

High School Principal Communication and Organizational Knowledge Creation

Matthew S. Pearce

Dr. Barbara N. Martin, Dissertation Supervisor

ABSTRACT

The purpose of this study was to determine what impact, if any, does effective communication by high school principals have on the knowledge creation capacity of the school. A mixed research design was utilized. Quantitative data were gathered using researcher-created surveys, and qualitative data were retrieved through interviews.

A Pearson r correlation coefficient was utilized to determine if any statistical relationship existed between the factors of principal communication (care, change) and the factors of knowledge creation (combination, socialization, externalization, internalization). According to combined responses from teachers and principals moderately strong correlations existed between care and externalization ($r=.659$) and change and combination ($r=.695$).

An independent samples t – test was conducted in order to analyze the means of the principal communication factors and the organizational knowledge creation factors as reported by teachers and principals. No significant differences existed between the principal communication factors or the knowledge creation factors. Data from the study revealed teachers and principals responded to these survey questions similarly.

Descriptive statistics were utilized to determine which factors of knowledge creation principals used most in communication with their staff members. An aggregate analysis of the mean showed that each group perceived principals using the socialization factor of knowledge creation most frequently in communication.