside, a principal who appears in the eyes of his/her teachers not to be conversant with whatever he/she is doing may find it difficult to command respect and the right to lead as the teachers may not be willing to comply with his or her directions. The principal then may not adequately empower the teachers without this expertise power. To be knowledgeable, principals had to acquire expertise training regularly as an impotent indicator.

Essentially, principals must be knowledgeable and understand the content well and know how to express it to the teachers with confidence to enable interactions and teachers’ classroom management activities done by the teachers on their behalf. Supporting feelings, Stronge as well as Pamela (2015) agreed that knowledge power is drawn from the expertise that a principal possesses about the content and instructional programmes as well as his or her expertise as an instructor. Compliance teachers on principals’ directions comes with ease since the teachers perceive their

principal to be more experienced and knowledgeable than they are and this can be possible only if the principals have empowered the teachers adequately.

Thus, as illustrated, expert power can easily and effectively be applied by a knowledgeable principal to the teachers who in turn can be empowered for better academic outcomes. This is substantiated by Danielsson, Berge and Lidar (2018) in their work in Sweden, finding out that the way in which a principal communicates applicable knowledge or appropriate strategies of obtaining knowledge has a determination of the kind of skills that teachers were looked for in every analyzed class activity. Therefore, there was a correlation between the principals' expertise power and the empowerment of teachers to be able to produce better results.

The above-mentioned investigate nevertheless, experimented science and technology apprentices and it was not known how this power could impact other results of class managing like learners' behaviour, focused learning, obedience to regulations and institutional routine. Nevertheless, Weimer (2014) added that expert power had much to do with the teachers' perception of their principal and that being seen as knowledgeable in certain areas of principals' roles increased compliance and learning performance and better productivity.

A great extent of what a principal's use in empowering teachers is usually a product of expert power. What the principal communicates may not necessarily be hard ideas that have already been objectively proven. But he/she presents them with the expectation that teachers complied with them and got empowered. This kind of expectation can only be valid if in the eyes of the principals and the teachers pass as ones who are competent and well versed especially by possessing the communication skills needed.

The most substantial effect of expert power is the ability to modify the cognitive abilities of an individual and behavior change only comes in as a secondary result of the initial change of one's

cognitions (French & Raven, 1968). This agrees with the opinion that throughout class managing time, empowered teachers who are knowledgeable and effective are those who get to lead and foster focused and acquiescent learning environment for increased learning experience (Shellard & Protheroe, 2015; Marzano et al., 2015). The opinion is similarly based on Thomas Gordon's (1978) class administration theory, likewise known as Teacher Effectiveness Training and largely emphasizes on the views of what differentiates effective teaching from ineffective one.

The teachers prioritize on teaching and learning of the students through rules and regulations, anticipating what students need and providing clear instructions as well as orienting new students as the principals empower them through their examples as good experts (McLeod et al., 2015).

Investigations have likewise indicated that principals who have knowledge in balancing power and lessen misuse of power like regulating the guidelines and procedures guarantee security and fruitful teachers' communications in the classroom consequently, sustaining healthy teaching/learning activities (McLeod et al., 2015). This is supportive of the interpretation that capacity to balance power bases in class managing is a crucial factor for teachers who want to get things done (Brophy & Evertson, 2016). Raven (2009) is of the view that in institutional administration, knowledge power has been defined as one that dependent on the administrator's skills, knowledge, experiences and proven abilities of being productive. This power is rooted in use of perception of expert knowledge to get the workers comply or follow the instructions. Believing in expert power of the principal raises a positive attitude and productive behavior of the teachers towards their principal thus, increasing their level of obedience and compliance (Singh, 2016). The study however, did not divulge how expert or knowledge power could influence other aspects of teachers' classroom management, such as learning performance, focused learning or controlling distractions.

According to Argon (2016) in a study carried in Ankara, Turkey, expert power is seen as the highest quality power base, as it is termed as the most democratic among other types of power and the fact that one does not require a high status or to be strong, rich or poor to wield this power, which makes it the soul and core of all the other types of power. In Turkey, Aslanargun (2014) found that perception of teachers on power dynamics used by principals differed based on type of schools, teachers' experiences and the subjects they taught. The study established that most school teachers, the more experienced category and those who handled music, art and physical education used more of expert power than other types of power. On the other hand, teacher's perception differed based on their age, with older ones reporting to have used expert power more compared to younger ones. Similarly, Emre and Kosar (2015) found that expert power and charisma, which both formed personality power, were positively related to principal expertise and knowledge.

In the same manner, Abudi (2016) in a United States based study review stated that as individuals advance in age and gain experience in particular line of work, they become thoughtful classroom managers in those fields and begin to accumulate expert power that they utilize to help them achieve their goals. In support of this view, Schermerhorn (2005) argued that relying on expert power was likely to influence teachers' behaviours. Nonetheless, the study gave attention to connection between the principals and teachers and more research is needed to assess use of knowledge power by regular teachers in classroom management. However, Huber (2015) in an investigation done in Zurich, Switzerland, termed expertise as a valuable resource in teacher management and classroom management and that expert principals and teachers play a vital role in influencing decision-making.

It was further observed that knowledge is becoming more of a foundation and orientation for human interactions than ever, noting that it guided all human interactions, interpersonal relationships, and dependencies among individuals in today's institutions. This is consistent with Thomas Gordon's theory's proposition that quality relationship between the principals and the teachers was key to effective classroom management. This supported Maru (2013) in a Kenyan base study, which found that there was need to equip principals with requisite skills in regular and structured programmes. The study also found that skills and experience were important components and suggested that more experienced principals should mentor those newly appointed ones and teachers for better classroom management and outcomes. Being knowledgeable is a vital aspect of any educator and more so any principal. People are respected according to the level of expertise they have. Naturally, for the principal who demonstrates expertise power among the teachers motivates the same. On the contrary, if the principal does not demonstrate expertise power, and teachers seem to know more than he/she does, this becomes a demotivating factor in actual sense.

#### 2.1.5 REWARD POWER UTILIZATION ON TEACHERS' EMPOWERMENT

Reward power is described as a type of power used to achieve desired outcomes by offering rewards in form of incentives, motivation or enticement to those who find them meaningful and valuable to them (Mushtaq, Hamad & Anosh, 2014). In the real world, this form of power may be explained as the ability of a manager to offer any form of rewards, which may be tangible or intangible to his subordinates with the intent of influencing them to act or comply. As one among the other five bases of power, reward power may be in form of incentives, such as promotions, positive appraisals and positive feedback (French & Raven, 1959).

In the context of principal-teacher relationships, teachers get to learn that their principal is able to reward them with incentives such as credits, bonuses or any other form of positive feedback and in

response as teachers comply with what the principal wants based on the motivation from the rewards (Weimer, 2014). Indeed, studies have shown that use of reward power by the principal influenced and empowered teachers' behavior (Lyons & Murphy, 2014). According to Teven and Herring, (2016) in a United States based study, principals' use of reward power was associated with teachers' perception of their principals being caring, trustworthy and competent thus, influencing their compliance, adherence to teaching/learning rules and regulations. Thus, rewarding or giving incentives became vital indicator that something the expertise power was present among the principals which must have been seen in teachers' empowerment.

Similarly, Heard (2017) in United States established that rewards were influential motivators that helped in fostering of appropriate behavior in teachers and learners. This accentuates the perception that reward power can be useful to principals in targeting teachers' behavior change and adherence to classroom rules and school routines thus, promoting profound outcomes in classroom management. These views were consistent with a report by the Government of Guyana, through Ministry of Education (2013) emphasizing that an effective behavior modification system in schools must include use of rewards to empower teachers. This is because teachers get motivated to achieve modified behavior when they were rewarded either intrinsically or extrinsically since this was empowering them for better productivity.

Studies have shown that learners who had preferences for intrinsic motivation enjoyed things such as individually challenging projects, accomplishing classroom tasks and praise, while those who were geared into extrinsic motivation usually enjoyed tangible gifts such as erasers, pencils, stickers or even candies and this was possible only if their teachers were empowered by reward power from the principals. Giving rewards by the principals has been seen to motivate teachers and learners to

follow class rules, be kind to one another and keep safety a priority in the learning environment (Renard, 2017).

This connotes that this base of principal power can be essential requisite for teachers' classroom management in regard to its expediency to promote behaviour change, positive interactions, social skills and reduction of distractions. Consistent to this view, Aliakbari and Bozorgmanesh (2015) in an Iranian based study established rewarding teachers and students by the school principals was one of the most effective classroom management strategies as it led to improved academic performance and behavioural development as well as positive change. This was possible if teachers were empowered by their principals for better productivity in the class performance. Just mere encouragement for instance praising a teacher who has done something exemplary could be immensely rewarding.

As empowered teachers improve the techniques for classroom management and teaching, learning opportunities get enhanced, resulting to more effective and improved learning experiences. This view is also corroborated in the work of Altinkurt and Yilmaz (2017) in Turkey that offering incentives and praising teachers and students for what they achieve enhanced a more positive learning environment. The study recommended that teachers should rely more on reward power from principals, expert and referent power as opposed to coercive and legitimate power. Reward power for teachers has also been associated with teaching quality for example when the principals were able to give positive feedbacks.

However, other studies indicate that overusing this base of power could lead to negative effects in teaching management. In a study carried out in Greece, for instance, Brinia and Papantoniou (2016) reported conflicting findings, stating that majority of teachers in the country preferred informational

leadership, whose source of power was information or knowledge, to transactional style, which was centered on rewards or punishments. Too much rewarding was expensive and involving as the principals were not able to offer materials always. Intangible which was non-material rewarding was then the other alternative to ensure that there were no unnecessary expenditures in the name of rewarding teachers.

This therefore, shows that rewarding excellently increases productivity of teachers in regard to the behaviour development and academic performance. This view supports Pillay (2017) in South Africa, where empowered English language teachers used incentives, such as written and spoken tributes to motivate their students towards improving their grades. Similarly, Takahashi (2018) observed that in Rwanda, students generally relied on praise-oriented motivation for learning English language. These views agree with Sansgiry, Chanda, Lemke and Szilagy (2016) in a longitudinal study on developing countries, which established that appropriate incentives can be effective in improving academic performance. And hence productivity of teachers seen in their class excellent performance.

However, Ester (2017) contended that use of praise and rewards, though significant and could indeed have great effects in classroom management, should be used appropriately and in moderation. The author argued that while praise and offering incentives may enhance appropriate behaviour and even make students be upbeat about their achievements, it could also have a negative aspect in classroom such as possible shortage of incentives, thus learners finding no reason to work hard or when the efforts the rewards were meant to encourage lead to failure.

In Kenya, studies indicated that empowered teachers as classroom managers applied reward power as a requisite for classroom management. According to Njeru (2012) in a study conducted in

Chogoria, Meru County, found that giving of rewards to teachers and students encouraged teachers to attend classes and learners to adhere to school rules and class attendance effectively. The study however, found that in some instances of use of rewards both in negative and positive ways failed to achieve the desired outcomes. The study was however, focused on preschoolers and the results could not be generalized for this study. Conversely, Ritho (2015) in a study targeting high school students in Nairobi County, giving of prizes to teachers and students was found to motivate them to good academic achievement. The researcher however, noted that this approach was not sustainable compared to teachers' and students' self-motivation. There was also the question of celebrating the achievements of students which seemed to have been ignored yet being a key indicator for the reward power.

The above studies however, were not clear on whether rewarding teachers and students by the principal influenced components of child-friendly schools, such as quality of teaching, school retention and completion rates, thus, the need for more studies like this current one. Studies indicate that decentralization of schools has led to restructuring of power relations in school settings, teacher and parent empowerment (Addi-Raccah & Arviv-Elyashiv, 2018).

On the other hand, teachers have often been considered powerless. To be precise, there is a general perception that teachers are like subordinates placed at the lower end of educational hierarchy carrying out duties which have been designed by professionals who are more educated and knowledgeable than they are (Datnow, 2017). Although this perception may have some grounds, teachers cannot be termed as powerless, given the extent of studies today arguing that empowered teachers carry a lot of power with them in class.

The current study came in time to investigate the situation of Kenyan principals' practices and teachers' empowerment and in particular the significance of reward power on teacher productivity in Garissa County in the North Eastern Province. Rewarding teachers and students is a key necessity as it motivates them for better performance. Motivated teachers and students do better than the demotivated ones. If teachers are not motivated, they keep complaining and looking for scape goats because they do not perform well. Efforts must be made to ensure there is motivation among the teachers who similarly would motivate their students during teaching and learning process in the schools. The use of this power among the principals in the study area was not witnessed significantly. The study established that there was need to apply this power to the teachers as well as students for better performance.

#### 2.1.6 REFERENT POWER UTILIZATION ON TEACHERS' EMPOWERMENT

Thomas (2014) and Vielt (2017) citing French and Raven 1957 noted that principals' power of admiration, attractive power or attribute power was acquired through the act of being admired, liked or appearing attractive to one's followers. If the followers or subordinates admired to be like their leader, they were likely to follow or submit to his or her directions. This is also referred as charismatic power whereby the followers are attracted to certain characteristics and powers possessed by the leaders. Foulcoult (2005) developed a new type of power from the old model of power by Raven and French, which he called the power of admiration. This is in another name for the charismatic power or the referent power. The power base often gets aggravated through the charismatic persona of an individual principal. Other aspects that fuel this power include the admiration of an individual's economic status, likable personal characteristics, ability to influence, manipulate or persuade others easily as well as being perceived as sexually appealing. Research shows that people are likely to be swayed by the opinions of individuals they admire, imitate and

perceive to be high ranking or superior or relatable (Taylor & Sears, 2016). This is in relation to Approach Inhibition Theory of Power and the Empowerment Theory.

Shindler (2015) adds that when empowered teachers are performing their classroom management and teaching activities, they make use of issues such as established relationships, their own personal characteristics or the interests they have in common with their students, which could be translated as use of referent or attractive power. This is the form of power that empowered teachers develop interacting with the learners to understand them, know them more and investing in them emotionally. This is what Covey (2015) equates to investing into teachers' and students' emotional bank accounts, from which they could withdraw as a way of influencing and changing the behaviours of such.

Similarly, attractive power may be developed based on the teachers' and the students' appreciation of the principals' and teacher's lovely persona. This may include empowered teachers' feelings that their principal is charming, warm or funny and so on. The indicator pointed out here was just being attractive in nature and it spoke it all. This is the typical trend propagated through the power of media, where young people admire celebrities as idols and wish to behave or look like them. To a certain extent, teachers too can capitalize on such qualities and influence children's behavior through qualities that such children admire in them.

Referent power can be an influential tool to a teacher and it may not be tenable for one to be effective without using it at least to some degree. This means the personality of the principal alone could attract teachers. It has been said that people do not necessarily care how much their leaders know until they know how much their leaders cared. In a school setting and in relation to a principal who cares, the results are that the teachers under the charge of such a principal always worked

exceptionally hard because they like their caring nature of the principal. In a classroom setting, this form of power manifests itself in a charismatic empowered teacher, who aspires to succeed by being approachable to students. Teachers and students feel excited and get to work hard in a school atmosphere of a principal that they find likable or whose persona and charismatic traits they admire.

Indeed, Lee, Lu and Ling (2013) in Taiwan established that the charisma of teacher personality influenced students' learning interest. One of the reasons why teachers under a charismatic principal are likely to be committed to their class work is the fact that their self-esteem and fulfillment soar on the expectation of the approval by a principal they feel attracted to. This view was supported by Oin (2008) that empowered teachers' witty expressions helped light up the mood in classroom, enhanced teacher student relationship thus, making it easy for students to learn in a delightful mood. In this power, leaders seem to possess some magnetic ability to attract followers. They seem to possess some special powers and charisma.

Petresses (2013) adds that referent power in a classroom situation is rooted in the relationship developed between principals and teachers especially on the issue on how they respected their seniors. This view supports Qardaku (2019) in Albania, Europe, that empowered teachers who inspire their students through charismatic personality by being empathetic, understanding and responding to students' needs help cultivate positive relationships with teachers during management. However, studies have also shown that this power can easily be abused, leading to negative outcomes. This can happen in situations where a principal may begin to solicit for respect or positive reception and begins to make his or her decisions as a principal based on the desire of being appreciated.

Research has also shown that a principal's charming personality can influence teachers' teaching and learning outcomes in the academic performance (Westfall, 2015). This is consistent with the view that likable leaders are likely to be presumed as more organized and skillful (Westfall, 2015; Jackson, Hodge & Hunter, 1995). Thomas (2014) asserts that in a school setting, referent power is proportionate to the level that a principal is liked by his or her teachers. It is typically a power base that is developed through fairness and expressing genuine concern to one's teachers and students. For a principal to manifest this power, it is not enough to have expertise or to be knowledgeable.

An empowered teacher must also be caring and approachable to his or her students. Some of the common examples fomenting good principal/teacher interactions include offering positive feedback to teachers, showing interest in other out of school issues that are of interest to them and even letting them know what his or her expectations are. To the teachers, a principal who is able to show proficiency in his or her profession and is equally caring commands greater referent or attractive power and is able to easily influence their compliance and ultimately academic achievement. While showing respect and concern to teachers may not pass as the only concepts for success in the classroom, they are essential components and incorporating them during teaching and learning processes is key to developing teacher referent power.

This view supports Caglar (2013) in research based in Turkey, which found teachers who liked their empowered environment and atmosphere to have had greater teaching experience. Nevertheless, this view opposes Ybarra (2012) in a longitudinal investigate which had it that no association was between teachers' perceptions of empowerment and academic accomplishment. The current study tried to iron out such conflicts and came up with more refined results.

Thomas (2014) reported that when it came to improving teacher empowerment, the most important of all the five power bases discussed here was possibly referent power shown in the degree of likeability among the principals. It is a great benefit for an empowered teacher to have friendly and warm social interactions with principal who also perceive him or her as caring. Having healthy relations with teachers who trust that the principal minds them is an additional benefit to teacher empowerment. It may still be tolerable for a principal as a school manager not to have expert power as long as he or she possesses referent power. On the other hand, a power base such as coercive may not even be required, as long as teachers find their principal to be caring. However, the importance of expertise cannot be overemphasized, as failing to acquire it in the industry would not be fair to teachers. While the act of offering rewards during teaching hours is directly connected to reward power, practices such as offering positive feedback can be another way of building referent power.

In this regard, a model is proposed on how principals can systematically apply the various forms of power in a school setting. This entails applying legitimate power for the purpose of establishment, such as when the school is beginning, institutionalizing expert power during the process of teaching, establishing referent power by growing strong relationships with teachers, making the most use of reward power as a way of bolstering referent power and to reduce the need for coercive power, and lastly only apply coercive power when a situation demands but make sure to temper it with referent power, say, re-establishing a caring attitude and rekindling relationships after disciplinary procedures.

In addition, Weimer (2014) argued that teachers complied with the orders of the principals based on the respect or admiration that they had for him or her. This implied that the high regard that teachers hold for their principals made them to be ready and enthusiastic about obeying the

guidelines or orders. In Turkish investigation, Bayrak et al (2017) harangued that, empowered teachers must fall back on referent power, making the most of it as opposed to legitimate power to attain a more confident climate in class. Obviously, a favourable class atmosphere is a significant factor in teachers' productivity, as students benefit from the excellence of schooling life, where culture of the school, interactive relationships, standards, ethics and good instructional processes and administrative structures are the management's chief worry (Berkowitz, 2016). Supporting these opinions, Rothman and MacMillan (2004) in an Australia longitudinal survey established that confident class helped pupils progress in literacy and numeracy skills. Zakrzewski (2013) in US investigation likewise discovered that warm classroom could lessen problems of suspending learners, absence, harassment and drug misuse as well as progress learners' academic outcomes. Wu (2012) in Taiwan, discovered that teachers at elementary level schools reported to have greater likability of their principal, improved organizational commitment and motivation. It was thus, inferred those principals who perceived amiability was correlated with organizational commitment and teacher motivation. Pelowski (2013) in an analysis carried out in Hawaii, United States found that teachers who regarded their principals as likeable also rated such principals as being better in overall school management and felt more empowered for better production. However, the study stated that correlation amongst principals' likeability and teachers' teaching and learning activities did not exist.

In Kenya, Kamola (2016) found that attributes of referent power such as idealized influence or charisma, individual consideration and intellectual stimulation were significantly and positively associated with organizational commitment of learners in classroom activities. On the same views, Akinyi (2013) noted that principal's attributes of referent power elicited some form of affection and admiration in the teachers, resulting to motivation and ultimately improved academic

performance. However, the above studies have not specifically indicated whether referent power had specific influence on classroom requisites and that is the need for the study. This present investigate tried to find out the true connection between this type of power and teachers' empowerment for the better relationship and productivity. However, according to this investigator, referent power needs inborn capability and may be difficult for the principals to achieve. There are born charismatic leaders who do not need to struggle with this type of power. For those who are not gifted, they may find it difficult to cope up with the requirements of charismatic leadership. Nevertheless, they may utilize other types of powers and compensate this power.

## 2. 2 THEORETICAL LITERATURE REVIEW

The review of this theoretical literature was based on scholarly articles, survey books and other works relevant to this particular issue on the area of research and that is the influence of citizen's powers on participatory governance. By so doing, this reviewed work would provide a description, and critical evaluation of these works in relation to the research problem that the study aims to explore. The investigate was directed by two theories namely: Approach Inhibition Theory of Power and the Empowerment Theory. The theories dealt with the principals' power utilization (independent variable) and the teachers' empowerment (dependent variable) respectively. In research, the essence of theoretical literature review was to help in bringing to light the already existing theories about the topic and constructs of the study, the relationship between them and the issue that the study is set out to investigate, as well as establish the extent to which such theories have been explored (Strand, 2019). The current study was based on two theoretical foundations thus; Approach Inhibition Theory of Power and the Empowerment Theory.

### 2.2.1 APPROACH INHIBITION THEORY OF POWER

This theory was conceptualized by Keltner et al. (2016). Approach Inhibition makes a key proposition regarding the influence of power and the manner in which it is activated in an individual's mental processes. The theorists' central argument is that power has the potential to influence both behavioural and inhibition approach systems. Indeed, in any environment, it had been found that various organism expressed similar reactions to either of the two systems, the behavior approach system and inhibition approach system. While approach system is attached to actions and components such as soliciting for opportunities, rewards, and publicity and so on, inhibition system on the other hand relates to issues such as reaction, circumventing threats or avoiding potential threats, self-protection, being vigilant and reduced level of activities.

Essentially the theorists put it that the act of having or possessing a high degree of power sets in motion approach-oriented processes, while on the reverse, having reduced power results in inhibitory tendencies. In regard to high power and the associated approach systems, the theory implies that in the environment of powerful or high-ranking individuals, there was a likelihood of availability of rewards of different nature, including those of social nature. On the other hand, people who were less powerful were living in settings replete with risks of facing punishment, threats, limitation of resources and social restrictions, making them to react with inhibit approach characteristics. Keltner (2016) theorized that power positions individuals in situations where they develop the desire for rewards, positive effects, faster cognitive processes, and the delight of social liberties. The powerless, on the other side are likely to be faced with negative emotions.

Through power, individuals can have their lives altered, owing to the ability to dominate, possess or provide resources as well as having the authority to reprimand others. Typically, in casual settings, people dominate and even offer make resources available through interactions that express humour, friendliness, ability to enlighten others based on access to information and so on. On the

other hand, in more conventional settings, powerful individuals, who dominate and command authority, exercise their power by distributing material and kind resources and issuing punishments or threats in keeping with their official functions and during typical interactions with their subordinates. Case in point regarding such acts of exercising power may include patronization or, extending some form of empowerments and in the case of threats and punishments, by issuing warning letters, discharging staff from their prestigious roles and assigning them to less prestigious ones or by terminating their contracts altogether.

The link between power and action is particularly relevant for this research because studies involved give actions beginning from planning. The theory is relevant because in power utilization other studies have shown that empowered teachers have power to effect and affect actions in the teaching and learning. It was assumed that the principals were the high-power ones and the teachers were the low powered ones. Power in a principal is sometimes associated with rewards and punishments to the learners as the theory says. The principals' power to empower teachers in classroom management required a number of activities and actions in order for the learning to take place. Forsyth (2015) argued that power improved mental cognition and team working.

This concurred with what Keltner (2016) had theorized the same. The theory applied to this study due to its inference on the effect of power utilization in transforming individuals' state of mind and behaviours. The theory further supported the fact that the principals as leaders and school managers had the power through various activities to impact teaching and learning processes by empowering the teachers who were the key persons in classroom work. the teachers had powers to improve teaching if only there could be adequate empowerment especially from their seniors who were the principals.

### 2.2.2 THE EMPOWERMENT THEORY

The thoughts that were spinning around concepts of empowerment and empowerment theory propelled in the nineteen sixties and nineteen seventies out of anxiety for the helplessness of particular groups in community according to ideas of Stewart (2017). The theory proposed that opinions on the self could be key in enhancing personal, communal and societal changes (Gutiérrez, 1995). Consequently, the theory makes a podium for the transforming of people's way of behaving and, then, likelihoods for the improvement of arrangements within community. It permits persons to shape confidence and expertise, and generates new chances for action (Delp et al., 2015).

Investigate linking to the theory has been done previously (Gutiérrez, 1995; Lawson, 2017; Stewart, 2017). There is a concept of empowerment, in which specialists are stimulated to participate as 'collaborators' rather than commanding specialists. The theory suggests the idea that an individual's achievement may be improved by empowering them. This enhances individual and interpersonal power with the aim of constructing a responsive society (Hick, 2016; Perkins & Zimmerman, 1995). Disempowering social procedures generate a sense of powerlessness amongst downgraded groups.

Therefore, the theory inspires action and activity that makes a positive level of agency and empowerment (Perkins & Zimmerman, 1995). Educators who deploy the concept of empowerment within their work are prepared to hand over control of the learning procedure to students, which guarantees that it becomes a concerted effort rather than a forced one (Lawson, 2017).

This was apparent with the partakers, for they perceived themselves as collaborators with their teachers during the teaching/learning procedure.

Investigation on teacher empowerment appeared in the works of nineteen eighties (Edwards, Green & Lyons, 2016). Empowerment, as alleged by Short, Greer and Melvin (2014) explained it as a

procedure whereby partakers advance the capability to be in charge of their progress and iron out their issues. It is persons' certainty that they possess the knowledge and skills to advance a condition in which they function. In their work on empowerment of teacher leaders, Rinehart and Short (2016) established that reading recovery teacher leaders were more extremely empowered than reading recovery teachers or classroom teachers. This result was clarified as an outcome of reading recovery teacher leaders' possessing more chances of making decisions and grow professionally, having control over daily schedules and feeling a high level of teaching competency.

According to Maeroff (2016) teacher empowerment involves of enhanced status, bigger knowledge and access to decision-making. Short and Rinehart (2016) identify 6 scopes of teachers' empowerment: decision-making, professional growing, status, self-efficacy, autonomy and impact. In an investigation on the concept of teacher empowerment, Short (1994) described the 6 dimensions in detail. Decision making means teachers' partaking in serious decisions that touch their work, concerning issues related to budgeting, teacher selection, scheduling, and curriculum. To be operative, teachers' partaking in decision-making must be honest, and the teachers need to be self-assured that their decisions really influence outcomes.

Professional growth refers to the teachers' awareness that the institution offers them chances to grow and develop professionally, to continue learning, and expanding their skills during their work. Status denotes to the professional esteem and approbation that the teachers see that they get from co-workers. Respect is similarly approved for the expertise and knowledge that the teachers validate, resulting in care of their actions from others. Self-efficacy denotes to the teachers' awareness that they are armed with the ability and skills to assist learners learn and are capable of developing curricula for the learners. The feel of mastery, in both practice and knowledge, that results in realizing anticipated results is significant in the teachers' sense of self efficacy. Autonomy is about

the teachers' sensation that they hold control over different features of their salaried life, counting scheduling, curriculum developing, assortment of schoolbooks and arrangement of instruction. This kind of control permits teachers to feel unrestricted to decide on matters connected to their educational environment.

Impact is about the teachers' feelings that they can impact and affect life in school. Teacher empowerment was examined in relation to job gratification (Rinehart & Short, 2016), instructional practices and learner academic attainments (Marks & Louis, 2013; Smylie, 2016) and principals' leadership (Blasé & Blasé, 2014; Johnson & Short, 2016; Kirby & Colbert, 2014; Rinehart, Short, & Eckley, 2016). Former investigations (Sweetland & Hoy, 2016) supported four traditions on teacher empowerment: teacher empowerment is most operative when it is concerned with to intensification teacher professionalism, empowerment has at least two dimensions: organizational and class, empowering teachers has its greatest effect on learner attainment when the stress is on the central technology of teaching and learning, last, to be operative, teacher empowerment requires to be dependable.

Teacher empowerment is, consequently, professed as a vital aspect that affects efficiency in the schools (Wall & Rinehart, 2016). An optimistic association was seen between organizational obligation and regular worker attendance, and an opposite association between organizational commitment and turnover intention (Balfour & Wechsler, 1996; Porter, Steers, Mowday, & Boulian, 2013). Lastly, the effect of OCB on the school organization is melodramatic; it backs to the general efficiency of the institution and decreases the managing element of the manager's responsibility (DiPaola & Tschannen-Moran, 2001). OCB inspires organizational performing since it presents actual measures to succeed the interdependencies among members of a group and accordingly, intensifications of the results attained by the whole organization (Organ, 1990, Smith, Organ, &

Near, 1983). This investigate aims to examine the association between teacher empowerment and results in terms of performing.

### 2.3 THEORETICAL FRAMEWORK

Creswell (2005) avows that theoretical framework epitomises a “blueprint” or an outline for the complete study. Theoretical framework describes the theoretical underpinnings of the study. It exemplifies a structure that holds or supports a theory or theories of a research study. The theoretical framework further illustrates the theories that explain why a research problem under what is being investigated exists. It also serves as the foundation for supporting the study, and acts as the structure for showing how the researcher intends to philosophically, and methodically approach and present the constructs of the whole research. It is through a theoretical framework that the researcher gets to introduce and explain why the research problem being studied exists.

This outline was grounded on theories discoursed in the literature review in the endeavor to marry the theories with the study. The Approach Inhibition Theory of Power and the Empowerment Theory highlighted the study. These theories covered the independent and dependent variables of the study accordingly. The theoretical framework was about the actual application of the utilized theories in the study. This pertained the way the researcher used principals’ power utilization as the independent variable against the teachers’ empowerment as the dependent variable using the said theories.

#### 2.3.1 APPROACH INHIBITION THEORY OF POWER

This theory by Keltner and the Empowerment Theory are the two theoretical foundations upon which this study was underpinned. Approach Inhibition Theory is appropriate to the investigate as it is well suited to address principals’ power utilization as the study’s independent variable. The theory is suitable for this investigate grounded on its inference regarding the outcome of power in

changing teachers' state of mind and behaviors. The theory further supports the fact that principals as managers have the power through various activities to impact teaching and learning processes. Thomas Gordon's theory, on the other hand is pertinent for effective classroom management, which constitutes the studies dependent variable.

The theory points to a number of positive aspects in classroom, including showing children how to take responsibility for their own their mistakes, and recognizes the fact that teachers have the role of organizing their classes for effective leaning, conducting assessment and guiding students' outcomes. If the principals use the types of power properly, then they would be able to empower their teachers. Once the teachers are properly empowered, then there is going to be good teaching gas well as learning among the students. This, obviously, must improve the academic performance amongst the students. Therefore, this theory was used by the investigator to implicate that the principals could use various types of powers in school administration to empower teachers.

### 2.3.2 THE EMPOWERMENT THEORY

This is a procedure where teachers grow the capability to take charge of their own growth and solve their own difficulties. It is believed that they have the skills and knowledge to advance a condition in which they operate. Reading recovery teacher leaders are more highly enabled than reading recovery teachers or classroom teachers. This discovery was described as an outcome of reading recovery teacher leaders' having more chances to make decisions and grow professionally, having control over every day plans and feeling a high level of teaching competency. Teacher empowerment consists of improved status, increased knowledge and access to decision making. There are dimensions such as decision-making, status, self-efficacy, autonomy and impact. Teacher empowerment has been studied in relation to job satisfaction, participation in decision-making commitment, conflict, instructional practice and student academic achievements. Expectations

concerning teacher empowerment are first, the empowerment is most real when it is concerned with to increasing teacher professionalism; second, empowerment has at least two dimensions: organizational and classroom; third, empowering teachers has its greatest influence on student attainment when the stress is on the essential technology of teaching/learning in institutions and lastly, to be operative, teachers' empowerment from the principals.

#### 2.4 CONCEPTUAL FRAMEWORK

A conceptual framework in research provides an outline illustrating the interaction of variables of interest in an investigation. It acts as a map that the researcher uses in guiding the activities of the investigation. For the proposed study, the conceptual framework as illustrated in Figure 1 demonstrates the interrelationship between independent and dependent variables as well as the intervening variables. The independent variable is principal's powers utilization, measured through the dimensions of expertise power utilization, reward power, legitimate power and referent power. The dependent variable is principals power utilization while the aspects of principals' leadership style, teachers' personal attributes, teaching/learning environment were presented as the intervening variables.



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### Conceptual Framework

#### Independent Variables

**Principals' Power Utilization**



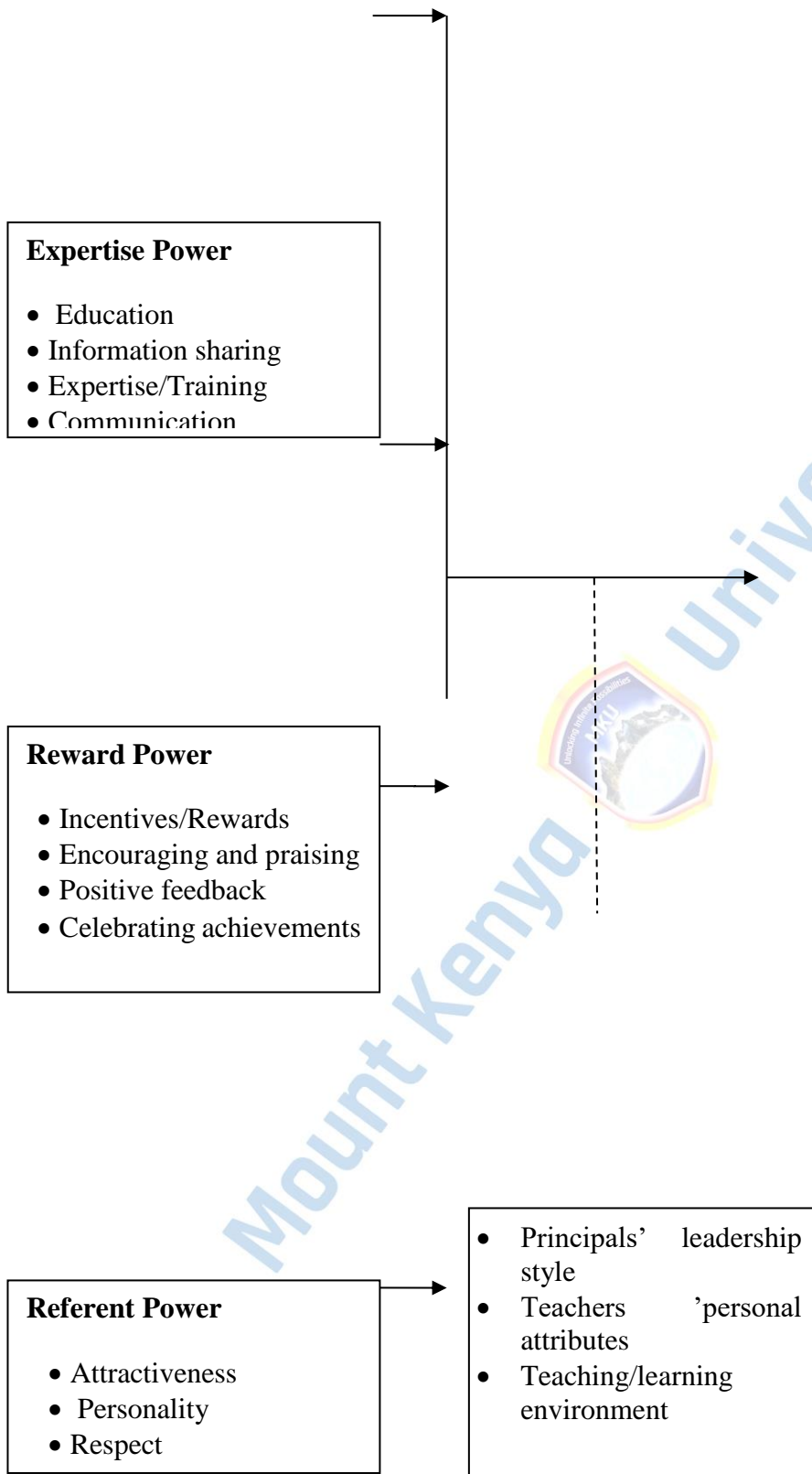
**Legitimate Power**

- Leadership skills
- Problem solving skills
- Authority and control
- Decision making

#### Dependent Variables

**TEACHERS' EMPOWERMENT**

- Improved performance in subjects taught/scores
- Improved performance contract scores



## Intervening Variables

*Figure 1: Conceptual framework. Source: The researcher, 2023*



## 2.5 RESEARCH GAPS

Examination of literature has exposed various gaps and deficiencies of data. In regard to legitimate power which has been studied by other researchers, for instance, the studies did not divulge the benefits of teacher empowerment associated with conscious use of legitimate power. Further, studies by Ogalo (2013) and Kerubo (2013) fell short of specifically stating how legitimate power influenced principals' power utilization and hence academic performance or school retention. On expert power, many studies were done. Despite the studies by Okoth (2000) and Wangui (2007) claim that principals' aspects of expert power, such as experience and skills influenced teacher empowerment, they felled short of revealing in what manner such dynamics would leverage on teachers. In the same manner, studies by Akinyi (2013) and Okumbe (2009) did not clearly indicate whether aspects of reward and referent power have any significant effect on teachers' empowerment. Serious shortage of literature on teachers' power on the Kenyan side was noted. Teachers were found to be poorly empowered.

## 2.6 RECAP OF LITERATURE REVIEW

The chapter began by introducing of sub topics discussed in it. The empirical literature began by touching issues on the independent variable being the principals' power utilization. The discussions on the teachers' empowerment were also done at length. The researcher then highlighted on the first objective being on legitimate power utilization. The second objective on the expertise power was handled in the literature followed by the third objective on reward power utilization. The final objective was on the referent power utilization. The literature on this power was analyzed.

The chapter also dealt with the theories used in the study. There was the Approach Inhibition Theory of Power on the independent variable side. This was followed by the Empowerment Theory on the side of the dependent variable.

Then the investigator worked on the theoretical framework. This showed how the two theories were applied in the study by the investigator. Then the conceptual framework was discussed. This related the theories to the independent variable and the dependent variable. Then, finally, there was the summarizing of the chapter highlighting the key literature reviewed. The literature had shown that use of various bases of principals' power influenced teachers in classroom management and teaching. The literature had revealed that school principals who use positional authority to control teachers positively influenced quality of classroom learning. However, the literature also revealed that too much reliance on legitimate power could be counterproductive.

It was also evident from the literature that use of rewards, praises and commendation on well done work could increase motivation and organizational commitment, leading to increased productivity. Studies have also shown that school principals who were knowledgeable, role models, and those who have admirable personalities positively influence teachers' motivation, and classroom teaching, leading to improved learners' performance. Another reveal was on the reward power which was a requirement for all principals conducting administration in our Kenyan schools including those in Garissa County. They were expected to be professionally qualified as per Kenyan policy on education.

## CHAPTER THREE

### RESEARCH METHODOLOGY AND DESIGN

#### 3.0 INTRODUCTION

This section clarified the method that was adopted for the research process. It explained the design, the locale, the population group being targeted and sampling procedures as well as sampling size. The chapter also outlined the form of research instruments that were used in the study, the piloting process for pretesting of the tools and reliability, validity, approaches used for obtaining and evaluating of data, as well as clarification on how to address ethical issues so as to make the study meet the required ethics. All these are seen below under various sub topics.

#### 3.1 RESEARCH METHODOLOGY

Mixed methods approach was applied for the study, with concurrent triangulation being utilized as the preferred design for the purpose of cross-validation of the results. The mixed approach justification is that it allowed for collection of quantitative data alongside that of qualitative information, hence reliable research outcomes at the end of the study. In this respect, the researcher relied on questionnaires that were administered for the purpose of gathering quantitative data, and interviews to obtain qualitative data. This means that there was adequate gathering and analyzing of information

in a reliable manner. The data collected was assessing the principals' power utilization on teachers' empowerment in secondary schools.

### 3.2 RESEARCH DESIGN

A concurrent triangulation research design, which is a single-phase design was applied for this study based on its practicability to implement both quantitative and qualitative methods during the same time frame. The design justification was that it was preferred due to its adaptable and multifaceted nature in allowing for expansion of numerical data obtained through questionnaires on one end with non-numerical qualitative information obtained through interviews and document analysis.

For this study questionnaires were used as quantitative instruments, which were used to measure whether principals' power utilization as the dependent variable had any influence on teachers' empowerment as the independent variable indicators. The two data sets subsequently were merged by combining their two distinct results during the actual interpretation after the data collection exercise. The design was, additionally, preferred for the study based on its advantage in intensifying quantitative facts through qualitative facts.

### 3.3 STUDY LOCATION

The study took place in Garissa County in the Republic of Kenya. According the Kenya National Bureau of Statistics census report of two thousand and nine, Garissa County recorded a population of 700,050 covering an area of approximately 45.7km<sup>2</sup> which represented a population concentration of 15 persons per square kilometer (KNBS, 2009). With a largely dry and arid landscape, livestock keeping is the major economic activity in the county. People keep and graze animals for their livelihood. Trading of goods is mostly practiced in the town centers, while small scale farming of crops such as mangoes, bananas, cowpeas, maize and beans is practiced under

irrigation along the Tana River Zone. There are 41 public secondary schools within Garissa County. There is poor performance in teacher empowerment shown by poor grades and scores in subjects taught and lack of problem-solving skills as well as time management skills including poor teacher motivation, hence justifying the choice of the location of the study. There is also poor teacher adherence to rules as well as poor relationships and interactions. The area is prone to frequent learning disruptions and subsequently high dropout rates due to the harsh climatic conditions, persistent drought and nomadic lifestyle of the resident communities. The county also experiences a high gender imbalance in school attendance due to biases related to cultural practices, such as preference to boy child in education, early marriages and female genital mutilation among others. However, little has been done so far to evaluate the influence of principals' utilization of knowledge power, reward power and legitimate power on teacher empowerment in the public secondary schools. These are the circumstances that provoked the desire to settle on Garissa County as the locale of the study so as to investigate the issues said above. The purpose was to advance on the performance of the learners as a result of the empowerment of teachers by the principals among the public secondary schools.

#### 3.4 TARGET POPULATION

Population in research entails a collection of individual cases, objects or groups of people having similar characteristics (Flick, 2006). The total target population was 14,184. In this case, the targeted population comprised of 780 teachers from all secondary schools in Garissa County, entirely all the 41 principals, all the 13,339 secondary school students and all the 24 MoE/TSC officers, totaling to 14,184 as the Table 1 indicates below.

**TABLE 1*****TARGET POPULATION***

| <b>PARTICIPANTS</b>                    | <b>TARGET POPULATION</b> |
|--|--------------------------|
| <b>PRINCIPALS</b>                      | 41                       |
| <b>TEACHERS</b>                        | 780                      |
| <b>STUDENTS</b>                        | 13,339                   |
| <b>COUNTY &amp; SUB COUNTY MOE/TSC</b> | 24                       |
| <b>TOTAL</b>                           | <b>14,184</b>            |

**Source: The researcher, 2023**

### 3.5 SAMPLING PROCEDURES AND SAMPLE SIZE

Sampling is used for purposes of making generalization of the issues being analyzed within the entire population. Using stratified random sampling ensured that every possible participant was given an opportunity as the whole county of Garissa was covered fairly and produced authentic results (Creswell, 2014). Stratified random sampling was used to distribute the sample of principals, teachers and students among the 11 sub counties across the county. From each sub county, 3 principals were randomly selected, 30 teachers and 384 students sampled using Fisher formular making a total of 760 participants. These procedures were favoured owing to the circumstance that they enabled to attainment of high accuracy and negligible possibility for prejudice. There were 11 MoE/TSC officers purposively sampled from the 11 sub counties. Lastly,

the County Director and the TSC Director was purposively sampled. Table 2 shows the sampling grid.

To get the sample of learners in this investigation, Fisher et al (2003) formulation was utilized to produce the sampling size for the secondary school students in the study county. The method is used because the students' targeted populace of this investigation was more than ten thousand. This was the justification for the choice of this formular. The working is shown below:

$$n = \frac{z^2 p(1-p)}{d^2}$$

Where;

$n$ = sample size

$z$ = the standard normal deviate value for the level of confidence, for instance 95% level of confidence =1.96.

$d$ = margin of error or level of precision at 0.05 for CI at 95%

$p$ = proportion to be estimated, Israel (2009) recommends that if one doesn't know the value of  $p$  then you should assume  $p=0.5$

Therefore, sample size is arrived at as follows:

$$n = \frac{(1.96^2)(0.5)(1-0.5)}{(0.05)^2}$$

$$n = \mathbf{384}$$

Table below shows the sampling procedures.

**TABLE 2*****SAMPLING GRID***

| <b>Participants</b> | <b>Target Population</b> | <b>Sample</b> | <b>Sampling Procedure</b>  |
|---------------------|--------------------------|---------------|----------------------------|
| <b>Principals</b>   | 41                       | 33            | Stratified Random Sampling |
| <b>Teachers</b>     | 780                      | 330           | Stratified Random Sampling |
| <b>Students</b>     | 13,339                   | 384           | Stratified Random Sampling |
| <b>MoE/TSC</b>      | 24                       | 13            | Purposive Sampling         |
| <b>Total</b>        | <b>14,184</b>            | <b>760</b>    |                            |

**Source: The researcher, 2023**

### 3.6 RESEARCH INSTRUMENTS

The researcher utilized various tools for the gathering of information. These tools included the questionnaires, interview schedules and self-reports to gather facts from the contributors. The tools were formulated in harmony with the purposes of the study. There were questionnaires for students and teachers. The researcher utilized interviews for MoE/TSC officers and the principals in the county. The details of the instruments are shown below in the subsequent sub headings.

#### 3.6.1 QUESTIONNAIRES FOR TEACHERS AND STUDENTS

The researcher used a self-structured questionnaire with pre-defined sets of questions to assemble evidence and facts from the contributors namely the teachers and the students from schools in the study county. The questionnaire was designed into two major sections, which included participants'

background and general information. The next section had a 5-point Likert type of questions. Surveys were selected in the research as the aim was to get variabilities in responses across the sample (Schreiber & Asner-Self, 2011).

The questionnaires for teachers and students were divided into further sections. From unit B to unit F, interrogations went as per the four objectives of the investigation. Section A was actually the demographic section of the instrument. Section B had questions regarding principals' legitimate power utilization on teachers' empowerment, being the first objective of the study. Section C dealt with principals' expertise power utilization on teachers' empowerment as the second objective of the research. Section D solicited information on principals' reward power utilization on the empowerment of teachers as the third objective of the study while section E was asking questions on principals' referent power utilization and empowerment of teachers as the fourth and the final objective of the investigation. There were nominal and ordinal dimensions of facts utilized. The nominal was quantitative for instance gender and age. In ordinal scale, the order of values was examined and the Likert type was given values for calculation numerically.

### 3.6.2 INTERVIEW SCHEDULES FOR PRINCIPALS AND THE SUB COUNTY DIRECTORS OF EDUCATION

Saunders and Creswell (2014) define interviews as data collection tools that enable researchers to evaluate what an individual participant knows, likes or dislikes, his or her attitude and beliefs. Kothari (2005) explained that interviews could be designed in various forms including those with structured or non-structured items. For the purpose of this study, structured interview guides designed with open sets of questions as guided by the objectives and variable indicators were utilized for the purpose of obtaining information. The rationale of using structured interviews is that they made it possible for the researcher to work directly with the participants, ask probing questions and build a good rapport with them in an attempt to obtain reliable and valid assessment

from the responses. Face to face information actually helped to confirm the data collected from the questionnaires and help the researcher observe both verbal and non-verbal communication from the participants (Schreiber & Asner-Self, 2011).

There were interview schedules for the MoE/TSC officials as indicated above elsewhere. Section A of these schedules request for demographic information form the participants. From section B to section F, questions followed the order of study objectives strictly. Section B had questions regarding principals' legitimate power utilization and empowerment of teachers, section C dealt with principals' expertise power utilization and empowerment of teachers; section D asked the information on principals' reward power utilization and empowerment of teachers while section E was on the principals' referent power utilization and empowerment of teachers. All the four objectives were covered. The interview was based on the study objectives to supplement the quantitative information gathered using the questionnaires.

### 3.7 PILOTING OF INSTRUMENTS

To pretest the tools before going to the field, the researcher gathered data from 3 public secondary schools in the neighbouring county of Wajir. The total sample was 76 participants which was 10 % of the study sample. This sampling for pilot involved two public secondary schools. From each school, 18 teachers and 20 students were randomly selected by the researcher making a total of 38 participants from each school and a total of 76 participants from the two schools. According to Kothari (2005) the sample size for piloting purposes should comprise at least 10 percent of study's actual sample. The reasoning behind the activity was to pretest research tools so as to ascertain their reliability and dependability. The instruments were assessed to determine the suitability of items, identify any ambiguity and where applicable restate any unclear items to make sure they were well understood by various participants. Participants in the piloting study did not take part in

the collection of study's actual data since they were drawn from the neighbouring county. These participants were never utilized in the final study since they came from a different county from the study county which was Wajir.

### 3.8 TESTING VALIDITY AND RELIABILITY, ESTABLISHING DEPENDABILITY AND CREDIBILITY

The researcher had to test reliability as well as the validity of the study instruments to ascertain if the tools could come up with valid outcomes. Similarly, the dependability and credibility were established to ascertain if the tools could be dependable. This exercise ensured valid and dependable instruments were employed in the study process, hence valid data collection and analysis at the end of the study. Once this was done, the outcomes henceforth were reliable to the audience from this kind of procedure. No doubt the tools used in this study were found to be working well.

#### 3.8.1 TESTING VALIDITY

It may be argued that validity referred to the extent to which a particular tool tested what it was intended to be tested and gave the same outcomes over a number of repetitive trials without much difference (Denscombe, 2007). According to Best (1995) the validity of an examination can be defined as the correctness with which it measured whatever it was intended to measure. According to Walliman (2014) validity was the extent to which the sample of test substances represented the content which the test was designed to measure. Validity, too, meant the accurateness and meaning of implications which were grounded on the study outcomes (Kothari, 2016).

The researcher engaged skills and expertise of experts and lecturers from the Mount Kenya University fraternity who looked at the instruments and gave feedback to ensure content validity. The content validity was examined to ensure that data collected was not going to be biased. The experts scrutinized the questionnaire contents and advised on the corrections and the way forward

into the data gathering process. The instruments were found adequately valid enough for data collection exercise before going to the field for actual collection.

### 3.8.2 TESTING RELIABILITY

Reliability is utilized to stress on the extent to which empirical indicators are steady and reliable. A test-retest technique was utilized by the researcher giving two-weeks period between the testing and utilizing similar persons. This technique was preferred since it gave the investigator time to scrutinize the answers before giving the testing second time. The 2 week's period likewise, was to make sure that consistent answers were given by participants between the tests. Cronbach's Coefficient Alpha was utilized by the researcher to find out the reliability of the instruments. Alpha value of .700 was attained, then the instruments were regarded consistent and meaningfully acceptable before the researcher went into the field. Likewise, during the pilot, the content reliability of study tools was established to ensure that the instruments measured what they were supposed to measure henceforth swelling consistency in the part of the tools (Mugenda & Mugenda, 2003). Consequently, the quantitative tolls were found good enough for the purpose of data collection and analysis. This ensured good enough tools for the study.

### 3.8.3 ESTABLISHING DEPENDABILITY

This referred to the qualitative or the non-numerical instruments namely the interview schedules. The state of dependability of the interviewing scheduling was attained by the investigator by means of in-depth interviewing among participants to get more and more detailed information. This ensured that a high level of dependability in the non-numerical data tools was achieved. Diversity of interviewing questions were meant to provoke new and valid information from the principals and the MoE/TSC officers and the instruments were acknowledged as dependable by using this method (Schreiber & Asner-Self, 2011).

#### 3.8.4 ESTABLISHING CREDIBILITY

This pertained the interview schedule tools again. Credibility was established on the qualitative instruments. By utilizing simultaneous triangulation technique in the statistics analysis, numerous information sources, investigations, methods and or literature steered the sense of facts across the settings and persons. Both numerical and non-numerical facts were scrutinized simultaneously and outcomes mixed for more scrutiny. This kind of statistics triangulation implicitly propelled the tools' credibility (Creswell, 2003). Consequently, the investigator acquired credibility through this kind of information triangulation.

#### 3.9 DATA COLLECTION PROCEDURES

The researcher had the responsibility to seek approval and clearances from Ethics and Review board who issued an ethical research clearance letter after satisfactorily going through the necessary documents. Again, the School of Postgraduate Studies of Mount Kenya University issued the candidate with an introductory letter that was used along with other identifying documents by the investigator. The investigator then proceeded to obtain a research permit from the National Commission for Science and Innovation (NACOSTI). Similarly, permission was also sought and granted from the County Director of Education as well as the County Commissioner, Garissa County for further introduction during the data collection in the public secondary schools. There was a self-introduction letter written by the candidate to all principals of participating schools. Procedurally, the participants signed a consent form before participating in data collection exercise as a sign of voluntary participation in the study. During the piloting stage and the main study questionnaires were administered to teachers and the students and collected there and then to ensure a hundred percent return rate of the instruments which was almost the case. To ensure high response rate the researcher collected the questionnaires in person without delegating this duty to any other persons.

During the initial visit, the researcher found time to book appointments for interviews with the principals and the MoE and TSC officers.

There was face to face interviews with the principals and the education officers. Field notes were taken and written in order during the interviews. Notes in line with the thematic structure of the interview guide were written after each interview (Charmaz, 2006; Glasser & Strauss, 2006). The participants signed the consent form before participating in data collection as a sign of voluntary participation in the study (Charmaz, 2006; Glasser & Strauss, 2006). Table 3 shows the data collection procedures.

**Table 3**

*Data Collection Procedures*

| <b>RESEARCH QUESTIONS</b>  | <b>QUESTIONNAIRE QUESTIONS</b> | <b>INTERVIEW SCHEDULE QUESTIONS</b> |
|--|--------------------------------|-------------------------------------|
| What is the influence of principals' legitimate power utilization on teachers' empowerment in public secondary schools in Garissa County, Kenya? | Teachers Q 4                   | Principals Q 2                      |
|  | Students Q 3                   | SCDEs Q 2                           |
| How does principals' expertise power utilization influence teachers' empowerment in public secondary schools in Garissa County, Kenya?           | Teachers Q 5                   | Principals Q3                       |
|  | Students Q 4                   | SCDEs Q 3                           |
| How does principals' reward power utilization influence teachers' empowerment in public secondary schools in Garissa County, Kenya?              | Teachers Q 6                   | Principals Q 4                      |
|  | Students Q 5                   | SCDEs Q 4                           |

What influence does principals' referent power utilization have on teachers' empowerment in public secondary schools in Garissa County, Kenya?

Teachers Q 7

Principals Q 5

Students Q 6

SCDEs Q 5

---

**Source: The researcher, 2023**

### 3.10 DATA ANALYSIS PROCEDURES

So as to get the research results, scrutiny of the information gathered was done in the order of the objectives. After the procedure of facts gathering, there was cleaning done on the raw data, which involved, among other necessary steps, classifying the incomplete and or erroneous responses, so as to improve on them. Data was consequently analyzed with the aid of Statistical Package for Social Sciences (SPSS Version 24). Quantitative data was analyzed using descriptive statistics using frequencies, tables and percentages. This was helpful in showing the characteristics of the research variables.

Further, inferential statistics including linear regression analysis was used to test the association between the variables in every objective of the study. It was used to show the relationship between the independent and the dependent variables in terms of strength and direction. It was expected that the independent variables affected the dependent variable. The findings were presented by use of tables and figures.

Qualitative data was organized into sub topics and themes, coded and tabulated in line with the research questions. It was analyzed thematically and presented through narration and verbatim citations. The researcher then did triangulation of data to both the quantitative and qualitative results using the mixing of data, and for the linear regression, Statistical Package for Social Sciences (SPSS) was used. Qualitative data obtained from the interviews was analyzed and discussed thematically

by use of themes. The analysis involved classifying numerous responses into themes steered by the research objectives. This information was presented in prose form and in verbatim quotations. This data was used to reinforce the quantitative findings and elaborate on the concepts obtained and consequently, answer the research questions.

All field data was analyzed to find meaning out of it. This meant sorting out the data, editing, coding, entering and cleaning (Ary, 2006). Obtained data was analyzed as per the study objectives to answer the study questions. The research objectives dealt with the principals' power utilization practices on issues regarding legitimate power use, expertise power use, reward power use and the referent power use. Each objective was treated as a sub topic under which data was analyzed for interpretation. Descriptive statistics were presented in tables, frequencies and percentages while inferential statistics used the linear regression. There was, finally, the mixing and interpretation of both quantitative and qualitative data to draw out further meanings of the data collected. Both independent and dependent variables indicators were captured in the data analysis. The Table 4 below explains the procedure.



**Table 4**

*Data Analysis Procedures*

| <b>RESEARCH QUESTIONS</b>  | <b>INDEPENDENT VARIABLE</b>              | <b>DEPENDENT VARIABLE</b> | <b>ANALYSIS APPROACHS</b>  |
|--|--|---------------------------|--|
| What is the influence of principals' legitimate power utilization on teachers' empowerment in public secondary schools in Garissa County, Kenya? | Principals' Legitimate Power Utilization | Teachers' Empowerment     | Tables, frequencies, %, linear regression, thematic analysis, mixing and interpreting data |

|  |   |                       |  |
|--|---|-----------------------|--|
| How does principals' expertise power utilization influence teachers' empowerment in public secondary schools in Garissa County, Kenya?         | Principals' Expertise Power Utilization | Teachers' Empowerment | Tables, frequencies, %, linear regression, thematic analysis, mixing and interpreting data |
| How does principals' reward power utilization influence teachers' empowerment in public secondary schools in Garissa County, Kenya?            | Principals' Reward Power Utilization    | Teachers' Empowerment | Tables, frequencies, %, linear regression, thematic analysis, mixing and interpreting data |
| What influence does principals' referent power utilization have on teachers' empowerment in public secondary schools in Garissa County, Kenya? | Principals' Referent Power Utilization  | Teachers' Empowerment | Tables, frequencies, %, linear regression, thematic analysis, mixing and interpreting data |

**Source: The researcher, 2023**

### 3.11 ETHICAL CONSIDERATIONS

Ethical consideration in research entails appropriately outlining the subject and contents of research, what is required of participants, the process of obtaining informed consent and assurances on confidentiality. There are important issues that had to be addressed before the actual collection of data began. These issues are shown below in the following sub topics.

#### 3.11.1 PARTICIPANTS' RIGHTS TO CONFIDENTIALITY

Respondents' confidentiality was taken seriously and commitment given to those taking part that their personal and private information was to be safeguarded at all stages of the collection of data. Contributors in this research were made aware that there was no identifying information about them was to be revealed in any form or be disclosed to other persons. Participants were duly informed that any information sought from them by the investigator was only used for the stated educational purpose, and no other reasons and no sinister motives were behind the collection of information from the informants. This made the participants free in giving out information hence the study had reliable data collected from the them.

### 3.11.2 ANONYMITY

The researcher made an undertaking and responsibility to the participants regarding protection of their identity and information and that their contacts or any other sensitive or personal information was not divulged. The subjects also be asked not to sign in their names on the questionnaires or names of their institutions. Thus, the data was collected without fear that those who participated were known. Anonymity was necessary for freedom in the research process.

### 3.11.3 PARTICIPANTS' RIGHT TO INFORMED CONSENT

Consent from members participating was necessary. There was a form that was signed by the members do declare that they were willing to give information freely without being coerced. The researcher committed to divulge to the those taking part about the nature, the subject and the purpose of study and the procedures to be involved in collection of data so they could make informed choice whether to or not to participate. A formal request was to accompany the materials requesting the participants to complete and sign a template, giving consent form to had willingly accepted to taking part and volunteering honest information. Further, the respondents were assured that participation was on one's own accord and one was free to discontinue any time should they

feel like doing so without any form of victimization whatsoever. They were assured that there was no witch hunting or hidden motives behind the data collection. The use of the information was purely academic as they were assured.

#### 3.11.4 STORAGE OF COLLECTED DATA

All data collected from the field was treated with a high degree of confidentiality. Only the researcher and the supervisors could access the information. The unprocessed data was filed for convenient reference. After completion of the analysis, the researcher stored computer printouts and digital files in a secure filing cabinet. The data was stored under lock and key. The final destination of the collected data was to destroy it after the research was completed and accepted and the candidate passed or acquired the degree studied for.

#### 3.11.5 INTELLECTUAL OWNERSHIP AND PLAGIARISM

To guarantee spotless work without plagiarism, the investigator constantly put the work into the TURNITIN procedure. This was always done before each defense. The proportion index remained not more than twenty percent. This encompassed the referencing. Every time the percentages went higher, the work was unplagiarized and then put back to the procedure for plagiarism test from time to time. The last plagiarism percentage for this work was attached to at the end of the document as the last document in the appendices section of this thesis. Plagiarism was necessary to ensure that the thesis had not used data from other authors without proper citations.

#### 3.11.6 PARTICIPANTS' RIGHTS TO PRIVACY

The investigator vehemently guaranteed the participants that the info they offered was preserved with complete secrecy. The info was used for no other drive other than the one specified in the investigation and that no unwelcome people could get access to it or get in touch with it at any case

and at any level of the analysis of the data. This actually empowered the contributors to offer open and complete info and for this motive, the names of the contributors and their institutions did not appear in any place on the facts collecting instruments. There was a cipher system used to conceal the identity of the participants. Each person participating was ensured of confidentiality in the data collection process.

#### 3.11.7 RIGHT TO VOLUNTARY PARTICIPATION

The contributors were told that they had the choice to refuse from partaking in the investigate at any stage. They were free to give information at their own time and wish. Unwilling participants were requested to leave the data collection premises voluntarily and proceed to do other things in the schools. This ensured that all data collected was from willing persons only. No amount of force was used on the members participating in the data collection procedures.

#### 3.11.8 PERMISSION TO ACCESS SITES

The researcher ensured that there were necessary legal permits and letters to enable visit all places that were used for data gathering. To access the Garissa community, the researcher had the responsibility of presenting a formal introduction letter from Mount Kenya University and produced an official research permit and authorization from NACOSTI to the County Director of Education after which permission letters from the director and the County Commissioner, Garissa, were produced to the principals of the schools from where the data was collected.

#### 3.11.9 FREEDOM FROM COERCION

There was no intimidation to participants and they were encouraged to read and understand the consent form and freely sign on it that they were participating willingly to the exercise. The net effect of all these measures was to ensure that no one was offended as a consequence of offering to

be a contributor in the study. No form of force was applied on the persons giving information. There was no use of force on the person who gave information. Information obtained by force and threats could not yield to valid results.

#### 3.11.10 MIEN AND DECORUM

The investigator unquestionably looked lovely and with manners and appearance and up to the standards and manners before, during and after interrelating with the contributors in the institutions where the investigate was carried out and even all the way through the investigate procedure. The investigator maintained utmost good behavior according to the norms of the Garissa Somali community in which the study was conducted. This gave the members participating confidence with the researcher hence producing most reliable information.



Mount Kenya University

## CHAPTER FOUR

### RESEARCH FINDINGS AND DISCUSSIONS

#### 4.0 INTRODUCTION

In this chapter, the researcher gave out the research findings on the influence of principals' power utilization on teachers' empowerment in public secondary schools in Garissa County, Kenya. The chapter began with the questionnaire return rate which was found to be adequate, followed by the demographic information of the participants, for instance, age, education, and so on. Data on the four study objectives was analyzed and presented here accordingly. The analysis used descriptive and inferential statistics (linear regression analysis) as well as thematic analysis. The chapter concluded in the discussions of the findings.

#### 4.1 QUESTIONNAIRE RETURN RATE

The researcher sampled 714 participants who were drawn from public secondary schools in the study county of Garissa. The sample consisted of public secondary school teachers as well as students from the same schools. Out of the sampled participants, 565 responded to the investigation questionnaires which represented almost eighty percent of the total participants. The summary of the return rate is as shown in Table 5.

**Table 3**

*Questionnaire Response Rate*

| Sample Size |            | Participants |             | Non-Participants |             | Return Rate |             |
|-------------|------------|--------------|-------------|------------------|-------------|-------------|-------------|
| <i>f</i>    | %          | <i>f</i>     | %           | <i>f</i>         | %           | <i>f</i>    | %           |
| <b>714</b>  | <b>100</b> | <b>565</b>   | <b>79.1</b> | <b>149</b>       | <b>20.9</b> | <b>565</b>  | <b>79.1</b> |

**Source: The researcher, 2023**

According to the table, the total response rate was 565 (79.1 %) which recorded attractive results and a very high return rate due to the presence of the researcher during collection of the instruments which had been distributed by the researcher to gather information since they were given and collected there and then. This could be judged as an outstanding return rate of the questionnaires for the analysis of data collected. This questionnaire response rate decision was made and was based on the study done by Babbie (2007) who suggested that a fifty percent return rate was good enough for any data analysis but 70 % and above was termed as very good response. This was an excellent return. Therefore, the researcher resolved that this was an outstanding return rate good enough to carry out the analysis without any problem.

#### 4.2 DEMOGRAPHIC INFORMATION

Demographic information was categorized into two major areas namely: the teachers and the students from which data was collected. This categorization indicated that the information analyzed here was solicited from the real people who gave true and reliable data for analysis. These were the main persons and units of data analysis. The qualifications found in this section was real evidence that data used in the thesis was from reliable sources. The interpretation was that the investigator

used proper persons in the process of data collection. These gave true and reliable information. The justification for the demographic information was that, data came from real and relevant persons.

#### 4.2.1 INFORMATION ABOUT TEACHERS AND STUDENTS

The information about teachers and students was mainly on designations and gender. The participants were teachers and students who were classified into males and females. This was summarized by the investigator and shown in Table 6.

**Table 4**

*Information on Teachers and Students*

| Sampled Participants | Response by Gender |            | Totals     |            |
|----------------------|--------------------|------------|------------|------------|
|                      | Males              | Females    |            |            |
| Teachers             | 265                | 180        | 85         | 265        |
| Students             | 300                | 180        | 120        | 300        |
| <b>TOTALS</b>        | <b>565</b>         | <b>360</b> | <b>205</b> | <b>565</b> |

**Source: The researcher, 2023**

From the table, 360 males and 205 females participated in the research. This reflected 180 male teachers and 85 female teachers. Boys were 180 and girls were 120 from public secondary schools in Garissa County. Males were 360 (63.7 %) and females were 205 (36.3 %) in the whole

participation, indicating that more males by far, than females participated in this investigation giving the quantitative information. This report on the participants' demographic data agreed with the Garissa County reports on teachers' and students' personal data and distribution of public secondary schools in the county (Garissa Education Office Reports, 2019). This information on demographics influenced and informed the research in that, the findings were drawn from men, boys, ladies and girls all being key stakeholders and units of analysis who had firsthand experience in principals' power utilization and teachers' empowerment in the public schools and thus, giving accurate and dependable information and hence reliable study outcomes. This indicated that the findings were valid as the data was valid and came from valid participants.

#### **4.3 Influence of Principals' Legitimate Power Utilization on Teachers' Empowerment**

The research examined the influence of principals' legitimate power utilization on teachers' empowerment in public secondary schools in Garissa County. Three levels of analysis were employed namely: descriptive and inferential (linear regression analysis) statistics, thematic analysis and then there was the mixing and interpretation of the data collected at the end of each objective. Various responses were analyzed as seen below.

##### **4.3.1 Descriptive Statistics Analysis in Principals' Legitimate Power Utilization on Teachers' Empowerment**

In this study, the researcher analyzed collected data in descriptive statistics and presented it in frequencies, tables and percentages. The data was analyzed and presented according to the study objective as it is seen underneath in the case of the first objective regarding legitimate power utilization among the principals. The data captured the indicators from the independent variable which was the principals' power utilization. The data also captured the dependent variable indicators

which was teachers' empowerment. This is seen in the questionnaires whose questions balanced both independent and the dependent variables using the indicators. Frequencies and percentages were established from variables based on the five-point Likert scale seeking to examine legitimate power utilization among secondary school teachers.

#### **4.3.1.1 Teachers' Responses in Principals' Legitimate Power Utilization on Teachers' Empowerment**

The responses on this type of power were displayed on the table below for interpretation by the researcher and to be seen by the readers for better interpretation. This was displayed and seen in Table 7 below.

**Table 7**

***Teachers' Responses in Legitimate Power on Teachers' Empowerment***

| Statements |  | A            | SA          | U           | D            | SD           |
|------------|--|--------------|-------------|-------------|--------------|--------------|
|            |  | (1)          | (2)         | (3)         | (4)          | (5)          |
| a          | Principals' legitimate power can influence teachers' empowerment   | 95<br>35.8%  | 85<br>32.1% | 20<br>7.5%  | 35<br>13.2%  | 30<br>11.3%  |
| b          | There are leadership skills in your school which influence improved performance in subjects taught/scores        | 150<br>56.6% | 50<br>18.9% | 05<br>1.9%  | 40<br>15.1%  | 20<br>7.5%   |
| c          | There are problem solving skills in your school which enable improved problem solving and time management skills | 40<br>15.1%  | 20<br>7.5%  | 50<br>18.9% | 100<br>37.7% | 55<br>20.8%  |
| d          | Your school has authority and control which influences better teacher adherence to rules and authority           | 50<br>18.9%  | 10<br>3.8%  | 30<br>11.3% | 100<br>37.7% | 75<br>28.3%  |
| e          | There is sound decision making which influences enhanced positive interactions/relationships                     | 50<br>18.9%  | 10<br>3.8%  | 5<br>1.9%   | 100<br>37.7% | 100<br>37.7% |

**Source: The researcher, 2023**

Judging from the table, legitimate power could influence teachers' empowerment as it was agreed and strongly agreed by a majority of 180 (67.9 %) with only 20 (7.5 %) undecided and the disagreeing side was 65 (24.5 %). The results indicated that the majority of teachers were in agreement that if legitimate power was used in the right sense and properly, then it could enable the school principals empower the teachers. Similarly, the indicator on leadership skills in schools could

be seen from the data as 200 (75.5 %) agreed and strongly agreed with only 5 (1.9 %) undecided and those disagreeing and strongly disagreeing were 60 (22.6 %). This means leadership skills improved performance in subjects taught as well as the scores. This was a mile stone to the teachers' empowerment in the schools. The participants could agree that there were strong leadership skills practiced by the principals in their schools. This meant that the teachers could have been empowered through this indicator.

Regarding the indicator on problem solving skills in the public schools, there were only 60 (22.6 %) in agreement with 50 (18.9 %) undecideds. The majority of 155 (58.5 %) were on the disagreement side. This was a clear indication that schools did not practise problem solving skills to enable teachers' empowerment. Without solving issues in schools meant a disaster on the part of the teachers and must have also affected the students' academic outcomes since the teaches were not empowered. Another indicator was authority and control to enable better teacher adherence to rules and authority. This was not seen in the schools. Responses indicated that only 60 (22.6 %) could agree and strongly agree. Another 30 (11.3 %) could not make decision. The majority of 175 (66.1 %) disagreed and strongly disagreed. The schools could not empower teachers without this indicator and thus, there was need to improve on this matter. Schools without authority and control could not empower their teachers. Teachers without empowerment could not produce good results.

The final indicator on sound decision making to enhance positive interactions and relationship had also, negative outcomes. Only 60 (22.6 %) agreed and strongly agreed with 5 (1.9 %) undecideds. There was a majority of 200 (75.5 %) who disagreed and strongly disagreed. Making proper decisions in schools could improve teachers' empowerment but this was not the case. The absence of this indicator was a testimony that decisions were not properly made. This hampered the

capability of the principals in terms of teacher empowerment among the public secondary schools. There was need to improve on this study objective on legitimate power utilization to enable better schools in terms of empowering teachers. Most of the indicators were not fulfilled as it is seen from the table. In general, from the responses, there was need to apply legitimate power on the side of the principals if they were going to improve performance of the schools. Legitimate power is crucial to better empowerment of teachers. principals must use this power which is granted by the employer and for that matter, it needs not be a big deal in using it. Indeed, there is less effort in the utilization of this power among the principals in the schools in the study county.

These findings from this objective were similar to many other findings by various researchers across the world. For instance, there was a study done in the Republic of Iran on legitimate power utilization. It was established that the principals' use of legitimate power had significant impact on the teachers. It was useful in managing conflicts among the teachers. This type of power was found to be useful if only used in the proper manner and direction (Riasi, 2016). It is believed that if this power is applied in Garissa County, then there could be better results and better empowered teaching staff.

#### 4.3.1.2 STUDENTS' RESPONSES IN PRINCIPALS' LEGITIMATE POWER UTILIZATION ON TEACHERS' EMPOWERMENT

Responses from the students were keyed in the table below for interpretation. These responses were based on the objective indicators drawn by the researcher. Table 8 has the summary of the outcomes.

**Table 8**

**Students' Responses in Legitimate Power Utilization on Teachers' Empowerment**

| <b>Statements</b> |  | <b>A</b>   | <b>SA</b>  | <b>U</b>   | <b>D</b>   | <b>SD</b>  |
|-------------------|--|------------|------------|------------|------------|------------|
|                   |  | <b>(1)</b> | <b>(2)</b> | <b>(3)</b> | <b>(4)</b> | <b>(5)</b> |
| a                 | Principals' legitimate power can influence teachers' empowerment   | 240        | 10         | 20         | 25         | 05         |
|                   |  | 80.0%      | 3.3%       | 6.7%       | 8.3%       | 1.7%       |
| b                 | There are leadership skills in your school which influence improved performance in subjects taught/scores        | 210        | 21         | 10         | 50         | 09         |
|                   |  | 70%        | 7.0%       | 3.3%       | 16.7%      | 3.0%       |
| c                 | There are problem solving skills in your school which enable improved problem solving and time management skills | 90         | 05         | 10         | 150        | 45         |
|                   |  | 30.0%      | 1.7%       | 3.3%       | 50.0%      | 15.0%      |

|   |  |       |      |      |       |      |
|---|--|-------|------|------|-------|------|
| d | Your school has authority and control which influences better teacher adherence to rules and authority | 82    | 10   | 10   | 190   | 08   |
|   |  | 27.3% | 3.3% | 3.3% | 63.3% | 2.7% |
| e | There is sound decision making which influences enhanced positive interactions/relationships           | 75    | 0    | 0    | 200   | 25   |
|   |  | 25.0% | 0.0% | 0.0% | 66.7% | 8.3% |

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**Source: The researcher, 2023**

The fact that legitimate power influenced teachers' empowerment was not questionable at all. This was agreed by the majority of 250 (83.3 %) of the students. Only 20 (6.7 %) could not decide. Only 30 (10.0 %) were on the disagreement side. The results here meant that there was an agreement that among the students that legitimate power was necessary if the teachers were going to be empowered by the school principals. Consequently, leadership skills were evident as agreed and strongly agreed by a majority of 231 (77.0 %) with 10 (3.3 %) undecideds. Another 59 (19.7 %) did not agree but were insignificant looking at the agreement side. The fact that the participants did not see this indicator happen could be explained in different ways. One is that the way teachers understood this indicator is not the way students understood it. Teachers have a higher level of understanding and interpretation. On the other hand, students might have interpreted this matter as the general leadership which they saw in their schools and was satisfactory, and thus, there was no complain among them. Finally, the teachers' might have been more critical in analyzing the leadership of their principals.

Problem solving skills could not be seen by the students, this was evident as those who agreed and strongly agreed were 95 (31.7 %) with 10 (3.3 %) undecideds. The majority of 195 (65.0 %) disagreed and strongly disagreed. Thus, this indicator was an issue as it hampered improved problem

solving and time management skills in the schools. Like their teachers, the students failed to see issues being sorted out in the right manner. There could have been poor ways and means of solving problems in the schools. This must have affected the way teachers worked and as a result, it was witnessed poor performance in Garissa County.

Similarly, authority and control could not attract the feelings of the students. Those agreeing and strongly agreeing were 92 (30.7 %) and another 10 (3.3 %) undecideds. The majority of 198 (66.0 %) were in total disagreement. This meant that there was neither teacher adherence to rules and authority nor teachers' empowerment according to the students. This called for improvement on this indicator to enable better schools with better performance. This indicator had similar sentiments like the ones of the teachers. Both groups agreed that there was an issue with this indicator hence hampering the empowerment of teachers among the schools.

According to the students, there was no sound decision making. This meant that there were no positive interactions and relationships in the schools. Only 75 (25.0 %) could agree to this. The majority of 225 (75.0 %) did not agree. This was too high a percentage to be ignored. This meant that schools did not make sound decisions on matters affecting the students hence the legitimate power utilization was not seen to be working. There was agreement between the teachers and the students on this indicator. Thus, there was need to beef up this matter in the schools.

Many other researchers in legitimate power worldwide had established similar findings like these findings here in this current study. In school leadership, the heads are in positions of power by their responsibilities. They have power from the employer. The roles are not earned but given by their virtue of being school principals. It was established that the principals could then empower teachers using their legitimate powers if they wished to do that or if they knew how to do it (Shindler, 2015).

#### 4.3.2 INFERENTIAL STATISTICS IN PRINCIPALS' LEGITIMATE POWER ON TEACHERS' EMPOWERMENT

A linear regression analysis was conducted to assess whether principals' legitimate power significantly predicted teachers' empowerment. The results of the linear regression model were significant,  $F(1,729) = 338.49, p < .001, R^2 = .32$ , indicating that approximately 31.71% of the variance in teachers' empowerment was explainable by principals' legitimate power. Principals' legitimate power significantly predicted teachers' empowerment,  $B = 0.58, t(729) = 18.40, p < .001$ . This indicated that on average, a one-unit increase of principals' legitimate power increased the value of teachers' empowerment by 0.58 units. Table 9 summarizes the results of the regression model. The equation model becomes teachers' empowerment = 0.62 + 0.58\*principals' legitimate power.

**Table 9**

#### *Inferential Statistics in Principals' Legitimate Power on Teachers' Empowerment*

| Variable                     | <i>B</i> | <i>SE</i> | 95.00% CI    | $\beta$ | <i>t</i> | <i>p</i> |
|------------------------------|----------|-----------|--------------|---------|----------|----------|
| (Intercept)                  | 0.62     | 0.07      | [0.49, 0.75] | 0.00    | 9.24     | < .001   |
| Principals' legitimate power | 0.58     | 0.03      | [0.52, 0.65] | 0.56    | 18.40    | < .001   |

*Note.* Results:  $F(1,729) = 546.70, p < .001, R^2 = .43$

**Source: The researcher, 2023**

If this power could be utilized properly, then, the empowerment of teachers could have been realized. It was upon the principals to know how best they could make use of this power in order to empower their teachers in the public secondary schools in Garissa County. This is why there was poor usage of legitimate power on the side of the principals.

Principals' legitimate power was, no doubt, an essential element in managing good and desirable teachers' empowerment. The inferential statistics findings were in agreement with Bayrak, Altinkurt and Yilmaz (2017). In their research done in the Republic of Turkey, on the same view, it was suggested that to realize a more positive classroom climate and better outcomes, teachers had to rely more on reward, expert, and referent power bases and less on positional powers such as coercive and legitimate power. The study had positive remarks on the use of legitimate power though it should not have been the only power to be used by principals in the schools. Thus, careful use of this power was imperative if the teachers were going to be empowered. Poor use of this power, no doubt, was one of the culprits why performance was low among public secondary schools in Garissa County and hence this study in the endeavour to look for workable solutions.

#### 4.3.3 THEMATIC ANALYSIS IN PRINCIPALS' LEGITIMATE POWER ON TEACHERS' EMPOWERMENT

Regarding principals' legitimate power utilization on teachers' empowerment, the investigator prepared and organized data gathered from the field interviews. There were 33 principals and 13 education officers during the qualitative data collection who were thoroughly interviewed on this objective. The data was prepared and organized, reviewed and explored several times and then initial codes were created. These codes were reviewed and combined into themes. The themes were presented in a cohesive manner as seen below in the narratives and the verbatim citations.

To gather information about legitimate power utilization on teachers' empowerment, leadership and problem-solving skills were examined. Similarly, the use of authority and control as well decision making were other indicators dealt with. Generally, it was acceptable that if the principals used legitimate power, they could influence teachers' empowerment as one of the principals observed,

*“As heads of schools, we have the appointment power once we get promotion letters. Nobody can question our legality in the posts of headship. I believe that if this power is used properly, there would be teachers' empowerment and we would see better results from the teachers and students”*

**(PR1).**

There was evidence of principals' use of skills during their management. Leadership skills were employed in most schools. This view was different from the quantitative data one reason being that the principals might have been defending themselves. However, one of the principals agreed,

*“You cannot survive without being skillful in leadership. The promotion to this post comes along with the capabilities of the heads. One has to be a deputy and demonstrate that there are leadership elements in his work. you have to be skillful”* **(PR2).**

Regarding the problem-solving skills, the idea might have not been clear to the principals. There was a problem of the nature of problems and the modalities used to solve such problems as one principal observed,

*“We have various issues that come about during execution of our duties. There is no accurate way of measuring our ability in handling problems of students, teachers and the support staff. The skills are complicated and for that matter, principals have their own ways of doing things. We can only say that we try our level best”* **(PR3).**

There was limited authority and control among the principals. The fact remained that they had to share power with the teachers and student leaders. Too much control would be detrimental as it might have turned to too much of dictatorship. Displaying too much authority was also harmful as one principal noted,

*“We avoid too much control and too much authority. We may then, say that our hands are tied down. The way principals used to demonstrate power in the old days is not the same we can apply today. We fear too much of dictatorship among this current generation. We have to be careful the way we handle issues today” (PR4).*

The issue of making decisions was complex. There were times principals could not decide without consulting the teachers and students’ leaders. There was no way one could claim to have been successful in making sound decisions as one of the participants said,

*“It is very difficult to claim that we have succeeded in making sound decisions. First of all, we may ask ourselves the type of decisions and to who. We have no single way of deciding on the matters affecting teachers, students and support staff. I have always tried to be consultative” (PR5)*

On the same objective of legitimate power, the researcher interviewed education officers. There was no doubt that leadership skills could catapult teachers’ empowerment among the schools as one officer said,

*“In the effort of empowering teachers, legitimate power is necessary. Once a principal has been appointed, there is much power in empowering the teachers in the same vein. The legal status has in itself the dynamics of leadership and empowerment” (EO1).*

There was evidence of leadership skills among the principals. They seemed to control their schools in the study area. There were no many complains and chaos among the schools. This was a good gesture that there was good leadership as one officer noted,

*“When you talk of leadership skills, I think you mean the way principals smoothly lead their schools. This is true. They have shown great capability in leading their schools. For instance, you don’t get a lot of issues in our schools. This is a good indicator that all is going on well and we can conclude that they have sound leadership skills” (EO2).*

The principals demonstrated skills of solving various issues in their schools. This could be seen in their schools grounded on the fact that there was peace among the schools. However, a number of schools had unrests indicating failure in problem solving techniques as one officer observed,

*“The only indicator that schools solved problems amicably is the peace that was seen in the institutions. We have had a number of schools faced with chaos in the past though the prevalence was not so bad. I can only say that there is need for more skills in solving problems in our schools. This will ensure good performance” (EO3).*

Whether the principals had control and authority in their schools was a matter that could not be clarified by the education officers. There was still room for on this matter. It was a matter that could not be quantified for measurement as an officer observed,

*“What do you mean by control and what does it take to demonstrate authority? The fact that schools generally had peace was an indicator of good control. Nevertheless, there were some schools which reported some chaos amongst them. All I can say is that there is need to beef up this control in schools” (EO4).*

The process of making decisions was complex. There was need to establish if the problem was there in reality and then suggest some solutions. It was imperative to make sure that there were no repercussions resulting from the decisions as one officer had this to say,

*“There a decision-making process in place to use. If this is used properly, then there would be no issues. But do principals follow this procedure? We can only look at what is happening in schools and say that there is need to improve on this. The fact that some of our schools have experienced strikes shows that poor decisions have been made. I think the best way to make decisions is to involve as many stakeholders as possible to avoid repercussions” (EO5).*

#### 4.3.4 MIXING AND INTERPRETING DATA ON PRINCIPALS’ LEGITIMATE POWER UTILIZATION ON TEACHERS’ EMPOWERMENT

Data from descriptive, inferential and thematic analysis on the first objective was mixed and interpreted. It was clear that legitimate power influenced teachers’ empowerment as per majority of 180 (67.9 %). Likewise, management skills were established by 200 (75.5 %) who agreed. This meant that management skills enhanced performance in subjects taught as well as the scores. This was a credit to the teachers’ empowerment. On problem solving skills, there was a problem as only 60 (22.6 %) were in agreement with majority of 155 (58.5 %) disagreeing. This indicated that problem solving skills were not seen and hence poor teachers’ empowerment. Authority and control were not seen in the outcomes as only 60 (22.6 %) agreed with the majority of 175 (66.1 %) in disagreement. There was no empowerment of teachers without considering this indicator. Regarding sound decision making only 60 (22.6 %) were in agreement with the majority of 200 (75.5 %) who disagreeing.

Looking at the inferential statistics using linear regression analysis, the null hypothesis formulated was:  $H_0$  *There is no significant relationship between principals’ legitimate power utilization and teachers’ empowerment.* The outcomes of the linear regression were noteworthy,  $F(1,729) =$

338.49,  $p < .001$ ,  $R^2 = .32$ , signifying that roughly 31.71 % of the variance in teachers' empowerment was explained by the principals' legitimate power. Principals' legitimate power meaningfully predicted teachers' empowerment,  $B = 0.58$ ,  $t(729) = 18.40$ ,  $p < .001$ .

The thematic analysis had similar outcomes though the principals sometimes were on the defensive side. Legitimate power utilization on teachers' empowerment by the principals' data was from the field interviews whereby 33 principals and 13 education officers were in participation. It was seen that principals use of legitimate power could influence teachers' empowerment as most participants agreed. Principals used of skills administration. Leadership skills were employed in most cases. Problem-solving skills might have not been clear to the principals. A problem was on the type of problems and the modalities used to solve them. Authority and control were limited amongst the principals. They had to share power with teachers and leaders of students. Decisions were intricate. Sometimes principals could not decide without consulting the teachers and students' leaders. There was no one way successful enough in making sound decisions.

The mixing and interpreting of data were echoed by a researcher known as Prescott (2015) who pinpointed that legitimate power or legal power denoted the individual power held over other persons, due to the positions given to such individuals through an official procedure. Fundamentally, it was a form of power derived from person's lawful position. Without this kind of power, there could have not been empowerment. This power could have been used by the principals to empower teachers which was not the case in reality. This type of power was at the liberty of the principals to use it on their own discretion as much as they wished. However, this might have not been the case from the data interpretation seen on this objective.

#### 4.4 INFLUENCE OF PRINCIPALS' EXPERTISE POWER UTILIZATION ON TEACHERS' EMPOWERMENT

The second objective in this study sought to establish influence of principals' expertise power utilization so as to enhance teachers' empowerment in public secondary schools in the study county of Garissa. Like the first objective, data was treated in three levels. These were descriptive, inferential (linear regression analysis) statistics and thematic analysis. There was then the mixing and interpretation of the same data at the end of the analysis.

#### 4.4.1 DESCRIPTIVE STATISTICS ANALYSIS IN PRINCIPALS' EXPERTISE POWER UTILIZATION ON TEACHERS' EMPOWERMENT

The data was analyzed in descriptive statistics and presented it in tables, frequencies and percentages and scrutinized the statistics according to the second objective as it is shown underneath. To seek information on expertise power utilization, the teachers filled part C of their questionnaire. The data captured the indicators of the independent variables. The data also captured the dependent variable indicators. This was seen in the questionnaires which balanced both independent and dependent variables. The results were shown in tables below.

##### 4.4.1.1 TEACHERS' RESPONSES IN EXPERTISE POWER UTILIZATION ON TEACHERS EMPOWERMENT

Data gathered from the teachers was keyed in table below and outcomes shown as seen in Table 10.

**Table 10**

***Teachers' Responses in Expertise Power Utilization on Teachers' Empowerment***

|                   | <b>A</b>   | <b>SA</b>  | <b>U</b>   | <b>D</b>   | <b>SD</b>  |
|-------------------|------------|------------|------------|------------|------------|
|                   | <b>(1)</b> | <b>(2)</b> | <b>(3)</b> | <b>(4)</b> | <b>(5)</b> |
| <b>Statements</b> |            |            |            |            |            |

|    |  |       |       |       |       |       |
|----|--|-------|-------|-------|-------|-------|
| a  | Principals' expertise power influences teachers' empowerment   | 100   | 50    | 20    | 55    | 40    |
|    |  | 37.7% | 18.9% | 7.5%  | 20.8% | 15.1% |
| b  | There is education among teachers which enhances improved performance in subjects taught/scores        | 195   | 10    | 10    | 40    | 10    |
|    |  | 73.6% | 3.8%  | 3.8%  | 15.1% | 3.8%  |
| c. | Your school has information sharing which enhances improved problem solving and time management skills | 50    | 50    | 10    | 150   | 05    |
|    |  | 18.9% | 18.9% | 3.8%  | 56.6% | 1.9%  |
| d  | There is expertise training in your school which enables better teacher adherence to rules/authority   | 20    | 10    | 20    | 195   | 20    |
|    |  | 7.5%  | 3.8%  | 7.5%  | 73.6% | 7.5%  |
| e  | Your school has communication which enables enhanced positive interactions/relationships               | 80    | 20    | 30    | 100   | 35    |
|    |  | 30.2% | 7.5%  | 11.3% | 37.7% | 13.2% |

**Source: The researcher, 2023**

As it is seen from the table above, it was acceptable that the principals' expertise power could influence and impact teachers' empowerment. This was agreed and strongly agreed by 150 (56.6 %) with 20 (7.5 %) being undecideds. The disagreeing side was 95 (35.8 %) which was a significant figure. This meant that expertise power had not been seen to be fully effective looking at the percentage that disagreed. However, the researcher followed the majority opinion and it was acceptable that if the principals utilized this type of power expeditiously, there could have been seen

a significant change among the public secondary schools in Garissa County. Nevertheless, this was not the case in reality and that is why the investigator took pains to conduct this study in the county. The indicator on education among the teachers which could improve performance in subjects taught and scores was acceptable. On the agreement side, there were 205 (77.4 %) with 10 (3.8 %) undecideds. The disagreeing side was 50 (18.9 %) which was relatively insignificant. The participants agreed that teachers were educated and thus, empowered in their schools. This meant that the Teachers' Service Commission had supplied qualified teachers in the study area though they might have not been adequate. The principals also might have increased their skills by advancing their education for example, by pursuing masters' degrees. The issue of education in expertise power had no problem as seen on the table. However, one indicator is not enough to achieve the study objective.

The other indicator was information sharing to enhance problem solving and time management skills among the public secondary schools in Garissa County. The agreeing side was not convincing since only 100 (37.7 %) could accept. Another 10 (3.8 %) could not decide. There was a majority of 155 (58.5 %) on the disagreement side. Consequently, sharing of information was not effective thus, hampering issues on problem solving and time management. This needed to be beefed up in schools to enable teachers' empowerment. Information was important as that was one-way expertise power could work effectively. The participants seemed to say that there was need for catapulting this indicator to enable useful empowerment to teachers by the principals.

Expertise training was not seen in schools unfortunately. Only mere 30 (11.3 %) could be on the agreement side with 20 (7.5 %) undecideds. The majority of 215 (81.1 %) were on the disagreement side. That was an indication that there was no regular beefing of expertise among the teachers hence hampering their empowerment. Knowledge is said to be power. It was claimed from the qualitative

data that there were no funds to carry out this exercise. The indicator of communication in schools was met with mixed feelings. There were 100 (37.7 %) on the agreement side with another 30 (11.3 %) undecided. A slight majority of 135 (50.9 %) disagreed that there was communication in schools to enhance positive interactions and relationships. The idea of communication among the teachers may not have been interpreted in the same way amongst them. It seemed that the principals were lagging in terms of communicating with the teachers. Sometimes things could have been done without the knowledge of the teachers. Conclusively, there was need to improve on this indicator to enable teachers' empowerment.

The findings from this table had other similar findings in the literature review elsewhere. Such findings for example were from one researcher by the name, Thomas (2014). In these findings, it was established that expertise power of the principals could empower the teachers to enable them command classroom teaching and therefore, bring about good results among the students. This could have had better productivity outcomes among the students. There was danger if the principals lacked this type of power.

#### 4.4.1.2 STUDENTS' RESPONSES TO EXPERTISE POWER UTILIZATION ON TEACHERS'

##### EMPOWERMENT

The responses from students were captured and analyzed as it seen in Table 11.

**Table 11**

*Students' Responses in Expertise Power Utilization on Teachers' Empowerment*

| <b>Statements</b> | <b>A</b>   | <b>SA</b>  | <b>U</b>   | <b>D</b>   | <b>SD</b>  |
|-------------------|------------|------------|------------|------------|------------|
|                   | <b>(1)</b> | <b>(2)</b> | <b>(3)</b> | <b>(4)</b> | <b>(5)</b> |

|    |  |       |       |      |       |       |
|----|--|-------|-------|------|-------|-------|
| a  | Principals' expertise power influences teachers' empowerment   | 180   | 30    | 10   | 50    | 30    |
|    |  | 60.0% | 10.0% | 3.3% | 16.7% | 10.0% |
| b  | There is education among teachers which enhances improved performance in subjects taught/scores        | 195   | 40    | 05   | 54    | 06    |
|    |  | 65.0% | 13.3% | 1.7% | 18.0% | 2.0%  |
| c. | Your school has information sharing which enhances improved problem solving and time management skills | 120   | 0     | 10   | 150   | 20    |
|    |  | 40.0% | 0.0%  | 3.3% | 50.0% | 6.7%  |
| d  | There is expertise training in your school which enables better teacher adherence to rules/authority   | 36    | 14    | 20   | 190   | 40    |
|    |  | 12.0% | 4.7%  | 6.7% | 63.3% | 13.3% |
| e  | Your school has communication which enables enhanced positive interactions/relationships               | 115   | 05    | 10   | 150   | 20    |
|    |  | 38.3% | 1.7%  | 3.3% | 50.0% | 6.7%  |

**Source: The researcher, 2022**

From the table, as it is observed, the students had no problem agreeing that the expertise power had influence on teachers' empowerment. This was a general question drawn from the objective. The majority of 210 (70.0 %) were in agreement as 10 (3.3 %) could not decide. There were 80 (26.7 %) who did not agree and this percentage was not large enough for the researcher to conclude that this type of power was not influential. Expertise power was seen by the students as paramount for the teachers' empowerment if it could be utilized properly.

Education among the teachers was acceptable. The students who agreed were 235 (78.3 %) being the majority with only insignificant 5 (1.7 %) were on the undecided side. On the disagreement side, 60 (20.0 %) were seen indicating that improvement on this indicator was welcome. The teachers seemed to have adequate education which could be seen through their teaching. The Teachers' Service Commission always recruited qualified teachers and that is why this indicator was acceptable. Additionally, a number of principals and teachers had taken steps to better their education by enrolling for advanced degrees on the school-based education programmes which have already mushroomed among all the universities in Kenya. There has been a thirst for education culminating into teachers advancing their education.

However, there was an issue with the information sharing. The acceptance was from 120 (40.0 %) with 10 (3.3 %) undecideds. The disagreeing side was the majority of 170 (56.7 %). This indicated that there was an issue on the side of sharing information. This hampered enhancement in improved problem solving and time management skills. Looking at these results, there was need to define the term sharing information and apply it among the schools. If this was not done, still the issue of empowerment of teachers would remain a cancer in the management of schools especially on the part of the principals. This, automatically, would paralyze the efforts to achieve good academic results.

Similarly, expertise training in schools could not be seen according to the students. The number accepting was 50 (16.7 %) with 20 (6.7 %) undecideds. The majority of 230 (76.7 %) did not agree. This indicated failure in training teachers to acquire more skills in their career. Thus, good outcomes from the teachers and the students were not expected. Refresher courses are important in updating the principals and the teachers especially this time round when Kenya is underway in endeavour to change the system of education. This means even when the competency-based curriculum is going

to be implemented fully, there will be still problems in addition to the normal teething problems which come with any changes. There was need to beef up this indicator to empower teachers.

The final indicator was on communication. This would enhance positive interactions and relationships. On the agreeing side, it was only 120 (40.0 %) which was not attractive with 10 (3.3 %) undecideds. The disagreeing side had the majority of 170 (56.7 %). This indicated more efforts to improve on the indicators so as to enable better results. These results send a warning as far as communication is concerned in public secondary schools in Garissa County. Thus, something has to be done and done fast to save the situation.

These findings on expertise power had a number of similarities in the literature surveyed elsewhere globally. One such example was a study done in Sweden by an investigator known as Lidar (2018). In the study, it was established that principals' expertise power had great impact on teachers. This type of power, used properly, could save the principals lots of headache in the administration of the schools. They could easily empower their teachers for better performance. The knowledge they had in terms of communication had an impact on the way teachers performed in classroom teaching.

#### 4.4.2 INFERENTIAL STATISTICS IN PRINCIPALS' EXPERTISE POWER ON TEACHERS' EMPOWERMENT

Linear regression analysis for principals' expertise power and teachers' empowerment was conducted. The linear regression analysis was conducted to assess whether principals' expertise power significantly predicted teachers' empowerment. The results of the linear regression model were significant,  $F(1,729) = 546.70, p < .001, R^2 = .43$ , indicating that approximately 42.85 % of the variance in teachers' empowerment was explainable by principals expertise power. Principals' expertise power significantly predicted teachers' empowerment,  $B = 0.63, t(729) = 23.38, p < .001$ . This indicates that on average, a one-unit increase of principals' expertise power increased the value of teachers' empowerment by 0.63 units. Table 12 summarizes the results of the regression model. The regression equation becomes

$$\text{Teachers' empowerment} = 0.53 + 0.63 * \text{principals' expertise power.}$$

**Table 12**

***Inferential Statistics in Principals' Expertise Power on Teachers' Empowerment***

| Variable                    | <i>B</i> | <i>SE</i> | 95.00% CI    | $\beta$ | <i>t</i> | <i>p</i> |
|-----------------------------|----------|-----------|--------------|---------|----------|----------|
| (Intercept)                 | 0.53     | 0.06      | [0.42, 0.64] | 0.00    | 9.19     | < .001   |
| Principals' expertise power | 0.63     | 0.03      | [0.58, 0.68] | 0.65    | 23.38    | < .001   |

*Note.* Results:  $F(1,729)=546.70, p<.001, R^2=.43$

**Source: The researcher, 2023**

So, there was a valid reason to agree that there was a significant relationship amongst the said variables. This being the case then, there was need to beef up this type of power amongst the principals in the schools. These linear regression findings concurred with numerous other studies

formerly done in the world on expertise power utilization. One such study was done in Ankara City in the Republic of Turkey by Argon (2016). It was established that this type of power was the most democratic. It did not require one to be famous. It only required one to be highly knowledgeable to command respect among others. Indeed, it was a very useful power if only it could be rightly utilized.

#### 4.4.3 THEMATIC ANALYSIS IN PRINCIPALS' EXPERTISE POWER UTILIZATION ON TEACHERS' EMPOWERMENT

Concerning principals' expertise power utilization on teachers' empowerment, the researcher prepared information gathered from the field meetings and discussions. There were 33 principals and 13 education officers throughout the qualitative data gathering exercise. The data was reviewed and explored several times and then original codes were formed. The codes were examined and combined into manageable themes. The themes were presented in a consistent style as seen below in the descriptions that follow.

To gather information about expertise power on teachers' empowerment, education, information sharing, expertise training and communication were examined as the indicators of the objective. Generally, it was accepted that if the principals used expertise power rightly, they could influence teachers' empowerment as one of the principals observed,

*“Expertise power is very dynamic. It makes principals very authoritative as they are seen to be very knowledgeable. Higher learning was always respected by the school community. Actually, a principal with more degrees and expertise was automatically recognized and commanded respect”*

**(PR1).**

There was education among the principals as an indicator of expertise power. It seemed that many principals and teachers had gone back to school to upgrade their studies. Education was very necessary if teachers were going to be empowered. This was so as one of the principals said,

*“You have more strength in empowering your teachers if you are more educated than most of them. They respect your papers and this serves as a motivation. Many of us principals have gone back to books to acquire more skills in school management. We don’t take it for granted that the first degree is enough when you are leading teachers with masters. They will soon start looking down upon you” (PR2).*

On the indicator of information sharing, there seemed to be confusion. The principals did not have modern ways of communication such as sms, WhatsApp and emailing. Most information could be shared on the notice boards and when students were in the morning assemblies or any other assemblies in the schools. An expert like a principal has to have adequate and efficient ways of giving data and news to the school community. One principal observed,

*“You need all kinds of ways of giving information in your school. You need even to meet physically with teachers and students to disseminate what you have in mind and if necessary, discuss the way forward. There must be quick and effective methods of sharing information with others in the school” (PR3).*

There had been some training going on among some principals. This had not been done often times. There were contemporary issues in administration which called for frequent training to update the principals on the new developments in the education sector in this country. This would keep them knowledgeable about the modern issues in school management. However, one principal was heard lamenting,

*“Training and refreshing principals are very important nowadays. We are soon going to get the CBC lower secondary school students coming to our institutions yet we know very little about the CBC. Indeed, I can say that we are not getting refresher courses as we should” (PR4).*

Communication among the school community members is quite vital if there was going to be smooth running of schools. There is both upward and downward communication among the members. The principals were not communicating as they would have liked to. One principal was heard saying,

*“Communication has to be two ways. It should be from one end to the other through a media. Modern technology can be used to reach people. We can use emailing, sms and even the Skype. This has not been effective so to speak. It has then, hampered the status of expertise power as well teachers’ empowerment” (PR5).*

Others who were interviewed on the expertise power objective were the education officers. They agreed with the fact that expertise power could impact teachers’ empowerment. This was ascertained by one officer,

*“The higher the principal demonstrated expertise power the better for the teachers and learners. Education is all about knowledge, attitudes and skills which can be measurably seen among the principals” (EO1).*

The first indicator was on the education of the principals. The level of education was high among the school heads. A number of them had good education having acquired even the second degrees. One such officer had this to say,

*“The higher the education the higher the respect a principal gets from the school community. Many principals were either experienced or earned their masters’ degrees. Even teachers had gone to an extent of going back to school. This would empower teachers reverting to expertise power” (EO2).*

The education officers were not satisfied that there was adequate sharing of information among the school communities. There were no good signs of this indicator even on the notice boards. On officer lamented,

*“We have modern technology in place today. We expect our principals to use them. I have never witnessed emailing sent to teachers otherwise they could have been copied to me as the person in charge of education in this sub county” (EO3).*

Expertise training had been hampered by lack of funding especially during the Covid-19 era. Principals had to bear with the government on this issue. With the new system of education approaching, the CBC, there would have been frequent training among the principals as one officer said,

*“We expect to give refresher courses to teachers and principals frequently but our hands are tied financially. The government had to first battle with the outbreak of Covid-19 and funds were directed that way to save the country from the epidemic” (EO4).*

Lastly, the indicator of communication was also not effective according to the officers. This had a negative repercussion among the school communities. Failure of communication was seen in the numerous incidents of unrests in the schools in the sub county. There was need to beef up this indicator as an officer had this to say,

*“When you see or hear of chaos in schools, you get to know that there is communication breakdown. If information is well passed and understood by the recipients, then there will be minimal problems in the institutions” (EO5).*

#### 4.4.4 MIXING AND INTERPRETING DATA IN PRINCIPALS' EXPERTISE POWER UTILIZATION ON TEACHERS' EMPOWERMENT

Thematic analysis had it that principals' expertise power influenced and impacted teachers' empowerment as seen by 150 (56.6 %) being the majority of the participants. Education amongst teachers was acceptable as agreed by 205 (77.4 %). Teachers were educated and therefore, empowered. The TSC had provided proficient teachers but not necessarily enough. Information sharing was not available as per majority of 155 (58.5 %) who disagreed. Expertise training was a big problem as the majority of 215 (81.1 %) disagreed. Communication had mixed feelings with a slight majority of 135 (50.9 %) disagreeing, meaning that still there was a problem.

From the inferential statistics, the null hypothesis formulated was: *H<sub>0</sub> There is no significant relationship between principals' expertise power utilization and teachers' empowerment.* The linear regression scrutiny for principals' expertise power on teachers' empowerment was run. The analysis was steered to assess if principals' expertise power meaningfully foretold teachers' empowerment. The linear regression outcomes were significant,  $F(1,729) = 546.70$ ,  $p < .001$ ,  $R^2 = .43$ , meaning that about 42.85 % of the variance in teachers' empowerment could be explained by principals' expertise power. It was found that the principals' expertise power suggestively projected teachers' empowerment,  $B = 0.63$ ,  $t(729) = 23.38$ ,  $p < .001$ .

Thematic data was from 33 principals and 13 education officers and showed similar responses with the descriptive statistics. Largely, it was acknowledged that principals' expertise power could influence teachers' empowerment immensely. The education indicator was seen amongst the principals. Information sharing had confusion. There were no contemporary means of communication. There was some training going on though not done often times. The principals were not communicating as required.

The opinions in this data mixture and analysis had been echoed by other investigators. Such were Emre and Kosar (2015) who established that expert power and magnetism, which both formed personality power, were absolutely related to principals' expertise. Use of this power henceforth, would empower teachers and produce desirable outcomes in terms of better performance. The investigators established that the principals who embraced this type of power emerged winners in the endeavor to better their schools. They were able to empower teachers. There was good response in the academic results of the students in such schools.

#### 4.5 INFLUENCE OF PRINCIPALS' REWARD POWER UTILIZATION ON TEACHERS' EMPOWERMENT

The third objective sought views on principals' reward power utilization. Like the other two previous objectives, three levels of data analysis were used namely. These were descriptive as well as inferential statistics using the linear regression, thematic analysis and then there was mixing and interpretation of the data on this objective.

##### 4.5.1 Descriptive Statistics Analysis in Principals' Reward Power Utilization on Teachers' Empowerment

The researcher sought views of the teachers in part D of their questionnaire on the issue of principals' reward power utilization on the teachers' empowerment. The data captured the indicators of the independent variables. The data also captured the dependent variable indicators. This was seen in the questionnaires which balanced both independent and dependent variables in capturing the data as seen below.

##### 4.5.1.1 Teachers' Responses in Principals' Reward Power Utilization on Teachers' Empowerment

The researcher captured data as seen in the table below for interpretation. The display of the data indicated how participants responded to various items set to capture information regarding various indicators.



**Table 13**

***Teachers' Responses in Reward Power Utilization on Teachers' Empowerment***

| <b>Statements</b> |  | <b>A</b>     | <b>SA</b>   | <b>U</b>    | <b>D</b>    | <b>SD</b>   |
|-------------------|--|--------------|-------------|-------------|-------------|-------------|
|                   |  | <b>(1)</b>   | <b>(2)</b>  | <b>(3)</b>  | <b>(4)</b>  | <b>(5)</b>  |
| a                 | Principals' reward power influences teachers' empowerment  | 100<br>37.7% | 50<br>18.9% | 20<br>7.5%  | 55<br>20.8% | 40<br>15.1% |
| b                 | Your school has incentives and rewards which enhance improved performance in subjects taught/scores                | 140<br>52.8% | 60<br>22.6% | 10<br>3.8%  | 30<br>11.3% | 25<br>9.4%  |
| c                 | There is encouraging and praising in your school which enables improved problem solving and time management skills | 130<br>49.1% | 75<br>28.3% | 30<br>11.3% | 20<br>7.5%  | 10<br>3.8%  |

|   |  |              |             |            |              |            |
|---|--|--------------|-------------|------------|--------------|------------|
| d | There is always positive feedback in your school which enables better teacher adherence to rules/authority | 100<br>37.7% | 50<br>18.9% | 10<br>3.8% | 100<br>37.7% | 05<br>1.9% |
| e | Your school celebrates achievements to enhanced positive interactions/relationships                        | 130<br>11.3% | 20<br>7.5%  | 10<br>3.8% | 195<br>73.6% | 10<br>3.8% |

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**Source: The researcher, 2023**

Looking at the table above, it was evident that principals reward power could have had an impact on teachers' empowerment. This was ascertained by 150 (56.6 %) with 20 (7.5 %) undecideds. Those who disagreed and strongly disagreed were 95 (35.8 %). Generally, the participants could see that this power impacted teachers. However, the disagreeing side had a higher percentage than expected this being over thirty five percent. This indicated that still, reward power had no much strength among the teachers. The teachers had some doubts as seen in the number that disagreed.

The question of incentives and rewards for improved performance was acceptable. This was the view of 200 (75.5 %) who were on the agreement with only 10 (3.8 %) making no decision. Those that disagreed were 55 (20.8 %) carrying a reasonable weight. Majority of the schools were seen to be good at rewarding. This could have raised performance of students significantly but unfortunately it did not do so as it was expected. Tangible rewarding could not have been that easy since it involved monetary aspect which was a task among the principals. That is why more than twenty percent of the teachers were in doubt if there were really rewards.

There was substantiative amount of encouragement and praise in schools according to the participants. Those who agreed were 205 (77.4 %) being the majority with 30 (11.3 %) being

undecided. The disagreement side attracted 30 (11.3 %) of the participants. If this indicator was implemented, the outcomes witnessed may not have matched it to a greater extent. Nevertheless, praising may not have had much cost as other forms of rewards. Indeed, it could have been the most easily available of all. The principals could encourage teachers and students and praised their work verbally without having to dig deep into their pockets or interfering with the school funds. This was actually going to empower the teachers for better productivity.

Looking at the indicator of feedback, the responses were supporting it. Those supporting were 150 (56.6 %) of the participants. There were 10 (3.8 %) who could not make a decision. However, 105 (39.6 %) could not agree. This was not a small percentage such that it could be ignored. Thus, there was still need to implement this indicator to bring about a higher majority that could be seen statistically. Principals did not give feedback according to a significant figure of close to forty percent. Once teachers are given feedbacks, they feel motivated and empowered. This feeling was likely to enable them produce better results in the academic realm.

The last indicator was on the question of celebrating achievements. This did not come out positively. There were only 50 (18.9 %) of the teachers who could accept this. There were another 10 (3.8 %) who could not make any decision at all. On the disagreement side, 205 (77.4 %) being the majority were seen. This meant that schools did not make efforts to celebrate the good achievements to reward the students and teachers. Thus, a high degree of demotivation could be clearly seen among the schools. It was thought that these celebrations were too expensive for the schools since they involved funds from the parents who were already burdened. The fact remains that funds were not readily available in schools. Nevertheless, cheap celebrations could have been used to avoid unnecessary expenditures of funds that were not available.

The findings in this table concurred with many others in the literature from other similar studies. One study done in the Republic of Iran had it that when teachers and students were rewarded, it improved not only the performance but also the behaviour of both teachers and students. Aliakbari and Bozorgmanesh (2015) in an Iranian grounded investigate found that satisfying teachers and students by giving them rewards was a very effective classroom managing tactics which yielded good fruits especially the academic outcomes.

#### 4.5.1.2 STUDENTS' RESPONSES IN PRINCIPALS' REWARD POWER UTILIZATION ON TEACHERS' EMPOWERMENT

The researcher sought views from the students through part D of their questionnaire. The results were presented in Table 14 as is seen.

**Table 14**

#### *Students' Responses in Reward Power Utilization on Teachers' Empowerment*

|   | <i>Statements</i>   | <i>A</i>   | <i>SA</i>  | <i>U</i>   | <i>D</i>   | <i>SD</i>  |
|---|---|------------|------------|------------|------------|------------|
|   |   | <i>(1)</i> | <i>(2)</i> | <i>(3)</i> | <i>(4)</i> | <i>(5)</i> |
| a | Principals' reward power influences teachers' empowerment   | 170        | 02         | 10         | 90         | 28         |
|   |   | 56.7%      | 0.7%       | 3.3%       | 30.0%      | 9.3%       |
| b | Your school has incentives and rewards which enhance improved performance in subjects taught/scores | 200        | 40         | 10         | 30         | 20         |
|   |   | 66.7%      | 13.3%      | 3.3%       | 10.0%      | 6.7%       |

|   |  |              |             |            |              |             |
|---|--|--------------|-------------|------------|--------------|-------------|
| c | There is encouraging and praising in your school which enables improved problem solving and time management skills | 210<br>70.0% | 35<br>11.6% | 20<br>6.7% | 20<br>6.7%   | 15<br>5.0%  |
| d | There is always positive feedback in your school which enables better teacher adherence to rules/authority         | 140<br>46.7% | 40<br>13.3% | 20<br>6.7% | 80<br>26.6%  | 20<br>6.7%  |
| e | Your school celebrates achievements to enhanced positive interactions/relationships                                | 40<br>13.3%  | 20<br>6.7%  | 10<br>3.3% | 190<br>63.3% | 40<br>13.3% |

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**Source: The researcher, 2023**

Looking at the table, the students accepted the notion that reward power could influence teachers' empowerment. This was ascertained by a majority of 172 (57.3 %) of the participants. There were 10 (3.3 %) who did not decide. On the disagreeing side, 118 (39.3 %) were seen. This was somehow a huge percentage that could not be ignored. One reason could be that the participants, being students, could not have broken down the matter into proper indicators. Nearly forty percent of the students were in disagreement raising doubts if really there was truth in the fact that rewarding was making any sense in teacher empowerment. Nevertheless, the teachers had no problem with this indicator and this was what the researcher found more sensible.

The indicator on incentives and rewards was acceptable. Most schools gave rewards and incentives. This was confirmed by 240 (80.0 %) as a true practice. There were 10 (3.3 %) who did not decide. Those who disagreed and strongly disagreed were 50 (16.7 %) meaning that some schools were not

keen on this indicator. Possibly there were various ways of giving incentives which the principals employed. These could have been verbal and other forms which were less expensive.

Similarly, praising and encouraging in schools scored high. Those agreeing and strongly agreeing were 245 (81.7 %) being the majority. Only 20 (6.7 %) did not decide. Those who disagreed and strongly disagreed were 35 (11.7 %). This indicator was not badly off. This indicator did not require funds. It required just a bit of time to spare for the purpose and probably that is why it was scoring highly. Regarding positive feedbacks in schools, the issue was not bad. Those who were on the agreeing side were 180 (60.0 %) with only 20 (6.7 %) not deciding.

Those who disagreed and strongly disagreed were 100 (33.3 %). This was more than a quarter of the participants and could not be ignored. This means that there was need for this indicator to be beefed up despite the fact that the majority of schools were observing it. The percentage disagreeing indicated that there was still a problem from this indicator. Thus, empowerment of teachers could not have been realized.

The last indicator was on celebrating achievements. The percentage that agreed and strongly agreed totaled to 60 (20.0 %) being a small number. Another 10 (3.3 %) could not decide the majority of 230 (76.7 %) were disagreeing and strongly disagreeing. So, achievements in schools had to be celebrated properly and significantly. The celebrations did not have to be too expensive for schools to afford. There could have been cheap ways of motivating teachers by making very inexpensive occasions of celebrating their successes.

The findings in this table were similar with other findings elsewhere in the universe. In a study done in the Republic of Guyana, it was established that rewards were important for teachers' and students' motivation for better performance in their academics and overall performance. The study found out that achievements had to be celebrated to encourage teachers and students. This showed high

performance among the schools studied. It was found necessary for school heads to practice this and that was the recommendation by the study at the end of the thesis.

#### 4.5.2 INFERENCE STATISTICS IN PRINCIPALS' REWARD POWER ON TEACHERS' EMPOWERMENT

Linear regression analysis for principals' reward power and teachers' empowerment was done. This was to assess whether principals' reward power significantly predicted teachers' empowerment. The results of the linear regression model were significant,  $F(1,729) = 361.52, p < .001, R^2 = .33$ , indicating that approximately 33.15 % of the variance in teachers' empowerment was explainable by principals' reward power. Principals' reward power significantly predicted teachers' empowerment,  $B = 0.51, t(729) = 19.01, p < .001$ . This indicated that on average, a one-unit increase of principals' reward power increased the value of teachers' empowerment by 0.51 units. Table 15 summarizes the results of the regression model. The regression model becomes

$$\text{Teachers' empowerment} = 0.56 + 0.51 * \text{principals' reward power}$$

**Table 15**

***Inferential Statistics in Principals' Reward Power on Teachers' Empowerment***

| Variable    | <i>B</i> | <i>SE</i> | 95.00% CI    | $\beta$ | <i>t</i> | <i>p</i> |
|-------------|----------|-----------|--------------|---------|----------|----------|
| (Intercept) | 0.56     | 0.07      | [0.43, 0.69] | 0.00    | 8.22     | < .001   |

|                          |      |      |              |      |       |        |
|--------------------------|------|------|--------------|------|-------|--------|
| Principals' reward power | 0.51 | 0.03 | [0.46, 0.57] | 0.58 | 19.01 | < .001 |
|--------------------------|------|------|--------------|------|-------|--------|

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*Note.* Results:  $F(1,729) = 361.52, p < .001, R^2 = .33$

**Source: The researcher, 2023**

Linear regression test showed that there was a significant association between the principals' reward power and the teachers' empowerment. Therefore, it was necessary to practice this kind of power to enable good academic outcomes among the schools. These linear regression findings concurred with numerous other studies formerly done worldwide by various researchers. One such study done in Meru County, in the Republic of Kenya. It was established that there were many benefits of rewarding. There was a positive impact rewarding teachers and students for instance, teachers attended lessons promptly. The students obeyed school rules without questioning and with much devotion. There was academic improvement among the schools studied.

#### 4.5.3 THEMATIC ANALYSIS IN PRINCIPALS' REWARD POWER UTILIZATION ON TEACHERS' EMPOWERMENT

Concerning principals' reward power utilization and teachers' empowerment, the researcher organized information collected from the field meetings. There were thirty-three principals and thirteen education officers throughout the qualitative data gathering who were thoroughly interrogated. The data was revised and scrutinized repeatedly and then original codes were formed. The codes were studied and combined into themes. The themes were offered in an unswerving style as seen below in the descriptions.

To gather information about expertise power use on teachers' empowerment, incentives and rewards, encouraging and praising were indicators that were considered. Other indicators were positive feedback and celebration of achievements. Generally, it was accepted that if the principals

used reward power, they could have influenced teachers' empowerment as one of the principals observed,

*“When it comes to rewarding the efforts of teachers, there is nothing more effective than this. People like to be recognized whenever they do something worthy. Rewarding is therefore something principals may not do without” (PR1).*

It was evident that incentives and rewards were given by the principals, not only to the teachers, but also to the students. Most principals thought that this was one of the key ways in achieving teachers' empowerment. Motivated teachers worked better than the demotivated ones. One of the principals confirmed this by saying,

*“We have no alternative but to make sure our teachers and students are well rewarded for the good work they do. We look at the results and give incentives to the best performing teachers and students. It has been working very well since there is jealousy when some teachers and students are rewarded and others are not. The rest who are not rewarded work harder to be rewarded too” (PR2).*

There was effective encouragement as well as praising among the teachers and students which helped in empowering the teachers. These could have been verbal and written in some cases. The school community felt motivated due to the impact of praising and encouraging. This did not cost much for the principals as one of them said,

*“It does not cost anything to encourage and praise teachers and students whenever they have done something exemplary. Personally, I find this to be very easy to do. I need to spare some minutes for this and the impact is worth it” (PR3).*

The principals were giving positive feedbacks as the teaching and learning continued. They would for instance, commend on the good performance once exams were done as one of them observed,

*“Giving feedback promptly is the process that needs to be observed seriously. People may not know if what they are doing was the correct thing or the wrong thing. They may not know if they were on the right track until somebody told them” (PR4).*

The final indicator in this objective was the issue of celebrating the achievements done in the schools. Unfortunately, teachers, students and achievements were not being celebrated on achievements as they should have been. One principal was quick to say,

*“We may celebrate achievements but not always. Any celebration may call for spending of funds that are not available. We rarely do these functions which need not only money, but also time. However, we understand that it is necessary to do such things for the sake of motivating our teachers and students” (PR5).*

The education officers were also interviewed regarding this objective. It was evident that reward power could influence teachers’ empowerment as one officer said,

*“Principals have this reward power in their hands to use any time they wish. Rewards motivated teachers and students to do better and improve on the performance. This doesn’t have to be an expensive thing to do in schools and it has been fairly done among our schools” (EO1).*

They agreed that there was considerable number of rewards and incentives among the principals. However, there was no time that people could say that they had given enough of the incentives as one officer said,

*“We have witnessed rewards and incentives being given especially during the parents’ days and visiting days. However, there is no time we can say that they are enough. We give until we don’t have much to give.” (EO2).*

Most principals were encouraging and praising their staff and students often times. This was less expensive to do. There was evidence of this indicator particularly during the times when parents had meetings in schools. The officers thought there was much done on this as one of them had this to say,

*“I am satisfied with the fact that there is encouragement and praising among the heads and teachers. Most of this is done verbally by the heads” (EO3).*

The principals gave positive feedbacks to their teachers and students. This was done especially on the performance in examinations. This was agreed upon as one officer said,

*“We have seen principals giving feedbacks positively to teachers and students. This is not a secret. Performance could be enhanced by so doing” (EO4).*

The last indicator on this objective was regarding celebrating achievements. This was not done as it should have been done. There was complain of funds to do such things. However, it did not have to be that expensive as one officer observed,

*“Though this exercise involved some funding, it doesn’t have to be that costly. It is important for schools to hold celebrations often times even if it is during interhouse competitions. After the national results are released, there should be celebration for whatever has been done no matter how poor it has been” (EO5).*

#### 4.5.4 MIXING AND INTERPRETING DATA ON REWARD POWER UTILIZATION ON TEACHERS' EMPOWERMENT

Descriptive statistics indicated that principals' reward power had an impact on teachers' empowerment as confirmed by 150 (56.6 %). This power impacted teachers. Incentives and rewards improved performance as per majority of 200 (75.5 %). There was encouragement and praise as seen by 205 (77.4 %). Feedback was supported by 150 (56.6 %) of the participants. Celebrating achievements was not seen as only 50 (18.9 %) accepted. The majority of 205 (77.4 %) disagreed.

From the inferential statistics, the null hypothesis formulated was:  $H_0$  *There is no significant relationship between principals' reward power utilization and teachers' empowerment.* The linear regression examination for principals' reward power and teachers' empowerment was conducted. This was to evaluate if principals' reward power meaningfully predicted teachers' empowerment. The outcomes were substantial,  $F(1,729) = 361.52, p < .001, R^2 = .33$ , demonstrating that roughly 33.15 % of the variance in teachers' empowerment could be explained by principals' reward power. Thus, principals' reward power suggestively foretold teachers' empowerment,  $B = 0.51, t(729) = 19.01, p < .001$ .

Thematic analysis came from interviewing principals and education officers. These participants accepted that principals' reward power could influence teachers' empowerment. Incentives and rewards were given to the teachers and the students. Encouragement and praising were available. The positive feedbacks were evident from the interviews. Celebrating achievements was not done well. They were not celebrated as they should have been due to financial constraints.

To echo this mixing of data, numerous studies had been done in the world of research. One such investigation was done by Ritho (2015). The study targeted secondary school students in Nairobi

County. It was established that awarding prizes to teachers and students motivated them to achieve good academic performance. However, it was noted that this tactic was not maintainable likened to self-motivation among teachers and students. Thus, it had to be done cautiously. It would have been better, according to the study, if intrinsic motivation could have been embraced by the teachers and the students.

#### 4.6 INFLUENCE OF PRINCIPALS' REFERENT POWER UTILIZATION ON TEACHERS' EMPOWERMENT

This was the fourth objective of the study and it was the last one in the thesis. It was treated like the other three objectives before this, it was addressed by sorting out the descriptive and the inferential statistics, thematic and mixing and interpretation of the data collected from the field.

##### 4.6.1 DESCRIPTIVE STATISTICS ANALYSIS IN PRINCIPALS' REFERENT POWER UTILIZATION ON TEACHERS' EMPOWERMENT

The investigator prepared part E of the questionnaire for teachers to specifically solicit information on this issue regarding referent power amongst the school teachers. The data considered the indicators of the independent variables. The data likewise dealt with the dependent variable indicators. This was seen in the questionnaires which balanced both the independent and the dependent variables. Responses from the school teachers were presented as shown in Table 16.

##### 4.6.1.1 TEACHERS' RESPONSES IN REFERENT POWER UTILIZATION ON TEACHERS' EMPOWERMENT

The responses from teachers on referent power were displayed on the table below for analysis and interpretation. The responses were geared to obtaining information on referent power as seen by the teachers.

#### **Table 16**

*Teachers' Responses in Referent Power Utilization on Teachers' Empowerment*

| Statements |   | A            | SA          | U          | D           | SD          |
|------------|---|--------------|-------------|------------|-------------|-------------|
|            |   | (1)          | (2)         | (3)        | (4)         | (5)         |
| a          | Principals' referent power influences teachers' empowerment   | 170<br>64.2% | 10<br>3.8%  | 10<br>3.8% | 40<br>15.1% | 35<br>13.2% |
| b          | There is principals' attractiveness which influences improved performance in subjects taught/scores | 120<br>45.3% | 80<br>30.2% | 20<br>7.5% | 30<br>11.3% | 15<br>5.7%  |
| c          | Your principal has personality which enables improved problem solving and time management skills    | 150<br>56.6% | 50<br>18.9% | 10<br>3.8% | 50<br>18.9% | 05<br>1.9%  |
| d          | There is respect in your principal which enables better teacher adherence to rules/authority        | 165<br>62.3% | 25<br>9.4%  | 05<br>1.9% | 50<br>18.9% | 20<br>7.5%  |
| e          | Your principal has likeability which influences enhanced positive interactions/relationships        | 198<br>74.7% | 02<br>0.8   | 05<br>1.9% | 50<br>18.9% | 10<br>3.8%  |

**Source: The researcher, 2023**

From the table above, referent power influenced teachers' empowerment. To ascertain this was 180 (67.9 %) of the teachers who agreed and strongly agreed to this. There were others 10 (3.8 %) who could not make a decision. On the disagreement side, there were 75 (28.3 %) who failed to agree.

The disagreeing percentage was more than a quarter of the participants. This indicated that still, there was a significant number of schools who did not agree referent power utilization among the participants. The more than twenty-eight percent in disagreement was an indicator that charismatic power still had doubts if it was utilized by the principals in schools and if it was really effective. This outcome was not convincing that it was significantly present. Thus, much needed to be done to achieve the indicator significantly.

Another indicator regarding the referent power was attractiveness. The participants gave credit to the principals as 200 (75.5 %) of the teachers agreed. A small portion of participants, 20 (7.5 %) could not decide the way forward. Those who disagreed and strongly did so were 45 (17.0 %). This was an indication that principals always appeared smart and attractive probably in dress and character. No doubt being smart is like a virtue among not only the principals, but also the teachers. This, indirectly, could empower teachers as they felt that they were governed by smart persons. The score was significantly high and thus, acceptable by all means.

There was another indicator for referent power utilization. This indicator was on personality that enhanced problem solving and time management skills. The participants judged that their principals had a high degree of personality. To support this, 200 (75.5 %) of the teachers agreed and strongly agreed. Only 10 (3.8 %) could not decide. On the disagreement side, 55 (20.8 %) disagreed and strongly disagreed. This percentage may raise eye brows as this researcher battled with the idea of what lacked in personality that was shown by this percentage. The participants had been explained that personality meant total person, character, dress and mannerism among others.

Respect towards leaders is an important component of referent power. This seems to have been the case as 190 (71.7 %) agreed and strongly agreed. A small percentage of 5 (1.9 %) refused to decide.

However, the percentage in disagreeing and strongly disagreeing could not be ignored. This was 70 (26.4 %). This was more than a quarter of the participants. This sent warning that still respect was not seen from a significant number of participants which brought about some worry. Sometimes respect is confused with fear. The principals may be feared more than they are respected. All charismatic leaders are definitely respected for their supernatural power which they seem to possess. Thus, respect to principals may not have been a big issue among the teachers.

To qualify to be a charismatic leader, likeability was a vital indicator. In most schools the principals were magnetic leaders as 200 (75.5 %) of the teachers thought. To be liked means one has to be attractive and pleasant. Those who refused to take sides were 5 (1.9 %) being very insignificant in the contribution. However, the fact that 60 (22.6 %) disagreed and strongly disagreed still raised questions since this percentage was almost from a quarter of the participants. Whatever was meant by this percentage could have caused worry. There could have been confusion between respect and fear for authority among the participants.

The above findings were in line with many other findings in the field of referent power research in the world. One good example of such investigations is a study done in Taiwan which found out that the charisma of any teacher had a great impact on students' learning. Again, students seemed to be committed to their work and had high self-esteem. Being charismatic had added advantage among the teachers who seemed to do better. Thus, utilization of the charismatic power among teachers and school administrators was vital for better outcomes (Lee, Lu & Ling, 2013).

#### 4.6.1.2 STUDENTS' RESPONSES IN PRINCIPALS' REFERENT POWER UTILIZATION ON TEACHERS' EMPOWERMENT

The next group to respond on the referent power was the learners. Similar questions were displayed for them on the questionnaire. Data was captured by the investigator regarding the referent power and results were tabled as shown in Table 17 below.



**Table 17**

*Students' Responses in Referent Power Utilization on Teachers' Empowerment*

| <b>Statements</b> |   | <b>A</b>     | <b>SA</b>   | <b>U</b>   | <b>D</b>    | <b>SD</b>  |
|-------------------|---|--------------|-------------|------------|-------------|------------|
|                   |   | <b>(1)</b>   | <b>(2)</b>  | <b>(3)</b> | <b>(4)</b>  | <b>(5)</b> |
| a                 | Principals' referent power influences teachers' empowerment   | 200<br>66.7% | 10<br>3.3%  | 06<br>2.0% | 80<br>26.7% | 04<br>1.3% |
| b                 | There is principals' attractiveness which influences improved performance in subjects taught/scores | 200<br>66.7% | 40<br>13.3% | 10<br>3.3% | 40<br>13.3% | 10<br>3.3% |
| c                 | Your principal has personality which enables improved problem solving and time management skills    | 210<br>70.0% | 30<br>10.0% | 10<br>3.3% | 40<br>13.3% | 10<br>3.3% |

|   |  |       |       |      |       |      |
|---|--|-------|-------|------|-------|------|
| d | There is respect in your principal which enables better teacher adherence to rules/authority | 195   | 45    | 10   | 50    | 0    |
|   |  | 65.0% | 15.0% | 3.3% | 16.7% | 0.0% |
| e | Your principal has likeability which influences enhanced positive interactions/relationships | 180   | 60    | 05   | 50    | 05   |
|   |  | 60.0% | 20.0% | 1.7% | 16.6% | 1.7% |

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**Source: The researcher, 2023**

The frequencies were examined for interpretation. Judging from the table, the fact that referent power influenced teachers' empowerment could not be disputed. This was a true fact as per the majority of 210 (70.0 %) of the students. Those who failed to make decision were only 6 (2.0 %). On the disagreement, 84 (28.0 %) disagreed and strongly disagreed. This percentage being more than a quarter, it meant that some schools were still struggling with this kind of power according to the students. Having agreed on the importance of this power, the next thing was the question of if the power was applied in the schools by the principals. This was checked using the set indicators. The outcomes are seen blow in the subsequent paragraphs.

The principals' attractiveness to impact improved performance in subjects was evident among the participants. Those who agreed and strongly agreed were the majority of 240 (80.0 %). Only 10 (3.3 %) could not decide. Some participants disagreed and strongly disagreed. These totaled to 50 (16.7 %). This meant only a few schools could not witness this indicator. This kind of attractiveness raised the magnetism in the leadership which must have indirectly improved the performance of students. The dress code in schools has always been given a priority not only among principals, but among teachers and students. To dress well and neatly is like a virtue among schools. Thus, it was concluded that this indicator was achieved significantly.

The matters of personality are pertinent in referent power. However, most schools seemed to have seen high personalities of their principals. To ascertain this, 240 (80.0 %) of the participants agreed and strongly agreed. Only 10 (3.3 %) could not decide. The remaining disagreed and strongly did so as witnessed in the total of 50 (16.7 %) of the participants.

Similarly, respect among principals was evident. Those who agreed and strongly agreed were 240 (80.0 %). Those who could not decide were 10 (3.3 %). The number that disagreed was 50 (16.7 %). This was a good gesture as the participants confessed that their principals were respectable persons. Nevertheless, it has been argued elsewhere in this study that respect and fear interchangeably may mean one and the same if care is not taken in their use. Respect is more intrinsic as fear may be caused by punishment. Thus, the indicator had significant results the were admirable.

The last indicator was on the principals' likeability. This scored very high on the agreement side. Those who agreed and strongly agreed were 240 (80.0 %) with only 5 (1.7 %) undecideds. The disagreeing side was side was dominated by 55 (18.3 %). This meant high degree of likeability among the students in the respective schools. It was good news that students liked their leaders. This could have indirectly affected their performance.

These findings concur with many others in referent power studies universally. One example of such study was done in Kenya by Kamola (2016). The study established that referent power was essential for stimulating teachers and students. This was a charismatic power which enabled the principals to motivate both teachers and students for better academic performance. The principals were seen to possess extra ordinary power in their leadership which cultivated attraction among the teachers and students. This was an indirect way of empowering teachers who felt the power of their

principals. Use of referent power could have helped school principals in empowering the teachers hence, producing better outcomes. The fact that Garissa schools produced negative results may not have been caused by the referent power among the principals. However, it should be noted that one power is not enough to bring about better results. A combination of the powers studied in this thesis is vital in bringing good results among the schools.

#### 4.6.2 INFERENTIAL STATISTICS IN PRINCIPALS' REFERENT POWER ON TEACHERS' EMPOWERMENT

Linear regression analysis for principals' referent power and teachers' empowerment was done to assess whether principals' referent power significantly predicted teachers' empowerment. The results of the linear regression model were significant,  $F(1,729) = 559.55, p < .001, R^2 = .43$ , indicating that approximately 43.42 % of the variance in teachers' empowerment was explainable by principals' referent power. Principals' referent power significantly predicted teachers' empowerment,  $B = 0.65, t(729) = 23.65, p < .001$ . This indicated that on average, a one-unit increase of principals' referent power increased the value of teachers' empowerment by 0.65 units. Table 18 summarizes the results of the regression model. The regression model becomes

$$\text{teachers' empowerment} = 0.55 + 0.65 * \text{principals' referent power}$$

**Table 18**

***Inferential Statistics in Principals' Referent Power on Teachers' Empowerment***

| Variable    | B    | SE   | 95.00% CI    | $\beta$ | t    | p      |
|-------------|------|------|--------------|---------|------|--------|
| (Intercept) | 0.55 | 0.06 | [0.44, 0.66] | 0.00    | 9.83 | < .001 |

|                            |      |      |              |      |       |        |
|----------------------------|------|------|--------------|------|-------|--------|
| Principals' referent power | 0.65 | 0.03 | [0.60, 0.70] | 0.66 | 23.65 | < .001 |
|----------------------------|------|------|--------------|------|-------|--------|

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*Note.* Results:  $F(1,729)=559.55, p<.001, R^2=.43$

**Source: The researcher, 2023**

Linear regression test had indication that there was a significant association between principals' referent power utilization and the teachers' empowerment. Thus, this type of power was necessary in empowering the teachers. Many other studies on referent power have been done. Researchers like Lee, Lu and Ling (2013) in Taiwan found out that the magnetism of teacher character influenced students' learning interest. Likewise, magnetism character of the school principals had great impact on the performance of teachers. this type of power could not be ignored.

#### 4.6.3 THEMATIC ANALYSIS IN PRINCIPALS' REFERENT POWER UTILIZATION ON TEACHERS' EMPOWERMENT

About principals' referent power utilization and teachers' empowerment, the researcher organized information gathered from the field meetings. This data came from principals and education officers throughout the qualitative data gathering. The data was reviewed and explored severally and then original codes were formulated. The codes were studied and combined into themes. The themes were presented in a consistent style as seen below in the descriptions.

To gather information about expertise power on teachers' empowerment, attractiveness, personality, respect and likeability were indicators in consideration. Generally, it was accepted that if the principals used referent power, they could influence teachers' empowerment as one of the principals observed,

*“Referent power is quite powerful. There is need to utilize charismatic power as it is very effective among people. We need to show who we are by using this kind of power among our schools.”*  
(PR1).

Concerning attractiveness as an indicator for referent power, many heads scored very high. It was duty of the heads to appear decent and attractive all the time they were in school as one such smart principal said,

*“As a matter of fact, to be attractive is part of our professional ethics. We have to dress neatly in front of the school community failure to which we would be breaking ethical conduct”* (PR2).

The other indicator was on personality. This was the total person the way they behaved. It was agreeable that most principals had good personality as they interacted with the school community as one of the principals observed,

*“Our total person has to be attractive to enable empowerment of teachers and we leading by example. The type of person one meets has to be seen in dress and presentation, meaning being presentable.”* (PR3).

Most principals were respected by teachers and students. This was also catapulted by fear for punishment if lack of respect was seen. There was self-respect which caused people respect their principals. Charismatic power was driven by the respect the principals received from their school communities as one principal had this to say,

*“We respect ourselves to be respected by others. We respect others so as to respect us. From looking at the teachers and students, one can see if there is respect or not.”* (PR4).

Finally, the indicator on likeability was discussed at length. Being similar to other indicators, there was evidence that principals were liked and loved by the school communities. The way the school communities reacted in the presence of the principals showed that they liked them. There was good response once in the presence of the principals as one had this to say,

*“You know people respect you when you observe their reactions in your presence. They would smile at you and show respect as they talk to you. The speech tone can tell that you are liked or not” (PR5).*

The education officers were likewise interviewed. They agreed that referent power could cause teachers’ empowerment if used properly. This was a charismatic power with lots of strengths to empower teaching staff as one officer had this to say,

*“We all can agree that if this kind of power is used properly, it can empower teachers and bring about good outcomes. Principals should use their gifts and talents to attract teachers and students which would empower teachers and students to perform well academically” (EO1).*

The indicator on attractiveness was seen throughout the discussions and interviews. The education officers were of the opinion that the principals had no alternative but to be presentable and attractive as they interacted with the school community as one of them said,

*“You know that the rules require that principals be smartly dressed. This is showing their juniors that they possess that power to be seen as attractive and hence acceptable by their juniors. Almost all principals are attractively dressed and are quite presentable” (EO2).*

The indicator on personality was summarizing other indicators. It was about general looks, manners and appearances of the principals. This indicator was almost automatically achieved as the education officers observed and as one of them said,

*“You know personality collects all other indicators. Our principals have a very high and admirable personality among the school community. This is the total them in short and comes automatically” (EO3).*

Principals had great respect among their juniors. This could be seen in the way they behaved in the presence of their masters. It was similarly seen in the way they responded to questions from their seniors. One officer observed,

*“You don’t need to think too deeply to find out if there was respect among the school community members. You only need to do some observations and that is all. Respect is a two-way traffic meaning that principals get respect as they respect others” (EO4).*

The last indicator was on the way school communities liked their heads. This was difficult to assess but with observations, it was possible to tell. The way people talk to their leaders showed if they liked them or not for example, they used a warm tone in their speech as one of the officers noted,

*“We know that people like others by observations and listening to them. If there is respect, it should be heard from the tone and the way they respond to the principals” (EO5).*

#### 4.6.4 MIXING AND INTERPRETING DATA IN PRINCIPALS’ REFERENT POWER UTILIZATION ON TEACHERS’ EMPOWERMENT

Descriptive data analysis indicated that referent power could influence teachers’ empowerment as per the majority of 180 (67.9 %) who were in agreement. Attractiveness was agreed upon by a

majority of 200 (75.5 %). Principals constantly appeared smart and attractive. Principals had a high degree of personality as supported by the majority of 200 (75.5 %) disagreed. Respect towards the principals was seen by 190 (71.7 %). Likeability was agreed upon by the majority of 200 (75.5 %).

Scrutinizing the inferential statistics, the null hypothesis formulated was: *H<sub>0</sub> There is no significant relationship between principals' referent power utilization and teachers' empowerment.* The linear regression examination for principals' referent power and teachers' empowerment was conducted to judge if principals' referent power meaningfully predicted teachers' empowerment. The linear regression results were termed momentous,  $F(1,729) = 559.55$ ,  $p < .001$ ,  $R^2 = .43$ , showing that around 43.42 % of the variance in teachers' empowerment was explained by the principals' referent power. This referent power significantly predicted teachers' empowerment,  $B = 0.65$ ,  $t(729) = 23.65$ ,  $p < .001$ .

From the interviews for qualitative data, it was accepted that principals use of referent power could influence teachers' empowerment. Attractiveness scored very high. It was agreed that most principals had good personality. Likeability showed that principals could be liked. These findings in the mixture had similarities in other studies done before. Thomas (2014) established that when improving teacher empowerment, the most important of all the power bases discussed here was perhaps referent power. It was a great advantage for an empowered teacher to have welcoming and heartfelt social relations with principals who likewise was perceived as caring. Having good dealings with teachers who believe that the principal cared for them was benefit to teacher empowerment.

#### 4.7 DISCUSSIONS OF THE FINDINGS

Discussions of the results were associated with the investigation objectives and the indicators therein. This section highlighted how the research addressed gaps raised in the literature review in chapter two of the thesis. The discussions, moreover, involved the application of the theories for both independent and dependent variables which were used by the researcher.

#### 4.7.1 INFLUENCE OF PRINCIPALS' LEGITIMATE POWER UTILIZATION ON TEACHERS' EMPOWERMENT

The investigator was directed by the objective indicators for principals' legitimate power utilization: leadership skills, problem solving skills, authority and control. The Approach Inhibition Theory of Power, being the independent variable theory, was applied by the in the manner that the theory was appropriate for the study based on its implication concerning the results of power in altering teachers' conditions of mind and behaviours. It enhanced the fact that principals as leaders and managers had the power through numerous activities to influence teaching and learning processes in their schools. It was the duty of the principals to employ various types of powers to empower their teachers.

The Empowerment Theory, being the dependent variable theory, was applied here in the study to show that there was a procedure whereby teachers grew the competence to be in-charge of their own development and resolve their own problems. They were supposed have the skills and knowledge to enhance conditions within which they operated. The idea behind the Approach Inhibition Theory was that the principals could employ various techniques to enable teachers function satisfactorily. On the other side, the Empowerment Theory was utilized to bring about answers that, if there was proper use of legitimate power by the principals, then teachers' empowerment could progress since there would be indicators such as improved performance in subjects taught and scores. Once the

teachers were empowered, it was their duty to produce better results in their schools as a result of this type of empowerment.

New knowledge emerged that legitimate power could influence teachers' empowerment. There were improved leadership skills practised though problem solving skills were not practiced properly. Sound decision-making was lacking. Having this in mind, the principals should put effort to ensure that the use of legitimate power was given a priority in their leadership.

The investigator established a gap in the legitimate power application by the principals. In this objective, there existed a study gap in those studies by Ogallo (2013) and Kerubo (2013) which failed to unambiguously state how legitimate power influenced principals' power utilization and henceforth better academic performance. By using legitimate power, one would be able to empower teachers and hence make them produce excellent results. The current investigation aimed at an approach that would be preventive dealing with conditions when they were already uncontrollable. This study filled this gap. If better teachers' empowerment was going to be fully implemented, then leadership skills among other indicators could be achieved with much ease. Leadership skills were seen to be done well from the results of the study.

From the findings, legitimate power could impact teachers' empowerment. Likewise, the leadership skills as an indicator could be seen evidently from the data. However, problem solving skills on the other hand were not satisfactorily seen as the majority of participants disagreed. Schools did not seem to practise problem solving skills to enable teachers' empowerment. Authority and control were not seen in the institutions as the majority could not agree. Sound decision making could not be seen as per the decision of the majority from the thesis. There was need to improve on legitimate power utilization to enable better schools in terms of empowering teachers. Generally, from the

answers, there was necessity to use legitimate power by the principals to improve performance in their schools. Thus, this type of power was not satisfactorily used by the principals among the teachers as evidenced from the results. This could be one reason why there was poor academic results among the public secondary school in Garissa County. This study established that there was need for the principals to utilize their legitimate power having been given the letters of appointment by the appointing authority.

#### 4.7.2 INFLUENCE OF PRINCIPALS' EXPERTISE POWER UTILIZATION ON TEACHERS' EMPOWERMENT

The investigator was directed by the objective indicators for principals' expertise power utilization namely: education, information sharing, expertise/training and communication. The Approach Inhibition Theory of Power was as the independent variable theory and was applicable in the sense that it was suitable for the research based on its capability regarding the results of power in altering teachers' conditions of mind and behaviour. It boosted the truth that principals as leaders and administrators had the influence through numerous happenings to stimulate teaching and learning procedures among their schools.

On the other hand, the Empowerment Theory, as the dependent variable theory, was applicable here that there were actions whereby teachers could grow the capabilities to take charge of their own development and solve their own issues. Teachers were supposed have the skills and knowledge to improve conditions under which they worked. The notion behind the Approach Inhibition Theory was that the principals could use different approaches to empower teachers' functions acceptably. On the other hand, the Empowerment Theory was used to bring about solutions that if there was proper use of expertise power, then teachers' empowerment could have progressed since there would be indicators such as improved problem solving and time management skills.

New knowledge had it that expertise power could influence teachers' empowerment though this was lacking among the schools. Education among the teachers was witnessed. Lacking was the sharing of information as it was not well done among the schools studied. There was need to work on the indicators to ensure that this objective was achieved.

The researcher established a study gap. In this objective, there existed a study gap in expertise power. Studies by Okoth (2000) and Wangui (2007) claimed that principals' aspects of expert power, such as experience and skills influenced teacher empowerment. However, they failed to reveal in what manner such dynamics would influence on teachers.

By using expertise power, teachers would be empowered and henceforth make them produce outstanding outcomes. The current investigation aimed at an approach that would be preventive rather than dealing with situations when they were already out of control. This investigation filled such gaps as this gap. To fully implement better teachers' empowerment, then education could be achieved among other indicators. Education was seen to be well done from the results of the study.

From the study outcomes, the principals' expertise power was seen as it could have influenced and impacted teachers' empowerment as agreed by the majority of the participants. The indicator on education was present as it was agreeable by many participants. However, information sharing to enhance problem solving and time management skills was not seen by the majority of the participants. Consequently, sharing of information was not effective, therefore, obstructing problem solving and time management. There was need to improve on this in the schools to permit teachers' empowerment. This thesis encouraged better use of this indicator to enable desirable outcomes.

There was no much of expertise training witnessed in schools as the majority agreed. There was no consistent improving of expertise amongst the teachers henceforth hindering their empowerment.

To have knowledge was to have power among the teachers. Communication as an indicator had mixed feelings as only a slight majority could agree that it was there. Communication in schools could improve positive interactions and relationships. Convincingly, there was necessity to better this indicator for teachers' empowerment. Looking at the responses from the participants, one would say that this objective was poorly achieved. This explained the reason why there was poor performance among the public secondary schools in Garissa County.

#### 4.7.3 INFLUENCE OF PRINCIPALS' REWARD POWER UTILIZATION ON TEACHERS' EMPOWERMENT

The investigator was directed by the objective indicators for principals' reward power utilization these being: incentives/rewards, encouraging and praising, positive feedback and celebrating achievements. The independent variable theory which was Approach Inhibition Theory of Power was applied in the sense that it was appropriate for the study based on its ability concerning the outcomes of power in changing teachers' situations of mind and behaviours. It enhanced the fact that principals as leaders and managers had the spur by using several activities to inspire teaching and learning businesses. The Empowerment Theory was on the dependent variable. This theory was valid as it had it that there were actions whereby teachers could gain the proficiencies to take charge of their own growth and workout their own issues. Teachers had to have the skills and knowledge to progress atmospheres under which they operated. The view of the Approach Inhibition Theory was that the principals could utilize various maneuvers to empower teachers' functions sufficiently. On the other hand, the Empowerment Theory was employed to generate answers. With appropriate usage of reward power, then teachers' empowerment could grow since there would be indicators such as better teacher adherence to rules and authority.

By looking at various sources of literature, there was evidence of gaps in this investigation. In this objective, there existed a study gap in reward power. Qardaku (2019) studied referent power in Albania, Europe and found that the power in a classroom situation was rooted in the relationship developed between principals, teachers and the students. The view supported those empowered teachers were more motivated and empathetic. However, there was no mention on reward power in those studies which was important. This present examination targeted prevention approach rather than management of problems when they had already gone out of hand. This investigation filled such gaps. To fully implement better teachers' empowerment, then rewards could be achieved among other indicators. Rewards were seen to be well done from the results of the study.

From the research findings, it was obvious that principals' reward power had an effect on teachers' empowerment as the majority of participants agreed. Largely, the participants saw that this power impacted teachers. There were incentives and rewards for improved performance as agreed upon by the majority of the participants. Majority of the institutions were seen to be doing a good job in rewarding. There was hope to raise the performance meaningfully although this was not the case on the ground.

The findings further indicated that there was meaningful quantity of encouragement and praise in the institutions looking at the data from the majority of participants. Implementation of this indicator was key to getting the achievement of the dependent variable. The indicator of feedback was supported by the responses from the participants. Those supporting were the majority.

Finally, was the indicator of celebrating achievements which was not good as per the indication of the majority. Schools did not celebrate the good accomplishments to reward the students and teachers hence causing an element of demoralization on the side of the teachers and the students.

Judging from the data analyzed, there were positive results in the first three indicators. However, if this case was truly seen, there was still an issue of performance among public secondary schools in Garissa County. It was only fair to conclude that the reward power utilization on the part of the principals could not be verified. Therefore, this called for more efforts on the implementation of this objective in the study county.

New knowledge had it that reward power could impact teachers' empowerment significantly if applied properly. Incentives played a key role in the empowerment. There was encouragement and praise. However, celebration of achievements and feedbacks needed to be checked thoroughly.

#### 4.7.4 INFLUENCE OF PRINCIPALS' REFERENT POWER UTILIZATION ON TEACHERS' EMPOWERMENT

The investigator was directed by the objective indicators for principals' referent power utilization as being: attractiveness, personality, respect and likeability. The independent variable theory, Approach Inhibition Theory of Power was utilized by the researcher. It matched the study well in that it was based on the ability about the results of power that could change teachers' circumstances in the mind and behaviour in general. Principals as executives should have the motivation by using a number activities at their disposal to inspire teaching and learning. On the other hand, the Empowerment Theory, was on the dependent variable. This theory was effective as it had it that there were conditions where teachers could gain the capabilities to be in charge of their own progress and sort out their own matters. Teachers should have had the skills and knowledge to improve the atmosphere they were working under. Regarding the Approach Inhibition Theory, the principals could use many strategies to empower teachers' work sufficiently. The Empowerment Theory, on the other hand, was utilized to produce answers for the complications. Using referent power

properly, the teachers' empowerment could grow since there would be indicators such as enhanced positive interactions and relationships.

The investigator discovered gaps in literature about this objective. For example, in the objective, there existed a study gap in referent power in some works. Akinyi (2013) studied referent power. There was no clear indication whether the features of referent power had any noteworthy effect on teachers' empowerment. Acute scarcity of literature on teachers' power on the Kenyan side was noted. The investigator failed to fill this gap. The current study endeavoured to come up with solutions to fill the study gap established. The current researcher wanted to create preventive atmosphere rather than curative one. It was not fair to solve problems once they occurred. It was better to avert them in advance. To abundantly implement meaningful teachers' empowerment, then referent power could must have been achieved in a higher percentage.

From the research findings, referent power could influence teachers' empowerment as the majority agreed. However, still, there was a noteworthy number of institutions who could not do well on the agreed referent power use among their schools. Attractiveness as an indicator was acceptable by the participants. They indicated good attractiveness shown by the principals as the majority agreed. There was another indicator of personality. The principals scored very highly on this as the majority supported them. It was hoped that the participants understood the real meaning of personality after being explained to them by the investigator.

Another vital element of referent power was respect. Respect towards principals was an important factor of referent power. Majority agreed that their principals commanded respect. Nevertheless, the number that disagreed was more than a quarter meaning that it could not have been thrown away. The question was if the principals were feared or respected.

For a charismatic leader to succeed, likeability is a dynamic indicator. In the majority schools the principals were magnetic leaders as agreed upon by the majority of participants. The heads were then attractive and pleasant. This was good performance. The question remained that having done all this, one wondered how came that the public secondary schools were still lagging behind academically. This objective scored exemplary but, on the ground, there were no results that could support this good work. All the indicators were achieved satisfactorily but could not be verified in the schools.

New knowledge emerged that referent power could have an impact on teachers' empowerment. However, there was room for improvement. Attractiveness, personality and respect were fairly well practised.



## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.0 INTRODUCTION

This was the last chapter of the thesis. It provided summary, conclusions and recommendations of the study on the influence of principals' power utilization on teachers' empowerment in public secondary schools in Garissa County, Kenya. It provided the summary of key observations, conclusions and recommendations based on the research findings that were found during the research and data analysis.

#### 5.1 SUMMARY OF THE FINDINGS

The researcher summarized the research findings according to the research objectives, dealing with each objective independently under sub headings. The researcher paid attention to indicators for both independent and dependent variables as well as the results established during the study.

##### 5.1.1 INFLUENCE OF PRINCIPALS' LEGITIMATE POWER UTILIZATION ON TEACHERS' EMPOWERMENT

Legitimate power could influence teachers' empowerment as it was agreed and strongly agreed by the majority of the participants being the school teachers and students in public secondary schools in Garissa County. Similarly, the leadership skills in schools could be evidently seen from the data collected and analyzed. Problem solving skills were not found in schools as per majority of participants who gave information in this study. Schools did not practise problem solving skills as they should have or expected to. Authority and control were not seen in the institutions. Sound decision making was also lacking in the study area.

From the students it was agreed that legitimate power influenced teachers' empowerment. In addition, like their teachers, leadership skills were seen by the majority and agreed by the majority. Nevertheless, problem solving was not seen as an indicator and was a problematic issue as it hindered improvement in outcomes. Similarly, authority and control did not attract many students. There was no sound decision making among the schools. In summary, only one indicator was found to have been fulfilled in both teachers and students that being leadership skills. There was agreement that schools experienced good leadership skills from the principals. This means that the objective was not achieved on the larger side of it. It was summarized that legitimate power was not achieved in Garissa County.

Regarding the inferential statistics, the null hypothesis formulated being: *H<sub>0</sub> There is no significant relationship between principals' legitimate power utilization and teachers' empowerment.* Since the linear regression calculated value had significant relations, then the null hypothesis was not acceptable. The thematic analysis using narratives and the verbatim citations showed similar results from the objective indicators. Those interviewed were of the opinion that the only indicator found fulfilled was the one on leadership skills. The rest could not be found. The participants who gave information were the principals and the education officers who were interviewed.

### 5.1.2 INFLUENCE OF PRINCIPALS' EXPERTISE POWER UTILIZATION ON TEACHERS' EMPOWERMENT

From the teachers, it was satisfactory that the principals' expertise power could influence and impact teachers' empowerment. Education among the teachers was acceptable as an indicator. Information sharing to was not seen and this hampered empowering of teachers. Expertise training was not seen in schools. Communication in schools was met with mixed feelings. Those who agreed were a small majority of fifty percent of the participants.

From the students, they agreed that the expertise power had influence on teachers' empowerment.

Also, education among the teachers was satisfactory. Information sharing was disagreed by the majority. Expertise training was not seen according to the majority of the students. Communication needed to be improved as it was lacking.

From the inferential statistics, the null hypothesis formulated was:  $H_0$  *There is no significant relationship between principals' expertise power utilization and teachers' empowerment.* The linear regression analysis value indicated significant relationship, then there was cause to reject the null hypothesis. The education officers and principals interviewed had similar sentiments. Apart from education, all other indicators had negative outcomes as it was seen from the interviews. Thus, expertise power objective was not achieved to a greater extent.

### 5.1.3 INFLUENCE OF PRINCIPALS' REWARD POWER UTILIZATION ON TEACHERS' EMPOWERMENT

In summarizing this objective, it was obvious that principals' reward power utilization could have impacted teachers' empowerment. The incentives and rewards were acceptable as the majority agreed. There was encouragement and praise according to the participants. Feedback was supported by the majority that it happened though but about forty percent could not agree. Celebrating

achievements indicator was not positive. More than any other objective, except referent power, reward power came out positively and the investigator could confirm that it was achieved though it did not make changes in the performance of public secondary schools in Garissa County.

Summary from the students' responses was that the reward power could have influenced teachers' empowerment although about forty percent did not agree with this. The indicator on incentives and rewards was accepted. Likewise, praising and encouraging were impressive. Positive feedbacks were not so bad although more than thirty-three percent could not agree. Lastly, the celebrating achievements was not accepted being the only indicator that was negative in the objective. This objective scored well according to the students.

The inferential statistics had null hypothesis formulated as:  $H_0$  *There is no significant relationship between principals' reward power utilization and teachers' empowerment.* The linear regression calculated was noteworthy, then there was reason to reject the null hypothesis. Similar findings were found from the interviews. The principals and the education officers were in agreement that though this objective was well achieved, there was still room for improvement especially on the indicator on celebrating achievements which was not seen.

#### 5.1.4 INFLUENCE OF INFLUENCE OF PRINCIPALS' REFERENT POWER UTILIZATION ON TEACHERS' EMPOWERMENT

The final objective was summarized. It was clear that referent power influenced teachers' empowerment though more than twenty-eight percent of the participants did not agree calling for more attention on this matter. Attractiveness was well done as the principals received the credit. Personality was seen by the participants, the principals scoring highly. Respect for the principals also scored highly although a significant percentage of more than twenty-six percent disagreed.

Likeability is a dynamic indicator for charismatic leadership. This was accepted by the majority of the participants. The heads were liked by the people they led.

From the students' findings, referent power influenced teachers' empowerment as the majority agreed though twenty-eight percent could not agree. Principals' attractiveness could not be hidden from the students as they agreed that it was seen. Personality was highly acceptable among the students. Likewise, respect among principals was also seen by the students. Likeability was the last indicator. The agreement side scored very highly. Actually, this was the only objective that was achieved fully. The only question remaining was that it was not clear why then poor performance continually was recorded among the schools in Garissa County.

Regarding the inferential statistics, there was a null hypothesis formulated as:  *$H_0$  There is no significant relationship between principals' referent power utilization and teachers' empowerment.* The linear regression calculated value showed significant relationships. The null hypothesis could not be accepted. From the thematic analysis in form of narratives and verbatim citations, it was concluded that there was no difference from the results from the descriptive and the inferential statistics. From the words of the interviewees, referent power was highly achieved among all other objectives. Indeed, this was the only objective whereby all the indicators were positive. That meant that the principals were charismatic in nature and could influence their schools. However, the results continued to be poor in the schools despite this outcome.

## 5.2 CONCLUSIONS OF THE STUDY

The conclusions of this research were based on the findings which were found by the investigator during the data analysis. This included looking into the indicators from both independent and dependent variables. This is shown below for each objective of the study that was analyzed.

### 5.2.1 INFLUENCE OF PRINCIPALS' LEGITIMATE POWER UTILIZATION ON TEACHERS' EMPOWERMENT

The study concluded that legitimate power could influence teachers' empowerment if applied well in the institutions. Further, it was concluded that most schools had good leadership skills applied by the principals. However, there was a conclusion that the problem-solving skills were not done well among the schools. This could have contributed to the poor performance in secondary schools in Garissa County. Authority and control were also not well done and so, it was concluded that these should be beefed up. There was also poor decision-making among the schools and therefore, concluding that this indicator be improved to enable better learning outcomes. Regarding the inferential statistics, it was concluded that there was significant relationship between principals' legitimate power utilization and teachers' empowerment as the linear regression analyzed value showed significant relationship. So, this objective could not be ignored. It was concluded further that the thematic analysis of results concurred with both the descriptive and inferential statistics analyses. The final conclusion was that legitimate power was not applied effectively among the schools investigated. Most of the indicators for the legitimate power were not seen during the study. Indeed, it was only one indicator on leadership skills that could be found. Therefore, there was need for the principals to exercise this power to empower the teachers. Once the teachers were empowered, then, they could produce better results through thorough teaching and learning. This power was given to the principals by the virtue of being school heads with authority from the Government through the employer who is the Teachers' Service Commission. Further conclusion was that this poor achievement in this study objective could have been a cause why most schools performed poorly in the Kenya Certificate of Secondary Education examinations in schools in the study county.

### 5.2.2 INFLUENCE OF PRINCIPALS' EXPERTISE POWER UTILIZATION ON TEACHERS' EMPOWERMENT

Concerning the expertise power, it was concluded from the outcomes that the principals' expertise power could influence and impact teachers' empowerment. The indicator of education was concluded to have been seen among the schools being done well. Another indicator, information sharing, did not score well among the schools. So, it was concluded that this indicator must be addressed to empower teachers for better performance in the schools. On the indicator on expertise training, it was unfortunate that there was no evidence of it being seen among the schools. Finally, communication as an indicator was similarly lacking in the institutions in Garissa County. It was concluded that this indicator be improved for empowering teachers who in turn would produce better outcomes. However, those who were in agreement were a small majority of fifty percent. From the inferential statistics, it was concluded that there was significant relationship between principals' expertise power utilization and teachers' empowerment. The linear regression analysis value indicated noteworthy relationship then, there was reason to accept that there was relationship between the two variables. This led to rejecting the null hypotheses. Thematic analysis produced similar results. These outcomes were seen from the narratives and verbatims. They echoed the descriptive and the inferential statistics outcomes.

### 5.2.3 INFLUENCE OF PRINCIPALS' REWARD POWER UTILIZATION ON TEACHERS' EMPOWERMENT

In conclusion, it was clear that the principals' reward power utilization could have impacted teachers' empowerment if it was implemented properly and in the correct manner. The indicator on incentives and rewards was found to be well done among the schools. Likewise, encouragement and praise were accepted by the participants to have been present and been practised. It was concluded that feedback as an indicator was seen during the study. This was supported by the majority that it

happened though about forty percent could not agree. Celebrating achievements indicator was not positive. It was conclusive that this objective came out nicely except for the indicator on celebrating achievements. Final conclusion was that there was need to put more efforts on this objective.

Conclusions made from the inferential statistics were that there was significant relationship between principals' reward power utilization and teachers' empowerment. That was so because the linear regression showed significant relationship between the variables. The thematic analysis concluded that there was need to improve on this objective to enable teachers' empowerment by the principals in the schools. The narratives were clear as well as the verbatims.

#### 5.2.4 INFLUENCE OF PRINCIPALS' REFERENT POWER UTILIZATION ON TEACHERS' EMPOWERMENT

The researcher had conclusions on the final objective namely, the referent power. It was concluded that this power influenced teachers' empowerment but more than twenty-eight percent of the participants were not be in agreement. It was for the principals to pay more attention on this issue. Attractiveness as an indicator of referent power was evident in the study. Personality, likewise, was proven from the data analyzed. Principals also had respect which scored well among the school community members. However, there was a noteworthy percentage of more than twenty-six percent in disagreement. The principals had likeability as an indicator and they were liked by the people they led. The inferential statistics were concluded that there was significant relationship between principals' referent power utilization and teachers' empowerment. The analysis from the linear regression was substantial. From the qualitative data from the principals and the education officers, it was clear that their views were the same as in the other analyses. Through the verbatims and the narrations, it was agreed that this objective was well done. It was concluded that this was the only objectives whose indicators were achieved fully and successfully. Not even a single

indicator failed to be achieved during the study. However, there was no way the research could suggest that there was no need for improvement. Though the charismatic leadership was found in schools in Garissa County, there was still room for doing better than that. However, this did not change the situation in the study county in terms of achieving desirable results in the national examinations.

### 5.3 RECOMMENDATIONS FOR PRACTICE

Based on the study findings, the researcher recommended: -

1. That there is need for principals to properly utilize legitimate power so as to empower teachers. The Kenya Secondary Schools Heads Association as stakeholders can arrange for seminars to improve on leadership skills of the school administrators
2. All school principals should have expertise power for better management of schools. The Central Government through the Ministry of Education should set up funds for training school heads frequently especially now when there is a new system of education in place
3. Since there was need to beef up reward power, the BoMs and PTAs can assist in providing funds for incentives to both teachers and students; they can solicit funds for example from the old boys' or old girls' associations
4. There is need for the principals to beef up referent power themselves since it is about the way they behave that will enable their charismatic leadership. The appearance styles and personality could be cultivated by the principals themselves

### 5.4 RECOMMENDATIONS FOR POLICY

From the findings, it was recommended: -

1. That the Central Government through the Ministry of Education and the universities that train teachers beef up the use of legitimate power by offering short courses and refresher courses on school-based basis
2. That the expertise power be given through funding from the BoMs and well-wishers and other stakeholders
3. That the reward power be beefed up from Government funding and donations from the PTAs and the alumni of the schools
4. That the principals be assisted to utilize referent power by creating such atmosphere that would make them get the charisma to lead schools

#### 5.5 RECOMMENDATIONS FOR FURTHER RESEARCH

The researcher recommended that the following additional areas of study established by the study be undertaken: -

1. An examination of the challenges facing principals in implementing legitimate power among the public secondary schools in the Republic of Kenya
2. The role of expertise power in implementing teacher empowerment in public secondary schools in the Republic of Kenya
3. Implementing reward power among principals in secondary schools in the Republic of Kenya
4. An examination of the factors that influence referent power utilization among the principals in secondary schools in the Republic of Kenya.

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## APPENDICES

### APPENDIX I: LETTER OF SELF INTRODUCTION

**Dear Participant,**

My name is Khalif Issack Hassan, a Doctor of Philosophy student in Mount Kenya University, where I am student pursuing a course in Educational Management, Policy and Curriculum. One of the course requirements is to conduct research in my area of studies. The topic for my thesis is: **Influence of principals' power utilization on teachers' empowerment in public secondary schools in Garissa County, Kenya.** The purpose of this correspondence is to request you to be part of the study by answering a few questions related to the aforementioned topic. Kindly respond to all questions fully and as truthfully as you can. No information will be put into any other use apart from this academic work and in particular for the aforesaid study. All information made available for this cause is treated with highest level of confidentiality and will not be divulged to anyone else. You may request for the final results of this work.

Thank you,

Yours faithfully,

**KHALIF ISSACK HASSAN**

APPENDIX II: INFORMED CONSENT

|   |
|---|
| <b>Name of Researcher:</b> Khalif Isaack Hassan   |
| <b>Title of Study:</b> <i>Influence of principals' power utilization on teachers' empowerment in public secondary schools in Garissa County, Kenya.</i> |

Please read carefully and complete this form. If you are willing to participate in this study, mark the appropriate responses and sign and date the declaration at the end. If there is anything that is not clear and would like more information, kindly ask.

The research has been explained to me in verbal and/or written form by the researcher. **YES/ NO**

I understand that I may withdraw from this study at any time without having to give an explanation. **YES/ NO**

I understand that all information about me will be treated in strict confidence and that I will not be named in any written work arising from this study. **YES /NO**

I understand that any responses and confidential information I give will be used solely for research purposes and will be destroyed on completion of your research. **YES/NO**

I freely give my consent to participate in this research study and have been given a copy of this form for my own information.

**Signature:** .....

**Date:**.....

**The Chairman**

**MKU Ethical Review Committee**

**P.O. Box 342 – 01000**

**Thika**

APPENDIX III: INFORMED CONSENT FOR MINORS

Dear Parent,

I am a student pursuing a PhD in Educational Management, Policy and Curriculum Studies of Mount Kenya University. The university requires that I write a thesis in my area of studies as part of programme requirement. The topic for the project is “*Influence of principals’ power utilization on teacher’s empowerment in public secondary schools in Garissa County*” The aim of this correspondence is to request for your child’s participation in the abovementioned project. Apart from the aforesaid educational work, there is no other cause for using the availed information. All names and other personal details remain anonymous throughout research process. I will also be seeking permission from the principal and the class teacher. Participation is entirely by one’s own volition, and one may change their mind and withdraw from research at any stage. No foreseeable risk is involved while taking part in the study. Please sign the form below consenting to your child’s participation.

**THE CHAIRMAN,**

**MKU ERC,**

**P.O. Box 342-01000**

**THIKA**

**Parent**

----- Code of Parent Signature Date

**Researcher:**

-----  
Name of Researcher Signature Date

**APPENDIX IV: IDHINI YA MZAZI (PARENTS' CONSENT)**

Kwa Mzazi,

Mimi ni mwanafunzi wa shahada ya Daktari wa Falsafa katika Usimamizi Mitalaa na shughuli za Elimu, Chuo Kikuu Cha Mount Kenya. Mada ya uchunguzi ninaohusika nao ni, *“Ushawishi wa utumizi wa mamlaka ya walimu wakuu kuwapa mamlaka walimu katika shule za upili za kaunti ya Garissa, Kenya.”* Naomba kumhusisha mtoto wako kwa mradi huu. Malalamishi ya aina yoyote ile yakibuka tafadhali unijulishe:

**Mwenyekiti,**

**MKU ERC.**

**Sanduku La Posta 342-01000**

**THIKA**

**Mzazi**

----- Kanuniza Mzazi  
Sahihi Tarehe

**Mtafiti:**

-----

-----

-----

Jina

Sahihi

Tarehe



APPENDIX V: QUESTIONNAIRES FOR TEACHERS

My name is **Khalif Issack Hassan** I am a PhD student in Educational Management Administration and Leadership of Mount Kenya University. I am carrying out a study on “**Influence of principals’ power utilization on teachers’ empowerment in public secondary schools in Garissa County, Kenya**”. - I kindly request your assistance by providing accurate and truthful answers to the items in this questionnaire. Any information you provide will be treated with utmost confidentiality and will in no way be divulged to a third party. Do not indicate your name or the name of your school in this questionnaire. The information you provide may be useful in policy formulation but it is devoid of any administrative value. Thank you.

**Section A: Background Information**

Please tick (√) in the provided spaces

**1. Identify your gender:**

Male [ ]

Female [ ]

Any other [ ]

**2. Indicate your highest academic qualification?**

Ph. D [ ]

Masters [ ]

Bachelors [ ]

Any other.....

**3. Please indicate your teaching experience.**

0-5 years [ ]

6-10 years [ ]

11- 15 years [ ]

16-20 years [ ]

Above 20 [ ]

**4. Section B: Influence of principals' legitimate power on teachers' empowerment in your school**

|   | <b>Statements</b>  | <b>A</b>   | <b>SA</b>  | <b>U</b>   | <b>D</b>   | <b>SD</b>  |
|---|--|------------|------------|------------|------------|------------|
|   |  | <b>(1)</b> | <b>(2)</b> | <b>(3)</b> | <b>(4)</b> | <b>(5)</b> |
| a | Principals' legitimate power can influence teachers' empowerment   |            |            |            |            |            |
| b | There are leadership skills in your school which influence improved performance in subjects taught/scores        |            |            |            |            |            |
| c | There are problem solving skills in your school which enable improved problem solving and time management skills |            |            |            |            |            |

|   |  |  |  |  |  |  |
|---|--|--|--|--|--|--|
| d | Your school has authority and control which influences better teacher adherence to rules and authority |  |  |  |  |  |
| e | There is sound decision making which influences enhanced positive interactions/relationships           |  |  |  |  |  |

**5. Section C: The following statements relate to the influence of principals' expertise power on teachers' empowerment in your school.**

|   | <b>Statements</b>   | <b>A<br/>(1)</b> | <b>SA<br/>(2)</b> | <b>U<br/>(3)</b> | <b>D<br/>(4)</b> | <b>SD<br/>(5)</b> |
|---|---|------------------|-------------------|------------------|------------------|-------------------|
| a | Principals' expertise power influences teachers' empowerment                                    |                  |                   |                  |                  |                   |
| b | There is education among teachers which enhances improved performance in subjects taught/scores |                  |                   |                  |                  |                   |

|    |  |  |  |  |  |  |
|----|--|--|--|--|--|--|
| c. | Your school has information sharing which enhances improved problem solving and time management skills |  |  |  |  |  |
| d  | There is expertise training in your school which enables better teacher adherence to rules/authority   |  |  |  |  |  |
| e  | Your school has communication which enables enhanced positive interactions/relationships               |  |  |  |  |  |

**6. Section D: Influence of principals' reward power on teachers' empowerment**

|  | <b>Statements</b> | <b>A</b>   | <b>SA</b>  | <b>U</b>   | <b>D</b>   | <b>SD</b>  |
|--|-------------------|------------|------------|------------|------------|------------|
|  |                   | <b>(1)</b> | <b>(2)</b> | <b>(3)</b> | <b>(4)</b> | <b>(5)</b> |
|  |                   |            |            |            |            |            |

|   |  |  |  |  |  |  |
|---|--|--|--|--|--|--|
| a | Principals' reward power influences teachers' empowerment  |  |  |  |  |  |
| b | Your school has incentives and rewards which enhance improved performance in subjects taught/scores                |  |  |  |  |  |
| c | There is encouraging and praising in your school which enables improved problem solving and time management skills |  |  |  |  |  |
| d | There is always positive feedback in your school which enables better teacher adherence to rules/authority         |  |  |  |  |  |
| e | Your school celebrates achievements to enhanced positive interactions/relationships                                |  |  |  |  |  |

**7. Section E: Influence of principals' referent power on teachers' empowerment in public secondary schools in Garissa County, Kenya**

|   | <b>Statements</b>   | <b>A</b>   | <b>SA</b>  | <b>U</b>   | <b>D</b>   | <b>SD</b>  |
|---|---|------------|------------|------------|------------|------------|
|   |   | <b>(1)</b> | <b>(2)</b> | <b>(3)</b> | <b>(4)</b> | <b>(5)</b> |
| a | Principals' referent power influences teachers' empowerment   |            |            |            |            |            |
| b | There is principals' attractiveness which influences improved performance in subjects taught/scores |            |            |            |            |            |
| c | Your principal has personality which enables improved problem solving and time management skills    |            |            |            |            |            |
| d | There is respect in your principal which enables better teacher adherence to rules/authority        |            |            |            |            |            |
| e | Your principal has likeability which influences enhanced positive interactions/relationships        |            |            |            |            |            |

**Section F: Teachers' Empowerment (DV Tool)**

The following statements relate to the **teachers' empowerment**. On a scale of 1-5, please indicate your level of agreement with regard to these statements. **Key: 5 =Strongly Agree (SA), 4 = Agree (A), 3=Undecided (U), 2=Disagree (D), 1= Strongly Disagree (SD).**

|   | Statements   | SA |  | A | U | D | SD |
|---|--|----|--|---|---|---|----|
|   |  | 5  |  | 4 | 3 | 2 | 1  |
| a | Improved performance in subjects taught/scores is influence by expertise power       |    |  |   |   |   |    |
| b | Improved performance contract scores is influence by referent power                  |    |  |   |   |   |    |
| c | Improved problem solving and time management skills is influence by legitimate power |    |  |   |   |   |    |
| d | Increased Teacher motivation is influence by reward power                            |    |  |   |   |   |    |
| e | Better teacher adherence to rules/authority is influence by legitimate power         |    |  |   |   |   |    |
| f | Enhanced positive interactions/relationships is influence by referent power          |    |  |   |   |   |    |

Q ii. How do you think the above teachers' empowerment could be improved in your school?

Give reasons for your answers.....

.....

.....

.....

## APPENDIX VI: QUESTIONNAIRES FOR STUDENTS

My name is **Khalif Issack Hassan** I am a PhD student in Educational Management Administration and Leadership of Mount Kenya University. I am carrying out a study on “**Influence of principals’ power utilization on teachers’ empowerment in public secondary schools in Garissa County, Kenya**”. I kindly request your assistance by providing accurate and truthful answers to the items in this questionnaire. Any information you provide will be treated with utmost confidentiality and will in no way be divulged to a third party. Do not indicate your name or the name of your school in this questionnaire. The information you provide may be useful in policy formulation but it is devoid of any administrative value. Thank you.

### Section A: Background Information

Please tick (√) in the provided spaces

1. Identify your gender:

Male [ ]

Female [ ]

Any other [ ]

2. Indicate your level of education/form?

Form one [ ]

Form Two [ ]

Form Three [ ]

Form Four [ ]

### 3. Section B: Influence of principals' legitimate power on teachers' empowerment

|   | Statements   | A   | SA  | U   | D   | SD  |
|---|--|-----|-----|-----|-----|-----|
|   |  | (1) | (2) | (3) | (4) | (5) |
| a | Principals' legitimate power can influence teachers' empowerment   |     |     |     |     |     |
| b | There are leadership skills in your school which influence improved performance in subjects taught/scores        |     |     |     |     |     |
| c | There are problem solving skills in your school which enable improved problem solving and time management skills |     |     |     |     |     |
| d | Your school has authority and control which influences better teacher adherence to rules and authority           |     |     |     |     |     |
| e | There is sound decision making which influences enhanced positive interactions/relationships                     |     |     |     |     |     |

### 4. Section C: Influence of principals' expertise power on teachers' empowerment

|    | <b>Statements</b>  | <b>A</b>   | <b>SA</b>  | <b>U</b>   | <b>D</b>   | <b>SD</b>  |
|----|--|------------|------------|------------|------------|------------|
|    |  | <b>(1)</b> | <b>(2)</b> | <b>(3)</b> | <b>(4)</b> | <b>(5)</b> |
| a  | Principals' expertise power influences teachers' empowerment   |            |            |            |            |            |
| b  | There is education among teachers which enhances improved performance in subjects taught/scores        |            |            |            |            |            |
| c. | Your school has information sharing which enhances improved problem solving and time management skills |            |            |            |            |            |
| d  | There is expertise training in your school which enables better teacher adherence to rules/authority   |            |            |            |            |            |
| e  | Your school has communication which enables enhanced positive interactions/relationships               |            |            |            |            |            |

**5. Section D: Influence of principals' reward power on teachers' empowerment**

|  | <b>Statements</b> | <b>A</b>   | <b>SA</b>  | <b>U</b>   | <b>D</b>   | <b>SD</b>  |
|--|-------------------|------------|------------|------------|------------|------------|
|  |                   | <b>(1)</b> | <b>(2)</b> | <b>(3)</b> | <b>(4)</b> | <b>(5)</b> |

|   |  |  |  |  |  |  |
|---|--|--|--|--|--|--|
| a | Principals' reward power influences teachers' empowerment  |  |  |  |  |  |
| b | Your school has incentives and rewards which enhance improved performance in subjects taught/scores                |  |  |  |  |  |
| c | There is encouraging and praising in your school which enables improved problem solving and time management skills |  |  |  |  |  |
| d | There is always positive feedback in your school which enables better teacher adherence to rules/authority         |  |  |  |  |  |
| e | Your school celebrates achievements to enhanced positive interactions/relationships                                |  |  |  |  |  |

**6. Section E: Influence of principals' referent power on teachers' empowerment**

|  | <b>Statements</b> | <b>A</b>   | <b>SA</b>  | <b>U</b>   | <b>D</b>   | <b>SD</b>  |
|--|-------------------|------------|------------|------------|------------|------------|
|  |                   | <b>(1)</b> | <b>(2)</b> | <b>(3)</b> | <b>(4)</b> | <b>(5)</b> |

|   |   |  |  |  |  |  |
|---|---|--|--|--|--|--|
| a | Principals' referent power influences teachers' empowerment   |  |  |  |  |  |
| b | There is principals' attractiveness which influences improved performance in subjects taught/scores |  |  |  |  |  |
| c | Your principal has personality which enables improved problem solving and time management skills    |  |  |  |  |  |
| d | There is respect in your principal which enables better teacher adherence to rules/authority        |  |  |  |  |  |
| e | Your principal has likeability which influences enhanced positive interactions/relationships        |  |  |  |  |  |

**SECTION F: Teachers' Empowerment (DV Tool)**

The following statements relate to the **teachers' empowerment**

|   | <b>Statements</b>  | <b>SA</b> |  | <b>A</b> | <b>U</b> | <b>D</b> | <b>SD</b> |
|---|--|-----------|--|----------|----------|----------|-----------|
|   |  | <b>5</b>  |  | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b>  |
| a | Improved performance in subjects taught/scores is influence by principals' expertise power       |           |  |          |          |          |           |
| b | Improved performance contract scores influence by principals' reward power                       |           |  |          |          |          |           |
| c | Improved problem solving and time management skills is influence by principals' legitimate power |           |  |          |          |          |           |
| d | Increased Teacher motivation is influence by principals' referent power                          |           |  |          |          |          |           |
| e | Better teacher adherence to rules/authority is influence by principals' legitimate power         |           |  |          |          |          |           |
| f | Enhanced positive interactions/relationships is influence by principals' referent power          |           |  |          |          |          |           |

APPENDIX VII: INTERVIEW SCHEDULES FOR SUB COUNTY DIRECTORS OF EDUCATION

(MoE/TSC)

This study is on the influence of principals' power utilization on teachers' empowerment in public secondary schools in Garissa County, Kenya. Please participate by responding to the questions asked by the researcher. Information given by you will be treated confidentially and your name will not be disclosed at all in any form.

**1. Section A: Demographic Information**

| <b>Gender</b> | <b>Male</b> | <b>Female</b> |  |  |  |
|---------------|-------------|---------------|--|--|--|
|               |             |               |  |  |  |

|                           |                        |                         |                         |                               |  |
|---------------------------|------------------------|-------------------------|-------------------------|-------------------------------|--|
| <b>Age</b>                | <b>25-35<br/>years</b> | <b>36- 45<br/>years</b> | <b>46- 55<br/>years</b> | <b>55 years and<br/>above</b> |  |
|                           |                        |                         |                         |                               |  |
| <b>Level of education</b> | <b>Certificate</b>     | <b>Diploma</b>          | <b>degree</b>           | <b>Postgraduate</b>           |  |
|                           |                        |                         |                         |                               |  |
| <b>Years of service</b>   | <b>less 5years</b>     | <b>5-10 years</b>       | <b>10-20<br/>years</b>  | <b>20 years and<br/>above</b> |  |
|                           |                        |                         |                         |                               |  |

**2. Section B: Influence Principals' Expertise Power on teacher' empowerment in public secondary schools in Garissa County, Kenya**

1. Indicate which of the following principals' expertise power on teacher' empowerment is utilized in the school you serve? *(Please tick)*

- Education
- Information
- Expertise/Training
- Communication
- Organizational Skills

2. How do the above principals' expertise power influence the following teachers' empowerment indicators in the school you serve? Explain

- Improved performance in subjects taught/scores
- Improved performance contract scores
- Improved problem solving and time management skills
- Increased Teacher motivation
- Better teacher adherence to rules/authority
- Enhanced positive interactions/relationships

3. How do you think the above principals' expertise power could be improved?

Give reasons for your answers.....

.....

.....

.....

**3. Section C: Influence of principals' reward power on teacher' empowerment in public secondary schools in Garissa County, Kenya**

1. Indicate which of the following reward power influence teacher' empowerment in the schools you serve. *(Please tick)*

- Incentives/ rewards
- Encouraging and praising
- Positive feedback
- Positive reinforcement
- Celebrating Achievements

2. How do the above principals' reward power influence the following teachers' empowerment indicators in the schools you serve? Explain

- Improved performance in subjects taught/scores
- Improved performance contract scores
- Improved problem solving and time management skills
- Increased Teacher motivation

- Better teacher adherence to rules/authority
- Enhanced positive interactions/relationships

3. How do you think the above principals' reward power could be improved in the schools you serve?

Give reasons for your answers.....

.....

.....

.....

**4. Section D: Influence of principals' legitimate power on teachers' empowerment in public secondary schools in Garissa County, Kenya**

1. Indicate which of the following of principals' legitimate power influence teachers' empowerment in the schools you serve? *(Please tick)*

- Leadership Skills
- Problem Solving Skills
- Authority and Control
- Decision Making Skills/Strategies
- Ethics and norms

2. How do the above principals' legitimate power influence the following teachers' empowerment indicators? Explain

- Improved performance in subjects taught/scores
- Improved performance contract scores
- Improved problem solving and time management skills
- Increased Teacher motivation
- Better teacher adherence to rules/authority
- Enhanced positive interactions/relationships

3. How do you think the above principals' legitimate power could be improved?

Give reasons for your answers.....

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

**5. Section E: Influences of principals' referent power on teachers' empowerment in public secondary schools in Garissa County, Kenya?**

1. Indicate which of the following principals' referent power influence teachers' empowerment in the schools you serve? *(Please tick)*

- Attractiveness
- Personality
- Respect
- Likeability
- Trust

2. How do the above principals' referent power influence the following teachers' empowerment indicators? Explain

- Improved performance in subjects taught/scores
- Improved performance contract scores
- Improved problem solving and time management skills
- Increased Teacher motivation
- Better teacher adherence to rules/authority
- Enhanced positive interactions/relationships

3. How do you think the above principals' referent power could be improved?

Give reasons for your answers.....

.....

.....

.....

APPENDIX VIII: INTERVIEW SCHEDULES FOR PRINCIPALS

My name is **Khalif Issack Hassan** I am a PhD student in Educational Management Administration and Leadership of Mount Kenya University. I am carrying out a study on “**Influence of principals’ power utilization on teachers’ empowerment in public secondary schools in Garissa County, Kenya**”. Please participate by responding to the following questions as honestly as you can. Information given by you will be treated confidentially and your name will not be disclosed at all in any form.

1. **Section A: Demographic Information**

|                           |                        |                         |                         |                               |  |
|---------------------------|------------------------|-------------------------|-------------------------|-------------------------------|--|
| <b>Gender</b>             | <b>Male</b>            | <b>Female</b>           |                         |                               |  |
|                           |                        |                         |                         |                               |  |
| <b>Age</b>                | <b>25-35<br/>years</b> | <b>36- 45<br/>years</b> | <b>46- 55<br/>years</b> | <b>55 years and<br/>above</b> |  |
|                           |                        |                         |                         |                               |  |
| <b>Level of education</b> | <b>Certificate</b>     | <b>Diploma</b>          | <b>degree</b>           | <b>Postgraduate</b>           |  |
|                           |                        |                         |                         |                               |  |

|                         |                    |                   |                    |                           |  |
|-------------------------|--------------------|-------------------|--------------------|---------------------------|--|
| <b>Years of service</b> | <b>less 5years</b> | <b>5-10 years</b> | <b>10-20 years</b> | <b>20 years and above</b> |  |
|                         |                    |                   |                    |                           |  |

## 2. Section B: Influence of legitimate power on teachers' empowerment

1. Indicate which of the following of principals' legitimate power influence teachers' empowerment? *(Please tick)*

- Leadership Skills
- Problem Solving Skills
- Authority and Control
- Decision Making Skills/Strategies
- Ethics and norms

2. How do the above legitimate power influence the following teachers' empowerment indicators?

Explain?

- Improved performance in subjects taught/scores
- Improved performance contract scores
- Improved problem solving and time management skills
- Increased Teacher motivation
- Better teacher adherence to rules/authority
- Enhanced positive interactions/relationships

3. How do you think the above principals' legitimate power could be improved?

Give reasons for your answers.....

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

**3. Section B: Influence Expertise Power on teacher' empowerment**

1. Indicate which of the following expertise power on teacher' empowerment? *(Please tick)*

- Education
- Information
- Expertise/Training
- Communication
- Organizational Skills

2. How do the above principals' expertise power influence the following teachers' empowerment indicators? Explain

- Improved performance in subjects taught/scores
- Improved performance contract scores
- Improved problem solving and time management skills
- Increased Teacher motivation
- Better teacher adherence to rules/authority
- Enhanced positive interactions/relationships

3. How do you think the above principal's expertise power could be improved?

Give reasons for your answers.....

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

**4. Section C: Influence of reward power on teacher’ empowerment.**

1. Indicate which of the following reward power influence teacher’ empowerment. *(Please tick)*

- Incentives/ rewards
- Encouraging and praising
- Positive feedback
- Positive reinforcement
- Celebrating Achievements

2. How do the above principals’’ reward power influence the following teachers’ empowerment indicators? Explain

- Improved performance in subjects taught/scores
- Improved performance contract scores
- Improved problem solving and time management skills
- Increased Teacher motivation
- Better teacher adherence to rules/authority
- Enhanced positive interactions/relationships

3. How do you think the above principals’ reward power could be improved?

Give reasons for your answers.....

.....

.....

.....

**5. Section E: Influences of referent power on teachers’ empowerment?**

1. Indicate which of the following principals’ referent power influence teachers’ empowerment?

*(Please tick)*

- Attractiveness
- Personality
- Respect
- Likeability
- Trust

2. How do the above principals' referent power influence the following teachers' empowerment indicators? Explain

- Improved performance in subjects taught/scores
- Improved performance contract scores
- Improved problem solving and time management skills
- Increased Teacher motivation
- Better teacher adherence to rules/authority
- Enhanced positive interactions/relationships

3. How do you think the above principals' referent power could be improved?

Give reasons for your answers.....

.....

.....

.....

APPENDIX IX: CERTIFICATE OF ETHICAL CLEARANCE

# Mount Kenya University



REF: MKU/ERC/2207

Date: 24 May 2022

TO: KHALIF ISSACK HASSAN

REG: PHDED/2014/64976

Dear Sir/Madam,

**RE: INFLUENCE OF PRINCIPALS' POWER UTILIZATION ON TEACHERS' EMPOWERMENT IN PUBLIC SECONDARY SCHOOLS IN GARISSA COUNTY, KENYA**

This is to inform you that **Mount Kenya University** has reviewed and approved your above research proposal. Your application approval number is **1280**. The approval period is **24/05/2022 - 23/05/2023**.

This approval is subject to compliance with the following requirements;

- i. Only approved documents including informed consents, study instruments, MTA will be used
- ii. All changes including amendments, deviations and violations are submitted for review and approval by **Mount Kenya University**
- iii. Death and life-threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to **Mount Kenya University** within 72 hours of notification
- iv. Any changes, anticipated or otherwise that may increase the risks or affect the safety or welfare of study participants and others or affect the integrity of the research must be reported to **Mount Kenya University** within 72 hours
- v. Clearance for export of biological specimens must be obtained from relevant institutions
- vi. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal
- vii. Submission of an executive summary report within 90 days upon completion of the study to **Mount Kenya University**

Prior to commencing your study, you will be expected to obtain a research license from National Commission for Science, Technology and Innovation (NACOSTI) <https://research-portal.nacosti.go.ke> and also obtain other clearances needed.

Yours sincerely,

The Chairman  
Mount Kenya University  
Ethics Review Committee  
P. O. Box 342 - 0100, Thika

**Dr. Peter G. Kirira**  
Chairman, Mount Kenya University IERC



## DIRECTORATE OF GRADUATE STUDIES

PHDED/2014/64976

20<sup>th</sup> June, 2022

*The Director, Research Coordination Division  
National Commission for Science, Technology & Innovation  
Utalii House, 8<sup>th</sup> & 9<sup>th</sup> Floor  
P.O Box 30623- 00100  
NAIROBI*

Dear Sir/Madam,

**RE: KHALIF ISSACK HASSAN - REGISTRATION NO. PHDED/2014/64976**


The purpose of this letter is to introduce the above named student who is pursuing **Doctor of Philosophy in Education** in the **Department of Educational Management and Curriculum Studies** in the **School of Education**.

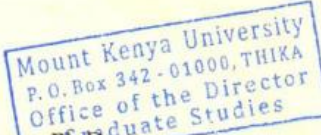
The title of his research is *"Influence of Principals' Power Utilization on Teachers' Empowerment in Public Secondary Schools in Garissa County, Kenya."*

He has been cleared by the University's Ethics Review Committee (Certificate attached) and now has to proceed to the field to collect data for his research between **June, 2022 and December, 2022**.

Any assistance accorded to him will be highly appreciated.

Thank you.

  
Dr. Samuel M. Karenga, Ph.D.  
Director, Graduate Studies  
Enc.



APPENDIX XI: RESEARCH PERMIT





REPUBLIC OF KENYA

Ref No: 149064

RESEARCH LICENSE



This is to Certify that Mr. KHALIF ISSACK HASSAN of Mount Kenya University, has been licensed to conduct research in Garissa on the topic: INFLUENCE OF PRINCIPALS' POWER UTILIZATION ON TEACHERS' EMPOWERMENT IN PUBLIC SECONDARY SCHOOLS IN GARISSA COUNTY, KENYA for the period ending : 25/June/2023.

License No: NACOSTI/P/22/18574

149064

Applicant Identification Number

Walter Mwangi

Director General

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Verification QR Code



NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.

MINISTRY OF EDUCATION  
STATE DEPARTMENT OF EARLY LEARNING AND BASIC  
EDUCATION

Telegram: "SCHOOLING" Garissa  
Telephone: 046-210-2458, Garissa.  
Fax: 046-210-2002  
Email: cdegarissacounty@gmail.com  
When replying please quote



COUNTY DIRECTOR OF EDUCATION  
GARISSA  
P. O. Box 8-70100  
GARISSA

REF: NEP/ED/6.26/VOL.IV (126)

DATE: 26<sup>th</sup> JUNE, 2022

TO WHOM IT MAY CONCERN

**RE: RESEARCH AUTHORIZATION- KHALIF ISSACK HASSAN,  
MOUNT KENYA UNIVERSITY.**

Refer to your letter Ref. No. NACOSTI/P/22/18574/149064 dated 25<sup>th</sup> JUNE ,2022 from Director General/CDE on application for authority to carry out research on "INFLUENCE OF PRINCIPAL' POWER UTILIZATION ON TEACHERS' EMPOWERMENT IN PUBLIC SECONDARY SCHOOLS IN GARISSA COUNTY, KENYA, for the period ending 25<sup>th</sup> JUNE, 2023.

We are pleased to inform you that you have been authorised and given consent for your research outcome.

A handwritten signature in black ink, appearing to read "WAKASIKA R. S.", written over a horizontal line.

WAKASIKA R. S.  
FOR: COUNTY DIRECTOR OF EDUCATION  
GARISSA.

APPENDIX XIII: LETTER FROM THE COUNTY COMMISSIONER GARISSA





OFFICE OF THE PRESIDENT  
MINISTRY OF INTERIOR AND COORDINATION OF NATIONAL GOVERNMENT  
STATE DEPARTMENT OF INTERIOR AND CITIZEN SERVICES

Telegrams: "COUNTY" GARISSA.  
Telephone: Garissa  
[ccgsacounty@gmail.com](mailto:ccgsacounty@gmail.com)

OFFICE OF THE  
COUNTY COMMISSIONER  
P.O BOX 1-70100  
GARISSA COUNTY

When replying please quote

REF NO.CC/EDU/7/3/VOL.II/39

30<sup>th</sup> June 2022

Khalif Issack Hassan  
MOUNT KENYA UNIVERSITY

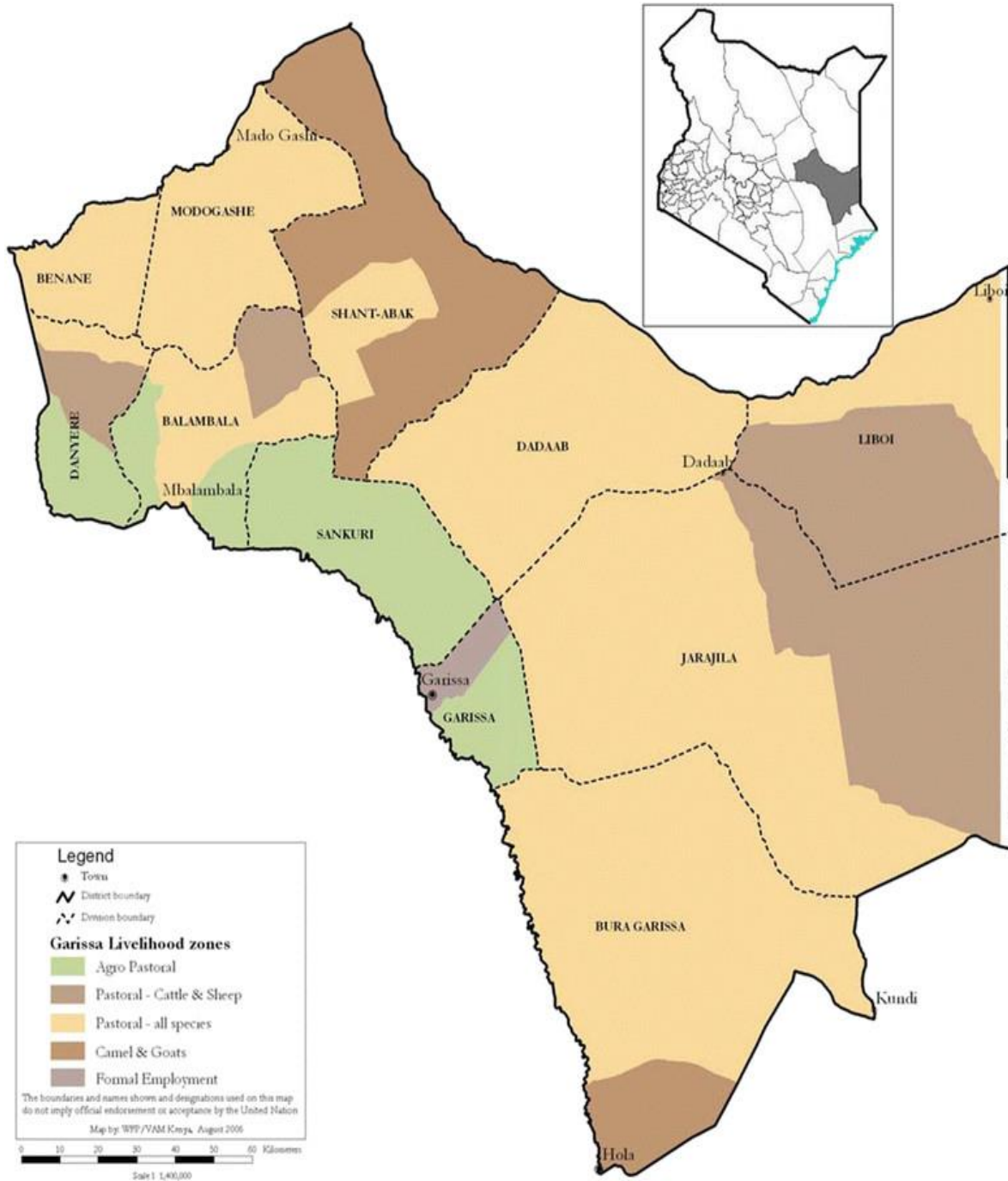
RE: RESEARCH AUTHORIZATION

Refer to your letter Ref. No. **NEP/ED/6.26/VOL.IV (126)** dated 26<sup>th</sup> June 2022 from the County Director of Education on application for Authority to carry out a research on "***influence of principal' power utilization on teachers' empowerment in public secondary schools in Garissa County, Kenya***" for the period ending 25<sup>th</sup> June 2023.

I am pleased to inform you that you have been authorized to undertake your research in Garissa County.

JOHN K. MARETE  
FOR: COUNTY COMMISSIONER  
GARISSA COUNTY

APPENDIX XIV: MAP OF GARISSA COUNTY





# INFLUENCE OF PRINCIPALS' POWER UTILIZATION ON TEACHERS' EMPOWERMENT IN PUBLIC SECONDARY SCHOOLS IN GARISSA COUNTY, KENYA

*by* KHALIF HASSAN



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**Submission date:** 22-Nov-2023 11:06AM (UTC+0300)  
**Submission ID:** 2236001708  
**File name:** KHALIF\_CORRECTED\_THESIS.docx (3.38M)  
**Word count:** 50451  
**Character count:** 284245

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## INFLUENCE OF PRINCIPALS' POWER UTILIZATION ON TEACHERS' EMPOWERMENT IN PUBLIC SECONDARY SCHOOLS IN GARISSA COUNTY, KENYA

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