

Public Abstract

First Name:Philomina

Middle Name:

Last Name:Harshaw

Adviser's First Name:Ty-Ron

Adviser's Last Name:Douglas

Co-Adviser's First Name:Peggy

Co-Adviser's Last Name:Placier

Graduation Term:FS 2015

Department:Educational Leadership & Policy Analysis

Degree:PhD

Title:THE IMPACT OF LEADERSHIP ON THE COLLABORATION OF ADULTS IN THE TRANSFORMATION OF SCHOOL CULTURE FROM PUNITIVE TO POSITIVE

The purpose of this retrospective evaluative case study was to explore evidences of how an urban school administrator implemented transformational leadership involving teacher collaboration to create positive change in school culture. Leadership embodies purpose, personal attributes, and the ability to influence and persuade others to achieve goals. It is based on the principle of helping people reach their highest personal success with ethical and moral responsibility (Burns, 1978). This study examined the impact caring, transformational leadership had on school culture. Educational leaders can benefit from this study, as it may assist in refinement of leadership styles that affect change in school culture. The literature review examined various leadership theories, pedagogy of care, teacher collaboration, and teacher-student relationships, factors that influence school culture.

This study was conducted in an urban school during one school year. The researcher used a mixed method approach to show leadership had a positive influence on school culture. Building administrators, attuned to organizational dynamics of school and staff, initiate positive change with caring and nurtured accountability. They accept staff's perceptions about factors that impede learning and support conditions like teacher collaboration that affect change.

The results of this study add to the body of research related to leadership, teacher collaboration, student behavior, and school climate and culture. Higher education can benefit by including coursework and experiences to support administrators' understanding about leadership theory and its relationship to staff.

The constant turnover of leadership in district schools would merit an in-depth look into professional development that supports administrators' role as leaders.