

Power Types Used by School Principals

A Scale Development Study Based on Etzioni's
Organizational Compliance Model

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SUMMARY

This book presents the development of the Scale of Power Types Used by School Principals, based on Etzioni's organizational compliance model. It examines school principals' use of power through three dimensions: coercive power, calculative power, and value-based power. The book first discusses the conceptual foundations of power, the distinction between power, influence, and authority, and the relevance of Etzioni's model for educational administration. It then explains why school principals' use of power should be measured through a theoretically grounded framework. The scale development process is presented in detail, including item generation, expert review, content validity, pilot implementation, and data analysis. The psychometric findings provide evidence for the validity and reliability of the 15-item, three-dimensional scale. Exploratory and confirmatory factor analyses support the factor structure, while Cronbach's Alpha and split-half reliability results indicate strong reliability. The book contributes to educational administration literature by offering a practical and theoretically grounded instrument for examining how teachers perceive the power types used by school principals.

AUTHOR BIOGRAPHIES

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Dr. Ayfer KÖŞKER completed her undergraduate education at Ömer Halisdemir University; she also graduated with bachelor's degrees from the Sociology and Turkish Language and Literature departments of Anadolu University. She completed her first master's degree in Educational Administration and Supervision at Near East University, and her second master's degree in Measurement and Evaluation Practices at Yesevi University. She completed her doctoral education in Educational Administration and Supervision at Ege University. She currently serves as an administrator at a Science and Art Center within the Ministry of National Education. She conducts academic studies in

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teachers on topics such as classroom management, school administration, and educational leadership. After working as a teacher for 10 years, he transitioned into academia, where he has been actively engaged for the past 20 years while maintaining close ties with schools. He believes that educational research must remain grounded in practice in order to be meaningful and impactful. His works and contributions can be accessed at yilmaztonbul.com.tr.

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CHAPTER 1

INTRODUCTION

This introductory chapter presents the general framework of the book and clarifies the academic rationale on which the study is based. The book focuses on the development of a scale designed to “measure the types of power used by School Principals within the framework of Etzioni’s organizational compliance model. In this respect, the chapter first discusses why power is a significant concept in educational administration and why the use of power by School Principals should be examined as a distinct research problem. It then explains the need for a measurement instrument grounded in Etzioni’s classification of coercive, calculative, and normative forms of power. By establishing the background, purpose, scope, and structure of the book, this chapter provides the reader with a roadmap for the theoretical, methodological, and psychometric discussions that follow. Accordingly, the introduction does not merely present the subject of the book; it also positions the scale development study within the broader context of school leadership, teacher perceptions, and organizational compliance.

Background of the Study

Power is one of the fundamental concepts at the centre of organizational life. In every organization, managers, leaders, and administrative actors are expected to influence others, direct collective action, coordinate responsibilities, and ensure the effective pursuit of institutional goals. Schools are no exception to this reality. The view that schools, as educational organizations, can be governed solely as bureaucratic structures based on formal rules and administrative procedures has substantially lost its validity, particularly following the Hawthorne studies, which brought the importance of human relations in organizational life into clearer focus (McCambridge et al., 2014). Therefore, school effectiveness depends not only on authority derived from legislation or formal positions but also on the quality of interpersonal relationships within the institution, professional collaboration, and the capacity of school leaders to influence teachers and other stakeholders constructively. Yukl and Tracey (1992) emphasize that the tactics employed by man-