
**SCHOOL HEADS' USE OF LEADER INFLUENCE BEHAVIOURS: A CASE STUDY
OF ZVISHAVANE PRIMARY SCHOOL HEADS, ZIMBABWE**

Dr. Shepherd Shoko

Midlands State University ,bag 9055 ,gweru

ABSTRACT

In Zimbabwe, little if any is known about school heads' use of 'leader influence behaviours' in educational leadership. This study aimed to explore and push this peripheral attention given to this key aspect of educational leadership. This study, with a sample of three school heads, is couched within the interpretive paradigm; utilising an ethnographic approach. Influence behaviours commonly used by school heads were identified. It was found that the use and effectiveness of leader influence behaviours was influenced by certain contextual and cultural variables. It was recommended that; school heads should explore weaving their influence behaviours together with dominant cultures to maximise chances of securing commitment.

Key Words: Leader Influence behaviours, Leadership, Management, Influence.

1. INTRODUCTION

The aim of this study was to explore how effective school heads influence teachers towards achieving desired school goals. It also focused on how the teachers in turn responded to school heads' influence behaviours and the reasons they gave for responding in ways that they did. The study comes after realising a dearth in knowledge, literature and attention given to the critical aspect of influence behaviours in leadership coupled by grave concerns from parents and other stakeholders that school heads are failing to provide effective management and leadership at their schools (CIET, 1999). This is despite numerous initiatives to capacitate school heads with leadership skills through introduction of various degree programmes (Chiome, 2011).

Also, existing research on leadership has been locked in explaining the 'what' of grand theories of leadership and little on the 'how' of leadership (Furst & Cable, 2008; Sparrowe, Soetjijto, & Kraimer, 2006, Sampson, 2012). My point of departure is that there is much more at play than just knowing leadership theories. The leaders and followers' day to day interactions and communication are fundamentals for leader effectiveness that need further study and this is the main subject of leader influence behaviours. Leader influence behaviours in this study refers to interactional actions and behaviours that leaders use against followers intentionally to influence followers' responses to the leaders' requests (Sampson, 2012). Whilst the study of leadership ("...the process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives" [Yukl, 2010, p. 8]), may be as old as humanity, research on specific leader influence

behaviours by behavioural theorists started quite recently. The first of these studies started with Kipnis et al. (1980) who identified the first six set of influence behaviours which they called influence tactics. A decade later, Yukl and colleagues (Yukl & Falbe 1990; Yukl; Yukl, Kim & Falbe 1996; Yukl & Tracey 1992) extended the work of Kipnis et al. (1980) by identifying an additional five influence behaviours bringing the total to eleven as shown in table 1 below.

Table 1: Proactive influence tactics and examples

Influence Tactic	Definition	Example
Rational persuasion	The agent (leader) uses logical arguments and factual evidence to show a proposal or request is feasible and relevant for attaining important task objectives.	Provides information or evidence to show that a proposed activity or change is likely to be successful.
Apprising	The agent explains how carrying out a request or supporting a proposal will benefit the target personally or help advance the target person’s career.	Describes benefits you could gain from doing a task or activity (e.g., learn new skills, meet important people, enhance your reputation.
Inspirational Appeals	The agent makes an appeal to values and ideals or seeks to arouse the target person’s emotions to gain commitment for a request or proposal.	Makes an inspiring speech or presentation to arouse enthusiasm for a proposed activity or change.
Consultation	The agent encourages the target to suggest improvements in a proposal or to help plan an activity or change for which the target person’s support and assistance are desired.	Asks you to suggest things you could do to help him/her achieve a task objective or resolve a problem.
Collaboration	The agent offers to provide relevant resources and assistance if the target will carry out a request or approves a proposed change.	Offers to show you how to do a task that he/she wants you to carry out.
Ingratiation	The agent uses praise and flattery before or during an influence attempt, or expresses confidence in the target’s ability to carry out a difficult request.	Says you are the most qualified person for a task that he/she wants you to carry out.
Personal Appeals	The agent asks the target to carry out a request or support a proposal out of friendship, or asks for a personal favour before saying what it is.	Asks you as a friend to do a favour for him/her or can say ‘please may you do me a favour.....’
Exchange	The agent offers an incentive, suggests an exchange of favours, or indicates willingness to reciprocate at a later time if	Offers to do something for you in the future in return for your help now.

	the target will do what the agent requests.	
Coalition Tactics	The agent seeks the aid of others to provide information or evidence to show that a proposed activity will succeed or persuade the target to do something, or uses the support of others as a reason for the target to agree.	Mentions the names of other people who endorse a proposal when asking you to support it.
Legitimizing Tactics	The agent seeks to establish the legitimacy of a request or to verify the authority to make it legitimate by referring to rules, policies, contracts, or precedent.	Says that a request or proposal is consistent with prior precedent and established practice.
Pressure	The agent uses demands, threats, frequent checking, or persistent reminders to influence the target to carry out a request.	Repeatedly checks to see if you have carried out a request.

Adapted from Yukl, (2010).

Whilst the initial work of Kipnis et al. (1980) and Yukl et al (1990) was ground breaking, *A problem with these studies has been their transactional and experimental nature; the studies have generally been conducted in laboratory-type environments using scenarios context and in isolation from other factors such as the leader-subordinate relationship and the organisational context (Sampson, 2012, p. 10).*

More recently, Sampson (2012) proposed more leader influence behaviours and of interest to this study is the behaviour called Sharing responsibility where the leader hands over responsibility for decision making to the target or a group to allow the ‘targets to sort it out for themselves.’ Apart from that, I also proposed two more leader influence behaviours of empowerment¹ and stewardship² derived from leadership literature after observing their wide use by school heads during my research study.

2. METHODOLOGY

To explore leader behaviours used by school heads to influence teachers’ behaviours, I became a participant observer and interviewer in an ethnographic study at three schools (Glow, Myrna and Zubi [Pseudonyms]) identified by the Zvishavane District Education Officer as having the most effective school heads. During data generation and analysis, my gaze was coloured by a three legged theoretical framework utilising, distributed leadership, the collegial model of

Empowerment: Is a term linked to servant leadership (Burton & Peachey, 2013) it refers to professional support for people that enables them to overcome a sense¹ of powerlessness. When used in the context of trying to influence positive work behaviours of followers, leaders engage followers in self-directed decision-making, generating followers’ self-confidence and providing them with a sense of personal power.

² Stewardship: introduced in the organisational context by Greenleaf in his essays about the *leader as a servant* in the 1970s (Parris & Peachy, 2013) it has been described as a measure of the extent to which the leader cares about the individual follower’s concerns and is willing to support and care for the followers and organisational needs (Pounder, 2008; Riaz & Haider, 2010).

educational management and Foucault's notions of power. Distributed leadership is defined as, 'the expansion of leadership roles in schools, beyond those in formal leadership or administrative posts inspired by participatory decision-making, empowerment, teamwork, interaction, collaboration and a democratic work environment (Harris, 2010). The collegial model of educational management assumes that the organisation determines policy and makes decisions on the basis of shared power, mutual goals and discussions leading to consensus (Bush, 2011). On the other hand, apart from mechanisms of surveillance or hierarchical observation, normalising judgement and examination, this is what Foucault (1988, p. 93) said to emphasise the point that power does not reside within structures or people in offices: "power is produced ... in every relation from one point to another, it is everywhere, not because it embraces everything, but because it comes from everywhere." The three-legged theoretical framework is united in its emphasis of the fact that leadership and influence in school organisations can come from more than one source. This is a point that steers this study in a different direction from many previous studies on leadership that have largely seen influence as coming from the leader alone. To analyse data, I worked with the data, organising them, breaking them into manageable units, coding and categorising them, synthesising them and search for patterns. My study revolved around the following research questions:

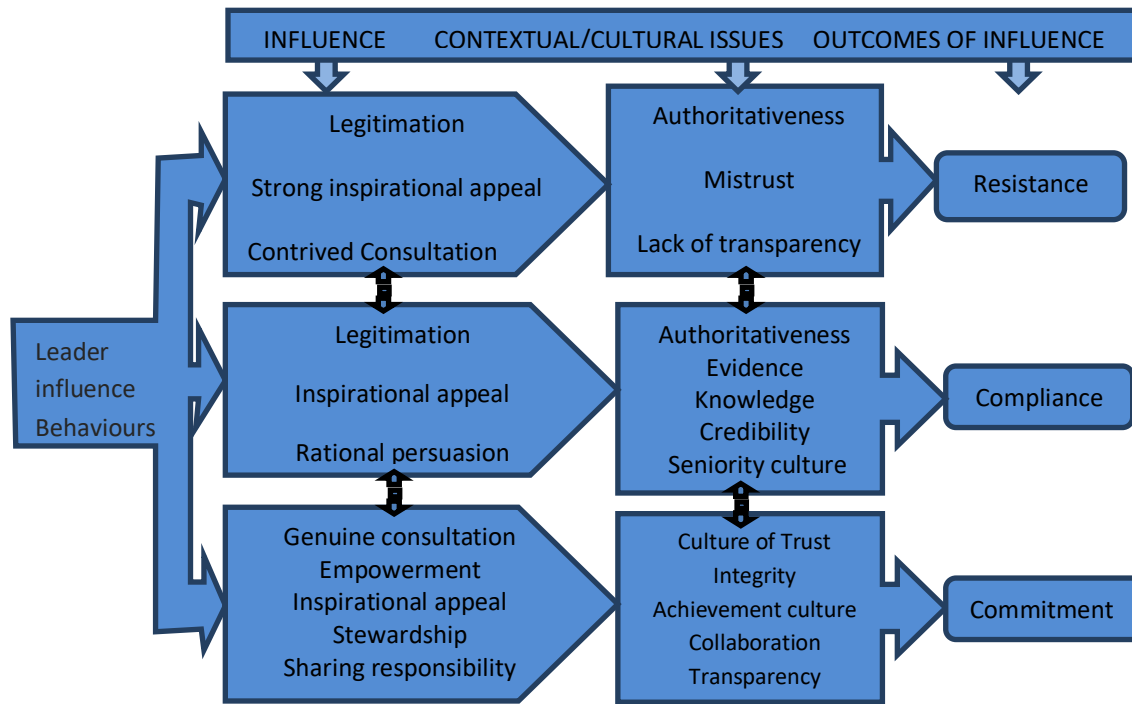
1. How do school heads influence teachers in their day-to-day leadership practice?
2. How do teachers respond to school heads' leader influence behaviours?
3. Why do teachers respond to leader influence behaviours in the way they do?

3. RESULTS AND DISCUSSION

I found synergies and interlocking linkages between my three critical questions that necessitated the decision to present results about them together with the assistance of a model (figure 1). I grouped leader influence behaviours I found were being used by school heads according to the most likely outcome of the leader influence behaviours. I also discuss contextual and cultural conditions that I found to be mediating the effectiveness of the leader influence behaviours. Contextual and cultural issues refer to prevailing cultures, values and situational issues prevailing at the school under study. This crystallisation of research findings resulted in three sets or groups of leader influence behaviours arranged in three rows. Each row has a box showing relevant contextual and cultural issues that I found to mediate the set of leader influence behaviours and another box showing the outcome of the leader influence behaviours. Some influence behaviours and contextual and cultural issues appear in more than one row or across all the rows of the model. This shows permeability and complementarity of these behaviours and issues in the study, suggesting that nothing stands in silos in the practice of leadership as depicted by the model here. The double broken arrows pointing up and down in the model illustrate this. A deductive analysis using Kipnis et al. (1980), Yukl et al. (1992) and Sampson's (2012) list of leader influence behaviours revealed most of the leader influence behaviours in the model except empowerment and stewardship which I added after their wide use by school heads under study was revealed by the data. The leader influence behaviours clustered at the bottom of

my model came out to be the leader influence behaviours that were used by school heads across all core areas of their work suggesting their popularity with school heads. A quick comment I can make at this point about the model and the distribution of influence behaviours across the three sets with most of them in the set linked to commitment at the bottom of the model suggests a thrust by school heads towards using less task oriented (traditional, in first row of the model) leadership approaches. It may mean that these effective leaders are using relationship (relational, in last row of the model) oriented leadership approaches associated with interaction and commitment to work agendas. I now move on to synthesis and discuss findings of my study using a model in figure 1 below.

Figure 1: Leader influence behaviours and contextual cultural issues



3.1 Leader influence behaviours: cultural/contextual issues and Resistance

Starting with the first set of influence behaviours in the model, findings of the study showed that legitimation, strong inspirational appeal and contrived consultation behaviours were most likely to result in or be interpreted by teachers with mistrust, lack of transparency and authoritativeness. For example, what emerged about legitimation was that school heads had a tendency of using ministry policy circulars and statutes to influence teacher discipline. The majority of teachers at Glow school shared Mr Ndlovu’s sentiments who reiterated that, “Like I have said before, statutory instruments are read to us now and again and the repercussions are made clear to all of us.” Done this way, this created an authoritative environment making school heads’ attempts at influencing teachers on other issues difficult. This is because teachers felt that the consultation

discussions were contrived excluding debate on certain issues. The same effect of excluding free debate and critical thinking on matters of concern to teachers was also created by the use of strong inspirational appeals which created strong identification with the leader and his views who then became very powerful and commanded a huge following. We can learn this from what Mrs Dick of Zubi School said when I asked her about the culture of hard work at her school.

The school has a culture of hard work and you find that if you do not work hard, pressure will come from both the admin and other teachers. Our head is our best example and normally going against him means going against everything at this school.

This made those who dared to question or go against the heroic school heads face pressure tactics that could include sanctions, coercion, blocking, and exclusions.

In a study by Moideenkutty and Schmidt (2011) and also this study, legitimation and contrived consultation were negative behaviours which were detrimental to members' organisational citizenship behaviour and as such resulted in teachers experiencing low self-esteem.

The authoritative environment and a lack of trust and transparency all housed in the second box of my model, were found to contribute to teacher apathy, suspicion and low self-esteem and a tense working environment. This greatly reduced school heads' success at influencing teachers. In this context, however I also observed an interesting finding, that in some cases, the use of legitimation behaviours was welcomed by teachers and resulted in helping behaviours, identification with the group and positive work outcomes. For example, the majority of Myrna and Zubi teachers echoed what Mr Jack of Zubi said about the school head's legitimation behaviours that,

Statutory 1 of 2000 is also an important disciplinary tool read to us two or three times in a term as a way of reminding us about ministry regulations... Teachers here are disciplined... We are open to each other and the school head is also open to us. We treat each other like brothers and sisters...

Findings of the study here were in line with Foucault who purported that power is not only negative and repressive but can also be positive, productive and enabling. He said, "We must cease once and for all to describe the effects of power in negative terms...., the individual and the knowledge that may be gained of him belong to this production" (Foucault, 1991, p. 194).

However, I realised that this turn around can only be achieved when leaders are seen to be benevolent, warm and the school climate is propped on trust and transparency. Mr Sheik the school head of Glow said it right when he asserted, "We do not want to create a threatening environment but we try to bring to their attention the regulations that guide them here at work." Like Mr Sheik, I have learnt through this study and personal experiences that using rules, policies and other legitimating behaviours to threaten teachers creates an atmosphere that makes the teachers work in self-protection mode and nothing gets done in this environment. This can only stifle growth and creativity and it kills the team spirit and collaboration that I see as a recipe for successful leadership. However, as purported by Foucault (1991) above and also reported in this study, using legitimating behaviours the other way round can be an additional arrow in a

good leader's quiver instead. Nevertheless, I realised that when their influence attempts failed in these situations, school heads tended to fall back to more legitimating behaviours and contrived consultations that were backed up by the force from their legitimate power base. This created more resentment and various forms of resistance by teachers. Resistance as an outcome of legitimation, strong inspirational appeal and contrived consultation is shown in the third box of the first row of my model. How it played out at the three schools under study is discussed in more detail below.

I looked at resistance to school heads' influence attempts using Foucault (1975)'s power analysis toolkit and also ideas from Scott (1985). In his influential book, *Weapons of the weak: everyday forms of resistance* (1985). Scott introduces the idea that oppression and resistance are in constant flux. Scott looks at less visible, every-day forms of resistance such as foot-dragging, evasion, false compliance, pilfering, feigned ignorance, slander and sabotage. His ideas conflate with those of Foucault who says, "Where there is power there is resistance."

With these ideas at the back of my mind, I realised that at times teachers resisted school heads' influence attempts by evasion. An example is what happened at Glow school where I observed some teachers evading to take classes allocated to them by giving excuses and arguing at caucus meetings. In some cases teachers showed their resistance by not giving their views in these contrived consultation discussions. For example, I observed that on several occasions, teachers at Myrna would just keep quiet when the school head, Mr Chinos paused for them to respond to legitimating influence attempts. These forms of resistance occurred across all core areas of the school heads' work although they were more intense in the areas of policy formulation and implementation, and discipline where school heads often referred to statutes and school rules to influence outcomes. I realised that teachers did not want direct confrontation (overt resistance) with the school heads but instead resorted to established ways of behaving and speaking that are understood by both the school heads and teachers in each particular school setting as resistance, what Scott (1985) called, *Everyday forms of resistance*.

In addition to the above, I also found that teachers' assertiveness in discussions and most arguments was partly influenced by a belief in the expert power they possessed as professionals with knowledge, skills, abilities or relevant previous experiences. This is in line with an assertion from cognition theory, a theory feeding into distributed leadership that, in the school context, the work process has become much more complex and intensive, and heads are dependent on their teacher colleagues' expert knowledge in various areas (Hatcher, 2005). At all the schools, school heads faced various forms of resistance related to this and influence attempts by school heads were at times altered or not accepted at all as a result. When I observed this, I asked Mr Sheik, the head of Glow to elaborate and he had this to say,

At times my ideas are accepted, but at times they may be rejected and they give their own reasons...The way we work here is such that we want ideas to come from all directions so that at the end our decisions are consistent and not questionable. At times these senior teachers will be arguing from experience so the head learns from their experiences too.

I saw this to be in line with Spillane's (2011) assertion about distributed leadership that leadership practice should be viewed as a product of the interactions of school leaders, followers, and their situation. Apart from this, what I learnt and found out however, is that most teachers view authority negatively and also those in leadership also view resistance to their influence attempts negatively. However, what came out of this study about resistance was that at times it shaped leadership, perfected it and resulted in positive outcomes the leaders appreciated as a valuable source of leadership and professional wisdom. If such an attitude, as depicted by Mr Sheik towards teachers' voices and also leadership can be nurtured, some leadership challenges bordering around mistrust, lack of transparency and excessive use of position authority schools are currently facing can be ameliorated. In some cases, teachers also responded to school heads' influence behaviours by complying. Next, I present and discuss my findings on how school heads influenced teacher behaviours resulting in teacher compliance. (Refer to the second row of model.1).

3.2 Leader influence behaviours: cultural/contextual issues and compliance

As shown in the second row of the model, Legitimizing leader influence behaviours and rational persuasion influence behaviours were more likely to secure compliance. As such, in many instances, success at influencing teachers depended on the school heads' power of explanation, which was backed up by knowledge, evidence and, conversation and prevailing cultures (see second box of second row of the model). At all the schools, I observed school heads' exhibiting of professional knowledge by referencing to authoritative sources like statutes, exhibiting evidence by producing receipts and booklets in meetings. This rationality enhanced their credibility and chances of success at influencing teachers in meetings. It emerged that the more school heads exhibited attributes of being knowledgeable and credible the more teachers were likely to believe in their influence attempts, interestingly confirming the common assertion that 'knowledge is power.'

What came out from the literature (Sampson, 2012) was that, research on the effectiveness of leader influence behaviours concentrated on the effectiveness of individual leader influence behaviours. Contrary to this study however was that, school heads used a blend of rational persuasion and legitimation behaviours in meetings to varying degrees. The broken arrows between the blocks in the model represent the permeability and blending of both influence behaviours and contextual issues I am referring to here.

I have already said legitimation behaviours featured prominently in the area of discipline. What also came out was that rational persuasion was used in many core areas of the school heads' work but it was used more intensely to influence teacher behaviours in the area of financial management. It emerged that teacher participation in this area was minimal. Most of the time, financial decisions were explained to teachers. Despite the wide use of rational persuasion in this area, support for financial decisions was mostly based on the extent to which the school heads were able to blend rational persuasion with the legitimacy of their proposals by appropriately referencing statutes, policies, precedence and exhibiting knowledge and evidence that could convince teachers that claims they were making were credible.

As already stated, the practice of reading rules and regulations to influence teacher behaviours was common at all schools. I said this often caused resistance, but when legitimating behaviours, strong inspirational appeals and contrived consultation were accompanied by a perceived or real threat of force by the school heads, teachers stopped resisting and complied to the school heads' influence attempts and this is shown in the last box in the second row of my model. To be clear, I should define what I mean by compliance in this context. Pierro et al. (2013) defines compliance as a social norm requiring obedience and change of behaviour by followers from people who are in a superior position in an organisation. The change is socially dependent in that the followers continue to relate the change to the influencing person. Follower compliance thus requires continued surveillance. Foucault describes the power of surveillance to force compliance when he said,

He who is subjected to a field of visibility, and knows it, assumes responsibility for the constraints of power; he makes them play spontaneously upon himself, he inscribes in himself the power relation in which he simultaneously plays both roles; he becomes the principle of his own subjection. (Foucault, 1975, p. 202).

Apart from surveillance, compliance should be supported by rules and regulations of the organisation and enforced by the influencing person to maintain the change. In this study, this manifested itself in the prevalence of various surveillance mechanisms including disciplinary committees at all the schools that assisted the school head to monitor and maintain teacher discipline.

Apart from knowledge, credibility and authority, I also observed the mediating effect of prevailing cultures as enhancing school heads' chances of success at influencing teachers. It came out that culture was one of the contextual issues linked to compliance. This thread of thinking about culture was captured in interviews with school heads and teachers as one of the issues contributing to what makes teachers yield to leader influence attempts and the creation of an achievement culture in the schools. In this regard Mrs Dick of Zubi School had this to say, *"The school has a culture of hard work and you find that if you do not work hard, pressure will come from both the admin and other teachers..."*

I also observed the prevalence of a seniority culture in the schools where the school heads were referred to as 'Mukuru' (the senior/elder) and culturally, it is unbecoming for juniors not to comply with the advice of elders or their seniors.

However, I also observed that when teachers complied there was no enthusiasm to carry out the requested action suggesting that if the threat of position power and cultural obligations were to be removed teachers could easily slide back to their old behaviours. I see the main reason for complying in most of the cases narrated above as teachers being unsure because they lack adequate knowledge or because they want to avoid the wrath of the law or social rejection. Whilst this is the case, I think school heads should aim to move teachers from this level of fear and indecisiveness to the next level of commitment. Foucault (1991) and also data from this study suggest that power, manifesting itself in legitimation behaviours, can be used either to instil fear (negative view) or drive out fear (Positive view) from followers. These contrasting standpoints were described by Fleming & Spicer (2008, p. 304) when they saw,

The traditional division between a devilish realm of domination in which employees are directed by dark-suited overlords and a world of sweetness and light in which emancipated employees frolic in a corporate playground overflowing with opportunities for naughtiness.

Borrowing from Foucault (1991), we must cease once and for all to use or regard ministry of education statutes and policies as intimidatory tools to force compliance. Ministry policies like the popular *statutory instrument 1 of 2000* should be written in simple English and also local languages instead of the law-like language used at the present moment which excludes most teachers from meaningful engagement. Then lack of knowledge and understanding about conditions of service and other policy provisions played upon by other school heads and blamed for compliance can be substituted by empowerment, informed debates, transparency and commitment. Regular feedback and information sharing like the observed after assembly briefings can go a long way in empowering teachers with information so that the fear and suspicion that is blamed for compliance and mediocre performance can be eliminated in schools. This is the positive aspect of power and leadership that should be maximised on to create positive work environments in schools that breed commitment. At this point let me move on to present and discuss findings about how school heads influenced teachers so as to secure their commitment to work agendas.

3.3 Leader influence behaviours; cultural/contextual issues and Commitment

I would say genuine consultation, empowerment, inspirational appeal, stewardship and sharing responsibility in the last block of my model are the ideal of how effective school heads influenced teachers. What emerged from the study was that if a cocktail of these leader influence behaviours were used, chances of success at influencing teachers were highest. The second box in the last row of my model shows contextual and cultural issues that worked together with genuine consultation, empowerment, inspirational appeal, stewardship and sharing responsibility to enhance success at influencing teachers. The box on cultural and contextual issue shows that this success was built on transparency, integrity, collaboration, a culture of trust, an achievement culture and recognition of effort by the school heads. For example, I observed that the autonomy given to the various committees at the three schools was based on mutual trust. Even in situations where it was not expected, school heads showed trust. For example, at Glow the school head allowed teachers to allocate themselves scarce stationery under very minimal supervision. I saw this as a gesture of mutual trust that went a long way in enhancing leader influence. Providing evidence where it was needed as alluded to earlier on, was a way of cultivating values of transparency, fairness, credibility and integrity. This built on to the genuineness of school heads' consultation, empowerment, inspirational appeal, stewardship and sharing responsibility behaviours. What came out of this study was that using these leader influence behaviours and practising the values of transparency, fairness, credibility, trust and others shown in the contextual and cultural issues box in the second row of my model inspired teachers. The practice of these values gave teachers more reasons to believe in and buy into the school heads' proposals than to doubt them, enhancing chances of school heads' influence attempts. What emerged from the study was that this often resulted in teacher commitment to work objectives shown by the last box in the third row of my model. I discuss commitment and cultures that worked to build it in detail below (refer to cultural and contextual box in third row of the model).

In contrast to compliance, which was backed up by threats of authority, commitment occurred when teachers self-reflected and voluntarily agreed with the action or decision proposed by school heads as alluded to by Mrs Tom of Zubi School when she said,

*One would say if the school head commits himself to teaching, what about me?
Should I sit? This school is my 5th school after college and I have never seen a
school head committed to teaching and learning like this head.*

As a result, when school heads made proposals, the influencing behaviour mentioned here by Mrs Tom made teachers to embrace them and commit themselves to positive work attitudes and felt emotionally attached to the school organisation. Change of behaviour was internalized and more permanent that surveillance was not necessary. Commitment also occurred when teachers showed enthusiasm to implement actions or decisions proposed by the school heads. The enthusiastic teachers exercised initiative, worked harder and demonstrated helping behaviours and persistence in order to carry out requests successfully. For example, in my field notes I captured an informal meeting at Myrna School organised by teachers when the school head had gone to town so that they can organise how to run a bereavement fund previously set up in a general meeting. The teachers sacrificed their lunch hour and discussed enthusiastically, showing that they owned and were committed to the bereavement project and liked to see it succeed. The teachers' behaviour also alluded to collegiality and a collaborative culture (refer to cultural and contextual box in third row of the model) prevalent in the schools. I can say in the absence of collegiality and collaborative cultures, commitment will be difficult to achieve. To nurture commitment, teachers must be afforded opportunities to spontaneously form working teams and pursue identified organisational goals with an abundance of professional autonomy.

Apart from appealing to known teacher values and collaborative cultures, what also came out of the study was that leadership that inspired and created commitment was also strongly mediated by prevailing Christian cultures in the schools which all had churches in their yards and valued Christian rituals. However, my observation is that leadership discourse in Zimbabwe has generally evaded investigating how the Christian religion and various other religious beliefs impact on influence behaviours of the school heads and teachers. For example whilst prayer is a common culture Christian schools identified with, what was interesting in this study was that it was used to purposely target listeners' emotions and values with the aim of inspiring and influencing the work behaviours of both teachers and school heads. Findings of this study, though limited in scope, opens a new corridor to think about influence and educational leadership in the context of prevailing religions in different school contexts. Appealing to values, emotions and divine intervention as ways of influencing teachers blends well with assumptions of leading purported by two of the three legs of my theoretical framework namely collegial and distributed leadership. The theoretical frameworks assert that leaders practising collegial and distributed leadership try to influence and nurture in followers common professional values and shared beliefs as a way of creating high performance cultures in the schools (Bush, 2011; Crawford, 2012; Manetje & Martins, 2009). By emphasising certain values and beliefs, the school heads under study were able to create a common culture hinged on hard work and achievement. In addition to that, practising the cocktail of values in the second column of my

model and discussed here so far, combined with the set of influence behaviours in the last block of my model enhanced school heads' chances of success at influence and securing commitment. In addition to that, it emerged that practising these values by school heads over time increased teachers' confidence in the school heads, increased teachers' organisational citizenship behaviours and subsequent identification with the school and what it stood for. From this, I can conclude that to be a good leader who can positively influence others, a school head ought to be identified as someone whose life is one of integrity, someone who can engender trust, presenting a genuine 'front', is open, welcoming with an ear for teachers' concerns and in whom teachers can place their confidence in. However, this does not mean that authority, knowledge, evidence and an understanding of prevailing cultures mentioned in the second block are not important or are of lesser importance at all. They also permeate these contextual and cultural issues. Having presented and discussed my main findings, an outline of recommendations follow.

4. RECOMMENDATIONS FOR FURTHER RESEARCH

- i) It is recommended that school heads' influence behaviours should aim at nurturing in followers a culture of trust, common professional values and shared beliefs as a way of creating high performance cultures in the schools.
- ii) Whilst I recommend that school heads should always try to blend leader influence behaviours for optimum results, further research into specific combinations is also recommend.
- iii) It is also recommended that school heads should weave their influence behaviours together known teacher values and collaborative cultures to maximise chances of securing commitment to work outcomes.
- iv) School heads should strive to distribute leadership and influence among teachers as a way of enhancing their own influence.

5. CONCLUDING REMARKS

Research on leader influence behaviours has mostly been done in western developed countries and predominantly confined to the corporate sector where quantitative research approaches were used and descriptive statistics were used to analyse human behaviour (Sampson, 2012). This study is one of the few that has explored this research area in the context of educational leadership and management using qualitative approaches. I used a multi-perspectival approach to bring different theories (three legged theoretical framework) to work together to get a better understanding of how educational leaders influence teachers. The study has shown that school heads use consultation, Empowerment, Inspirational appeal, Stewardship, Sharing responsibility, rational persuasion and legitimation leader behaviours to influence teachers. The contextual issues of transparency, integrity, collaboration, culture of trust and achievement culture that mediate leader influence behaviours, which have largely remained unexplored by the quantitative researchers who have researched on leader influence in the past were also identified by this study. Drawing from my theoretical framework and my findings, the contextual and cultural issues identified by the study here allude to the centrality of leadership that is collegial and distributed for effective leader influence. Instead of having the leader leading alone and being blamed for anything that goes wrong by almost everyone as I mentioned at the beginning, teachers parents and other stakeholders can uphold the values and cultures identified in this study. As a concerned collective, they can be responsible for their common destiny, share

leadership challenges with school heads, and enhance leader influence and positive work outcomes.

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