

Public Abstract

First Name:Matthew

Middle Name:Scott

Last Name:Pearce

Adviser's First Name:Barbara

Adviser's Last Name:Martin

Co-Adviser's First Name:

Co-Adviser's Last Name:

Graduation Term:WS 2007

Department:Educational Leadership & Policy Analysis

Degree:EdD

Title:HIGH SCHOOL PRINCIPAL COMMUNICATION AND ORGANIZATIONAL KNOWLEDGE CREATION

The role of the high school principal has become increasingly complex as schools have experienced increased accountability for student learning as well as improved teaching. New challenges brought forth from President George Bush's No Child Left Behind act of 2001 have forced principals to critically examine core school processes from every possible angle. Consequently, principals and school leaders have tried to improve learning outcomes across the board. The purpose of this study was to determine what impact, if any, does leader communication have on the knowledge creation capacity of the school? A sample of 41 high school principals and 80 high school teachers from one Midwestern state completed the researcher created Communication and Knowledge Creation Survey (CKCS).

Data from the survey were examined through communication and knowledge creation constructs.

Quantitative and qualitative data were gathered and analyzed to gain a more complete understanding of the results in relation to the research questions and purpose of the study. Analysis of the findings indicated that teachers and principals perceived principals as communicating the tenants of knowledge creation through care and change. However, teachers reported a desire for knowledge creation through personal conversation, while principals reported that knowledge creation was best communicated in faculty meetings, department chair meetings, and professional development days.